

# Public Document Pack



CYNGOR SIR  
YNYS MÔN  
ISLE OF ANGLESEY  
COUNTY COUNCIL

Dr Gwynne Jones.  
Prif Weithredwr – Chief Executive  
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<b>RHYBUDD O GYFARFOD</b>	<b>NOTICE OF MEETING</b>
<b>CYFARFOD ARBENNIG O'R PWYLLGOR SGRIWTINI PARTNERIAETH AC ADFYWIO</b>	<b>SPECIAL MEETING OF THE PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE</b>
<b>DYDD MERCHER, 12 RHAGFYR, 2018 am 2.00 o'r gloch yp</b>	<b>WEDNESDAY, 12 DECEMBER 2018 at 2.00 pm</b>
<b>YSTAFELL BWYLLGOR 1, SWYDDFEYDD Y CYNGOR, LLANGFNI</b>	<b>COMMITTEE ROOM 1, COUNCIL OFFICES, LLANGFNI</b>
<b>Swyddog Pwyllgor</b>	<b>Mrs. Mairwen Hughes 01248 752516 Committee Officer</b>

## **AELODAU / MEMBERS**

Cynghorwyr / Councillors:-

### **Y Grwp Annibynnol/ The Annibynnol Group**

Gwilym O. Jones (**Cadeirydd/Chair**), Dafydd Roberts

### **Plaid Cymru / The Party of Wales**

T Ll Hughes MBE, Vaughan Hughes, Alun Roberts, Margaret M. Roberts, Nicola Roberts

### **Annibynnwyr Môn/Anglesey Independents**

Kenneth P Hughes, R.Ll. Jones (**Is-Gadeirydd/Vice-Chair**)

### **Plaid Lafur Cymru/Wales Labour Party**

Glyn Haynes

**Aelodau Ychwanegol/Additional Members (gyda hawl pleidleisio ar faterion addysg/with voting rights in respect of educational matters)**

**Ms. Anest Gray Frazer (Yr Eglwys yng Nghymru/The Church in Wales), Mr Dyfed Wyn Jones (Rhiant Llywodraethwr – Sector Ysgolion Cynradd/Parent Governor – Primary Schools Sector) and Mr. Keith Roberts (Yr Eglwys Babyddol Rufeinig/The Roman Catholic Church)**

**Aelod Cyfetholedig/Co-opted Member (Dim Hawl Pleidleisio/No Voting Rights)**

**Mr. Dafydd Gruffydd ( Rheolwr Gyfarwyddwr/Managing Director - Menter Môn)**

## **A G E N D A**

**1     APOLOGIES**

**2     DECLARATION OF INTEREST**

To receive any declaration of interest by any Member or Officer in respect of any item of business.

**3     MINUTES (Pages 1 - 8)**

To submit, for confirmation, the minutes of the meeting held on 13 November, 2018.

**4     SCHOOLS STANDARDS REPORT (SUMMER 2018) (Pages 9 - 22)**

To submit a report by the Head of Learning.

**5     GWE ANNUAL REPORT 2017/18 (Pages 23 - 52)**

To submit a report by the Senior Secondary Lead – GwE.

**6     SCRUTINY PANEL - SCHOOLS PROGRESS REVIEW (Pages 53 - 58)**

To submit a progress report by the Chair of the Scrutiny Schools Progress Review Panel and Standards & Inclusions Senior Manager.

**7     WORK PROGRAMME (Pages 59 - 60)**

To submit a report by the Scrutiny Officer.

**PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE**

**Minutes of the meeting held on 13 November 2018**

- PRESENT:** Councillor Gwilym O Jones (Chair)  
Councillor Robert Llewelyn Jones (Vice-Chair)
- Councillors K P Hughes, Vaughan Hughes, Alun Roberts, Dafydd Roberts, Margaret M Roberts and Nicola Roberts.
- Mrs Anest Fraser – The Church in Wales,  
Mr Keith Roberts – The Roman Catholic Church.
- IN ATTENDANCE:** Chief Executive,  
Assistant Chief Executive (Partnership, Community & Service Improvements),  
Head of Learning (for item 6),  
Service Manager – Housing, Strategy, Commissioning & Policy (EL) (for item 5),  
Additional Learning Needs Senior Manager (ET) (for item 6),  
Gwynedd and Anglesey Public Service Board Programme Manager (NH) (for item 7),  
Scrutiny Manager (AD),  
Scrutiny Officer (GR),  
Committee Officer (MEH).
- APOLOGIES:** Councillor Glyn Haynes.  
Mrs Wendy Hughes – Chief Executive, Digartref Cyf. (for item 5)
- ALSO PRESENT:** Leader of the Council & Portfolio Holder for Social Services (for item 7),  
Councillor Alun Mummery - Portfolio Holder for Housing and Supporting Communities (for item 5),  
Councillor R Meirion Jones – Portfolio Holder for Education, Libraries, Culture & Youth (for item 6).

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**1 APOLOGIES**

As noted above.

**2 DECLARATION OF INTEREST**

None received.

**3 MINUTES**

The minutes of the meetings were confirmed as follows :-

- Minutes of the meeting held on 24 September, 2018.

### **Arising Thereon**

The Chair referred to the recommendation of the meeting held on 24 September, 2018 to send a letter on behalf of this Committee to the Home Office expressing concerns as to the decrease of Police Officers and the need to increase the Police Authorities budgets to enable recruitment of additional Police Officers. He noted that a response has been received dated 1 November, 2018 by Rt. Hon. Nick Hurd MP, Minister of State for Policing. The Chair read out the correspondence to the Committee.

- Minutes of the special meeting held on 15 October, 2018.

## **4 NOMINATION TO THE FINANCE SCRUTINY PANEL**

Submitted – a report by the Scrutiny Officer with regard to nomination of one Member of the Partnership and Regeneration Scrutiny Committee to serve on the Finance Scrutiny Panel.

**It was RESOLVED to appoint Councillor Alun Roberts on the Finance Scrutiny Panel.**

**ACTION : As above.**

## **5 HOMELESSNESS REGIONAL STRATEGY**

Submitted – a report by the Service Manager – Housing, Strategy, Commissioning & Policy in relation to the above.

The Scrutiny Officer said that an invitation had been sent to Mrs Wendy Hughes, Chief Executive, Digartref Cyf., to the meeting but due to illness Mrs Hughes was unable to attend.

The Service Manager – Housing, Strategy, and Commissioning & Policy reported that the Housing (Wales) Act 2014, Part 2 places a statutory duty on each local authority in Wales to carry out a homelessness review and adopts a homelessness strategy in 2018. A homelessness strategy, under section 50 of the Act, is a strategy for achieving the following objectives in the local housing authority's area:-

- The prevention of homelessness;
- That suitable accommodation is and will be available for people who are or may become homeless;
- That satisfactory support is available for people who are or may become homeless.

The Homelessness Regional Strategy is currently out for public consultation until 20<sup>th</sup> November, 2018 and thereafter will be submitted to the Executive for adoption.

The Service Manager – Housing, Strategy, and Commissioning & Policy further reported that the six North Wales local authorities have worked jointly to establish a Homelessness Strategy and to share information and experiences. The Chartered Institute of Housing has also afforded additional resource and support in creating the Strategy. She noted that a Project Development Workshop Ltd (PDW) was commissioned to undertake a local review for Anglesey. Data for the period April to October showed that 377 people have had contact with the Homelessness Service either by way of a pre-arranged meeting or by visiting the Council Offices to inform staff that they are at risk of becoming homeless or are homeless. The reasons given for being homeless were i.e. breakdown of a relationship, family or parent not able to offer accommodation or leaving prison.

The Portfolio Holder for Housing and Supporting Communities that he was satisfied with the joint working that has taken place in producing a Homelessness Strategy across the region and thanked the staff for their work.

The Committee considered the report and raised the following matters:-

- Clarification was sought as to how the Homelessness Strategy will be monitored. The Service Manager – Housing, Strategy, and Commissioning & Policy responded that a Regional Homelessness Delivery Group has been established with Housing Strategy Officers across the six North Wales authorities sharing information and working to the Homelessness Strategy with the support of the Chartered Institute of Housing. She noted that on a local level monitoring reports will be submitted to the Senior Leadership Team and updated information can be shared with this Scrutiny Committee;
- Reference was made that Gwynedd Council has outsourced its Housing Stock and questions were raised whether it would affect the joint working as regards to the Homelessness Strategy. The Service Manager – Housing, Strategy, and Commissioning & Policy responded that Homelessness is a statutory function on each local authority. Gwynedd Council and this Council has a general letting policy and priority is measured within that policy when a person becomes homeless and it was not considered that there are barriers when a local authority has outsourced its housing stock;
- Members referred that statistic/data needs to be afforded within the strategy which is relevant to this Authority. The Service Manager – Housing, Strategy, and Commissioning & Policy responded that as the Homelessness Strategy is currently out for public consultation; it is timely to be able to modify the strategy and include local data for Anglesey if the Committee so wished;
- Reference was made that the report noted that 50% of persons that have been approached have stated that staff within local authorities have been unhelpful and have not been courteous when dealing with problematic situations people find themselves in. Members considered that this matter has not been dealt with within the Homelessness Strategy and suggested that this Authority can lead on potential training requirement for staff within the six local authorities in North Wales in dealing with sensitive situations as regards to homelessness;
- Clarification was sought as to whether this Council is able to meet the needs of homelessness persons when they approach the Authority. The Service Manager – Housing, Strategy, and Commissioning & Policy responded that managing

- expectations is a challenge. The Council needs to assess the persons situation and a set criteria within the homelessness legislation needs to be adhered to;
- Reference was made to the Lighthouse Homeless Centre at Holyhead and the facilities offered by Digartref Cyf. Questions were raised whether there is a facility on Anglesey which may be afforded for homeless persons to be able to be accommodated overnight during the winter months. The Service Manager – Housing, Strategy, and Commissioning & Policy responded that this Authority does not have a centre for homeless persons to be accommodated overnight. She noted that the Authority has a protocol as regards to extreme weather conditions when homeless persons sleep outside and bed and breakfast accommodation may be afforded;
  - Reference was made within the report that 75% of homeless persons needs one bedroom accommodation. Members referred that some homeless persons are being put in bedsits and bed and breakfast accommodation which sometime are not up to required standard and can be costly to the Authority. The Service Manager – Housing, Strategy, and Commissioning & Policy responded that the Authority would be in breach of Welsh Government guidelines if they placed a homeless person in an unsuitable accommodation. Discussions are undertaken with private landlords and they must be registered with the ‘Rent Smart Wales’ and comply with the Housing (Wales) Act 2014. Bed and breakfast accommodation must also be adequate for people to be accommodated;
  - Reference was made to the increase of persons with Mental Health illness. Questions were raised as to how persons with Mental Health illness is accommodated within the Homelessness Strategy. The Service Manager – Housing, Strategy, and Commissioning & Policy responded that this Authority has established a Mental Health pathway when relevant agencies ( i.e. Health Authority and Hafal Mental Health Charity) meet to assist persons with Mental Health issues and to discuss how this Authority is able to help and accommodate these persons;
  - Members raised that potential major developments will be coming to Anglesey in the future which may affect the private landlord accommodation with rents being increased and people unable to afford to pay higher rents. Reference was also made that the Universal Credit scheme is to be introduced in Anglesey at the end of this year which could affect people been unable to pay their rents and finding themselves being homeless. The Service Manager – Housing, Strategy, and Commissioning & Policy said that the Housing Services has contributed extensively to the Development Consent Order (DCO) as regards to the Wylfa Newydd project and have raised questions as to the possible effects on the availability of homes on the Island and the effects of local people in private rented accommodation. She noted that this Authority will be building extra social housing within the next 3 to 4 years and it is imperative that such housing stock is ready to meet local demand. The Officer also referred to the roll out of the Universal Credit scheme on Anglesey in December and noted that extensive training has been afforded to staff within the Council and different agencies together with roadshows across the Island to raise awareness of Universal Credit and potential problems which may be faced by tenants within the Councils Housing Service and private landlords.

**It was RESOLVED to recommend to the Executive that it approves the Regional Homelessness Strategy and Local Action Plan.**

**ACTION : As noted above.**

## **6 ADDITIONAL LEARNING NEEDS – GWYNEDD AND ANGLESEY**

Submitted – a report by the Additional Learning Needs Senior Manager in relation to the above.

The Portfolio Holder for Education, Libraries, Culture & Youth presented the report to the Committee and expressed his appreciation to the Additional Learning Needs and Inclusion Service for the progress to date within the service.

The Additional Learning Needs Senior Manager reported that the new Additional Learning Needs and Inclusion Service (ALN & I) was established in September 2017 and this reports highlights the progress of pupils over the past year in all services offered to ensure an effective and efficient service to the Gwynedd and Anglesey Education Authority partnership. She noted that the previous SEN Service main weaknesses was the lack of core data availability to show what the service was achieving and to monitor the pupils' progress.

The Additional Learning Needs Senior Manager reported in detail the services afforded by the Additional Learning Needs and Inclusion Service and the progress to date, as noted within the report, as follows :-

- **Interaction and Communication Service**
- **Sensory and Medical Service**
- **Specific Learning Needs Service**
- **Educational Psychologist Service**
- **Behaviour Support Service**
- **Welfare Service**
- **Gwynedd and Anglesey ALN & I Service Training Provision**
- **Developing Friendly SLN Schools**

The Committee considered the report and raised the following matters:-

- Reference was made to the three main concerns within schools has been literacy and spelling problems, language and autism and behaviour problems. Members referred that it is now reported that the figures for these service has decreased substantially and questions were raised as to why this has occurred. The Additional Learning Needs Senior Manager responded that due to increase in staffing in the new ALN & I Service the pupils are now able to receive help sooner. Referrals from the schools is referred to a Forum of Specialist which enables speeder implementation of specialist support to the child which required attention. Questions were raised as to how the service was performing in Anglesey compared with the service in Gwynedd. The Additional Learning Needs Senior Manager responded that the ALN & I Service has responded effectively to the requirements within Anglesey schools as is similar to Gwynedd schools. She noted that if a situation was to arise when a need for more ALN service on Anglesey the service is able to be flexible to afford such facility;

- Reference was made to the difficulties facing schools in appointing Teaching Assistants (SEN). Questions were raised as to how the ALN & I Service was able to assist in training and recruiting Teaching Assistants (SEN). The Additional Learning Needs Senior Manager responded that employment of Teaching Assistants (SEN) within schools is a matter for the schools and the Teaching Assistants attached to the ALN & I Service is employed by that service. The ALN & I Service affords training programmes for Teaching Assistants (SEN) to make sure they are able to support children with specific needs;
- Concerns were expressed that some parents are still complaining that the feedback from the ALN & I Service is taking a considerable period of time as regards to their child condition and needs of their child. The Additional Learning Needs Senior Manager responded that some parents are uneasy with having to face that their child has a problem and it can take time as to whom will be giving the diagnosis i.e. Health Service or Educational Psychologist;
- Questions were raised as to the risks and weakness the ALN & I Service is facing at the present time. The Additional Learning Needs Senior Manager responded that the main weakness that the ALN & I Service faced was that it did not have an electronic Personal Development Plan in place and it took time to administer correspondence to parents;
- Reference was made that some children receive their education within their home environment. Questions were raised as to the legislation that the children who are educated at home only receive one visit from the Education Service to monitor their progress. The Additional Learning Needs Senior Manager responded that the proportion of children educated at home on Anglesey is low compared to other part in Wales. She noted that as regards to the Home Schooling Legislation the Education Service is responding to the statutory requirements that one home visit is undertaken.

The Head of Learning thanked the Additional Learning Needs Senior Manager for her report. He said that Head Teachers have been given an opportunity to respond to the service provided by the ALN & I service and to give feedback on matters that have or need to be addressed further within the service. He expressed that he was concerned that when the Additional Learning Needs & Education Tribunal (Wales) Act 2018 will be published, local authorities will be responsible for a child/young person with special needs until they are 25 years old; this could have potential financial challenge for the local authorities.

