

## ISLE OF ANGLESEY COUNTY COUNCIL Scrutiny Report Template

<b>Committee:</b>	Partnership and Regeneration Scrutiny Committee
<b>Date:</b>	6 February 2018
<b>Subject:</b>	Progress Report: "School Standards "
<b>Purpose of Report:</b>	Update the committee on school standards, summer 2017
<b>Chair of Scrutiny:</b>	Councillor Gwilym O Jones
<b>Portfolio Member(s):</b>	Councillor R Meirion Jones
<b>Head of Service:</b>	Delyth Molyneux
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<b>Local members:</b>	Every member

### 1 – Recommendation(s)

The Partnership and Regeneration Scrutiny Committee are asked to note:

- The progress in standards across Anglesey schools

### 2 – Link with Council Plan / Other Corporate Priorities

The Council Plan 2017-2022, with the ambition to work with Anglesey people, our communities and partners in order to ensure standards of a high standard that will improve the quality of life of everyone on the island. One of the Plan's three aims is "*To create the conditions that enable everyone to achieve their potential*". The work of the "Scrutiny Panel – Review School Progress", contributes to encouraging schools to reach the ambition and this aim on the Council's behalf.

### 3 – Principles as a Guide for Scrutiny

**In order to assist Members in scrutinizing the subject:**

- 3.1** The effect that the item has on individuals and communities [focus on the customer/ citizen]
- 3.2** Look at the effectiveness and efficiency of any proposed change– financially and as regards quality [focus on value]
- 3.3** Look at any risks [focus on risk]
- 3.4** Scrutiny taking the role of performance management or warranting quality [focus on performance and quality]

### 3.5 Look at plans and proposals from the point of view of:

- long term
- prevent
- integration
- co-operation
- content

[focus on welfare]

## 4 – Key Scrutiny Questions

The kind of information included in the report, and the opportunity to ask further questions, is an important contribution to the self-appraisal process. In this context, we have to remind ourselves that the Estyn framework for reviewing authorities sets an expectation of us, as part of the self-appraisal process, to be able to answer the kind of questions listed below :

- How the Authority's performance compares with 2016's performance?
- How the Authority's performance compares with the targets set for 2017?
- How the Authority's performance compares with the remainder of Welsh authorities?
- In which key stage is the performance at its best? In which aspects are improvements needed?
- How does the Authority perform against the benchmarks set by the Welsh Government for KS3 and KS4?
- Is performance in the core subjects similar?
- Are there schools that are to be seen underperforming?

## 5 – Background / Context

The main purpose of the report is to present information to elected members on end of key stage performance of the 2016/2017 school year.

### Contextual information

The % of statutory school age pupils who are eligible for free school meals in Anglesey over the last five years in comparison to Wales and individual authorities have reduced substantially and is an obvious concern as the comparison does not match the information (theoretical) about the local economy.

	2010	2011	2012	2013	2014	2015	2016	2017
<b>Anglesey</b>	18.0%	18.8%	18.3%	19.1%	19.0%	18.8%	17.6%	15.9%
<b>Wales</b>	18.9%	19.7%	19.3%	19.5%	19.1%	19.2%	18.8%	17.8%
<b>Position (1=lowest)*</b>	11	11	10	13	11	11	10	7

The table suggests that Anglesey's performance should be around seventh position from amongst the Welsh authorities, and has moved from the 10th position in 2016.

## Foundation Period Assessment

In 2016-17 progress of 1.1% was seen in the main indicator [FPI] to 85.8% following a reduction between 2015>2016.

Progress is seen in every indicator in comparison to 2015>2016. The greatest progress within the expected level. [+4.1% in the Welsh language, +1.2% in Mathematics and +1.1% in personal development]

However performance is lower than the target in every case and more evident on the expected level +1.

The performance of FSM learners continues to be disappointing. In the DCS the gap between FSM/non-FSM pupils continues to be substantial -18.3%, this also is the greatest gap across the region.

The National situation is better than that seen in Anglesey and as a result the Authority's position from amongst all Welsh authorities is disappointing in every indicator.

Anglesey's Performance

Subject	position
Welsh	16
Mathematics	18
Personal Development	12

## Key Stage 2 Assessment

In the CSI there was performance of 91.4% which was a progress of 2% on 2016's performance and higher than the target of 0.4%. This places the LEA in the 4<sup>th</sup> position regarding FSM position.

In the expected level, performance in the four core subjects is higher than that seen in 2016, Welsh 0.4%, English 2.5%, Mathematics 1.9%, Science 0.9%].

But nationally, progress was seen across every indicator also.

Anglesey's Performance

Subject	position
Welsh	19
English	6
Mathematics	4
Science	5

On the higher levels performance shows very good progress as compared to 2016 performance in the four core subjects and particularly in Mathematics and Science.

Performance is higher than the target apart from in Welsh.

FSM pupils' performance shows progress in 2017 and is higher than the corresponding figure in 2016 in the CSI and the four core subjects on the expected levels.

The comparison between the boys' and girls' performance shows that the gap compares favourably to performance across the region and with Wales.

### PRIMARY SCHOOL PROFILE IN FOLLOW-ON SEPTEMBER 2017

School	Follow-on category	Date of Estyn's second visit or presentation of LA report	Prediction
Ysgol Carreglefn	Special Measures	Termly visits	In September the school continued to be in Special Measures. Following a monitoring visit at the beginning of December the school was taken out of measures.
Bodedern [primary]	Estyn Monitoring	Spring Term	Termly progress and intensive support visits given to the school. However unstable staffing is likely to affect any decision by Estyn.
Henblas	Considerable improvement	PIAP has been sent 29/09/17 Visit to discuss the PIAP during the Autumn Term	A school with intensive support given before it went into statutory category. Strategic Headteacher appointed for a term and the post advertised. PIAP created and sent to Estyn for approval.

### Key Stage 3 Assessments

In the CSI there was performance of 88.9% that is progress of +1.3% on the 2016 figure but short of a target of 1.2%.

On the expected level, performance in the core subjects is higher than 2016's corresponding figures.

Subject	Position
Welsh	8
English	5
Mathematics	13
Science	7

Across every core subject on level 6+ progress is considerably higher than national progress.

On Level 7+ every core subject has performed lower than the 2016 figure.

Comparison between boys and girls' performance shows that the gap compares favourably with performance across the region as well as Wales. On the higher levels the boys have performed better in Welsh, English, Mathematics and Science in 2017 in comparison with their performance in 2016.

### Key Stage 4 Assessment

There were considerable changes to the curriculum in Key Stage 4. Coming to a meaningful comparison with performance in former years is difficult and possibly unfair. e.g.

- In 2017, a new mathematics and numeracy syllabus was examined.
- There were great changes in English and Welsh as regards the contents of syllabus and assessment.
- In 2018, only Science GCSE will count towards school performance indicators therefore in 2017 less schools followed a BTEC course.

Even so, the performance of Anglesey schools was disappointing in 2017, with the slippage in Anglesey being 8.3% and higher than the slippage seen in performance nationally.

50.5% of Anglesey school learners succeeded in gaining the TL2+ that places Anglesey in position 16 nationally. Anglesey's performance is lower than the region's average also (53.5%).

Although one school has performed as expected in TL2+ two schools had performed disappointingly.

There is a significant difference in the 5 schools between the final prediction and performance with the gap average being -10.94%. This gap is more significant in Anglesey than any other Authority in the region.

34.9% of FSM learners succeeded in gaining the TL2+ in Anglesey - this is the second highest figure in the region's schools.

