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|--------------------------------|---------------------------------|
| <b>Committee</b>               | Services Scrutiny Committee     |
| <b>Report Title</b>            | Report on summer results 2016   |
| <b>Date of meeting</b>         | 27 September 2016               |
| <b>Relevant Officer</b>        | Arwyn Thomas, Head of Education |
| <b>Relevant Cabinet Member</b> | Cllr Gareth Thomas              |

## Introduction

The main purpose of the report is to present information at an early stage to elected members on performance at end of key stages for the school year 2015/2016. It is emphasized that it is initial information on KS4 results that is shared, and that thus far, there is no access to comparative and benchmark data for each key stage. The data will be up-dated once the complete information is available. The information must therefore be handled with caution as neither the analyses nor the comparisons will be completed at a National level until around the end of the year.

However, gaining early access to the type of information included in the report, and the opportunity to ask further questions, is an important contribution in the self-appraisal process, and to be able to answer the type of questions listed below:

- How does the LA's performance compare with that of 2015?
- How does the LA's performance compare with targets set for 2016?
- Is performance in the core subjects similar?
- At which key stage is the best performance? In what aspects is there room for improvement?
- Do schools underperform?

Elected Members are asked to scrutinize the report's contents to answer the type of questions noted above.

## Contextual Information

Table 1 indicates the % of statutory school age pupils who are entitled to receive free school meals in Gwynedd over the past five years in comparison with Wales and individual authorities.

**Table 1: % of statutory school age pupils entitled to free school meals [FSM]**

|                             | 2009  | 2010  | 2011  | 2012  | 2013  | 2014  | 2015  | 2016  |
|-----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| <b>Gwynedd</b>              | 12.6% | 13.2% | 14.2% | 13.7% | 13.7% | 12.9% | 13.3% | 13.0% |
| <b>Wales</b>                | 17.8% | 18.9% | 19.7% | 19.3% | 19.5% | 19.1% | 18.8% | xx%   |
| <b>Position (1=lowest)*</b> | 5     | 5     | 5     | 5     | 5     | 4     | 4     | 4     |

The position denotes Gwynedd's position in comparison with Wales LA's, with the lowest position signifying the lowest percentage of 5-15 year old pupils receiving FSM. The table suggests, if it is accepted that an entitlement to free school meals is an appropriate measure of deprivation, that Gwynedd's performance should be approximately fourth amongst authorities in Wales i.e. correspond to the free school meals position.

## Commentary on performance

### Foundation Phase and Key Stage 2

#### Foundation Phase

Percentage of pupils who achieve the Foundation Phase Indicator (FPI):

|                          | 2014  | 2015  | 2016  |
|--------------------------|-------|-------|-------|
| <b>Gwynedd</b>           | 85.2% | 86.8% | 86.8% |
| <b>Wales</b>             | 85.2% | 86.8% | 86.8% |
| <b>Position (1=best)</b> | 10    | 10    | 14    |

- At the FPI, a small increase [+0.1%] since 2015 and places Gwynedd in 14th position amongst the 22 Authorities. This is substantially lower than the expected FSM position. Performance slightly [-0.6%] below target. Improvement observed of +0.3% in the indicator at a regional level [86.2%] and +0.2% nationally.
- In comparison with other North Wales Authorities, Gwynedd's position was as follows: FPI = 3rd; Language- Welsh D5+ = 2nd, Language-Welsh D6+ = 3rd, Mathematical Development D5+ = 1st, Mathematical Development D6+ = 3rd, Personal Development D5+ = 1st, Personal Development D6+ = 1st.
- FSM learners performance varies. In comparison with 2015, an improvement in FPI to 76.5% and a figure that was close to the target of 77.0% set [+1.1% in comparison with improvement +1.3% regional]; Language-Welsh +0.6% and +1.6% [expected level and higher level].