**It was RESOLVED to accept the report.**

**ACTION : NONE**

## **7 THE GOVERNANCE STRUCTURE AND DELIVERY ARRANGEMENTS OF THE GWYNEDD AND ANGLESEY PUBLIC SERVICES BOARD**

Submitted – a report by the Gwynedd and Anglesey Public Services Board Programme Manager.

The Leader of the Council reported that the Isle of Anglesey County Council is committed to the principles within the Well-being and Future Generations (Wales)

Act 2015. The Council provides a range of service which will fulfil its individual well-being objectives, as well as contributing to supporting the well-being of the Public Services Board. She noted that the Gwynedd and Anglesey Public Services Board was established in 2016, in accordance with the Well-being and Future Generations (Wales) Act 2015. The decision was made by the Executive to establish a Public Services Board for Anglesey in collaboration with the Gwynedd. The Public Services Board Well-being Assessment for the Anglesey well-being areas was published in May 2017 and following a series of engagement and consultation sessions, the Well-being Plan was published in 2018. The Public Services Board agreed to six priority fields to deliver the objectives of the Board which is outlined within the report. Five Sub-Groups have been established to address the priority fields and Members of the Public Services Boards have been nominated as Leaders of the Sub-Groups. The Sub-Groups are :-

- The Welsh Language Sub-Group;
- Homes for Local People Sub-Group
- The Effect of Poverty on the Well-being of our Communities Sub-Group;
- The Effect of Climate Change on the Well-being of Communities;
- Health and Care Sub-Group

The Leader of the Council referred to the key scrutiny questions set out within the report and reported as follows :-

- **How does the Board manage its Forward Work Programme?** - The Public Services Board has established Sub-Groups and Action Plans needs to be put in place before a Forward Work Programme can be produced;
- **Can you outline how the Board makes decisions as a strategic partnership?** – An example was given that The Welsh Language Sub-Group has submitted a bid to Welsh Government for resource to fund a collaborative project with the aim of developing the skills and confidence of Welsh speakers in the workplace, and changing the linguistic habit (to using Welsh);
- **How does the Board manage the performance of the delivery Sub-Groups?** - The Public Service Board will be challenging the decision taken by the Sub-Groups in accordance with the Sub-Groups Action Plan and the Board's Work Programme;
- **Are there any specific risks or barriers in the delivery of the work programme, in the current financial climate? Does the Member representing the Council have any observations on the delivery of the Board's work programme?** – All the partner organisations within the Public Services Board are facing financial cuts within their services. The Board is aiming to establishing a better work ethos in achieving their work programme and also in accordance with Social Services and Well-being and Future Generations (Wales) Act 2015.

The Committee considered the report and raised the following matters:-

- Clarification was sought as to the whether an upgraded website was be afforded by the Public Services Board; at present the information about the Board's work is limited. The Leader of the Council responded that the establishment of a

Public Services Board has been a challenge in trying to get all the partner organisations in place. She was pleased to report that the partner organisations within the Board are now in agreement with the objectives of the Board and information will be included on the Public Services Board website in due course;

- Reference was made that a joint Scrutiny Panel between Gwynedd and Anglesey is to be established and the Committee sought clarification as to the work of such a Panel. The Gwynedd and Anglesey Public Services Board Programme Manager responded that it was an intention to create a joint Scrutiny Panel when the Public Services Board was established. A meeting of the Public Services Board is to be held in December and discussion will be undertaken as regard to this matter.

**It was RESOLVED to note :-**

- **the governance structure of the Gwynedd and Anglesey Public Services Board;**
- **the delivery arrangements of the Public Services Board at specific stages.**

**ACTION : As noted above.**

## **8 WORK PROGRAMME**

Submitted – a report by the Scrutiny Officer on the Committee's Work Programme to July 2019.

**It was RESOLVED to note the Work Programme to July 2019.**

**ACTION : As above.**

**COUNCILLOR GWILYM O JONES  
CHAIR**

<b>ISLE OF ANGLESEY COUNTY COUNCIL Scrutiny Report</b>	
<b>Committee:</b>	Partnership and Regeneration Scrutiny Committee
<b>Date:</b>	12 December 2018
<b>Subject:</b>	A report on standards in Anglesey schools 2017/18
<b>Purpose of Report:</b>	Present information to the Committee on standards in Anglesey schools, Summer 2018
<b>Scrutiny Chair:</b>	Councillor Gwilym Jones
<b>Portfolio Holder(s):</b>	Councillor R Meirion Jones
<b>Head of Service:</b>	Arwyn Williams
<b>Report Author:</b>	Geraint Roberts
<b>Tel:</b>	01248752039
<b>Email:</b>	<a href="mailto:gwrce@ynysmon.com">gwrce@ynysmon.com</a>
<b>Local Members:</b>	Not Ward specific

<b>1 - Recommendation/s</b>
The Committee is asked to note and approve the content of the report.

<b>2 – Link to Council Plan / Other Corporate Priorities</b>
An important objective of Isle of Anglesey County Council Plan 2017-2022 is to ensure that the people of Anglesey can thrive and realise their long-term potential by continuing to raise standards in education and ensure that our young people have the correct skills for employment and training.

<b>3 – Guiding Principles for Scrutiny Members</b>
<b>To assist Members when scrutinising the topic:-</b>
<b>3.1</b> Impact the matter has on individuals and communities <b>[focus on customer/citizen]</b>
<b>3.2</b> A look at the efficiency & effectiveness of any proposed change – both financially and in terms of quality <b>[focus on value]</b>
<b>3.3</b> A look at any risks <b>[focus on risk]</b>
<b>3.4</b> Scrutiny taking a performance monitoring or quality assurance role <b>[focus on performance &amp; quality]</b>
<b>3.5</b> Looking at plans and proposals from a perspective of:
<ul style="list-style-type: none"> <li>· Long term</li> <li>· Prevention</li> <li>· Integration</li> <li>· Collaboration</li> <li>· Involvement</li> </ul>
<b>[focus on wellbeing]</b>

#### 4 - Key Scrutiny Questions

1. What are the main strengths and successes?
2. What are the areas for improvement?
3. What are key priorities for GwE?

#### 5 – Background / Context

##### **Comparative data**

The content of this report is different to previous years due to Welsh Government introducing significant changes to how performance measures are reported. Following Welsh Government consultation on future publication of teacher assessments, Welsh Government no longer publish comparative Foundation Phase, Key Stage 2 and Key Stage 3 data at school, local authority and consortia level and therefore beyond a comparison with national averages, there is no comparative nor benchmarking information available.

##### **Changes to Areas of Learning in the Foundation Phase**

In October 2014 the Foundation Phase Areas of Learning (AoL) for Language, Literacy and Communication Skills and Mathematical Development were revised to align them with the National Literacy and Numeracy Framework (LNF) as well as make them more demanding. In line with this the Foundation Phase outcomes were recalibrated to align with the increased expectations of the revised Areas of Learning.

The revised AoL were introduced on a statutory basis from September 2015. This means that the cohort of children that started Reception in September 2015 were the first children to be formally assessed against the revised outcomes at the end of the Foundation Phase in the summer of 2018. Comparisons of Foundation Phase outcomes with previous years at school level should, therefore, be avoided as they are not measured on a comparable basis.

##### **Contextual information for 2018 examinations**

Following the changes in 2016-17 there remains significant volatility in GCSE outcomes. Significant changes to the pattern and numbers of pupils sitting exams in the Summer 2018 has had an impact on results as demonstrated in the proportion of grades across all subjects in the A+ to C range in Wales decreasing by 1.2pp to 61.6%.

GCSEs are being reformed and 15 updated subjects were sat this summer for the first time.

The new GCSE suite of qualifications in Science was examined for the first time in 2018, and coincides with the changes to the performance indicators at KS4, to include only GCSE results for Science, as two measures in the capped 9 indicator. As a result, comparison with historical data is not applicable. Schools were able to select pathways from a triple Science route, Double award Science, Double award Applied Science and Single award Applied Science. As the capped 9 indicator includes two Science measures, the majority of schools followed the triple and double award pathways.

There has been significant change to grade boundaries since the Summer of 2017 and November 2017 compared to the Summer of 2018, particularly at C grade in English and

mathematics. This has made it difficult for schools to ensure accurate projections and target setting. Initial analysis suggests that schools data has been significantly influenced by registration decisions.

#### **6 – Equality Impact Assessment [including impacts on the Welsh Language]**

There are no new equalities implications arising from this report

#### **7 – Financial Implications**

There are no financial implications arising from this report.

#### **8 – Appendices:**

Appendix 1 - A report on standards in Anglesey schools 2017/18.

#### **9 - Background papers (please contact the author of the Report for any further information):**

# A REPORT ON STANDARDS IN ANGLESEY SCHOOLS 2017-2018



## **CONTENT**

### **1. Context**

### **2. Standards**

#### **Overview of performance – Primary and Secondary**

- Foundation Phase
- Key Stage 2
- Key Stage 3
- Key Stage 4

### **3. Inspection Profile**

### **4. Target Setting**

## 1. CONTEXT

### ***Comparative data***

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### ***Changes to Areas of Learning in the Foundation Phase***

In October 2014 the Foundation Phase Areas of Learning (AoL) for Language, Literacy and Communication Skills and Mathematical Development were revised to align them with the National Literacy and Numeracy Framework (LNF) as well as make them more demanding. In line with this the Foundation Phase outcomes were recalibrated to align with the increased expectations of the revised Areas of Learning.

The revised AoL were introduced on a statutory basis from September 2015. This means that the cohort of children that started Reception in September 2015 were the first children to be formally assessed against the revised outcomes at the end of the Foundation Phase in the summer of 2018. Comparisons of Foundation Phase outcomes with previous years at school level should, therefore, be avoided as they are not measured on a comparable basis.

## 2. STANDARDS

### **PRIMARY**

#### **FOUNDATION PHASE**

This year's results in the Foundation Phase shows a national decrease when compared to previous years. The main reason for this is the fact that new outcomes from the FP Assessment Framework have been used in language and mathematics. Many teachers are under the impression that there are higher expectations to achieve an Outcome and this is one factor that has led to less pupils achieving Outcome 5.

This national decrease in the results is reflected in Anglesey results. GwE anticipated this and has focused on improving provision in the Nursery and Reception classes, which will provide a robust base for achieving higher outcomes by the time the pupils reach the end of the Key Stage.

The impact of the significant decrease in Welsh O5+ has had an impact on performance in the FPI. The main reason for this is that many schools are reporting on Welsh first language in 2018 as opposed to second language in 2017. With

exception to Welsh and the FPI, the gap between 2017 and 2018 performance is wider nationally than in Anglesey on both the expected outcomes and the higher outcomes.

It is intended to respond in full to the fall in results by collaborating with the LA and Headteachers to produce an action plan to respond to Foundation Phase needs in the County. There is already a Steering Group with Headteacher representation from each catchment area in place, which will lead the work and monitor the plan. GwE will facilitate, support and quality assure the work, and Supporting Improvement Advisers will work with catchment areas to identify the needs of each school and work with catchment area leaders to promote improvements in the Foundation Phase. This action plan is in specific response to Welsh, Baseline Assessment, the Early Years and improving tracking and targeting systems.

Results for higher Outcomes 6+ in Anglesey schools remain relatively good. Therefore, even though there are higher expectations this year to achieve this Outcome, schools have raised the level of challenge in order to meet the new requirements.

The good news therefore is that pupils in Anglesey are performing on a par with or better than the national percentage in terms of the higher outcomes if they have attained the expected Outcome in the first instance. Guidance provided to FPh teachers by GwE on how to target borderline O5/6 pupils has contributed to securing this result.

The difference between the performance of boys and girls has been relatively consistent in the Foundation Phase in recent years. The difference is slightly higher than usual this year.

162 pupils were identified on the ALN register in the Year 2 cohort in 2017-18, and 50 attained the expected level. This result is significantly lower than the 2016-17 result and the lowest in the last three years. Additionally, the difference between the results of ALN pupils and the rest of the cohort in 2017-18 is the greatest difference in at least 3 years.

eFSM FPI data for 2017-18 is lower than the 2016-17 result and the lowest for at least 3 years. Nevertheless, the difference between the results of eFSM pupils and the rest of the cohort in 2017-18 is similar to the difference in the same 3 years. This is a good result given the impact of the Welsh first language assessment on FPI results as a whole.

There was 1 LAC pupil in the cohort in 2017-18, who did not attain the expected level. The number of LAC pupils over a 3-year rolling period (14 pupils) is too small to identify significant trends in the data.

There were 5 EAL pupils in the cohort in 2017-18, and 3 attained the expected level. The number of EAL pupils over a 3-year rolling period (11 pupils) is too small to identify significant trends in the data.

## **KEY STAGE 2**

KS2 results in Anglesey remain strong overall. Performance in all subjects on the expected Level 4 is similar to national results, with the exception of Welsh, which is lower. Performance on the higher 5+ levels is again strong overall and is similar to national results in all subjects, with the exception of Welsh.

Overall, during a 3-year rolling period, L4+ results in KS2 are generally good. There is a slight dip this year in L4+ results in all subjects in comparison to 2016-17. Performance on the higher levels is also strong overall. There is a slight dip in L5 results in English, maths and science this year in comparison to 2016-17, but results have been higher than previous years for at least 3 years.

The impact of the fall in L4 and L5 results in Welsh again arises from the fact that many schools are reporting on Welsh first language in 2018 as opposed to second language in 2017. This impact is not evident in CSI percentages as English results are also taken into account in the result.

207 pupils were identified on the ALN register in the Year 6 cohort in 2017-18, and 130 attained the expected level given the CSI. This result is lower than the 2016-17 result and the lowest in the last 3 years. Additionally, the difference between the results of ALN pupils and the rest of the cohort in 2017-18 is the greatest difference in at least 3 years.

eFSM CSI data for 2017-18 is lower than the 2016-17 result and the lowest for at least 3 years. Additionally, the difference between the results of eFSM pupils and the rest of the cohort in 2017-18 is the greatest difference in at least 3 years.

There were 9 LAC pupils in the cohort in 2017-18, and 6 attained the expected level given the CSI. The number of LAC pupils in a 3-year rolling period (13 pupils) is too small to identify significant trends in the data.

There were 5 EAL pupils in the cohort in 2017-18, and 4 attained the expected level given the CSI. The number of EAL pupils in a 3-year rolling period (13 pupils) is too small to identify significant trends in the data.

### **Strengths and achievements**

- Comparative results of higher Outcome 6+ in the Foundation Phase.
- KS2 results remain strong overall.

### **Areas for Improvement**

- Implement relevant recommendations of agreed action plan in the Foundation Phase.

## SECONDARY

### KEY STAGE 3

Performance across the main indicators in KS3 is strong again this year.

In terms of the CSI, performance in Anglesey has increased and is higher than the national average. An increase was seen in the percentage of FSM learners who attained the CSI indicator. There is no national data available at present.

*Welsh:* performance on the expected level has slightly increased again this year, and increased over a 3-year rolling period. Performance in Anglesey is higher than the national average this year. On one level above the expected level, an increase is seen over a rolling period, and performance this year is significantly higher than the national average.

*English:* performance on the expected level in English has remained consistent this year, and is higher than the national average. On one level above the expected level, an increase is seen over a rolling period, and performance this year is higher than the national comparison.

*Mathematics:* performance on the expected level in maths has increased again this year and is higher than the national average in a 3-year rolling period. A slight fall was seen in performance on one level above the expected level, and performance is slightly below national average.

*Science:* a slight fall in performance on the expected level, but it remains high and is higher than the national percentage. Performance on one level above the expected level has fallen slightly this year, and is slightly below the national percentage.

### Strengths and achievements

- Anglesey performance in key stage 3 remains high, and is higher in nearly all indicators when compared to national performance.

### Areas for Improvement

- Increase performance in mathematics and science on one level above the expected level.