In the same way the performance of Anglesey schools for the TL2 is 64.1% and has shown a drop as has been reflected regionally. But the performance of Anglesey schools for the TL1 is 95.4% and 0.7% higher than the region's average.

#### KEY STAGE 5 - MAIN MESSAGES

- The number who succeeded in getting A\*/A in Anglesey schools is 8.9%, and has increased a little in comparison with 2016 performance, but is lower than the national average 10.4%.
- The performance of the number who succeed in gaining A\*-C in Anglesey schools shows a considerable drop this year to 38.4%, considerably lower than the Wales' performance 54.6%. The drop in Anglesey is greater than the drop seen nationally.
- The TL3 performance is higher this year on 95.1% in comparison to 2016, but a little lower than the national average.

#### PROFILE OF SECONDARY SCHOOL IN FOLLOW-UP SEPTEMBER 2017

School	Follow-up Category	Estyn revisit date or present LA report	Prediction
Ysgol Uwchradd Caergybi	Estyn Monitoring	Beginning of summer term	Termly progress visits and intensive support given to the school

**CATEGORISATION : PRIMARY**

% FOUR YEAR CATEGORIZATION									
GiW	2014	2015	2016	2017	Support	2014	2015	2016	2017
A	4	8.5	15	16		4	6	15	16
B	62	62	68	63		62	62	68	60.5
C	32	25.5	15	16		32	28	15	19
D	2	4	2	5		2	4	2	4.5
FOUR YEAR CATEGORIZATION – NUMBER OF SCHOOLS									
GiW	2014	2015	2016	2017	Support	2014	2015	2016	2017
A	2	4	7	7		2	3	7	7
B	29	29	32	27		29	29	32	26
C	15	12	7	7		15	13	6	8
D	1	2	1	2		1	2	1	2

**SECONDARY 2017-18**

STJ	B	
Holyhead	C	
Llangefni	B	
David Hughes	B	
Bodedern	C	

**6 – Effect on Equality Assessment [include effects on the Welsh language]**

Not relevant

**7 –Financial Implications**

No

**8 – Appendices**

1. Schools Performance Standards Report 2016/2017

**9 – Background papers (please contact the Report's author for any further information):**

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## PROGRESS REPORT ON ANGLESEY AUTHORITY SCHOOLS' PERFORMANCE

<b>Committee</b>	Scrutiny
<b>Title of Report</b>	Schools Performance Standards Report
<b>Date of Meeting</b>	06/02/18
<b>Relevant Officer</b>	Delyth Molyneux
<b>Portfolio Holder</b>	R. Meirion Jones

### Introduction

The main purpose of the report is to present information to elected members on end of key stage performance for the academic year 2016/2017. The type of information included in the report, and the opportunity to ask further questions, makes an important contribution to the self-evaluation process. In this context, we must remind ourselves that Estyn's Framework for inspecting authorities places an expectation upon us, as part of the self-evaluation process, to be able to respond to the kind of questions listed below:

- How is the Authority performing against the benchmarks set by the Welsh Government for KS3 and KS4?
- How does the Authority's performance compare with the remainder of the Welsh Authorities?
- How does the Authority's performance compare with the performance in 2016?
- How does the Authority's performance compare with the targets set for 2017?
- Is performance in the core subjects similar?
- In which key stage is performance at its best? In which aspects are improvements needed?
- Are there schools that are seen to underperform?

Elected Members are asked to scrutinise the content of the report in order to be able to answer the type of questions noted above.

### Contextual information

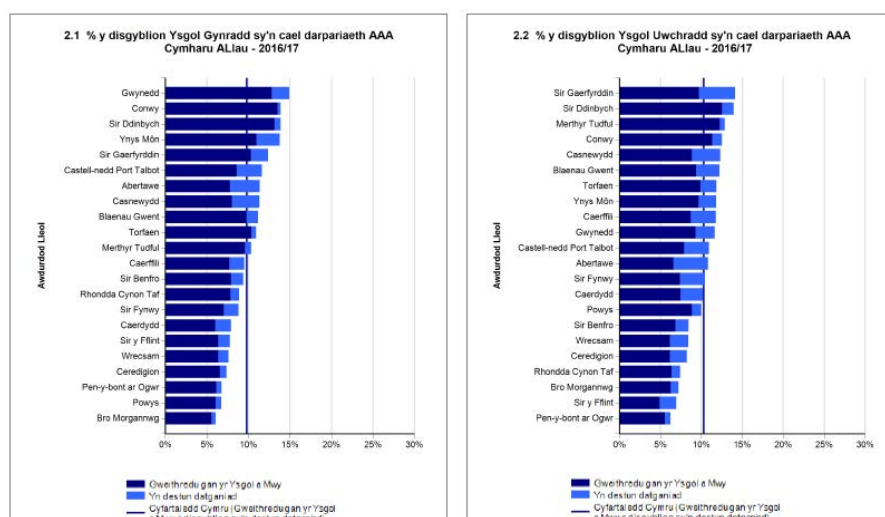
Table 1 shows the % of statutory school-aged pupils who are eligible for free school meals in Anglesey over the last five years in comparison to Wales and individual authorities.

**Table 1: % of statutory school-aged pupils who are eligible for free school meals [FSM] \* 3 year average**

	2010	2011	2012	2013	2014	2015	2016	2017
<b>Anglesey</b>	18.0%	18.8%	18.3%	19.1%	19.0%	18.8%	17.6%	15.9%
<b>Wales</b>	18.9%	19.7%	19.3%	19.5%	19.1%	19.2%	18.8%	17.8%
<b>Position (1=lowest)*</b>	11	11	10	13	11	11	10	7

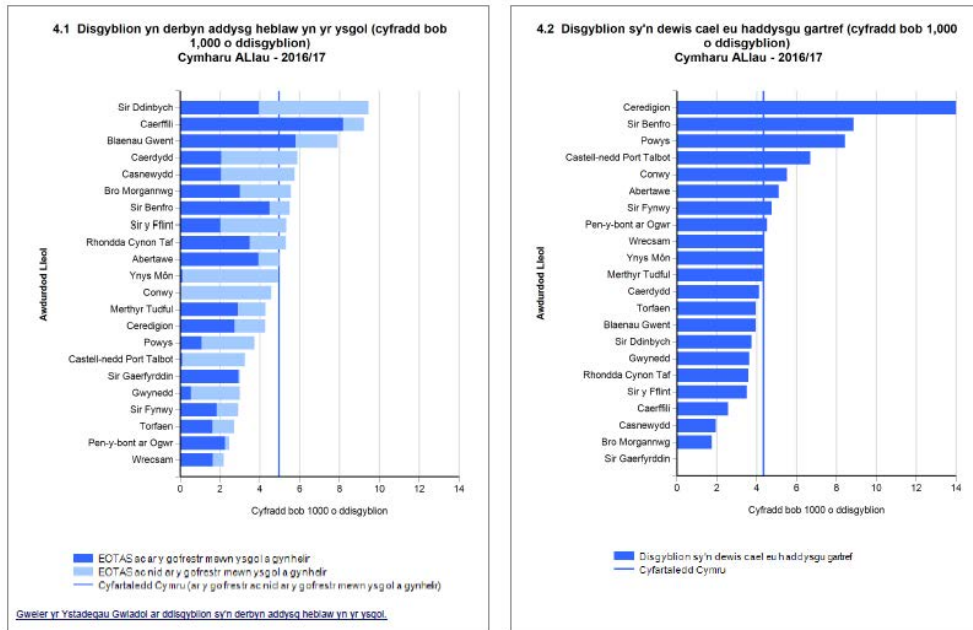
The position denotes Anglesey's place in comparison with Welsh authorities, with the lowest position indicating the lowest percentage of 5-15 year old pupils receiving FSM. If it is accepted that eligibility for free school meals is an appropriate measure of deprivation, the table suggests that Anglesey's performance should be around the seventh of the Welsh authorities i.e. corresponding to the free school meals' position (moved from 10th position in 2016).