### Key Stage 2

Percentage of pupils who have achieved the Core Subjects Indicator (CSI) at the end of KS2:

|                          | 2014  | 2015  | 2016  |
|--------------------------|-------|-------|-------|
| <b>Gwynedd</b>           | 86.0% | 89.5% | 89.8% |
| <b>Wales</b>             | 86.1% | 87.7% | 87.7% |
| <b>Position (1=best)</b> | 14    | 6     | 7     |

- In the CSI, an improvement of +0.3% on the figure for 2015 and +1.1% above the target [National improvement +0.9%]. Performance in 2016 places the LA in 7th position that is below the expected FSM position. An improvement of 0.6% observed in the regional level indicator [88.8%].
- In comparison with other North Wales LA's, Gwynedd's position was as follows: CSI = 2nd; Welsh L4+ = 3rd; Welsh L5+ = 1st; English L4+ = 2nd; English L5+ = 1st; Mathematics L4+ = 2nd; Mathematics L5+ = 1st; Science L4+ 1st; Science L5+ = 1st.
- FSM learners performance is robust overall at the expected level but is disappointing at the higher level. In comparison with performance in 2015, an improvement of +6.4% to 82.1% in the CSI – and again a figure that is very close to the set target of 80.7% [regional improvement +1.4%].

### Performance in comparison

| Foundation Phase |      |      |      |      |      |  |
|------------------|------|------|------|------|------|--|
| FPI              | 2012 | 2013 | 2014 | 2015 | 2016 |  |
| <b>Ynys Mon</b>  | 84.1 | 85.8 | 84.6 | 86.2 | 84.7 |  |
| <b>Gwynedd</b>   | 83.0 | 82.8 | 85.2 | 86.8 | 86.8 |  |
| <b>Conwy</b>     | 79.8 | 80.4 | 84.5 | 82.9 | 83.9 |  |
| <b>Denbigh</b>   | 81.7 | 84.9 | 86.1 | 86.4 | 87.5 |  |
| <b>Flint</b>     | 79.7 | 84.4 | 84.5 | 87.0 | 86.9 |  |
| <b>Wrexham</b>   | 83.3 | 83.4 | 82.9 | 85.5 | 86.6 |  |

| KS2      |      |      |      |      |      |      |  |
|----------|------|------|------|------|------|------|--|
| CSI      | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |  |
| Ynys Mon | 78.6 | 84.7 | 88.0 | 87.8 | 91.8 | 89.4 |  |
| Gwynedd  | 82.8 | 86.2 | 86.6 | 86.0 | 89.5 | 89.8 |  |
| Conwy    | 79.5 | 82.6 | 83.1 | 84.3 | 85.8 | 86.8 |  |
| Denbigh  | 82.3 | 83.5 | 86.0 | 86.6 | 87.9 | 88.6 |  |
| Flint    | 80.8 | 81.3 | 85.0 | 86.1 | 87.9 | 90.1 |  |
| Wrexham  | 82.2 | 84.5 | 85.4 | 84.2 | 87.7 | 87.7 |  |

### Key Stage 3

Percentage of pupils achieving the Core Subjects Indicator (CSI) at KS3:

|                   | 2014  | 2015  | 2016  |
|-------------------|-------|-------|-------|
| Gwynedd           | 89.1% | 91.3% | 92.0% |
| Wales             | 81.0% | 83.9% | 83.9% |
| Position (1=best) | 1     | 1     | 2     |