### KEY STAGE 4

#### Contextual information for 2018 examinations

Following the changes in 2016-17 there remains significant volatility in GCSE outcomes. Significant changes to the pattern and numbers of pupils sitting exams in the Summer 2018 has had an impact on results as demonstrated in the proportion of grades across all subjects in the A+ to C range in Wales decreasing by 1.2pp to 61.6%.

GCSEs are being reformed and 15 updated subjects were sat this summer for the first time. The new GCSE suite of qualifications in Science was examined for the first time in 2018, and coincides with the changes to the performance indications at KS4, to include only GCSE results for Science, as two measures in the capped 9 indicator. As a result, comparison with historical data is not applicable. Schools were able to select pathways from a triple Science route, Double award Science, Double award Applied Science and Single award Applied Science. As the capped 9 indicator includes two Science measures, the majority of schools followed the triple and double award pathways.

There has been significant change to grade boundaries since the Summer of 2017 and November 2017 compared to the Summer of 2018, particularly at C grade in English and mathematics. This has made it difficult for schools to ensure accurate projections and target setting. Initial analysis suggests that schools data has been significantly influenced by registration decisions.

School performance should be considered against its own performance trajectory as it is not appropriate to compare schools against each other due to the different contexts and stages of improvement.

### Initial Analysis

2018 saw an increase in the percentage of most main indicators when compared to 2017.

Anglesey LA	2017	2018	+ / -
TL2+	50.5	53	+2.5
TL2	64.5	65.8	+1.3
TL1	95.4	95.3	-0.1
ENGLISH	60	53.6	-6.4
WELSH	65	68.5	+3.5
MATHEMATICS	53.8	55.2	+1.4
NUMERACY	54.9	58.2	+3.3
MATHEMATICS (Best of the 2)	58	61.0	+3.0
SCIENCE	72.3	63.5	-8.8
5A*/A	11.7	15.8	+4.1
CAPPED 9 SCORE	335.6	349.5	+13.9

Performance in Welsh has increased, but a significant gap is to be seen between performance in Welsh and English this year. Performance in English L2 has decreased -6.4%, with performance falling considerably in two schools where the best performance was seen in 2017. An increase is to be seen in mathematics and numeracy performance this year. There is room to further improve performance in science. A significant increase is to be seen in the percentage of learners who attained 5A\*/A this year, and good progress in the Capped 9 score.

## Strengths and achievements

- Progress in most main indicators, including the TL2+, Welsh and mathematics and numeracy.
- Inclusive schools and strong performance on L1.
- An increase seen in the performance of three of the five secondary schools on the island.
- Initial figures show that FSM pupils have performed better than their peers.

## Areas for Improvement

- Ensure that forensic analysis takes place to check why there has been a fall in English A\*-C percentages.
- Improve performance in science.
- Continue to improve the quality of leadership and departmental expertise in the core subjects in specific schools.

## 3. INSPECTION PROFILE

The inspection profile is good in Anglesey in 2017-18. During 2017-2018, Estyn inspected 8 schools [8 primary, and no secondary or special schools]. In 6 schools [75%], it was judged there was no need for follow-up activity, and in the other two schools one was judged as in need of significant improvement (Ysgol Gynradd Brynsiencyn) and the other as requiring Estyn review (Ysgol Penysarn). Ysgol Henblas was removed from Estyn statutory category during the year.

Below is the judgement profile across the 5 inspection areas:

Primary Profile	Excellent	Good	Satisfactory	Unsatisfactory
IA1: Standards	2 (25%)	5 (62.5%)	1 (12.5%)	0
IA2: Well-being and attitudes to learning	3 (37.5%)	4 (50%)	1 (12.5%)	0
IA3: Teaching and learning experiences	2 (25%)	4 (50%)	2 (25%)	0
IA4: Care support and guidance	2 (25%)	5 (67.5%)	1 (12.5%)	0
IA5: Leadership and management	2 (25%)	4 (50%)	1 (12.5%)	1 (12.5%)

## 4. TARGET SETTING

In May 2018, the Cabinet Secretary for Education published a Written Statement providing an update on Key Stage 4 school performance measures arrangements for

2019 onwards. This announced the introduction of new ‘interim’ Key Stage 4 performance measures to be reported against from September 2019 (2018/19 cohort data). These ‘interim’ measures, based on point scores, will replace the existing suite of Key Stage 4 performance measures, including the Level 1 and Level 2 inclusive measures, from 2019.

In the other key stages, Welsh Government has already legislated to:

- discontinue the routine publication of the Teacher Assessment and National Reading and Numeracy Test data at a school and regional level from 2018/19; and
- ensure that the 2016/17 publication of this data at a school and regional level to the public, partners, stakeholders and policy makers will be the last year that this is done.

Welsh Government (WG) have been urgently considering the school target setting requirements, in view of the changes being brought in, and have been engaging with the sector on how these arrangements could be managed in the short term. However, the required legislative procedure hasn’t allowed WG to align the statutory requirements as immediately as desired.

At Key Stage 4, schools are required to set final, reviewed and provisional targets against the percentage of pupils achieving the Level 1 and Level 2 inclusive measures, along with three targets based on self-evaluation. These targets need to be submitted to, and agreed by, the Local Authority no later than 31 December. Given our move away from threshold measures, we recognise that it no longer make sense to require schools to set targets against what will soon become obsolete school performance measures.

The table below sets out the current target setting statutory requirements for the relevant key stages:

<b>Key Stage 2 (Year 6 pupils)</b>	<b>Key Stage 3 (Year 9 pupils)</b>	<b>Key Stage 4 (Year 11 pupils)</b>
Percentage of pupils achieving <b>Level 4</b> or above in English	Percentage of pupils achieving <b>Level 5</b> or above in English	Percentage of pupils achieving the Level 2 Threshold including English/Welsh and Mathematics
Percentage of pupils achieving <b>Level 4</b> or above in Welsh first language	Percentage of pupils achieving <b>Level 5</b> or above in Welsh first language	Percentage of pupils achieving the Level 1 Threshold
Percentage of pupils achieving <b>Level 4</b> or above in Mathematics	Percentage of pupils achieving <b>Level 5</b> or above in Science	
Percentage of pupils achieving <b>Level 4</b> or above in Science	Percentage of pupils achieving <b>Level 5</b> or above in Mathematics	
<i>Local Target 1</i>	<i>Local Target 1</i>	<i>Local Target 1</i>

<i>Local Target 2</i>	<i>Local Target 2</i>	<i>Local Target 2</i>
<i>Local Target 3</i>	<i>Local Target 3</i>	<i>Local Target 3</i>
<i>*Local Targets should reflect priorities identified through self-evaluation</i>		

Welsh Government (WG) are working towards removing the prescriptive nature of targets (including Level 1 and Level 2 inclusive at Key Stage 4) in favour of increasing the **number of non-prescriptive targets based on the outcome of self-evaluation.**

The required legislative process means it will be impossible for WG to implement the proposed changes prior to 31 December 2018, when targets are required to have been set by schools and agreed by the Local Authority. There will, therefore, be a period where the requirements of the regulations do not reflect WG intentions or expectations in terms of target setting.

During this transitional period, schools and Local Authorities will need to consider what targets would be most appropriate to set this year.

### **Way forward**

Effective self-evaluation, target-setting and planning for improvement is at the core of ensuring improved outcomes for pupils. The raising of standards requires the profession to critically evaluate and, if necessary, change what they do and how they do it. Effective target-setting plays a key role in raising standards, and must be undertaken at the same time as planning for improvement.

Setting targets allows schools to focus on what they currently do and the improvements they wish to bring about. It contributes to school effectiveness but only when it is carried out as part of the process of planning for improvement. What is key is that schools identify and set appropriate **improvement targets linked to their improvement priorities.** These should be set as **local targets** prescribed in the table above and may include specific and measurable goals when appropriate. However, **not all improvement targets can be quantitative.** If we asked schools to set clear improvement targets, then it would allow the **local target** as at present to be either quantitative or qualitative.

Schools would only share their key improvement targets (or Local Targets) with the LA/Consortium. Local Authorities would still hold the statutory responsibility for signing off the improvement targets set by the schools. This process is usually quality assured by school improvement staff on behalf of the LAs. Local Targets would not be aggregated on an LA or regional basis.

In the interim, schools will also have to report against the prescribed statutory targets described in the table above until they are removed by legislation.

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<b>ISLE OF ANGLESEY COUNTY COUNCIL Scrutiny Report</b>	
<b>Committee:</b>	Partnership and Regeneration Scrutiny Committee
<b>Date:</b>	12 December 2018
<b>Subject:</b>	GwE Annual Report 2017-18
<b>Purpose of Report:</b>	An opportunity for Members to question GwE on the organisation's work and priorities
<b>Scrutiny Chair:</b>	Councillor Gwilym Jones
<b>Portfolio Holder(s):</b>	Councillor R Meirion Jones
<b>Head of Service:</b>	Arwyn Williams
<b>Report Author:</b>	Geraint Roberts
<b>Tel:</b>	01248752039
<b>Email:</b>	<a href="mailto:gwrce@ynysmon.com">gwrce@ynysmon.com</a>
<b>Local Members:</b>	Not Ward specific

<b>1 - Recommendation/s</b>
That the Committee considers and challenges the progress of GwE as outlined in the Annual Report attached at Appendix 1.

<b>2 – Link to Council Plan / Other Corporate Priorities</b>
An important objective of Isle of Anglesey County Council Plan 2017-2022 is to ensure that the people of Anglesey can thrive and realise their long-term potential by continuing to raise standards in education and ensure that our young people have the correct skills for employment and training.

<b>3 – Guiding Principles for Scrutiny Members</b>
<b>To assist Members when scrutinising the topic:-</b>
<b>3.1</b> Impact the matter has on individuals and communities <b>[focus on customer/citizen]</b>
<b>3.2</b> A look at the efficiency & effectiveness of any proposed change – both financially and in terms of quality <b>[focus on value]</b>
<b>3.3</b> A look at any risks <b>[focus on risk]</b>
<b>3.4</b> Scrutiny taking a performance monitoring or quality assurance role <b>[focus on performance &amp; quality]</b>
<b>3.5</b> Looking at plans and proposals from a perspective of: <ul style="list-style-type: none"> <li>· Long term</li> <li>· Prevention</li> <li>· Integration</li> <li>· Collaboration</li> <li>· Involvement</li> </ul> <b>[focus on wellbeing]</b>

#### 4 - Key Scrutiny Questions

- Is GwE providing satisfactory level of support to Anglesey primary and secondary schools?
- Is Anglesey receiving value for money in respect of its financial contribution to GwE?
- What are key priorities for GwE?

#### 5 – Background / Context

5.1 GwE is one of four regional education consortia which aims to add value to what local authorities can achieve in respect of school improvement, allowing them to share good practice, knowledge and skills, magnify local strengths and build capacity. The regional consortia are a vital and key element of the national implementation plan for education. Consortia working needs to be considered as part of a range of planned actions, all of which are designed to achieve the improvements necessary to enable learners to achieve their potential.

5.2 GwE is a fully bilingual School Effectiveness and Improvement Service for North Wales, works alongside and on behalf of the Local Authorities of Conwy, Denbighshire, Flintshire, Gwynedd, Wrexham and Anglesey to develop excellent schools across the region. By providing focused and supportive challenge, GwE's vision is to develop a self-improving system which trusts schools and their leaders at every level to guide them on that journey. Schools need to improve themselves for the sake of the learners in their care.

5.3 In order to bring Members of the Committee up to date with the work of GwE, the Annual Report for the year 2017/18 is attached at Appendix 1. The report provides GwE's Business Plan Priorities for 2018/19, together with an overview on educational standards across North Wales (2017/18). Please note that with regard to educational standards on Anglesey for 2017/18, the Committee will also have an opportunity to consider an additional specific report at today's meeting.

#### 6 – Equality Impact Assessment [including impacts on the Welsh Language]

There are no new equalities implications arising from this report

#### 7 – Financial Implications

Each North Wales Council makes a financial contribution towards GwE funding arrangements.

#### 8 – Appendices:

1.GwE Annual Report 2017-18

#### 9 - Background papers (please contact the author of the Report for any further information):

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Tuag at Ragoriaeth  
Towards Excellence

# ANNUAL REPORT 2017-2018



## **CONTENT**

- 1. Vision**
- 2. Executive Summary**
- 3. Business Plan Priorities for 2018-19**
- 4. Standards**
  - **Context**
  - **Foundation Phase**
  - **Key Stage 2**
  - **Key Stage 3**
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  - **Standards of Literacy and Numeracy**
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  - **English as an additional language.**
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  - **Ethnic Origin**
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  - **More Able and Talented**

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### **Appendices**

- 1. Standards**
- 2. Standards of Groups of Learners**



## 1. VISION

In line with our vision, GwE will have:

***Outstanding schools naturally collaborating and jointly identifying direction for improvement which will deliver excellent standards and wellbeing for their pupils.***

In order to achieve this vision, we will set ourselves, and schools, minimum, or non-negotiable expectations.

These expectations include:

- Good leadership and management;
- Good teaching;
- Remove variation within a school;
- Not one of GwE's schools to be in Estyn statutory categories;
- Pupils' learning and wellbeing are good, at least;
- Curriculum for Wales in place

In order to achieve our vision and expectations, we have defined both service and personal values, which will to steer our work. These include:

- Trust;
- Impartiality;
- Fairness;
- Respect for diversity
- Support and collaboration;
- Bilingualism;
- Objectivity;
- Insist on high standards;
- Honesty.

## 2. EXECUTIVE SUMMARY

### STANDARDS

**Performance strengths;**

- GwE's performance in the main indicators in Key Stage 2 and Key Stage 3 continues to improve rapidly, and the region's performance is the highest of the four consortia.
- Key Stage 2 - In 2017, there was a 1.6% increase in the percentage of pupils attaining the Core Subjects Indicator [CSI], compared to the national percentage of 0.9%. This was higher than the increase seen in the other regions, and GwE's performance is now the best of the four regions. In 2017, an increase of 2% or more was seen in three of the authorities, Anglesey (+2.1%), Gwynedd (+2.3%) and Wrexham (+2.6%). Three of the 6 authorities performed better than their FSM positions, with one being equivalent.
- In 2017 in Key Stage 3, there was a further increase in the percentage of pupils attacking the Core Subject Indicator [CSI]. The region's performance in the CSI continues to be the highest of the four consortia, with three authorities, Gwynedd, Conwy and Flintshire, performing higher than, or close to, their FSM positions.

- Key Stage 4 - The performance gap between GwE and the 2 higher performing consortia in the TL2+ has decreased.
- On the higher levels [level 6+] in Key Stage 3, an increase was seen in all core subjects. The increase in the region was higher than the national increase for Welsh. Performance in mathematics, science and Welsh is the best of the four consortia, and English has the second best performance.
- In Key Stage 2 and 3, the performance of FSM pupils in the GwE region was higher than the national percentage in each of the main indicators, with the exception of Welsh in Key Stage 2.

**These are the main areas where performance needs to be improved:**

- Raising standards in the Foundation Phase continues to be a key priority for improvement in the consortium. Even though the greatest increase was seen in the percentage of pupils attaining the Foundation Phase Indicator (FPI), an increase of 0.8% compared to 0.3% nationally, there is still considerable work to be done across the region.
- Raising Standards in KS4 remains a priority. As KS4 indicators have been revised, the historical comparison is no longer valid. GwE's performance continues to be the third best amongst the regions. There is a need to improve the inspection results profile of secondary schools.
- In Key Stage 4, there is variation in the performance of individual local authorities across the region. Overall, this year, Gwynedd and Conwy have performed close to what was expected in the majority of indicators. Improving standards in those local authorities performing below their comparative FSM position, is an important priority.
- In Key Stage 4, too many schools across the consortium are performing below expectations. There is a need to improve schools' performance against the modelled expected outcome in the majority of indicators. Performance in the L2+ and Capped 9 needs to be prioritised.
- In Key Stage 4, the aim is to ensure that the performance of FSM pupils is equivalent to, if not higher than, the national percentage. In 2017, the performance of FSM pupils in the L2+ was 1.7% below the 28.6% seen nationally, and the capped nine score was 8.3 points below the national score. In Key Stage 2 and 3, GwE's performance was higher than the national percentage in the core subject indicator, and only slightly below in the foundation phase indicator.
- At Key Stage 4, performance needs to be improved in mathematics and English.
- There is a need to improve the higher outcomes across all key stages.