**Table 2: % SEN provision learners [2016 – 17 figures]**





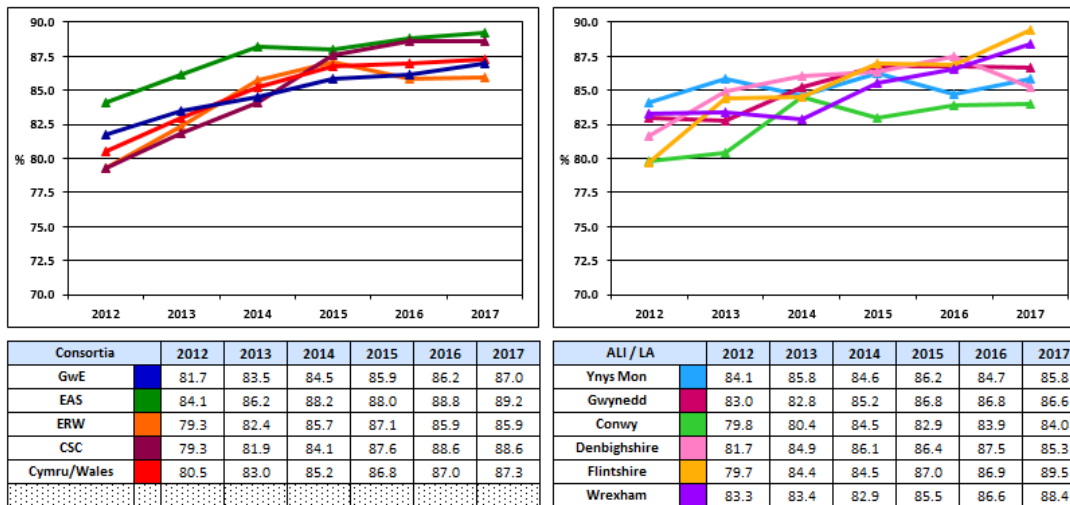
**Table 3: % of learners receiving education other than in school - rate per 1,000 learners [2016-17 figures]**



**Commentary on performance**

**Foundation Phase**

**Table 4 : % of pupils who achieve the main Foundation Phase indicators**



**Foundation Phase**

- An increase of 1.1% was seen in main indicator [FPI] to 85.8% following a decrease between 2015>2016. Performance is also -2.6% lower than target and places the LA considerably lower than the expected FSM position [expected position, 7th, 2017 position, 17] amongst all Welsh Authorities. An increase of +0.8% was seen in the indicator on a regional level [87.0%] and a national increase of +0.3% to 87.3%.
- Progress is seen in all indicators on the expected level compared with 2015>2016. (Welsh Language 4.1%, Maths 1.2%, personal development +1.1%). The largest increase of +4.1% in Welsh Language means that the LA is in third position across the region compared with fifth in 2015-2016. The national situation was better than that seen on Anglesey and consequently the Authority's position amongst all Welsh authorities is disappointing in all indicators considering that the authority's expected position was 7th compared with other authorities [Welsh Language – bearing in mind the assessed cohort = 16; Mathematical Development = 18; Personal Development = 12]
- Performance is lower than the target in all cases and is more obvious on the expected level +1. On the higher level also, performance was seen to be lower than the corresponding figure for 2016 except for Personal Development

which was +1.3% higher. The gap between performance and target in the Welsh Language and Mathematical Development continues to be high. Anglesey Authority's position on a National level continues to be very disappointing and a further decrease places us lower than 2016 in all indicators [Welsh Language – but bearing in mind the assessed cohort = 15; Mathematical Development = 19; Personal Development = 12]. This lack of progress compared with progress on a national level and across the region in general is a cause for concern.

- In comparison with other LA's in the north, Anglesey's position was as follows: FPI = 4th; Welsh Language O5+ = 3rd, Welsh Language O6+ = 3rd, Mathematical Development O5+ = 4th, Mathematical Development O6+ = 5th, Personal Development O5+ = 4th, Personal Development O6+ = 5th.

**FPI**

ALI / LA	2012	2013	2014	2015	2016	2017
Ynys Mon	84.1	85.8	84.6	86.2	84.7	85.8
Gwynedd	83.0	82.8	85.2	86.8	86.8	86.6
Conwy	79.8	80.4	84.5	82.9	83.9	84.0
Denbighshire	81.7	84.9	86.1	86.4	87.5	85.3
Flintshire	79.7	84.4	84.5	87.0	86.9	89.5
Wrexham	83.3	83.4	82.9	85.5	86.6	88.4

**WELSH OUTCOME 5**

ALI / LA	2012	2013	2014	2015	2016	2017
Ynys Mon	86.5	87.6	88.1	89.8	86.2	90.3
Gwynedd	87.6	86.9	89.4	88.4	88.7	88.3
Conwy	80.1	77.4	86.3	84.6	84.5	87.2
Denbighshire	88.4	89.8	89.3	91.9	89.6	90.6
Flintshire	84.1	84.4	87.3	91.2	88.1	94.1
Wrexham	88.0	86.9	85.7	89.2	88.4	88.7

**WELSH OUTCOME 6**

ALI / LA	2012	2013	2014	2015	2016	2017
Ynys Mon	30.4	34.6	32.1	36.5	36.4	34.6
Gwynedd	30.7	33.6	37.1	38.9	35.0	40.7
Conwy	29.5	26.8	35.2	29.8	33.7	33.3
Denbighshire	23.1	27.4	28.6	35.9	35.6	34.4
Flintshire	24.8	24.8	22.5	39.2	33.9	32.2
Wrexham	32.6	30.9	32.3	36.6	31.0	38.5

**MATHS OUTCOME 5**

ALI / LA	2012	2013	2014	2015	2016	2017
Ynys Mon	89.5	90.3	88.2	89.4	87.9	89.1
Gwynedd	88.8	87.0	89.7	90.4	90.3	90.3
Conwy	86.9	86.8	89.7	87.9	88.0	87.4
Denbighshire	88.6	89.6	90.6	89.4	90.3	88.8
Flintshire	85.9	89.0	88.3	90.2	90.2	92.2
Wrexham	88.4	87.7	87.7	88.7	89.5	91.1

**MATHS OUTCOME 6**

ALI / LA	2012	2013	2014	2015	2016	2017
Ynys Mon	25.4	31.0	29.5	36.0	35.0	35.0
Gwynedd	25.6	28.2	32.5	35.8	36.3	39.6
Conwy	23.7	28.7	28.1	29.1	34.2	36.8
Denbighshire	23.0	23.0	26.2	35.6	35.1	33.7
Flintshire	27.3	34.6	31.1	34.2	36.4	40.6
Wrexham	23.6	27.0	30.0	32.8	36.9	39.8

**CSI OUTCOME 5**

ALI / LA	2012	2013	2014	2015	2016	2017
Ynys Mon	94.5	95.4	94.3	95.8	93.7	94.9
Gwynedd	91.9	94.2	93.4	95.5	95.5	95.3
Conwy	91.8	91.9	95.2	94.7	94.0	94.3
Denbighshire	90.5	94.9	95.3	95.7	94.9	94.4
Flintshire	91.5	94.3	95.5	95.6	94.5	96.1
Wrexham	92.7	94.5	93.2	93.9	94.0	95.1