- At Key Stage 3, performance at the CSI has exceeded the Wales expected benchmark since 2012 and has substantially exceeded the National figure for the past five years. Gwynedd has performed best of all Wales LA's for four consecutive years and there is again an improvement on the figure for 2015 [+0.7%] This continues to place Gwynedd amongst the best performing LA's in Wales – 2nd position in 2016.
- At the CSI, improvement of +0.7% on the figure for 2015 and -0.1% below target. Performance in 2016 places the LA above the expected FSM position and second amongst all of Wales LAs. An improvement of +1.7% in the regional indicator [87.8%] and an improvement of +2.0% nationally.
- In comparison with other North Wales LA's, Gwynedd has performed best in English, Mathematics and Science at the expected level as the higher levels. In Welsh, Gwynedd is in the 4th and 5th position [expected level and higher levels] but need to bear in mind the cohort size assessed compared to some of these LA's.
- Overall FSM learners performance is robust at the expected level but varies more at the expected levels with the situation regarding languages substantially better than Mathematics/Science. In comparison with performance in 2015, there is an improvement of +3.8% to 82.1% at the CSI - a figure that also exceeds the set target of 80.7% [a regional improvement of +5.6% to 73.3%]. At the expected level as the higher level, performance in the individual indicators is as follows: Welsh +2.5% and +7.8%; English +1.6% and +7.5%; Mathematics +3.8% and -2.5%; Science -0.3% and +2.0%.

### Comparative performance

| KS3              |      |      |      |      |      |      |  |
|------------------|------|------|------|------|------|------|--|
| CSI              | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |  |
| Isle of Anglesey | 69.4 | 77.9 | 81.5 | 83.6 | 84.5 | 87.6 |  |
| Gwynedd          | 76.3 | 83.0 | 85.4 | 89.1 | 91.3 | 92.0 |  |
| Conwy            | 70.6 | 75.7 | 78.5 | 83.7 | 87.2 | 87.3 |  |
| Denbigh          | 65.5 | 71.9 | 75.0 | 83.2 | 84.3 | 86.4 |  |
| Flint            | 73.8 | 76.0 | 80.0 | 84.3 | 87.1 | 88.4 |  |
| Wrexham          | 67.4 | 70.0 | 72.2 | 78.4 | 80.9 | 84.3 |  |

## Key Stage 4

Performance of 15 year olds in comparison with Wales and other LEAs:

| Gwynedd | 2014 |          | 2015 |          | 2016   |          |
|---------|------|----------|------|----------|--------|----------|
|         | %    | Position | %    | Position | %      | Position |
| TL1     | 97.2 | 1        | 97.9 | 1        | 98.7   | -        |
| TL2     | 87.7 | 4        | 88.9 | 5        | 88.6   | -        |
| TL2+    | 61.1 | 5        | 63.3 | 5        | 68.5   | 2        |
| CSI     | 60.5 | 2        | 62.4 | 3        | 61.2 * | -        |

*\*data currently incomplete – further progress is expected*

In 2016, the LA has further improved on its performance with a substantial improvement of +5.2% in the percentage who succeed to cross the main TL2+ indicator threshold. The performance is extremely likely to place Gwynedd close or slightly above the expected benchmark. Initial national data suggests that Gwynedd may be in 2nd position amongst all Wales LAs. [to be confirmed].

As regards the Capped Points Score, Gwynedd's performance has exceeded the benchmark over the past three years but thus far there is no complete information on performance for 2016. Improvements can be seen in 2015>2016 in TL1, English and Mathematics but a small slippage in % TL2 and the 5A\*-A and more significant slippage in Welsh. Overall, performance was close to target [although slightly lower] with the largest gap at TL2 and Welsh. From the information thus far available, it appears that Gwynedd has performed best amongst all North Wales LA's in every indicator except for Welsh [but bearing in mind the cohort for sitting an examination]. Once the data is complete, the scale of improvement observed locally will require consideration in comparison with the progress nationally.

| KS4         |                  |               |             |                          |
|-------------|------------------|---------------|-------------|--------------------------|
| Indicators  | Performance 2016 | +/- 2015>2016 | Target 2016 | +/- Performance v Target |
| TL1         | 98.7%            | +0.7%         | 98.8%       | -0.1%                    |
| TL2         | 88.6%            | -0.4%         | 93.0%       | -4.4%                    |
| TL2+        | 68.5%            | +5.2%         | 69.8%       | -1.3%                    |
| CSI         | To be confirmed  | xx            | 69.0%       | xx                       |
| 5A*-A       | 18.7%            | -1.3%         |             |                          |
| Welsh       | 75.9%            | -2.7%         | 79.8%       | -3.9%                    |
| English     | 74.3%            | +2.2%         | 76.6%       | -2.3%                    |
| Mathematics | 72.9%            | +5.9%         | 72.6%       | +0.3%                    |
| Science     | To be confirmed  | xx            | 94.4%       | xx                       |