## PROVISION

### Strengths:

- Support and challenge - there is more consistency across the service and clarity in terms of the accountability of the team and of the service.
- Secondary delivery model - all secondary schools now have a support programme that is more fit-for-purpose, and which better matches the school improvement plan.
- There is a more effective structure in place to support and challenge schools. We are already seeing an improvement in performance across a range of indicators.
- The school improvement service uses data, targeting and tracking procedures more effectively and consistently to challenge and support schools.
- The number of primary schools placed in an Estyn category (Estyn monitoring, Significant Improvement and Special Measures), has almost halved in the last two years (from 46 in 2013-15 to 26 in 2015-17).
- GwE provides a range of professional learning programmes for practitioners, from Higher Level Teaching Assistants to experienced Headteachers.
- Increasing emphasis was placed during 2017-18 on improving the quality of leadership, focusing on improving the quality of evaluation and improvement planning. There is clear evidence that the leadership workshops held for primary school leaders have led to improved outcomes, and empowered schools to steer their own journey towards improvement.
- The Literacy and Numeracy team has provided an extensive variety of support and development programmes across the region in order to ensure high-quality planning and provision in the primary and secondary sectors.
- Effective processes put in place have led to a more consistent approach to assessment across the region.
- Good work continues in developing schools as Learning Organisations (OECD), and collaboration with the new Academy of Education Leadership in Wales.
- Teaching and Learning - there are many exciting and far-reaching projects under way, which will enable all teachers in the region to develop and deepen their teaching skills, their understanding of the principles of formative assessment and excellent pedagogy.

### These are the areas that require development:

- Ensure that a wider range of data and live information is available for Supporting Improvement Advisers, LA Officers and schools, and that the information is consistently used in an effective and timely manner across all levels of implementation.
- Improve provision, curriculum planning and assessment in the Foundation Phase.
- Improve curriculum planning in secondary schools in order to ensure improved outcomes for all learners.

- Improve the quality of assessment, tracking and intervention programmes in secondary schools.
- Improving A level provision.
- Develop and further improve the quality of senior and middle leadership across the region.
- Improve the quality of departmental leadership in the core subjects in secondary schools.
- Develop aspiring headteachers/senior leaders.
- Develop and implement a common strategy for Wellbeing across the region.
- Continue to incorporate the Curriculum for Wales agenda into the wider team work of GwE.

## LEADERSHIP

Since the core inspection, the service has made good and rapid progress to re-structure its leadership and administrative team. Consequently, there is more consistency across the service and clarity in terms of the accountability of the team, and of the service.

### Strengths:

- The clear and robust accountability framework is an important strength in GwE. Detailed business plans on several levels address all aspects of GwE's work.
- Self-evaluation is a strong feature in GwE. Considerable emphasis is placed on accountability and continuous review, and there is a consistent emphasis on achieving progress in line with priorities. This emphasis on evaluation and review leads to significant improvement.
- There are thorough and composite arrangements in place to rigorously identify and manage risks on a local, regional and national level.
- The Organisational Health Index (OHI) notes GwE as being an organisation in the highest quartile, with particular strengths in terms of direction, capacity and leadership.
- GwE's improved planning and performance management model clearly notes the vision, values, priorities and objectives of the service. Its clear strategic direction and strong accountability framework are key features in moving forward.
- Using data with increased effectiveness to identify our key priorities has strengthened the link between the business planning process and decisions regarding financial planning. Resources clearly match priorities, and specific criteria are used to monitor and evaluate the impact of funding.
- Overall, the consortium has effective financial management processes. A formal framework has enabled GwE to better demonstrate and assess value for money.

- The scrutiny function has matured across the region. Local scrutiny members have a better understanding of the purpose of GwE and its objectives.

**These are the areas that require development:**

- Establish GwE as a Learning Organisation, working in partnership with WG and OECD.
- Develop an information management system to analyse and share best practice.
- Continue to develop the working relationship to develop opportunities for action research for schools across the region.
- Continue to strengthen the links with a wide range of partners in line with developing the new curriculum, and share resources with an increasing number of schools.

The areas for development are priorities in our business plans for 2018-2019.

### 3. BUSINESS PLAN PRIORITIES FOR 2018-19

1. **Standards** - to ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another. That all learners achieve qualifications relevant to their ability and potential and are working towards being bilingual by the age of sixteen.
2. **Curriculum and assessment** - to ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential. Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures.
3. **Leadership** - to ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners' achieve their potential. Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.
4. **Wellbeing** - create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.
5. **Teaching** - to ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and achievement is paramount.
6. **Business** - to ensure that GwE has strong governance and effective business and operational support that provides value for money.

## 4. STANDARDS

Table 1 summarises the region's position, along with the authorities' positions in comparison with the other authorities in Wales, in the main indicators, in every key stage. Detailed analyses of each authority's performance, are completed in annual reports for the individual authorities.

**Table 1: summary of the authorities' positions in the main indicator, for every key stage [Foundation Phase, KS2, KS3 and KS4]**

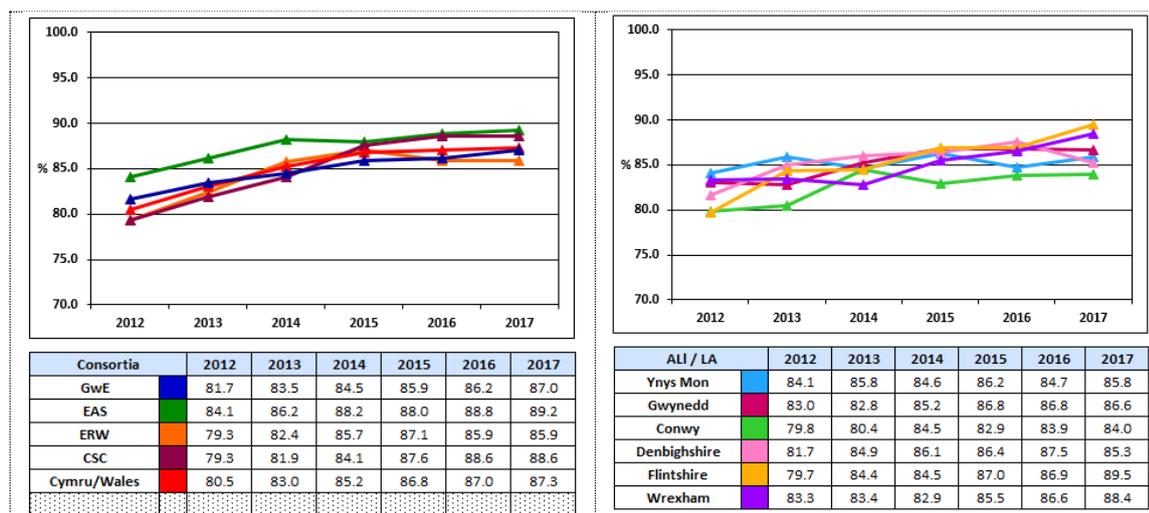
	* FSM Position 2017	2015				2016				2017			
		FPI	CSI KS2	CSI KS3	L2+	FPI	CSI KS2	CSI KS3	L2+	FPI	CSI KS2	CSI KS3	L2+
Anglesey	7	15	3	9	12	20	9	7	13	17	4	9	16
Gwynedd	4	11	6	1	5	14	7	2	4	15	3	1	6
Conwy	9	21	19	6	18	21	20	9	17	21	19	8	12
Denbighshire	14	13	12	12	14	10	14	12	14	20	17	18	17
Flintshire	6	9	11	7	8	13	5	6	10	5	6	5	9
Wrexham	10	19	14	19	20	15	18	16	18	11	7	16	20
GwE	1	4	2	1	3	3	3	1	3	3	1	1	3

\* FSM position based on 1 year's FSM % only

GwE's performance in the main indicators in Key Stage 2 and Key Stage 3 continues to improve rapidly, and the region is the highest performing of the four consortia. Performance in the main indicators in the Foundation Phase, and Key Stage 4, was third amongst the four consortia, which has been identified as a key priority for improvement.

### Foundation Phase

**Table 2: percentage of learners attaining the Foundation Phase Indicator [FPI]**



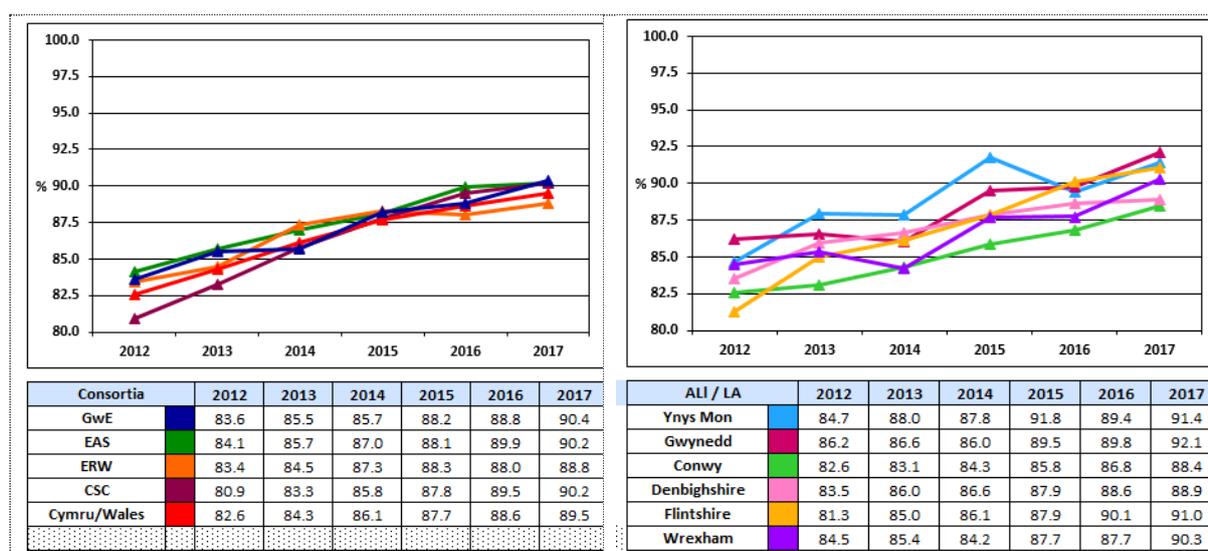
Despite the continuous increase in the percentage of learners attaining the Foundation Phase Indicator [FPI] across the region, GwE's performance was lower than expected (third amongst the four consortia). The increase in the region in the percentage of pupils attaining the CSI over the last two years, was considerably higher compared to the national position (2016->2017 0.8% in comparison with 0.3% nationally; 2015->2017 1.1% in comparison with 0.5% nationally).

In 2017, there was a regional increase at the expected outcomes in the percentage attaining Welsh Language (1.3%), English Language (0.6%), Mathematical Development (0.6%) and Personal and Social Development (0.7%). Progress was greater than the progress at a national level in every instance.

In 2017, at the higher outcomes (expected outcome +1), progress was higher than, or similar to national progress: Welsh Language (2.7% in comparison with 1.9% nationally); English Language (2.3% in comparison with 1.9% nationally); Mathematical Development (2.3% in comparison with 2.3% nationally) and Personal Development (2.5% in comparison with 2.4% nationally).

## Key Stage 2

**Table 3: Percentage of learners attaining the Core Subject Indicator [CSI] at Key Stage 2 [KS2]**



In 2017, GwE's performance in the Core Subject Indicator (CSI) rose from third position the previous year to first position amongst the four consortia.

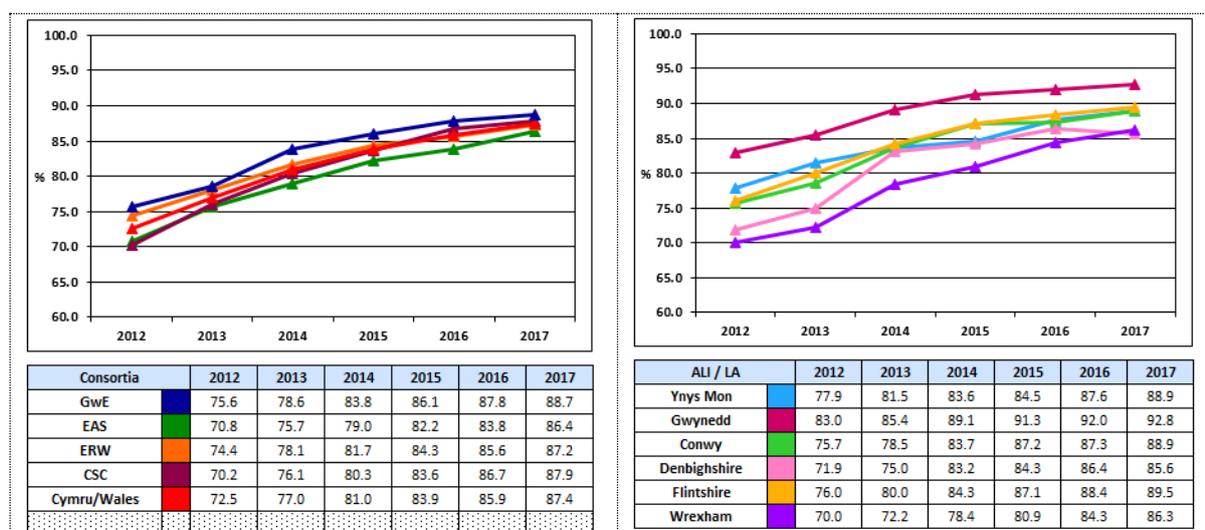
The increase in the region in the percentage of pupils attaining the CSI over the last two years, was higher compared to the national increase (2016->2017 1.6% in comparison with 0.9% nationally; 2015->2017 2.2% in comparison with 1.8% nationally).

In 2017, there was a regional increase at the expected level in the percentage attaining Welsh Language (1.6%), English Language (1.7%), Mathematical Development (1.2%) and Science (0.8%). The increase was greater than that at a national level in every instance; and twice the national average in Welsh and English. Overall, with the exception of Conwy, local authorities had performed higher, or similar to, their expected FSM positions.

At the higher level (expected level +1), the increase was considerably higher than the national average: Welsh Language (3.7% in comparison with 3.5% nationally); English Language (4.5% in comparison with 2.7% nationally); Mathematics (6.2% in comparison with 3.8% nationally) and Science (5.6% in comparison with 3.9% nationally). However, despite GwE's performance still being lower than expected (second amongst the four consortia for Welsh Language and Mathematics, and third for English Language and Science), good progress has been made this year to improve performance at the higher levels.

### Key Stage 3

**Table 4: Percentage of learners attaining the Core Subject Indicator [CSI] at Key Stage [KS3]**



In 2017 a further increase (1.0%) was seen in the percentage of pupils who attained the Core Subject Indicator [CSI]. The region's performance was still the best of the four consortia.

At the expected level in the core subjects, the region's performance was the highest amongst the four consortia, with the exception of Welsh First Language (second).