**CSI OUTCOME 6**

ALI / LA	2012	2013	2014	2015	2016	2017
Ynys Mon	48.2	54.4	54.5	59.6	60.3	61.6
Gwynedd	46.8	53.6	60.0	65.3	69.4	71.3
Conwy	40.4	44.1	52.1	59.9	62.9	64.1
Denbighshire	36.0	43.4	45.8	58.4	67.7	68.1
Flintshire	43.5	57.5	57.2	60.8	57.6	63.1
Wrexham	40.3	41.7	46.4	47.9	55.6	57.7

Table 5: Comparison with the Wales, Consortia and Regional Levels

CYFNOD SYLFAEN / FOUNDATION PHASE

Dangosydd Cyfnod Sylfaen (DCS) / Foundation Phase Indicator (FPI)

DCS / FPI	2015		2016		2017		Cynnydd / Progress	
	%	Safle/Rank	%	Safle/Rank	%	Safle/Rank	16 -> 17	15 -> 17
GwE	85.9	4	86.2	3	87.0	3	0.8	1.1
EAS	88.0	1	88.8	1	89.2	1	0.4	1.2
ERW	87.1	3	85.9	4	85.9	4	0.0	-1.2
CSC	87.6	2	88.6	2	88.6	2	0.0	1.0
Cymru / Wales	86.8		87.0		87.3		0.3	0.5

DCS / FPI	2015		2016		2017		Cynnydd / Progress	
	%	Safle/Rank	%	Safle/Rank	%	Safle/Rank	16 -> 17	15 -> 17
Ynys Mon (7)	86.2	15	84.7	20	85.8	17	1.2	-0.4
Gwynedd (4)	86.8	11	86.8	14	86.6	15	-0.2	-0.1
Conwy (9)	82.9	21	83.9	21	84.0	21	0.1	1.1
Denbighshire (14)	86.4	13	87.5	10	85.3	20	-2.2	-1.1
Flintshire (6)	87.0	9	86.9	13	89.5	5	2.6	2.5
Wrexham (10)	85.5	19	86.6	15	88.4	11	1.9	2.9
GwE (1)	85.9	4	86.2	3	87.0	3	0.8	1.1
Cymru / Wales	86.8		87.0		87.3		0.3	0.5

\*Nifer mewn cromfachau – Safle PYD (1 flwyddyn) / Number in brackets - FSM (1 Yr) Ranking

Cyfnod Allweddol / Key Stage - F

	2016							2017							Diff 2017-2016					
	GwE	EAS	ERW	CSC	Wal	LA	Rank	GwE	EAS	ERW	CSC	Wal	LA	Rank	GwE	EAS	ERW	CSC	Wal	LA
1.DCS / FPI	86.2	88.8	85.9	88.6	87.0	84.7	20	87.0	89.2	85.9	88.6	87.3	85.8	17	0.8	0.4	0.0	0.0	0.3	1.2
2.Cymraeg / Welsh D/O 5+	87.8	93.4	90.9	93.9	90.7	86.2	21	89.1	92.4	91.1	93.0	90.9	90.3	16	1.3	-1.0	0.2	-0.9	0.2	4.1
3.Cymraeg / Welsh D/O 6+	34.8	36.1	35.4	40.1	36.2	36.4	11	37.5	38.9	36.8	40.8	38.1	34.6		2.7	2.8	1.4	0.7	1.9	-1.8
4.Saesneg / English D/O 5+	87.8	90.3	86.0	89.4	88.0	87.9	15	88.4	90.4	85.9	89.3	88.1	84.1	19	0.6	0.1	-0.1	-0.1	0.1	-3.8
5.Saesneg / English D/O 6+	36.2	39.3	34.3	36.2	36.2	33.8	16	38.6	41.1	34.4	39.2	38.1	29.3		2.4	1.8	0.1	3.0	1.9	-4.5
6.Maths D/O 5+	89.5	91.3	88.9	91.1	89.9	87.9	21	90.1	91.4	89.2	91.5	90.3	89.1	18	0.6	0.1	0.3	0.4	0.4	1.2
7.Maths D/O 6+	35.9	37.8	35.7	37.2	36.4	35.0	16	38.2	39.5	37.1	40.7	38.7	35.0		2.3	1.7	1.4	3.5	2.3	0.0
8.Datbl Pers / Pers Devel D/O 5+	94.4	95.0	94.4	94.9	94.5	93.7	21	95.1	95.2	94.3	95.1	94.7	94.9	12	0.7	0.2	-0.1	0.2	0.2	1.1
9.Datbl Pers / Pers Devel D/O 6+	61.6	59.0	59.4	57.6	58.9	60.3	9	64.1	62.1	59.9	60.9	61.3	61.6		2.5	3.1	0.5	3.3	2.4	1.3

Table 6 : Comparison with the Wales, Consortia and Regional Levels – FSM pupils

Perfformiad Dysgwyr PYD / FSM Learner Performance

DCS / FPI	2015			2016			2017		
	PYD / FSM	Dim-PYD / Non-FSM	Gwahan / Variance	PYD / FSM	Dim-PYD / Non-FSM	Gwahan / Variance	PYD / FSM	Dim-PYD / Non-FSM	Gwahan / Variance
GwE	72.0	88.9	-16.9	73.3	89.0	-15.7	75.0	89.7	-14.7
Cymru / Wales	75.1	90.0	-14.9	75.7	90.0	-14.3			

DCS / FPI	2015			2016			2017		
	PYD / FSM	Dim-PYD / Non-FSM	Gwahan / Variance	PYD / FSM	Dim-PYD / Non-FSM	Gwahan / Variance	PYD / FSM	Dim-PYD / Non-FSM	Gwahan / Variance
Ynys Mon	77.1	88.5	-11.4	69.0	88.0	-19.0	70.8	89.0	-18.3
Gwynedd	75.4	88.7	-13.3	76.5	88.6	-12.1	74.0	89.0	-15.0
Conwy	69.0	86.0	-17.1	69.4	86.8	-17.3	73.5	86.7	-13.2
Denbighshire	73.4	89.9	-16.6	74.6	91.0	-16.3	77.1	87.7	-10.6
Flintshire	71.2	90.1	-18.9	71.5	90.0	-18.4	75.7	92.0	-16.3
Wrexham	69.2	89.0	-19.8	76.5	89.0	-12.5	76.3	91.3	-15.0

- FSM learner performance continues to be disappointing. In the FPI the gap between the performance of FSM/non-FSM pupils continues to be significant -18.3%, this is also the biggest gap across the region. In the Welsh Language, in the expected outcome there is a reduction of 5.7% in the gap compared with 2016, however, the gap continues to be -23.1%. Also, in Mathematical Development and Personal Development in the expected outcome, the performance of this group of pupils shows the biggest gap across the region [MD -15.6%, PD -9.6%]. In the higher outcomes, the picture is much more positive compared with 2016 as the gap has reduced significantly in Language, Mathematics and Personal Development. This is very positive progress which means that the authority compares favourably with counties in the North, particularly in Mathematical Development [2016 - -25.7%, 2017 - -7.9%].