## Individual Schools Performance

In general, across the vast majority of the schools, performance has improved between 2015 and 2016. That applies to most of the indicators except for Welsh, where improvements can be seen only at 4 schools. The performance in the main indicator at Ardudwy was very disappointing and it is likely that this will be the only school in Gwynedd that will appear in the FSM national benchmarks lower quartile for this indicator. Data for 2015 a 2016 also highlights better consistency in the performance of the vast majority of the schools [and specifically the smallest schools] as the same scales of extremes and ranging from one extreme to the other that was such a concerning feature during the phase leading up to the LA's previous inspection is not apparent.

These are KS4 initial data main headings:

### **TL2+**

- 11 schools improve on corresponding figure for 2015.
- Performance of 7 schools exceeds 70%+.
- 7 schools ensure improvements for the third consecutive year.
- Performance is close to target in the majority of schools [exceptions Ardudwy, Brynrefail, Dyffryn Nantlle]. Performance substantially exceeds target at y Gader.
- Largest gap between final prediction and performance observed at Ardudwy, Brynrefail, Dyffryn Nantlle, Gader.

### **TL2**

- 8 schools improve on corresponding figure for 2015.
- Performance of 4 schools exceeds 95%+.
- 3 schools ensure improvements for the third consecutive year.
- Performance close to target in the majority of schools [exceptions Friars, Glan y Mor, Moelwyn, SHO].
- Largest gap between final prediction and performance observed at Friars, Glan y Mor, Moelwyn, SHO].

### **TL1**

- 13 schools performance 100%.
- 10 schools have maintained or improved on performance for the third consecutive year.

### **CSI**

- 10 schools improve on corresponding figure for 2015.
- Performance of 4 schools exceeds 70%+.
- 3 schools ensure improvements for the third consecutive year.
- Performance close to target in the majority of schools [exceptions Ardudwy, Brynrefail, Dyffryn Nantlle, Eifionydd].
- Largest gap between final prediction and performance observed at Ardudwy, Dyffryn Nantlle, Gader.

### **5A\*-A**

- 5 schools only improve on corresponding figure for 2015.
- Performance of 6 schools stands at 20%+.
- 3 schools show improvements for the third consecutive year.

### **Welsh**

- 4 schools only improve on corresponding figure for 2015.
- Performance of 11 schools exceeds 70%+ and 4 exceed 80%+.
- 2 schools show improvement for the third consecutive year.
- Performance is close to target at around half the schools [exceptions Ardudwy, Dyffryn Ogwen, Glan y Mor, Moelwyn, Tryfan, Tywyn].
- Largest gap between final prediction and performance observed at Ardudwy, Gader, Glan y Mor, Tryfan, Tywyn.

### **English**

- 9 schools show improvement on corresponding figure for 2015.
- Performance of 9 schools exceeds 70%+ and 5 exceed 80%+.
- 5 schools show improvement for the third consecutive year.
- Performance close to target in the majority of the schools [exceptions Ardudwy, Brynrefail, Dyffryn Nantlle, Gader, Moelwyn]. Botwnnog's performance substantially exceeds target.
- Largest gap between final prediction and performance observed at Botwnnog, Brynrefail, Dyffryn Nantlle, Tryfan.

### **Mathematics**

- 11 schools improve on corresponding figure for 2015.

- Performance of 11 schools exceeds 70%+ and 2 exceeds 80%+.
- 4 schools ensure improvements for the third consecutive year.
- Performance is close to target in the vast majority of schools [exceptions Ardudwy, Brynrefail]. Performance substantially exceeds the target at y Gader.
- Largest gap between final prediction and performance observed at Ardudwy, Gader and Tywyn.