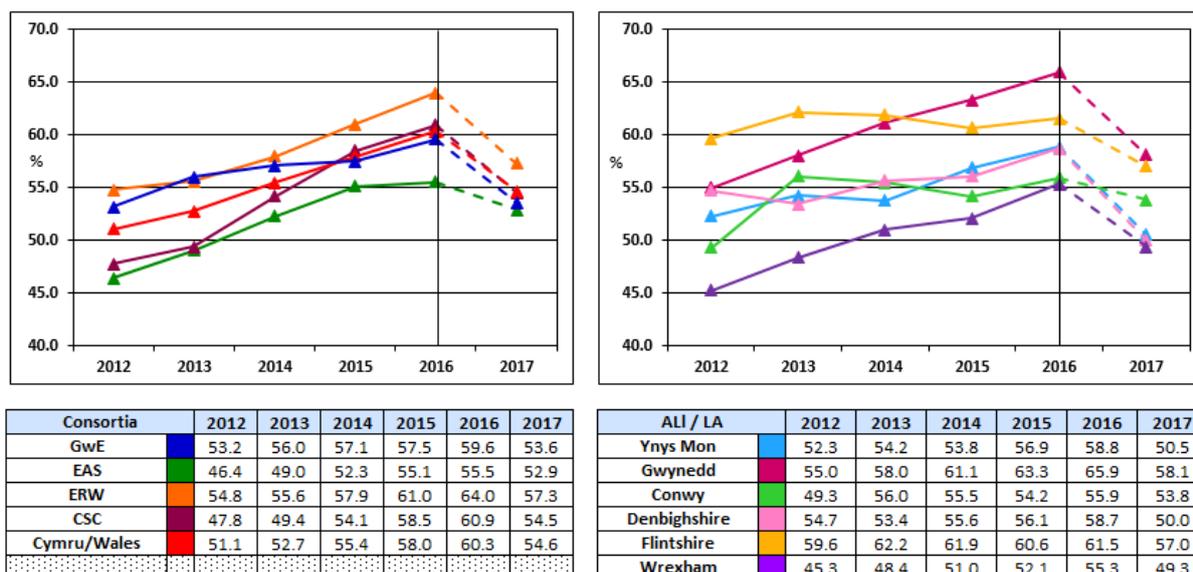
At the higher level [expected level +1] in the core subjects, the region's performance was the highest amongst the 4 consortia, with the exception of English Language [second].

The performance of Wrexham Local Authority was considerably lower than its corresponding FSM position at the expected and higher levels (excluding Welsh First Language).

### Key Stage 4

In 2017, the new GCSE specifications for English, Welsh, Mathematics and Science were examined for the first time. Mathematics included two new syllabi (Numeracy and Mathematics) and either one contributed towards the Level 2 Threshold, including Mathematics and Language (L2+). Moreover, changes to the L2+ indicator meant that only Welsh First Language or English Language was included; in the past, GCSE Literature for either language also contributed. The percentage of learners attaining the L2+, at a regional and national level, decreased. Following the changes introduced by the Welsh Government, a number of key changes were applied to Key Stage 4 (KS4) performance measurement data, which affect the comparisons with previous years. This should be taken into account when looking at any historical tendencies.

**Table 5: percentage of learners attaining the Level 2+ Inclusive Threshold [L2+]**



GwE's performance was third of the four regions. However, the performance gap between GwE and the 2 highest performing consortia in the TL2+, had decreased.

The LA's performance in the key performance indicators [Level 2+, Level 1, Level 2, Capped Points Score and 5A\*-A] varied considerably across the region. Too many regional schools had performed below the expectation. There is a need for improvement in a considerable number of schools' performance against the modelled expected outcome in a number of indicators. Improving performance in mathematics and English is still a regional priority.

There is a clear strategy for improving secondary schools since September 2017, following consultation with various stakeholders. Targeting individual departments and schools proved to be successful in regard to ensuring marked improvements at Key Stage 4.

## Key Stage 5

The delivery model for Key Stage 5 varies within authorities, and across the region. The provision is either delivered by individual schools, sixth form colleges, further education colleges or schools (and colleges) collaborating within the consortium. This renders it difficult to reach a meaningful conclusion about performance in Key Stage 5 in the region's schools. Nevertheless, the data collated by schools implies that regional performance is lower than the national average (schools only), and that schools' performance at the higher grades (A\*-A) is a specific aspect for improvement.

## Standards of Literacy and Numeracy

Literacy: The results of national English reading tests in 2017 show that there has been a slight decrease in the average standardised score, from 99.6 in 2016, to 99.4 in 2017. The percentage with a standardised score SS<85 increased from 13.9% in 2016, to 14.1% in 2017, however SS>115 rose from 15.0% in 2016 to 15.1% in 2017. There was a decrease in the average progress score from 1,000.4 in 2016 to 1,000.3 in 2017. The percentage with a

progress score below 980 rose from 14.3% in 2016, to 14.6% in 2017, however the percentage with a progress score above 1020 rose from 14.8% in 2016, to 15.1% in 2017.

The results of national Welsh medium reading tests in 2017 show that there has been an increase in the average standardised score, 100.1 in 2017 in comparison with 99.9 in 2016. The percentage with a standardised score SS<85 fell from 15.2% in 2016, to 14.6% in 2017, and the SS>115 rose from 16.2% in 2016 to 16.8% in 2017. There was an increase in the average progress score from 1,000.4 in 2016 to 1,000.8 in 2017. The percentage with a progress score below 980 fell from 15.6% in 2016, to 15.0% in 2017, and the percentage with a progress score above 1020 rose from 15.8% in 2016, to 16.8% in 2017.

Numeracy: The results of national Procedural tests in 2017 show that the average standardised score has fallen from 99.5 in 2016, to 99.2 in 2017. The percentage with a standardised score SS<85 rose from 13.6% in 2016, to 14.0% in 2017, and the SS>115 fell from 14.4% in 2016 to 14.1% in 2017. There was a decrease in the average progress score from 1,000.3 in 2016 to 1,000.0 in 2017. The percentage with a progress score below 980 rose from 13.8% in 2016, to 14.0% in 2017, and the percentage with a progress score above 1020 fell from 14.3% in 2016, to 14.0% in 2017.

The results of national Reasoning tests in 2017 show that the average standardised score has fallen from 100.5 in 2016, to 100.1 in 2017. The percentage with a standardised score SS<85 rose from 11.8% in 2016, to 11.9% in 2017, and the SS>115 percentage fell from 16.3% in 2016 to 16.0% in 2017. There was a decrease in the average progress score from 1,002.3 in 2016 to 1,001.8 in 2017. The percentage with a progress score below 980 rose from 12.3% in 2016, to 12.9% in 2017, however the percentage with a progress score above 1020 rose from 16.2% in 2016, to 16.4% in 2017.

## Standards in Welsh

GwE is the consortium with the highest percentage of pupils in Wales being assessed in Welsh first language. The percentage has remained quite consistent over the last 5 years (32.5% in 2017 in comparison with 31.7% in 2016). There is great variation across the region, varying from 90.5% in Gwynedd to 6.3% in Flintshire.

In Key Stage 4, the percentage of pupils in the region sitting a Welsh First Language examination increased from 1% to 29.6%, with 70.6% of them attaining A\*-C.

In Key Stage 3, 30.3% pupils in the region had received a Welsh first language assessment in comparison with 30.1% the previous year. The percentage attaining the expected level rose from 92.9% to 93.9%, and the percentage attaining the higher level from 61.3% to 67.1%.

In Key Stage 2, 34.4% of the region's pupils received a Welsh first language assessment, in comparison with 33.1% the previous year. The percentage attaining the expected level rose from 88.9% to 90.4%, and the percentage attaining the higher level from 37.1% to 40.8%.

In the Foundation Phase, 35.2% pupils in the region had received a Welsh first language assessment in comparison with 34.7% the previous year. The percentage attaining the expected level rose from 87.89% to 89.1%, and the percentage attaining the higher level from 34.8% to 37.5%.

## 5. STANDARDS - GROUPS OF LEARNERS

### Boys and Girls

Boys' and girls' performance continues to improve year on year in the main indicators. However, girls still outperform the boys. In 2017, the gap between the boys' and girls' performance had fallen in the Foundation Phase and Key Stage 3, however had increased in Key Stages 2 and 4.

### Free School Meals (FSM)

The number of pupils across the regional eligible for free school meals is still falling. In 2017, 15.5% of all statutory aged pupils in the region were eligible for free school meals, in comparison with 16.7% in 2013. This was lower than the national percentage of 17.8% in 2017.

Apart from Key Stage 4, where national decreases were seen following the change to the main indicators, the performance of FSM pupils has continued to increase year on year, with the gap between FSM and non-FSM pupils falling in the main indicator in every key stage.

At Key Stage 4, the performance of FSM pupils achieving L2+ fell slightly more than the national decrease, and the gap between FSM and non-FSM pupils increased by 1%. Improving the performance of FSM learners, is still a key priority for the region.

### Looked After Children (LAC)

The numbers of looked after children across the region are small - between 0.7% and 1.2% of the cohorts across the key stages in 2017. Consequently, performance may vary considerably based on an individual's performance. Overall in 2017, there was a small decrease in the performance of FSM in the main indicators.

### English as an additional language (EAL)

The number of pupils recorded as having English as an additional language across the region, is relatively small - between 0.9% and 4.9% of the cohorts in 2017. Consequently, performance may vary considerably based on the performance of a small number of children. The performance of pupils for whom English is an additional language has improved in the main indicators in every key stage, apart from Key Stage 4. The gap had also narrowed in every key stage.

### Special Educational Needs - Pupils on a Statement or School Action Plus

The number of pupils on a statement or School Action Plus represents between 9.5% and 13.1% of the cohorts. The performance of children on a statement or School Action Plus, in the main indicator, varied across the key stages in 2016/17. The percentage attaining the main indicator has increased in the Foundation Phase and Key Stage 2, in comparison with 2015/16, and the gap between pupils on a statement or school action plus, and those not, has reduced. The gap had also narrowed somewhat in Key Stage 4. However, the percentage attaining in Key Stage 3 has fallen, and the gap has increased.

## Performance according to Ethnic Origin

The number of pupils from a non-White/British ethnic origin represents between 4.5% and 7.5% of the cohorts. The performance of pupils from a non-White/British ethnic origin, has increased in the main indicators in every key stage, with the exception of KS4. The gap between the performance of non-White British pupils, and White - British pupils has reduced, and their performance is higher than white/British pupils in Key Stage 4.

## Gypsy and Traveller

The number of gypsy or traveller pupils was very small across the region in 2016/17: 2 pupils in Key Stage 4, 5 in Key Stage 3, 24 in Key Stage 2, and 16 in the Foundation Phase, therefore the performance of one pupil can have a considerable impact on statistics. The gap between the performance of gypsy or traveller pupils and non-gypsy and traveller pupils, is considerable.

## More Able and Talented

In the Foundation Phase, at the higher outcomes (expected outcome +1), the increase was higher than, or similar to the national increase: Welsh Language (2.7% in comparison with 1.9% nationally); English Language (2.3% in comparison with 1.9% nationally); Mathematical Development (2.3% in comparison with 2.3% nationally) and Personal Development (2.5% in comparison with 2.4% nationally).

At Key Stage 2, at the higher level (expected level +1), the increase was considerably higher than the average national increase: Welsh Language (3.7% in comparison with 3.5% nationally); English Language (4.5% in comparison with 2.7% nationally); Mathematics (6.2% in comparison with 3.8% nationally) and Science (5.6% in comparison with 3.9% nationally). However, despite GwE's performance still being lower than expected (second amongst the four consortia for Welsh Language and Mathematics, and third for English Language and Science), good progress has been made this year to improve performance at the higher levels.

On the higher levels [level 6+] in Key Stage 3, an increase was seen in all core subjects. The region is the best performing of the 4 regions, in every subject apart from English, which is second.

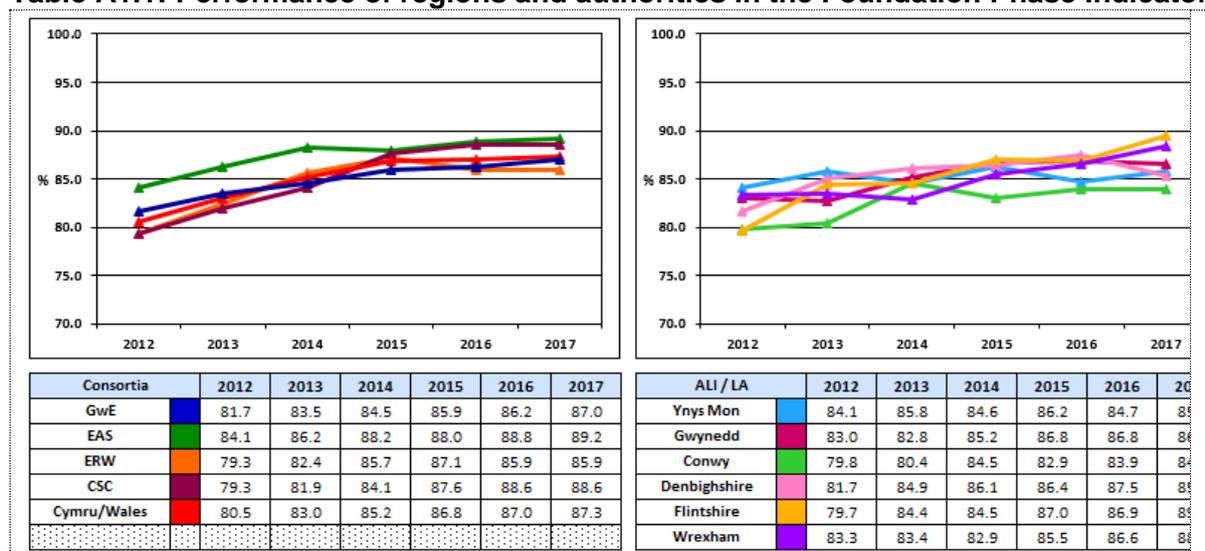
In Key Stage 4, pupils' performance at A\*-A is lower than the national average, which is a priority for improvement across the region.

## Appendix 1 - Standards

### Summary of Foundation Phase

- The increase in the percentage of pupils attaining the Foundation Phase Indicator (FPI) in 2017 is amongst the highest of the 4 regions at 0.8%, and is higher than the national increase of 0.3%.
- In 2017, GwE's performance in the CSI is still lower than expected [3rd out of the 4 consortia], assuming that FSM entitlement is an appropriate measure of deprivation. 5 of the 6 authorities are lower than expected in relation to their position in terms of the FSM % (Flintshire performing better).