**Table 7 : Wales, Consortia and Regional Comparison – gender difference**

**Gwahaniaeth rhwng y rhywiau / Gender Difference**

DCS / FPI	2015			2016			2017		
	Bechgyn / Boys	Merched / Girls	Gwahan / Variance	Bechgyn / Boys	Merched / Girls	Gwahan / Variance	Bechgyn / Boys	Merched / Girls	Gwahan / Variance
GwE	81.8	90.1	-8.3	82.2	90.4	-8.2	83.5	90.7	-7.2
EAS	84.7	91.6	-6.9	84.8	93.1	-8.3	86.1	92.4	-6.3
ERW	83.4	91.0	-7.6	82.1	89.8	-7.7	82.2	89.8	-7.6
CSC	83.6	91.7	-8.1	84.4	92.9	-8.5	85.0	92.4	-7.4
Cymru / Wales	83.0	90.8	-7.8	83.0	91.2	-8.2	83.8	90.9	-7.1

DCS / FPI	2015			2016			2017		
	Bechgyn / Boys	Merched / Girls	Gwahan / Variance	Bechgyn / Boys	Merched / Girls	Gwahan / Variance	Bechgyn / Boys	Merched / Girls	Gwahan / Variance
Ynys Mon	81.1	91.3	-10.2	80.8	88.8	-7.9	82.8	88.9	-6.2
Gwynedd	81.6	92.1	-10.5	82.0	91.7	-9.7	83.0	91.0	-8.0
Conwy	80.3	85.5	-5.3	78.7	88.8	-10.1	79.2	88.9	-9.7
Denbighshire	82.5	90.7	-8.2	82.6	92.6	-10.0	82.0	88.6	-6.7
Flintshire	83.4	90.9	-7.5	83.6	90.3	-6.8	86.5	92.9	-6.4
Wrexham	80.8	90.0	-9.2	83.6	89.8	-6.2	84.9	92.0	-7.1

- A comparison of boys' and girls' performance in the FPI shows a gradual reduction in the gap between the genders. The gap between performance in Outcome 5 in Mathematical [-2.3%] and Personal [-3.4%] Development is very small and is the smallest across the counties in the region. However, in Welsh, the gap in the expected outcomes has increased compared with the corresponding picture in the remaining counties in the North. In the higher outcomes, the county picture highlights a significant reduction in the gap between Welsh Language and Mathematics with the boys performing better than the girls in Mathematics [gap - 9.4%]. There was an increased gap in Personal Development in the higher outcomes.

**Table 8: Performance against targets and projections**

YNYNS MÔN	CYFNOD SYLFAEN / FOUNDATION PHASE					
	Dangosyddion / Indicators	Perff 2017 / Perf 2017	2016 -> 2017	Tgd 2017 / Tgt 2017	Perff v Tgd / Perf v Tgt	Rhagamcan 2017 / Latest Proj 2017
DCS / FPI	85.8	1.2	88.4	-2.6	87.7	-1.8
Cymraeg D5+ / Welsh 1st Language O5+	90.3	4.1	93.0	-2.7	89.8	0.5
Cymraeg D6+ / Welsh 1st Language O6+	34.6	-1.8	40.4	-5.8	35.0	-0.4
Saesneg D5+ / English O5+	84.1	-3.8	89.3	-5.2	84.6	-0.5
Saesneg D6+ / English O6+	29.3	-4.5	38.9	-9.6	30.3	-0.9
Dat Math D5+ / Math Dev O5+	89.1	1.2	90.9	-1.8	90.3	-1.2
Dat Math D6+ / Math Dev O6+	35.0	0.0	39.4	-4.4	36.4	-1.4
Dat Personol D5+ / Personal Dev O5+	94.9	1.1	95.0	-0.1	95.7	-0.8
Dat Personol D6+ / Personal Dev O6+	61.6	1.3	64.0	-2.4	61.5	0.1

**MAIN ASPECTS REQUIRING ATTENTION**

**FOUNDATION PHASE**

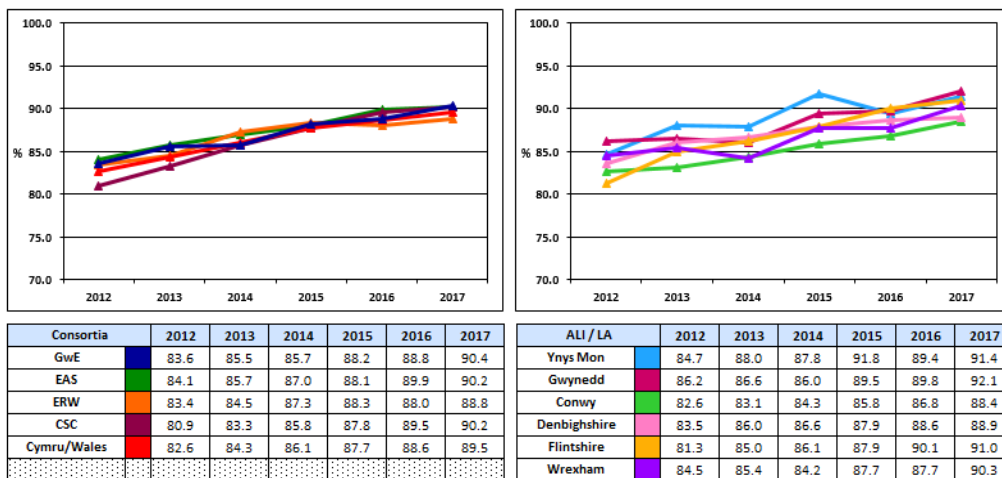
- Setting higher expectations in the FP and developing better resilience to school target setting, assessment and tracking procedures to close the gap between targets and performance.
- Promoting better use of data and intervention programmes to drive the necessary improvements.
- Continue to ensure better consistency across schools in relation understanding of the 'best-fit' in setting final levels.
- Improving pedagogy in the FP with a specific focus on:
  - ✓ Improving planned opportunities to develop literacy/numeracy across the learning areas.
  - ✓ ensuring activities with a higher level of challenge.
  - ✓ ensuring improved opportunities to apply skills.

- ✓ ensuring an improved balance between teacher/learner led tasks.
- Raising standards in Welsh as a First Language in the Foundation Phase.
- Continue to develop schools' ability to ensure a challenging approach to planning in improving performance, particularly on the higher levels.
- Close the gap in performance of FSM/non-FSM pupils in the expected outcomes and in Welsh and Personal and Social Development in the higher outcomes.
- Targeting support for schools where rolling performance has been in the lowest 50%.
- Continue to work with the LA officers to improve the quality of leadership on all levels to ensure that not one school is put into a statutory follow-up category following an Estyn inspection.
- Promoting improved school-to-school collaboration to ensure that best practice is cascaded and embraced.

## MAIN MESSAGES FOR KEY STAGE 2

### Key Stage 2

Table 9: % of pupils achieving the main indicators in Key Stage 2.



### Key Stage 2

- In the CSI the performance of 91.4% was an increase of 2% on performance in 2016 and was higher than the target of 0.4%. This places the LA in 4<sup>th</sup> position in terms of the expected FSM position, that is, 7<sup>th</sup> position. An increase of 1.6% was seen in the indicator on a regional level [90.4%] and an increase of 0.9% Nationally. The Authority performed higher than the region and Wales in 2017.
- On the expected level, performance in the four core subjects is higher than what was seen in 2016 [Welsh 0.4%; English 2.5%; Mathematics 1.9% and Science 0.9%]. Except in the case of Welsh, performance is higher than the target. On a national level, an increase was seen across all indicators. Anglesey's performance places it in position 19 for Welsh [bear in mind the size of the assessed cohort]; 6<sup>th</sup> position for English. 4<sup>th</sup> position for Mathematics and 5<sup>th</sup> position for Science. This means that KS2 performance this year is higher than the expected position in terms of the FSM position in Mathematics, English and Science.
- On the higher levels, performance has shown very good progress compared with performance in 2016 in the four core subjects, particularly in Mathematics and Science. Performance is higher than the target except for Welsh. [Welsh -1.1, English 5.3%, Mathematics 6.5%, Science 9.1%] On a National level, an increase is seen on the 2016 figures. Anglesey's performance places it in position 16 despite an increase of 3.1% since 2016 in Welsh, 8<sup>th</sup> position for English; 5<sup>th</sup> position for Mathematics and 6<sup>th</sup> position for Science.
- In comparison with other LA's in the north, Anglesey's position was very favourable except for Welsh on the expected levels. [CSI = ; 2<sup>nd</sup>, Welsh L4+ = 5<sup>th</sup>; Welsh L5+ = 3<sup>rd</sup>; English L4+ = 2<sup>nd</sup>; English L5+ = 2<sup>nd</sup>; Mathematics L4+ = 2<sup>nd</sup>; Mathematics L5+ = 2<sup>nd</sup>; Science L4+ 1<sup>st</sup>; Science L5+ = 2<sup>nd</sup>.