**Science**

- 4 schools improve on corresponding figure for 2015.
- Performance of 11 schools exceeds 90%+ and 2 is 100%.
- 2 schools ensure improvements for the third consecutive year.
- Performance is close to target in the vast majority of schools [exceptions Botwnnog and Tryfan].
- Largest gap between final prediction and performance observed at Friars.

**Post-16**

Currently, there is no access to either local or comparative data regarding the indicators included in the SDC [L3 / SPCE / 3 grade A\*-A / 3 grade A\*-C]. In 2015, the corresponding figures were as follows: a slight improvement in L3 to 98.4% [97.0% Wales]; Wider Average Points Score at 893.9 [799.7 Wales]; 3 grades A\*/A at 9.9% [7.9% Wales]; 3 grades A\*-C 72.3% [68.1% Wales].

|         | A*-A  |       | A*-C  |       | A*-E  |       |
|---------|-------|-------|-------|-------|-------|-------|
|         | 2015  | 2016  | 2015  | 2016  | 2015  | 2016  |
| Gwynedd | 24.9% | 20.2% | 77.0% | 69.6% | 97.5% | 96.2% |
| Wales   | 23.1% | 22.7% | 74.3% | 73.8% | 97.3% | 97.3% |

In 2016, the grade rates were as follows [based on WJEC examinations]:

- A\*-E at 96.2% [-1.1% below the national and lowest figure in the region]
- A\*-C at 69.6% [-4.2% below the national and the second lowest in the region]
- A\*-A at 20.2% [-2.7% below the national but the highest in the region]

Additional work is required to analyse the weak performances observed in certain subjects/establishments.

**Matters for attention :**

**Foundation Phase/KS2**

- Set higher expectations at the FP and KS2 and challenge schools on target setting.
- Develop greater robustness to target setting procedures, assess and track schools and promote better use of data and intervention programmes to drive the required improvements.
- Ensure better understanding of D5+/6+ requirements at the FP so that leaders are more confident to challenge targets and assessments.
- Ensure more robust action to check suitability of targets and progress towards achieving them.
- Ensure improved consistency across schools as to understanding of ‘best fit-’ when setting a final level.
- Ensure that schools receive further guidance on learning and assessment of language and number.
- Improve pedagogy at the FP specifically focussing on:
  - ✓ improving upon opportunities designed to develop literacy/numeracy across the learning fields
  - ✓ set more challenging activities
  - ✓ ensure better opportunities to apply the skills
  - ✓ strike a better balance between a teacher/learner led tasks
  - ✓ improve Mathematical Development performance
- Ensure that all NQT’s at the FP have a firm grasp of effective provision requirements/expectations.
- Ensure an agreed understanding of and consistent implementation of standardization and moderation processes across the core subjects.

- Improve performance in Welsh at the expected levels and the higher levels so that assessments more closely correspond to assessments in the other core subjects.
- Improve FSM learners performance at the higher levels at KS2 in English/Mathematics/Science.
- Target support for schools where rolling performance has been in the lower 50%.
- Provide a detailed analysis of reading/numeracy tests data at LA level according to the various B2>9 years and identify specific schools where correlation with performance and teachers assessments is not close enough.
- Ensure that every school receives initial guidance on Digital Framework expectations.
- Continue to work with LA officers to improve quality of leadership at every level so as to ensure that no school is placed in a statutory follow-up category following an Estyn inspection.
- Promote improved School to School collaboration to ensure that the best practices are cascaded and cherished.