**Table A1.1: Performance of regions and authorities in the Foundation Phase Indicator**



- In 2017, there was a regional increase at the expected outcomes in the percentage attaining every indicator. The increase in English (+%0.6%), Welsh (+1.3%), Mathematics (+0.6%) and Personal Development (+0.7%) is amongst the highest of the four regions, and therefore higher than the national increase. However, the majority of authorities are performing below their expected FSM positions overall, with only Flintshire and Wrexham performing better than, or close to, their FSM position.
- At the higher outcomes (expected outcome +1), an increase was seen in all indicators with the increase being higher than, or similar to, the national increase. Despite the increase, the region is the 3rd best performing region in three indicators, and the best performing region in personal development.
- The percentage of FSM learners attaining the main indicators at the expected outcome, as well as the +1 outcome, has increased. Progress made was greater than the progress at a national level in every indicator. However, performance at the expected outcome is below the national performance in the majority of indicators (except for English and Personal Development), and performance in every indicator at the +1 outcome is better than the national performance. There are still gaps in the performance of FSM and non-FSM pupils, with the gaps being relative, overall, to the national gap at the expected level, however the gaps are smaller regionally at the +1 outcome level.
- The performance of FSM pupils varies across the authorities with only one (Wrexham) performing better than the national percentage in the FPI, with an apparent increase in 4 authorities, however a decrease in two (Gwynedd and Wrexham). There is still a gap between FSM and non-FSM pupils and, despite the gap being closed in 4

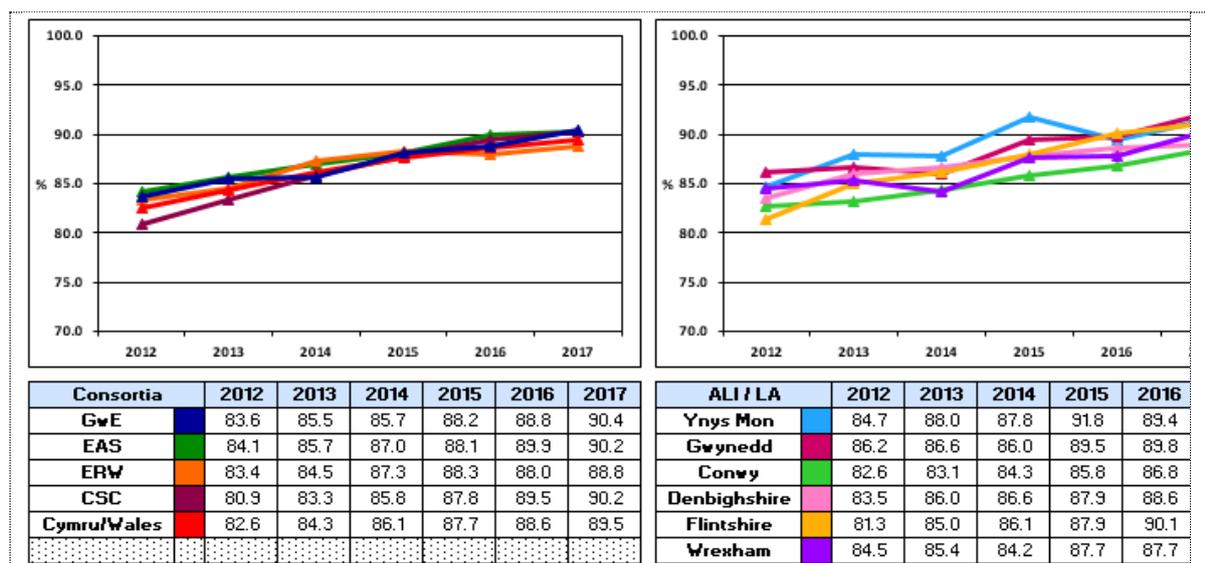
authorities, the gap is still greater than the national gap in 4 authorities i.e. Anglesey, Flintshire, Gwynedd and Wrexham.

- Although boys' and girls' performance has increased in the CSI, the difference between their performances remains, and is similar to that seen at a national level, 7.2% compared to 7.1% nationally. The gaps have reduced in every authority, with the largest gaps in Conwy and Gwynedd. The size of the gap between boys' and girls' performance, in all indicators, varies considerably in the individual authorities.

## KS2 Summary

- The percentage of pupils attaining the Core Subject Indicator [CSI] in 2017 has increased (1.6% in comparison with 0.9% nationally) more than any other region and is now the best performing region out of all the regions (90.4% in comparison with 89.5% nationally). In 2017, the percentage attaining the FPI in every authority increased.
- In 2017, GwE's performance in the Core Subject Indicator (CSI) rose from third to first position amongst the four consortia. Four of the 6 authorities performed better than, or similar to, their FSM position, with only Conwy being considerably lower than its FSM position.

**Table A1.2: Performance of regions and authorities in the Core Subject Indicator**



- In 2017, there was regional progress at the expected outcomes in the percentage attaining every indicator, with the increase in every indicator being higher than the national increase. The region's performance was 1st (CSI and Maths) or 2nd (English and Science) of the 4 regions, with the exception of Welsh which was 4th.
- In 2017, at the higher levels [level 5+], an increase greater than the national increase was seen in all of the main indicators. The region's performance was 2nd (Welsh and Maths) or 3rd (English and Science) of the 4 regions
- A considerable increase (+2.3% compared with 0.2% nationally) was seen in the percentage of FSM learners attaining the CSI, and the region is now performing better than the national percentage (78.3% compared to 77.2%) and the gap between FSM and non-FSM pupils is now 14.3%, and less than the national gap of 15%. This is also

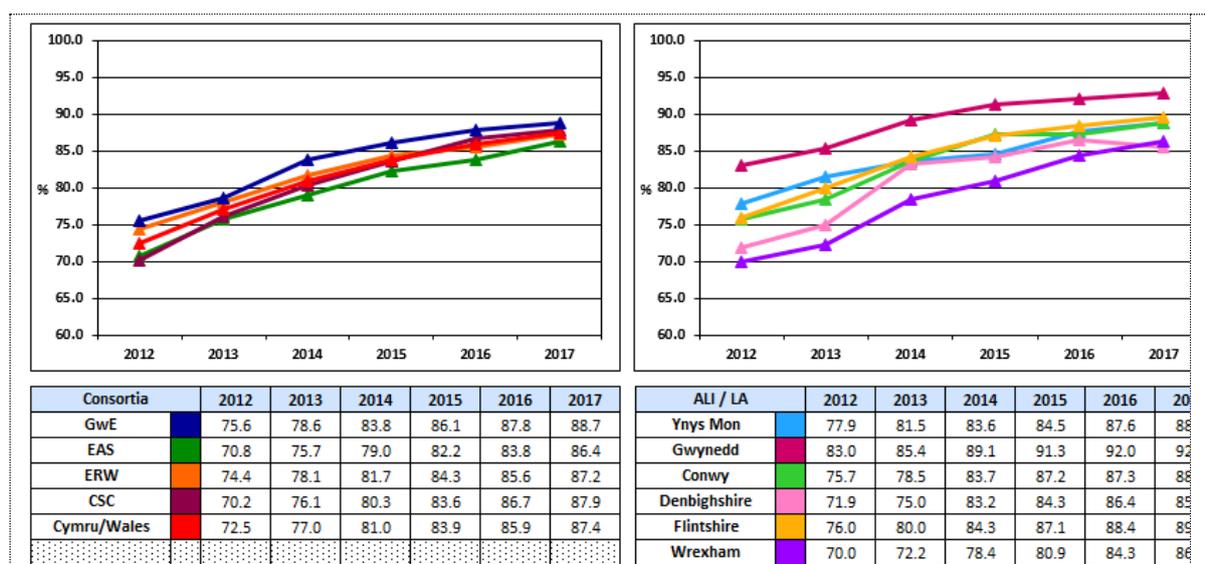
true of the 4 core subjects, with the increase in each being greater than the national increase, and performance higher than the national percentage, with the gap between FSM and non-FSM pupils having fallen in every core subject, and less than the national gap.

- The same trend can also be seen at the higher levels where the increase is higher than the national increase, and the percentage attaining being higher than the national percentage, with the exception of Welsh, where an increase of 0.2% was seen in comparison with the national increase of 2.4%. The percentage attaining regionally is now lower than the national percentage. **The increase in the gap between FSM and non-FSM pupils fell in every core subject, however remained lower than the national gap, with the exception of Welsh, where the gap was greater.**
- At a regional level, the percentage of boys and girls attaining the CSI increased, with the girls performing best out of the 4 regions, but boys performing 3rd best. Consequently, the gap of 5.9% between the genders is higher than any other region, and is higher than the national gap of 4.5%. The largest gap is still in Anglesey and Denbighshire, with only Gwynedd having a smaller gap than the national gap. The same trend can also be seen in the core subjects, where girls' performance is amongst the best, and boys tend to be third best where the gap is therefore greatest.

### KS3 Summary

- 2017 saw a further increase in the percentage of pupils achieving the Core Subject Indicator [CSI]. The increase does not match the national increase, but the region's performance remains the highest of the four consortia, with the 3 authorities of Gwynedd, Conwy and Flintshire performing better than their FSM position.
- In 2017, at the expected level, there was a slight increase, lower than the national increase, in the percentage achieving in all core subjects, and the region's performance remains the best in all core subjects other than Welsh, which is second among all the regions.

**Table A1.3: Performance of regions and authorities in the Core Subject Indicator**



- In 2017, on the higher levels [level 6+], there was progress in all core subjects, with progress in Welsh and science being higher than progress nationally. The performance in maths, science and Welsh is the best of the four regions, with English being second

best. Authorities' performances tend to be better than or similar to the FSM positions, with the following exceptions: Anglesey in maths; Denbighshire at the CSI and English, Flintshire in science and Wrexham in English, maths and science and the CSI. There are some exceptions also in Welsh due to inconsistency in the numbers assessed across the country.

- There has been some progress, less than the national progress, in the percentage of FSM pupils achieving the CSI but the percentage of 73.5% remains higher than the national percentage of 70.8%. The same trend can also be seen in the core subjects where there is progress, but at a lower rate than nationally with the exception of maths, where progress is greater, and the percentage achieving is high than the national percentage. The percentage achieving at the higher levels is also higher than the national percentage with progress in all core subjects other than English where there was a reduction. Progress is mixed, with substantial progress in Welsh (8.5%), less than the national progress in maths and science and a reduction of 0.8% in English.
- In 2017, at a regional level, there was progress in the percentage of boys and girls who succeeded in achieving CSI and the performance of both boys and girls remains the best of the 4 regions. The difference in the performance of the sexes at CSI is less than the national difference. Boys' and girls' performance remains consistently the best among all the regions (1st with the exception of boys – Welsh at second / Girls – English at second and Welsh at 3d) and the gap between them at the 4 core subjects is narrower than the national gap. At the higher levels, there was progress in boys' and girls' performance in all subjects, and performance is among the best of all the regions (1st with the exception of boys – English at second / Girls – English and maths at second.) The regional gap is narrower than the national gap in the four core subjects.

## **KS4 Summary**

Following the changes introduced by the Welsh Government, a number of key changes were applied to Key Stage 4 (KS4) performance measurement data, which affect the comparisons with previous years. This should be taken into account when looking at any historical trends.

### **Key Performance Indicators**

Due to changes in KS4 indicators, there was a national decrease in the percentage of learners attaining the Level 2+ Inclusive Threshold [L2+]. There was a 6% decrease regionally, compared to the 5.6% nationally. GwE's performance continues to be the third best of the regions. In 2017, the percentage attaining the TL2+ fell in all 6 authorities, with the decrease being less than the national decrease in Conwy (-2.1%) and Flintshire (-4.6%), however the decrease was greater in the 4 others with Denbighshire falling 8.7%, Anglesey 8.3%, Gwynedd 7.8% and Wrexham 6%. Too many schools across the consortium are still performing well below expectations.

**Table A1.4: Percentage of learners attaining the Level 2+ Inclusive Threshold [L2+]**

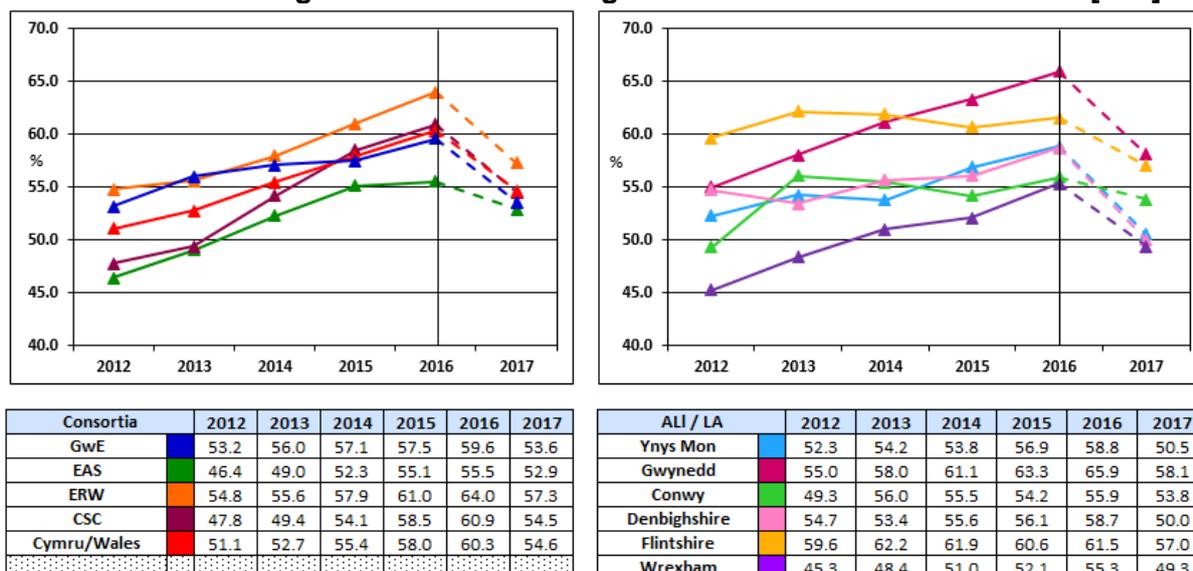


Table A1.5 shows the performance of all LAs in the key performance indicators [Level 2+, Level 1, Level 2, Capped Points Score and 5A\*-A] in comparison with the performance of the 22 Local Authorities in Wales.

**Table A1.5: summary of the authorities' positions in the main indicators at KS4**

	FSM Position 2017	2015					2016					2017				
		L2+	L1	L2	CPS	5A*-A	L2+	L1	L2	CPS	5A*-A	L2+	L1	L2	Capped 9	5A*-A
Anglesey	7	12	8	16	9	13	13	5	15	11	10	16	8	15	18	19
Gwynedd	4	5	1	6	1	3	4	1	10	4	8	6	2	6	5	6
Conwy	9	18	14	14	17	16	17	18	17	17	19	12	4	10	10	18
Denbighshire	14	14	17	10	11	8	14	20	14	16	14	17	22	16	20	12
Flintshire	6	8	18	15	15	15	10	13	16	15	12	9	12	12	11	11
Wrexham	10	20	20	22	21	20	18	19	21	18	21	20	16	19	19	13
GwE	1	3	3	3	3	3	3	3	3	3	3	3	2	3	3	

The performance of individual local authorities varies considerably across the region. In 2017, no authority performed as expected in the L2+. Taking into account the main indicators, overall this year, Gwynedd and Conwy have performed close to what was expected in the majority of indicators; Flintshire and Denbighshire have performed lower than expected in all indicators, and Wrexham and Anglesey have performed much lower than that. Improving standards in those local authorities where performance is below their comparative FSM position is an important priority.

There is a need for considerable improvement in schools' performance against the modelled expected outcome, as a considerable number of schools are performing lower than expected in the majority of indicators. Performance in the L2+ and Capped 9 needs to be prioritised. (75% of schools lower than expected)

When comparing the performance of authorities in key stage 4 against their FSM positions, very few performed better than expected.

**Table A1.6: summary of the authorities' positions in 2016/17 in the main indicators at KS4**

Authority	Positions relative to Welsh authorities										
	FSM 1 YR	L1	L2	L2+	Capped 9	English	Welsh	Maths	Numeracy	Best maths	Sci
Anglesey	7	8	15	16	18	16	17	18	15	19	16
Gwynedd	4	2	6	6	5	11	12	14	7	10	15
Conwy	9	4	10	12	10	10	15	13	8	12	7
Denbighshire	14	22	16	17	20	18	6	19	13	17	20
Flintshire	6	12	12	9	11	7	13	5	4	4	4
Wrexham	10	16	19	20	19	19	18	20	18	20	13

However, there has been an improvement in some authorities compared to their positions in 2015/16. An improvement was seen in Flintshire's position, compared to 2015/16 in every indicator. An improvement was seen in 6 out of the 7 indicators in Conwy. On the other hand, the position of both Gwynedd and Denbighshire dropped in 6 of the 7 indicators, and Wrexham in 5 of the 7 indicators. No improvement was seen in Anglesey's positions, with 5 having dropped and 2 having remained consistent.