CSI

ALI / LA	2012	2013	2014	2015	2016	2017
Ynys Mon	84.7	88.0	87.8	91.8	89.4	91.4
Gwynedd	86.2	86.6	86.0	89.5	89.8	92.1
Conwy	82.6	83.1	84.3	85.8	86.8	88.4
Denbighshire	83.5	86.0	86.6	87.9	88.6	88.9
Flintshire	81.3	85.0	86.1	87.9	90.1	91.0
Wrexham	84.5	85.4	84.2	87.7	87.7	90.3

WELSH LEVEL 4

ALI / LA	2012	2013	2014	2015	2016	2017
Ynys Mon	74.2	82.8	83.4	89.7	88.0	88.3
Gwynedd	84.1	87.0	88.3	90.4	89.2	91.1
Conwy	87.2	85.2	88.5	87.4	87.3	91.3
Denbighshire	90.0	88.0	85.1	90.6	90.5	92.4
Flintshire	78.9	90.1	90.0	86.4	84.3	86.6
Wrexham	83.1	90.5	90.4	88.9	92.5	89.7

ENGLISH LEVEL 4

ALI / LA	2012	2013	2014	2015	2016	2017
Ynys Mon	86.1	89.4	89.5	93.2	90.1	92.6
Gwynedd	86.6	88.4	89.2	90.0	90.9	93.2
Conwy	86.5	87.6	87.2	88.5	88.1	90.2
Denbighshire	85.6	88.1	89.2	89.7	90.2	90.6
Flintshire	83.8	88.0	89.0	90.1	91.2	92.6
Wrexham	86.6	88.0	87.2	89.8	90.0	92.0

MATHS LEVEL 4

ALI / LA	2012	2013	2014	2015	2016	2017
Ynys Mon	87.7	90.0	89.2	93.5	91.2	93.1
Gwynedd	88.8	88.8	88.6	91.3	91.5	93.3
Conwy	86.4	87.1	87.7	89.5	90.0	90.5
Denbighshire	87.7	89.1	89.5	90.2	91.2	91.8
Flintshire	86.3	88.2	88.4	90.9	92.3	93.0
Wrexham	88.2	88.1	87.7	90.4	90.3	92.5

SCIENCE LEVEL 4

ALI / LA	2012	2013	2014	2015	2016	2017
Ynys Mon	90.5	91.9	90.6	93.9	92.9	93.8
Gwynedd	91.6	91.6	91.3	93.2	93.3	93.8
Conwy	89.6	90.6	89.3	90.9	90.7	91.2
Denbighshire	90.4	92.3	90.9	91.2	92.7	92.7
Flintshire	87.8	90.1	89.4	92.1	92.8	93.2
Wrexham	89.7	90.5	88.4	91.8	90.8	92.9

WELSH LEVEL 5

ALI / LA	2012	2013	2014	2015	2016	2017
Ynys Mon	23.2	30.9	30.1	38.1	35.3	38.3
Gwynedd	28.8	31.8	35.7	40.8	39.2	43.8
Conwy	30.5	28.7	37.0	37.7	38.1	42.9
Denbighshire	28.5	34.6	28.9	33.3	35.5	37.5
Flintshire	31.1	32.4	37.8	38.6	37.3	32.3
Wrexham	33.9	31.7	36.0	30.1	27.0	34.5

ENGLISH LEVEL 5

ALI / LA	2012	2013	2014	2015	2016	2017
Ynys Mon	34.3	39.7	36.8	42.9	41.1	46.4
Gwynedd	33.0	34.9	37.5	43.6	42.2	47.0
Conwy	32.7	36.6	37.8	37.2	40.3	45.3
Denbighshire	30.0	33.4	37.0	38.2	38.5	41.4
Flintshire	33.7	37.3	38.9	41.2	41.7	45.8
Wrexham	34.3	37.1	36.8	38.9	40.7	45.6

MATHS LEVEL 5

ALI / LA	2012	2013	2014	2015	2016	2017
Ynys Mon	35.8	40.6	39.5	44.4	43.9	50.4
Gwynedd	33.9	36.4	37.9	42.2	45.4	51.2
Conwy	30.4	34.4	37.2	39.4	40.1	45.7
Denbighshire	30.2	33.9	35.8	37.8	39.4	43.5
Flintshire	34.5	39.0	39.4	41.7	42.3	49.4
Wrexham	33.1	35.8	37.8	39.9	42.0	48.8

SCIENCE LEVEL 5

ALI / LA	2012	2013	2014	2015	2016	2017
Ynys Mon	33.4	40.3	38.6	40.9	40.4	49.5
Gwynedd	33.7	35.0	39.1	46.8	45.8	51.2
Conwy	31.7	35.2	36.4	34.8	39.3	47.0
Denbighshire	29.7	38.0	39.2	41.4	41.6	46.2
Flintshire	36.4	40.6	39.5	40.2	42.1	47.0
Wrexham	34.3	39.1	39.0	41.0	43.4	47.3

Table 10: Comparison with Wales, Consortia and Regional Levels

CYFNOD ALLWEDDOL 2 / KEY STAGE 2

Dangosydd Pynciau Craidd (DPC) / Core Subject Indicator

DPC / CSI	2015		2016		2017		Cynnydd / Progress	
	%	Safle/Rank	%	Safle/Rank	%	Safle/Rank	16 -> 17	15 -> 17
GwE	88.2	2	88.8	3	90.4	1	1.6	2.2
EAS	88.1	3	89.9	1	90.2	2	0.3	2.1
ERW	88.3	1	88.0	4	88.8	4	0.8	0.5
CSC	87.8	4	89.5	2	90.2	3	0.7	2.4
Cymru / Wales	87.7		88.6		89.5		0.9	1.8

DPC / CSI	2015		2016		2017		Cynnydd / Progress	
	%	Safle/Rank	%	Safle/Rank	%	Safle/Rank	16 -> 17	15 -> 17
Ynys Mon (7)	91.8	3	89.4	9	91.4	4	2.1	-0.4
Gwynedd (4)	89.5	6	89.8	7	92.1	3	2.3	2.6
Conwy (9)	85.8	19	86.8	20	88.4	19	1.7	2.6
Denbighshire (14)	87.9	12	88.6	14	88.9	17	0.3	1.1
Flintshire (6)	87.9	11	90.1	5	91.0	6	0.9	3.1
Wrexham (10)	87.7	14	87.7	18	90.3	7	2.6	2.6
GwE (1)	88.2	2	88.8	3	90.4	1	1.6	2.2
Cymru / Wales	87.7		88.6		89.5		0.9	1.8

\*Nifer mewn cromfachau –Safle PYD (1 flwyddyn) / Number in brackets - FSM (1 Yr) Ranking