### **KS3, KS4 and KS5**

- Maintain standards of performance at the highest levels across the main indicators
- Target support for specific schools where there is no logical alignment between end of KS3 assessments and performance at KS4.
- Continue to trial and develop Head of Strategy Department's role [model on implementing Mathematics in the Meirionnydd area].
- Ensure more robust action to check suitability of targets and progress towards achieving them. Secure an agreed understanding with leaders of the Essentials of curricular planning/provision so as to ensure improvement in performance against the main indicators.
- Ensure that leaders confidently plan for the amended indicators in Languages, Mathematics and Science.
- In a minority of schools, take action to ensure that leaders at every level make effective and prompt use of tracking systems to plan effective intervention and deal with underperformance/performance in the comfort zone [and specifically within the data *read-across*] context.
- Improve performance in English Language and Welsh Language.
- Improve higher level performance to increase % 5A\*-A
- Work with the Post 16 Consortium to improve quality of provision and standards of achievement at KS5.
- Target taking action in a small minority of secondary schools where there are concerns about performance and/or quality of leadership.
- Continue to work with LA officers to improve quality of leadership at every level so as to ensure that no school is placed in a statutory follow-up category following an Estyn inspection.
- Promote improved School to School collaboration so as to ensure that the best practices are cascaded and cherished.

### **Secondary Schools Attendance 2015-16**

There has been excellent progress in percentage attendance at our secondary schools. Gwynedd is the first LA to achieve attendance of above 95% for secondary and special schools with the secondary schools reporting on a mean figure of 95.1%.

95% places us 1st amongst Wales LE's with a Wales mean figure improving by 0.4% to 94.2%.

*The following table indicates individuals schools performance. The benchmark quartiles for 2015-16 have not yet been published and therefore the quartiles are based on 2014-15 benchmarks. The LA average (95.16%) is calculated through working out the average percentages indicated below. The figure reported upon by the Government (95.1%) has been calculated through using number of sessions.*

| School                | 2010/11   | 2011/12     | 2012/13     | 2013/14     | 2014/15     | 2015/16      |
|-----------------------|-----------|-------------|-------------|-------------|-------------|--------------|
| Ardudwy               | 91.3      | 91.1        | 93.2        | 94.3        | 94.9        | 94.6         |
| Brynrefail            | 93.3      | 93.8        | 94          | 94.3        | 94.9        | 95.7         |
| Syr Hugh Owen         | 90.4      | 91.3        | 91.9        | 93.5        | 94.1        | 94.3         |
| Tryfan                | 93.4      | 92.1        | 93.4        | 94.2        | 94.3        | 94.8         |
| Dyffryn Ogwen         | 91.1      | 91.9        | 93          | 94.5        | 94.6        | 94.9         |
| Botwnnog              | 92.8      | 92.8        | 94.6        | 95.2        | 94.9        | 95.1         |
| Glan y Môr            | 92.8      | 92.1        | 94.1        | 95          | 95.3        | 95.2         |
| Tywyn                 | 92.8      | 92.5        | 94.7        | 95.3        | 94.9        | 95.4         |
| Y Gader               | 92        | 93.8        | 93.5        | 93.9        | 95.1        | 95.4         |
| Berwyn                | 90.6      | 92.9        | 94.2        | 95.3        | 95.9        | 96.2         |
| Moelwyn               | 93.1      | 93.1        | 94.1        | 95          | 93.8        | 95.2         |
| Eifionydd             | 91.7      | 90.9        | 93.4        | 94          | 94.1        | 95.3         |
| Dyffryn Nantlle       | 92.6      | 92.7        | 93.7        | 94.6        | 95          | 95.5         |
| Friars                | 90.6      | 90.9        | 92.3        | 93.3        | 94.1        | 94.6         |
| <b>County Average</b> | <b>92</b> | <b>92.3</b> | <b>93.6</b> | <b>94.4</b> | <b>94.7</b> | <b>95.16</b> |
| Wales                 | 91.3      | 92.1        | 92.6        | 93.6        | 93.8        | 94.2         |

Every secondary school is within the highest quartiles.

The number of schools in the first quartile has increased from 5 in 2014-15 to 8 in 2015-16. This implies that 57% of the LA's secondary schools are in the first quartile.

The number of schools in the second quartile has increased from 3 in 2014-15 to 6 in 2015-16.