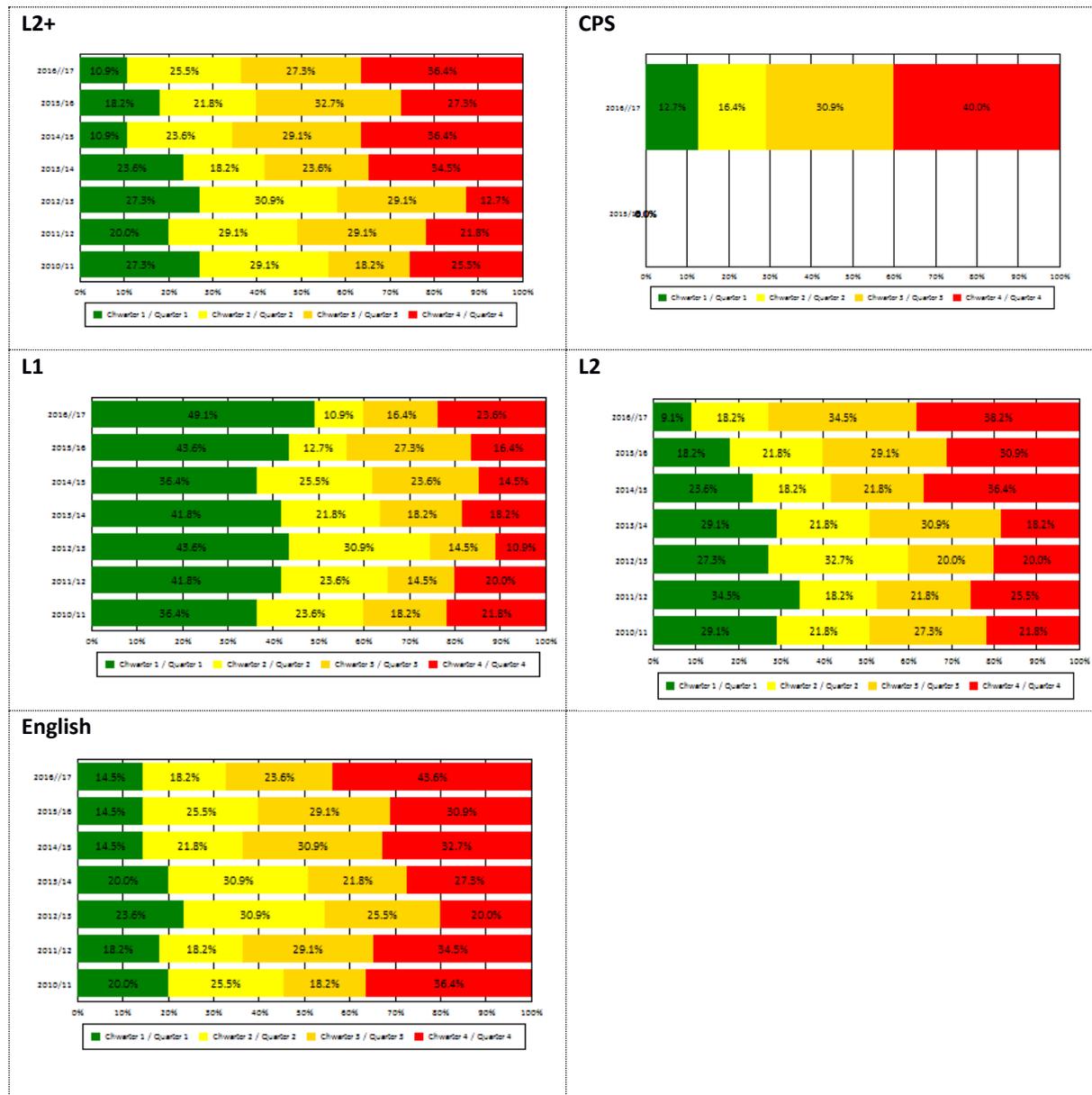
**Table A1.7: summary of the authorities' positions in KS4 performance indicators compared to 2015/16**

Authority							
	L1	L2	L2+	English	Welsh	Maths	Sci
Anglesey	-3	0	-3	0	-9	-5	-2
Gwynedd	-1	4	-2	-2	-2	-7	-13
Conwy	14	7	5	7	-10	3	13
Denbighshire	-2	-2	-3	-4	6	-7	-2
Flintshire	1	4	1	1	3	3	5
Wrexham	3	2	-2	-1	-9	-2	-1

### Performance of individual schools

Overall in 2017, too many schools across the region are performing below the median in the FSM benchmarking for key performance indicators (apart from Level 1), and in English and Maths. This is concerning.

**Table A1.11: distribution of schools in the FSM benchmarking quartiles**



The performance of individual schools varies considerably within and between Local Authorities, as there are too many schools below the median in most, if not all, of the key indicators.

This concern is highlighted when examining the performance of individual schools against the expected modelled performance with 41 of the 55 schools i.e. 74.5%, below the expected performance (compared to 34 i.e. 61.8% in 2015).

**Table A1.12: In Key Stage 4, too many schools across the consortium are performing below expectations.**

Indicator	Number	Percentage
L2+	41	74.55%
L2	39	70.91%
Capped 9	41	74.55%
English	39	70.91%
Maths	36	65.45%
Science	32	58.18%
Numeracy	27	49.09%
Maths - best	31	56.36%
Welsh	13	46.43%

## Appendix 2 - Standards of Groups of Learners

### Performance of groups of Learners

#### Boys and Girls

Boys' and girls' performance continues to progress year on year in the main indicators at all key stages. However, girls continue to out-perform boys, and the performance gap between girls and boys remains.

- At key stage 4 in 2016/17 49.9% of the cohort were girls (compared with 49.2% in 2015/16). 57.8% of the girls succeeded in achieving TL2+ compared with 58.8% nationally, a reduction of 6.4% compared with the national reduction of 5.9%. 50.1% of the cohort were boys (compared with 50.8% in 2015/16). 49.3% of the boys succeeded in achieving TL2+ compared with 50.7% nationally, a reduction of 5.7% compared with the national reduction of 5.4%. The gap in the percentage of those achieving L2+ between boys and girls has fallen from 9.1% in 2016 to 8.5% in 2017. The gap nationally also narrowed from 8.6% in 2016 to 8.1% in 2017.
- At key stage 3 in 2016/17 48.0% of the cohort were girls (compared with 48.9% 2015/16). The % of girls achieving the core subject indicator has increased 0.9% from 91.2% to 92.1%. Nationally the percentage is 91.2%, an increase of 1.5% compared with 2016. 52.0% of the cohort were boys (compared with 51.1% 2015/16). The % of boys achieving the core subject indicator has increased 1.1% from 84.5% to 85.6%. Nationally the percentage is 83.8%, an increase of 1.5% compared with 2016. The gap of 6.5% is slightly narrower than in 2015/16 (6.7%) and narrower than the national gap of 7.4%.
- At key stage 2, 49.1% of the cohort were girls (compared with 48.7% 2015/16). The % of girls achieving the core subject indicator has increased 1.7% from 91.7% to 93.4%. Nationally, the percentage is 91.9%, an increase of 0.6% compared with 2016. 50.9% of the cohort were boys (compared with 51.3% 2015/16). The % of boys achieving the core subject indicator has increased 1.5% from 86.0% to 87.5%. Nationally the percentage is 87.3%, an increase of 1.2% compared with 2016. The gap, at 5.9% is slightly higher than the gap in 2015/16 (5.7%) and is higher than the national gap of 4.5%.
- At the Foundation Phase, 48.0% of the cohort were girls (compared with 49.2% 2015/16). The % of girls achieving the foundation phase indicator has increased by 0.3% from 90.4% to 90.7%. Nationally the percentage is 90.9%, a fall of 0.3% compared with 2016. 52.0% of the cohort were boys (compared with 50.8% 2015/16). The % of boys achieving the foundation phase indicator has increased by 1.3% from 82.2% to 83.5%. Nationally the percentage is 83.8%, an increase of 0.8% compared with 2016. The gap, at 7.2% is narrower than the gap in 2015/16 (8.2%) and compares with the national gap of 7.1%.

#### Free School Meals (FSM)

Apart from key stage 4 where there was a reduction nationally since the indicators had changed, the performance of pupils qualifying for free school meals continues to increase year on year, with the gap between FSM and non-FSM pupils having reduced in the main indicator at all key stages. At key stage 4 the reduction was slightly more than the national reduction in the performance of FSM pupils achieving the TL2+ and the gap between FSM and non-FSM pupils widened by 1%.

- At key stage 4 in 2016/17 829 pupils qualified for free school meals which is 11.91% of the cohort (compared with 12.01% in 2015/16). 26.9% succeeded in achieving the TL2+ compared with 28.6% nationally – a reduction of 7.4% compared with the national reduction of 7.0%. The gap in the L2+ percentage between those learners qualifying

for free school meals and those not has widened from 31.6% in 2016 to 32.5% in 2017. The gap also widened nationally from 31.3% in 2016 to 32.3 in 2017.

- At key stage 3 in 2016/17 951 pupils qualified for free school meals, namely 14.09% of the cohort (compared with 14.80% in 2015/16). The percentage of these pupils achieving the core subject indicator has **increased** by 0.2% to 73.3% in 15/16 to 73.5% in 16/17. The achievement gap between pupils qualifying for free school meals and those not has **reduced** from 14.8% in 2016 to 14.1% in 2017.
- At key stage 2 in 2016/17 1,140 pupils qualified for free school meals, namely 15.30% of the cohort (compared with 15.38% 2015/16). The percentage of these pupils achieving the core subject indicator has **increased** by 2.3% to 76.0% in 15/16 to 78.3% in 16/17. The achievement gap between pupils qualifying for free school meals and those not has **reduced** from 15.2% in 2016 to 14.3% in 2017.
- At the Foundation Stage, 1,322 of pupils qualified for free school meals namely 16.92% of the cohort in 2016/17 (compared with 16.64% in 2015/16). The percentage achieving the foundation phase indicator has **risen** from 73.3% in 15/16 to 75.0% in 16/17. The achievement gap between pupils qualifying for free school meals and those not has **reduced** from 15.7% in 2016 to 14.7% in 2017.

### **Looked After Children (LAC)**

The number of looked-after children across the region is small - between 0.7% and 1.2% of the cohorts across the key stages in 2017; therefore, performance can vary significantly based on an individual's performance. On the whole in 2017, there was a reduction in LAC performance in the main indicators and the gap between looked-after children and those who are not increased.

- At Key Stage 4, in 2016/17, 61 pupils were recorded as looked-after children, which is 0.88% of the cohort (compared with 0.97% in 2015/16). 14.8% of them managed to gain the L2+. The gap in L2+ percentage between LAC and non-LAC has increased from 31.3% in 2016 to 32.3% in 2017.
- At Key Stage 3, in 2016/17, 79 pupils were recorded as looked-after children, which is 1.17% of the cohort (compared with 0.87% in 2015/16). The percentage of these pupils who achieved the core subject indicator has fallen by 2.0% from 67.8% in 15/16 to 65.8% in 16/17. The gap between the attainment of looked-after pupils and those who are not has increased from 20.4% in 2016 to 23.4% in 2017.
- At Key Stage 2, in 2016/17, 82 pupils were recorded as looked-after children, which is 1.10% of the cohort (compared with 0.64% in 2015/16). The percentage of these pupils who achieved the core subject indicator has fallen by 3.2% from 73.9% in 15/16 to 70.7% in 16/17. The gap between the attainment of looked-after pupils and those who are not has increased from 15.0% in 2016 to 19.9% in 2017.
- At Foundation Phase, 54 pupils were recorded as looked-after children, which is 0.7% of the cohort in 2016/17 (up 0.08% compared with 2015/16). The percentage who achieved the foundation phase indicator has fallen from 74.5% in 15/16 to 64.8% in 16/17. The reduction is equivalent to the success of 5 pupils. Consequently, the gap between the attainment of LAC pupils and those who are not has increased from 12.0% in 2016 to 22.5% in 2017.

### **English as an additional language (EAL)**

The number of pupils for whom English is an additional language recorded across the region is fairly small - between 0.9% and 4.9% of the cohorts in 2017; therefore, performance can vary significantly based on the performance of a small number of children. The performance of children for whom English is an additional language has increased in 2017 in the main indicators at each stage other than key stage 4. The gap has also reduced at each stage.

- At Key Stage 4, in 2016/17, 60 pupils were recorded as pupils for whom English is an additional language, which is 0.86% of the cohort (compared with 0.99% in 2015/16). 28.3% of them managed to gain the L2+. The gap in the L2+ percentage between EAL and non-EAL has reduced from 34.3% in 2015 to 27.9% in 2016.
- At Key Stage 3 in 2016/17, 88 pupils were recorded as pupils for whom English is an additional language, which is 1.3% (compared with 1.2% in 2015/16). The percentage of these pupils who achieved the core subject indicator has increased by 11.9% from 64.2% in 15/16 to 76.1% in 16/17. The gap between the attainment of pupils for whom English is an additional language and those for whom it is not has reduced from 24.1% in 2016 to 13.0% in 2017.
- At Key Stage 2 in 2016/17, 162 pupils were recorded as pupils for whom English is an additional language, which is 2.17% (compared with 2.06% in 2015/16). The percentage of these pupils who achieved the core subject indicator has increased by 4.6% from 80.5% in 15/16 to 85.2% in 16/17. The gap between the attainment of pupils for whom English is an additional language and those for whom it is not has reduced from 8.5% in 2016 to 5.3% in 2017.
- At Foundation Phase, 379 pupils were recorded as pupils for whom English is an additional language, which is 4.85% of the cohort in 2016/17 (consistent with the 4.86% in 2015/16). The percentage who achieved the foundation phase indicator has increased from 82.3% in 15/16 to 83.4% in 16/17. The gap between the attainment of pupils for whom English is an additional language and those for whom it is not has reduced from 4.3% in 2016 to 4.0% in 2017.

### **Special Educational Needs - Pupils on a Statement or School Action Plus**

The number of pupils on a statement or School Action Plus represents between 9.5% and 13.1% of the cohorts. The performance of children on a statement or School Action Plus, in the main indicator, varied across the stages in 2016/17. The percentage attaining has increased in the Foundation Phase and Key Stage 2, in comparison with 2015/16, and the gap between pupils on a statement or school action plus, and those not, has reduced. The gap has reduced in key stage 4 too. However, the percentage attaining in Key Stage 3 has fallen, and the gap has increased.

- At Key Stage 4, in 2016/17, there were 662 pupils on a statement or School Action Plus i.e. 9.51% of the cohort (compared with 0.97% in 2015/16). 17.8% attained the TL2+. The gap in the percentage attaining L2+ has reduced from 48.4% in 2015 to 41.6% in 2016.
- At Key Stage 3, in 2016/17, there were 831 pupils on a statement or School Action Plus i.e. 12.31% of the cohort (compared with 11.92% in 2015/16). The percentage of these pupils who achieved the core subject indicator has fallen by 1.0% from 47.8% in 15/16 to 46.8% in 16/17. The gap between the achievement of pupils on a statement or School Action Plus, and those not, has increased from 45.6% in 2016 to 48.1% in 2017.
- At Key Stage 2, in 2016/17, there were 978 pupils on a statement or School Action Plus i.e. 13.12% of the cohort (compared with 13.51% in 2015/16). The percentage of these pupils who achieved the core subject indicator has increased by 5.2% from 47.0% in 15/16 to 52.2% in 16/17. The gap between the achievement of pupils on a statement or School Action Plus, and those not, has fallen from 48.3% in 2016 to 43.9% in 2017.
- At Foundation Phase, there were 846 pupils on a statement or School Action Plus i.e. 10.83% of the cohort in 2016/17 (and close to the 10.07% in 2015/16). The percentage of these pupils who achieved the foundation phase indicator has increased from 38.7% in 15/16 to 42.1% in 16/17. The gap between the achievement of pupils on a statement or School Action Plus, and those not, has fallen from 53.1% in 2016 to 50.6% in 2017.

## Performance according to Ethnic Origin

The number of pupils from a non-White/British ethnic origin represent between 4.5% and 7.5% of the cohorts. The performance of pupils from a non-White/British ethnic origin, has increased in the main indicators in every key stage, with the exception of KS4. The gap between the performance of non-White British pupils, and White - British pupils has reduced and their performance is higher than white/British pupils in Key Stage 4.