Cyfnod Allweddol / Key Stage - 2

	2016							2017							Diff 2017-2016					
	GwE	EAS	ERW	CSC	Wal	LA	Rank	GwE	EAS	ERW	CSC	Wal	LA	Rank	GwE	EAS	ERW	CSC	Wal	LA
1.DPC / CSI	88.8	89.9	88.0	89.5	88.6	89.4	9	90.4	90.2	88.8	90.2	89.5	91.4	4	1.6	0.3	0.8	0.7	0.9	2.1
2.Cymraeg / Welsh L4+	88.9	93.1	90.0	95.1	90.8	88.0	18	90.4	92.3	91.4	94.1	91.6	88.3	19	1.5	-0.8	1.4	-1.0	0.8	0.4
3.Cymraeg / Welsh L5+	37.1	36.7	35.7	44.5	38.0	35.3	16	40.8	40.3	39.3	47.1	41.5	38.3		3.7	3.6	3.6	2.6	3.5	3.1
4.Saesneg / English L4+	90.2	91.9	89.9	91.0	90.3	90.1	13	91.9	92.3	90.5	91.5	91.1	92.6	6	1.7	0.4	0.6	0.5	0.8	2.5
5.Saesneg / English L5+	40.8	44.5	40.4	43.3	42.0	41.1	11	45.3	46.6	41.4	46.7	44.7	46.4		4.5	2.1	1.0	3.4	2.7	5.3
6.Mathemateg / Mathematics	91.2	91.7	90.4	91.7	91.0	91.2	14	92.4	92.1	91.0	92.2	91.6	93.1	4	1.2	0.4	0.6	0.5	0.6	1.9
7.Mathemateg / Mathematics	42.1	46.0	41.1	44.7	43.2	43.9	8	48.3	47.9	44.0	48.9	47.0	50.4		6.2	1.9	2.9	4.2	3.8	6.5
8.Gwyddoniaeth / Science L4+	92.1	93.2	91.2	92.1	91.7	92.9	6	92.9	93.3	91.8	92.4	92.2	93.8	5	0.8	0.1	0.6	0.3	0.5	0.9
9.Gwyddoniaeth / Science L5+	42.3	46.6	39.5	43.5	42.5	40.4	15	47.9	49.5	42.3	47.9	46.4	49.5		5.6	2.9	2.8	4.4	3.9	9.1

Table 11: Comparison with Wales, Consortia and Regional Levels – FSM pupils

Perfformiad Dysgwyr PYD / FSM Learner Performance

DPC / CSI	2015			2016			2017		
	PYD / FSM	Dim-PYD / Non-FSM	Gwahan / Variance	PYD / FSM	Dim-PYD / Non-FSM	Gwahan / Variance	PYD / FSM	Dim-PYD / Non-FSM	Gwahan / Variance
GwE	74.6	90.8	-16.2	76.0	91.2	-15.2	78.3	92.6	-14.3
Cymru / Wales	75.1	90.8	-15.7	77.1	91.4	-14.3			

DPC / CSI	2015			2016			2017		
	PYD / FSM	Dim-PYD / Non-FSM	Gwahan / Variance	PYD / FSM	Dim-PYD / Non-FSM	Gwahan / Variance	PYD / FSM	Dim-PYD / Non-FSM	Gwahan / Variance
Ynys Mon	78.7	94.6	-15.9	75.0	92.2	-17.2	83.7	92.7	-9.1
Gwynedd	75.7	91.6	-15.9	82.1	90.9	-8.8	85.2	93.1	-7.9
Conwy	69.9	89.0	-19.0	67.9	90.0	-22.1	71.1	92.0	-21.0
Denbighshire	79.0	90.0	-11.0	79.0	90.9	-11.9	80.8	90.8	-10.0
Flintshire	72.0	90.6	-18.7	82.3	91.7	-9.4	77.9	93.1	-15.2
Wrexham	74.3	90.2	-15.9	68.9	91.5	-22.6	76.0	93.2	-17.2

- FSM pupil performance has shown an increase in 2017 and is higher than the corresponding figure for 2016 in the CSI and the four core subjects on the expected levels. The gap in performance between FSM/non-FSM pupils has reduced in English, Mathematics and Science on the expected levels compared with 2016 [English -6.9, Maths - 6.2, Science -7.1]. On the higher levels and in each case, this group of pupils' performance is higher than the corresponding 2016 figure. Compared with Anglesey and the region's performance, FSM pupils are performing better in English, Mathematics and Science on the expected level and the higher levels as well as the CSI.

Table 12: Comparison with Wales, Consortia and Regional Levels – gender difference

Gwahaniaeth rhwng y rhywiau / Gender Difference

DPC / CSI	2015			2016			2017		
	Bechgyn / Boys	Merched / Girls	Gwahan / Variance	Bechgyn / Boys	Merched / Girls	Gwahan / Variance	Bechgyn / Boys	Merched / Girls	Gwahan / Variance
GwE	85.5	91.1	-5.7	86.0	91.7	-5.7	87.5	93.4	-5.9
EAS	84.6	91.9	-7.3	88.1	91.7	-3.6	88.1	92.4	-4.3
ERW	85.5	91.2	-5.7	85.6	90.5	-4.9	86.7	91.2	-4.5
CSC	85.1	90.6	-5.5	86.5	92.5	-6.0	88.4	92.1	-3.7
Cymru / Wales	84.9	90.7	-5.8	86.1	91.3	-5.2	87.3	91.9	-4.5

DPC / CSI	2015			2016			2017		
	Bechgyn / Boys	Merched / Girls	Gwahan / Variance	Bechgyn / Boys	Merched / Girls	Gwahan / Variance	Bechgyn / Boys	Merched / Girls	Gwahan / Variance
Ynys Mon	91.8	91.8	-0.1	85.8	93.3	-7.5	87.9	95.5	-7.6
Gwynedd	85.4	94.2	-8.8	87.9	91.6	-3.7	90.6	93.5	-2.9
Conwy	82.2	89.8	-7.6	83.8	90.2	-6.4	85.4	91.6	-6.2
Denbighshire	85.8	90.2	-4.4	85.0	92.5	-7.5	84.8	93.2	-8.4
Flintshire	85.0	90.9	-5.9	87.9	92.3	-4.3	88.2	94.0	-5.7
Wrexham	85.1	90.3	-5.2	84.9	90.7	-5.8	87.4	93.3	-6.0

- The comparison between boys' and girls' performance shows that the gap compares favourably with performance across the region as well as Wales. On the whole, boys' performance on level 4 is similar to performance across the region with boys' overall performance being slightly better than the region and Wales on the higher levels.