- At Key Stage 4, in 2016/17, 216 pupils were of an ethnic origin other than White/British, namely 4.54% of the cohort (compared with 4.59% in 2015/16). 56.0% of them managed to attain the L2+. The gap in the percentage that achieved the L2+ that stood at 1.08 has disappeared as these pupils perform 0.68% better than White/British pupils.
- At Key Stage 3, in 2016/17, 337 pupils were recorded as pupils from a non-White/British origin. This represented 4.99% of the cohort (compared with 4.69% in 2015/16). The percentage of these pupils who achieve the core subject indicator has **increased** by 5.5% to 88.4% compared with 83.0% in 2015/16. The gap between the non-White/British pupils and White/British pupils has **reduced** from 5.3% in 2016 to 0.5% in 2017.
- At Key Stage 2, in 2016/17, 458 pupils were recorded as pupils not from a White/British origin. This represented 6.15% of the cohort (compared with 5.47% in 2015/16). The percentage of these pupils who achieve the core subject indicator has **increased** to 89.5% compared with 86.1% in 2015/16. The gap between non-White/British pupils and White/British pupils has **reduced** from 2.9% in 2016 to 0.9% in 2017.
- In the Foundation Phase in 2016/17, 588 pupils had been recorded as pupils from a non-White/British origin. This represented 7.53% of the cohort (compared with 7.73% in 2015/16). The percentage of these pupils who achieve the core subject indicator has **increased** to 84.2% compared with 83.6% in 2015/16. The gap between non-White/British pupils and White/British has **increased** slightly from 3.0% in 2016 to 3.2% in 2017.

## Gypsy and Traveller

The number of pupils from a gypsy or traveller origin was very low across the region in 2016/17. Two pupils in key stage 4, 5 in key stage 3, 24 in key stage 2 and 16 in the foundation phase and so the performance of one pupil can have a substantial impact on the statistics. On the whole, the gap between pupils from a gypsy or traveller origin and those who are not, continue to be substantial.

- In **key stage 4** in 2016/17, only two pupils were from a gypsy or traveller origin. One of them managed to achieve the L2+.
- In **key stage 3** in 2016/17, five pupils had been recorded as pupils from a gypsy or traveller origin, namely 0.07% of the cohort (compared with 0.12% in 2015/16). The percentage that achieved the core subject indicator has **increased** by 10% from 50.0% in 15/16 to 60.0% in 16/17. The gap between the attainment of these pupils and those not from a gypsy or traveller origin has **reduced** from 38.0% in 2016 to 29.0% in 2017.
- In **key stage 2** in 2016/17, 24 pupils were recorded as pupils from a gypsy and traveller origin, namely 0.32% of the cohort (compared with 0.19% in 2015/16). The percentage that achieved the core subject indicator has **fallen** by 11.3% from 57.1% in 15/16 to 45.8% in 16/17. The gap between the attainment of these pupils and those not from a gypsy and traveller origin has **increased** from 31.8% in 2016 to 44.7% in 2017 and the gap continues to be substantial.
- In the **foundation phase**, 16 pupils were recorded as pupils from a gypsy or traveller origin, namely 0.20% of the cohort in 2016/17 (compared with 0.29% in 2015/16). The percentage who achieved the foundation phase indicator has **fallen** from 45.5% in 15/16 to 43.8% in 16/17. The gap between the attainment of these pupils and those not

from a gypsy or traveller origin has increased from 41.0% in 2016 to 43.5% in 2017 and the gap continues to be substantial.

### **More Able and Talented**

- In key stage 4, the percentage that attain 5A\*-A has increased from 14.0% to 14.8% in 2017 which is less than the national percentage of 16.8%.
- In Key Stage 3, the % that managed to reach level 6 or higher in English has increased by 57.7% in 2016 to 59.4% in 2017, which is higher than the national percentage of 58.7%, with GwE performing second best of all regions. Welsh increased from 61.3% in 2016 to 67.1% in 2017, which is higher than the national percentage of 62.9%. GwE performs best of all the regions. Science increased from 63.8% in 2016 to 67.7% in 2017, which is higher than the national percentage of 65.5% with GwE performing best of all the regions. Mathematics increased from 64.4% in 2016 to 66.8% in 2017, which is higher than the national percentage of 65.4%, with GwE performing best of all the regions.
- In key stage 2, the percentage that managed to reach level 5 or higher in English has increased from 40.8% in 2016 to 45.3% in 2017, which is higher than the national percentage of 44.7%, with GwE performing third best of all the regions. Welsh increased from 37.1% in 2016 to 40.8% in 2017, which is lower than the national percentage of 41.5%, with GwE performing second best of all the regions. Science increased from 42.3% in 2016 to 47.9% in 2017, which is higher than the national percentage of 46.4%, with GwE performing third best of all the regions. Mathematics increased from 42.1% in 2016 to 48.3% in 2017, which is higher than the national percentage of 47.0%, with GwE performing second best of all the regions.
- In the Foundation Phase, the percentage that managed to achieve outcome 6 or higher in English has increased from 36.2% in 2016 to 38.6% in 2017, which is higher than the national percentage of 38.1%, with GwE performing third best of all the regions. Welsh increased from 34.8% in 2016 to 37.5% in 2017, and lower than the national percentage of 38.1%, with GwE performing third best of all the regions. Personal Development increased from 61.6% in 2016 to 64.1% in 2017, which is higher than the national percentage of 61.3%, with GwE performing best of all the regions. Mathematical Development increased from 35.9% in 2016 to 38.2% in 2017, which is lower than the national percentage of 38.7%, with GwE performing third best of all the regions.

**ISLE OF ANGLESEY COUNTY COUNCIL**  
**Scrutiny Report Template**

<b>Committee:</b>	Partnership and Regeneration Scrutiny Committee
<b>Date:</b>	12 December 2018
<b>Subject:</b>	Progress Report by the School Progress Review Scrutiny Panel
<b>Purpose of Report:</b>	To report on the Panel’s work from 11/6/18 to 5/12/18
<b>Scrutiny Chair:</b>	Councillor Gwilym Jones
<b>Portfolio Holder(s):</b>	Councillor R Meirion Jones
<b>Head of Service:</b>	Arwyn Williams
<b>Report Author:</b>	Gwyneth Môn Hughes
<b>Tel:</b>	01248 752908
<b>Email:</b>	<a href="mailto:GwynethHughes@ynysmon.gov.uk">GwynethHughes@ynysmon.gov.uk</a>
<b>Local Members:</b>	Not Ward Specific

**1 - Recommendation/s**

The Partnership and Regeneration Scrutiny Committee is requested to recommend that:

1. It agrees that the Panel is providing robust challenge on individual school’s performance.
2. It agrees that the Panel is monitoring implementation of the Learning Service’s Improvement Plan and that the plan is on target thus far.
3. It agrees that progress is being made by the Panel in monitoring the work undertaken by the Foundation Phase Cluster Leadership Group that leads on improving performance in the Foundation Phase across the Island.
4. There are no matters that currently need to be escalated to the attention of the Executive from the ongoing work of the Panel

**2 – Link to Council Plan / Other Corporate Priorities**

The County Council Plan 2017-2022 has the ambition to work with the people of Anglesey, their communities and partnerships to ensure we deliver the best available services that will improve quality of life for everyone across the Island. One of three aims is the plan to ‘Create conditions that will enable everyone to reach their potential’. The work of the Scrutiny Panel - School Progress Review (the Panel) is key to supporting schools to realise that ambition and objective.

**3 – Guiding Principles for Scrutiny Members**

**To assist Members when scrutinising the topic:-**

**3.1** Impact the matter has on individuals and communities [**focus on customer/citizen**]

**3.2** A look at the efficiency & effectiveness of any proposed change – both financially and in terms of quality [**focus on value**]

**3.3** A look at any risks [**focus on risk**]

### 3.4 Scrutiny taking a performance monitoring or quality assurance role **[focus on performance & quality]**

### 3.5 Looking at plans and proposals from a perspective of:

- Long term
- Prevention
- Integration
- Collaboration
- Involvement

### **[focus on wellbeing]**

## 4 - Key Scrutiny Questions

- Is the Committee satisfied with the work undertaken by the Panel?
- Are there any suggestions to strengthen the work of the Panel?
- Are there areas that need to be scrutinised by the Panel?

## 5 – Background / Context

5.1 Members will be aware that 3 Scrutiny Panels have been established, namely :

- **Scrutiny Panel: Finance** -reports to the Corporate Scrutiny Committee.
- **Scrutiny Panel: Children’s Services-** reports to the Corporate Scrutiny Committee.
- **Scrutiny Panel: Schools Progress Review-** reports to the Partnership and Regeneration Scrutiny Committee. Membership of the panel includes :
  1. Councillor Gwilym O Jones (Chair)
  2. Councillor Alun Roberts (Vice-Chair)
  3. Councillor Margaret M Roberts
  4. Councillor Vaughan Hughes
  5. Councillor Kenneth P Hughes
  6. Councillor Richard Griffiths
  7. Councillor John Arwel Roberts
  8. Keith Roberts

5.2 This report summaries the work of the Scrutiny Panel-School Progress Review (the Panel), from 11<sup>th</sup> June 2018 to 6<sup>th</sup> December 2018.

5.3 The Education and Leisure Scrutiny Committee established the Panel on the 21st November 2012. It arose from recommendations made by Estyn on the quality of education services for children and young people on Anglesey. The Senior School Standards and Inclusion Manager provides guidance to the Panel about schools that may be appropriate to invite to. The criterion used to select schools are based on the national school categorisation framework, school performance and Estyn reports and the aim is to have a good mix of small, medium, large and primary/secondary schools.

5.4 Over recent months, the Panel has also benefited hearing from schools that have had successful outcomes in raising standards, received good Estyn reports and linked themes, which are nationally prioritised to understand various challenges facing schools.

5.5 The Panel can invite schools to attend on more than one occasion if there are matters that need to be re-visited later.

5.6 Since the last Progress Report submitted to the Committee on the 19<sup>th</sup> June 2018, the Panel has met on 5 occasions:-

- 13 July 2018 -Ysgol Gynradd Bodedern
- 7 September 2018 - Review of the Learning Action Plan
- 27 September 2018 - Foundation Phase
- 25 October 2018 - Ysgol y Ffridd and Ysgol Y Graig
- 22 November 2018- Ysgol Corn Hir and Ysgol Henblas

5.7 The Panel has focused on the following matters :

- The Panel met with representatives from five primary schools and four members of the Foundation Phase Leadership Group. The Senior Standards and Inclusion Officer provides the Panel with a school performance summary before every meeting. The Panel also receives information from GwE; an officer is available in meetings, to discuss any support being received by a school. Where applicable, schools are invited back to provide future updates on areas identified for improvement by the Panel. Since July 2018, it has been agreed that visiting schools should receive a thank you letter, which also offers the panel the opportunity to give a concise report on their findings. It also gives the Panel an opportunity to re invite schools to monitor specific progress.
- The Panel received updates by the Head of Learning in respect of implementation of the Learning Services Action Plan. The Plan identifies detailed work streams to improve schools performance. This is a regular item on the Panel's Work Programme.
- Raising Performance in the Foundation Phase is high on the Learning Department agenda and although good outcomes have been made in ensuring nearly all schools are now assessing pupils in Welsh first language, ensuring consistency of high standards across all subjects remains a priority.
- Primary schools sector and the Learning Service are aware that improvement in the Foundation Phase is required. The Panel is particularly pleased to note that in order to drive improvement in this area the Foundation Phase Cluster Leadership Group has been established. The work of the Foundation Phase Cluster Leadership Group commenced in June 2018.
- Following a briefing session given by Foundation Phase Cluster Leadership Group, the Panel were reassured that a robust action plan is being undertaken to strengthen this area. The Panel is also reassured that the Schools' joint priority and actions are in direct line to the Learning Services Action Plan. A termly monitoring report by Senior Standards Officer will ensure that the Foundation Phase remain high on the Panel's agenda and that progress is measured. The Panel noted that progress had been made and the Foundation Phase Cluster Leadership Group are motivated to ensure collaborative work, which will lead to improvements in the teaching and learning across the Island. However to date, the effect on the work undertaken has not had enough time to impact on standards. The Panel will continue to monitor progress.

- The Panel is of the view that performance in the secondary sector, although good, should be better. An overview was provided of education results of the five secondary schools on Anglesey. It was noted that results in some subjects were disappointing compared to other schools within the region. However, it is recognised that complex issues regarding benchmarking makes it difficult to compare performance as there had been changes to curriculum and threshold level marks in some subjects (compared to examinations taken 12 months earlier). A Secondary School felt unable to attend the Panel at the beginning of the academic year however, a second invitation has now been offered later during the term.
- Head of Learning announced that secondary Head Teachers would like to invite Panel members to consider schools visit. This would give Panel members further insight into schools standards and a chance to talk to pupils and staff. Panel members were grateful for the opportunity and happy to accept the invitations, however it was agreed that Head Teachers should also be asked to report in the usual way to the scrutiny Panel.
- The Panel is concerned that Free School Meals (FSM) pupil numbers is decreasing although the Island's economy on the whole does not reflect the change in families' circumstances. Schools face great challenges in ensuring that vulnerable pupils are being supported to better access education. The Panel has now a good understanding that various inclusion strategies such as Talk About, Play Therapy and Nurture Groups have become essential tools for many schools to support most vulnerable pupils.
- Recently evidence has been received that a new Head teacher has worked effectively with the Authority and GwE and thus enabled a school to be taken out of Estyn measures. The Panel was pleased to note that the Head teacher and Chair of Governors recognised that children come first every time.

5.8 The Panel concluded that there are no key messages that currently needed to be escalated to the Executive.

<b>6 – Equality Impact Assessment [including impacts on the Welsh Language]</b>
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Not applicable
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<b>7 – Financial Implications</b>
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None
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<b>8 – Appendices:</b>
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<b>9 - Background papers (please contact the author of the Report for any further information):</b>
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## **PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE WORK PROGRAMME: 2017/2018→2018/2019**

Chair: Councillor Gwilym O Jones  
Vice- Chair: Councillor Robert Llewelyn Jones

This document summarises the forward work programme of the Partnership and Regeneration Scrutiny Committee Work Programme for the period May 2017 onwards, as a rolling programme and purposeful Scrutiny planning tool. The forward work programme will be submitted to each ordinary meeting of the Scrutiny Committee for reviewing its content, consideration of new items or adjournment / withdrawal of items. Its purpose is also to ensure alignment with the forward work programmes of the Executive and Senior Leadership Team.

Contact: Geraint Wyn Roberts (Scrutiny Officer)

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Date of Meeting	Item	Purpose
<b>February, 2019</b>		
<b>5 February 2019</b> Committee Room 1/ 2pm	North Wales Partnership Board ( Part 9)	Committee request(24/9/18)
	Scrutiny Arrangements – Public Services Board ( to be confirmed)	Consultation
	Forward Work Programme	Review
<b>March, 2019</b>		
<b>12 March 2019</b> Committee Room 1/ 2pm	Modernisation of Non-Statutory Leisure Service (3 year period)	Pre-decision scrutiny
	Public Services Board - scrutiny of progress on delivery of the Well-being Plan (to be confirmed)	Monitoring performance
	Medrwn Môn	Monitoring Performance
	Forward Work Programme	Review
<b>April, 2019</b>		
<b>9 April 2019</b> Committee Room 1/ 2pm	Additional Learning Needs Partnership – Gwynedd and Môn	Monitoring Performance
	Scrutiny Panel: Schools Progress Review (Progress Report)	Monitoring Performance
	Forward Work Programme	Review
<b>TOPICES TO BE SCHEDULED</b>		
<b>June / July 2019</b>	PSB Annual Report ( First)	
<b>To be confirmed</b>	Waste related matters	
<b>To be confirmed</b>	North Wales Growth Deal	
<b>To be confirmed</b>	North Wales Police: Anglesey Area	
<b>To be confirmed</b>	Invitation to North Wales Police and Crime Commissioner	

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