**Table 13 : Performance against targets**

YNYN MÔN	CYFNOD ALLWEDDOL 2 / KEY STAGE 2					
Dangosyddion / Indicators	Perff 2017 / Perf 2017	2016 -> 2017	Tgd 2017 / Tgt 2017	Perff v Tgd / Perf v Tgt	Rhagamcan 2017 / Latest Proj 2017	Perff v Rhag / Perf v Proj
DPC / CSI	91.4	2.1	91.0	0.4	91.2	0.2
Cymraeg L4+ / Welsh 1st Language L4+	88.3	0.4	94.8	-6.5	90.8	-2.5
Cymraeg L5+ / Welsh 1st Language L5+	38.3	3.1	39.4	-1.1	38.8	-0.5
Saesneg L4+ / English L4+	92.6	2.5	91.5	1.1	93.0	-0.4
Saesneg L5+ / English L5+	46.4	5.3	43.2	3.2	48.2	-1.8
Mathemateg L4+ / Mathematics L4+	93.1	1.9	92.5	0.6	92.7	0.3
Mathemateg L5+ / Mathematics L5+	50.4	6.5	46.9	3.5	50.4	-0.1
Gwyddoniaeth L4+ / Science L4+	93.8	0.9	93.6	0.2	93.9	-0.1
Gwyddoniaeth L5+ / Science L5+	49.5	9.1	44.3	5.2	49.9	-0.4

**MAIN ASPECTS REQUIRING ATTENTION**

**KEY STAGE 2**

- Continue to set higher expectations in KS2 and developing better resilience to school target setting, assessment and tracking procedures and promoting better use of data and intervention programmes to drive the necessary improvements.
- Raising standards in Welsh as a First Language.
- Continue to develop schools' ability to ensure a challenging approach to planning in improving performance, particularly on the higher levels.
- Close the gap in performance of FSM/non-FSM pupils on the higher levels.
- Targeting support for schools where rolling performance has been in the lowest 50%.
- Continue to work with the LA officers to improve the quality of leadership on all levels to ensure that not one school is put into a statutory follow-up category following an Estyn inspection.
- Promoting improved school-to-school collaboration to ensure that best practice is cascaded and embraced.

**Table 14 : PROFILE**

School	Follow-up Category	Date of second Estyn visit or presentation of LA report	Prediction
Carreglefn	Special Measures	Termly visits	Due to staffing uncertainty the school has not been taken out of the category despite having made strong progress against the 8 recommendations.
Bodedern [primary]	Estyn Monitoring	Spring Term	The school has received termly visits and intensive support. However, instability due to staffing is likely to have an impact on any decision made by Estyn.
Henblas	Significant Improvement	PIIP sent 29/09/17 Visit to discuss the PIIP during the Autumn Term	This school had received intensive support before being put in the statutory category. A Strategic Head has been appointed for a term and the post has been advertised. A PIIP has been drawn up and sent to Estyn for approval.

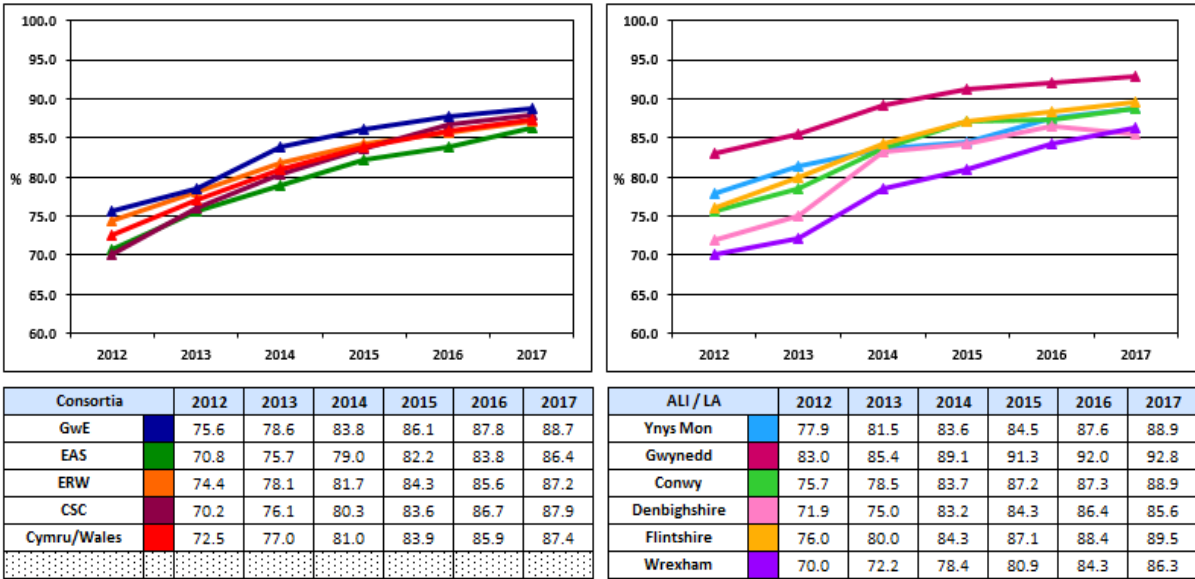


**MAIN MESSAGES FOR KEY STAGE 3**

**Key Stage 3**

- The CSI performance was 88.9% which is an increase of +1.3% on the 2016 figure but is short of a target of 1.2%. An increase of +1.5% was seen nationally and the 2017 performance places the LA close to its expected FSM position [position 9]. An increase of +0.9% was seen in the indicator on a regional level [88.7%].

**Table 15 : % of pupils achieving the main indicators in Key Stage 3**



Dangosyddion / Indicators	CYFNOD ALLWEDDOL 3 / KEY STAGE 3					
	Perff 2017 / Perff 2017	2016 -> 2017	Tgd 2017 / Tgt 2017	Perff v Tgd / Perf v Tgt	Rhagamcan 2017 / Latest Proj 2017	Perff v Rhag / Perf v Proj
DPC / CSI	88.9	1.3	90.1	-1.2	88.2	0.6
Cymraeg L5+ / Welsh 1st Language L5+	95.0	2.9	93.8	1.2	93.5	1.5
Cymraeg L6+ / Welsh 1st Language L6+	72.6	6.1	68.6	4.0	69.5	3.1
Saesneg L5+ / English L5+	92.9	2.4	92.2	0.7	90.6	2.3
Saesneg L6+ / English L6+	61.9	5.1	60.6	1.3	60.8	1.0
Mathemateg L5+ / Mathematics L5+	91.0	0.2	92.6	-1.6	90.0	1.0
Mathemateg L6+ / Mathematics L6+	66.7	3.3	67.3	-0.6	63.7	3.0
Gwyddoniaeth L5+ / Science L5+	95.3	1.2	95.3	0.0	91.7	3.6
Gwyddoniaeth L6+ / Science L6+	68.0	6.0	68.8	-0.8	64.3	3.7

- On the expected level, performance in the core subjects is higher than the corresponding figures for 2016. The performance in Science is in line with the set target, Welsh and English are higher than the set targets, and Mathematics is slightly below the set target. 2016>2017 progress is higher than that seen nationally in Welsh, English and Science but lower in Mathematics. The performance places Anglesey in position 8 for Welsh [bear in mind the assessed cohort]; position 5 for English, position 13 for Mathematics and position 7 for Science.
- On Level 6+ all subjects have improved on the situation in 2016, but in the case of Mathematics and Science, the performance is slightly below target. However, across all core subjects on Level 6+, the progress significantly exceeds progress made on a national level.
- On Level 7+ all core subjects have performed lower than the 2016 figure, higher than the performance for Wales in Welsh, but lower in English, Mathematics and Science. The performance in Welsh, English and Mathematics is higher than the set target, and Science is slightly lower than the set target.

CA3 Saesneg (% sy'n cyflawni)	Blwyddyn				
	2012/13	2013/14	2014/15	2015/16	2016/17
L5+ - Ynys Môn	85.3	87.9	87.9	90.5	92.9
L5+ - Cymru	82.9	85.9	87.9	89.2	90.5
L6+ - Ynys Môn	45.7	47.7	56.9	56.7	61.9
L6+ - Cymru	42.7	48.5	52.6	56.2	58.7
L7+ - Ynys Môn	14.3	16.4	16.8	18.9	18.1
L7+ - Cymru	12.3	14.6	16.6	18.5	20.6

CA3 Cymraeg fel Iaith Gyntaf (% sy'n cyflawni)	Blwyddyn				
	2012/13	2013/14	2014/15	2015/16	2016/17
L5+ - Ynys Môn	89.1	89.2	93.2	92.1	95.0
L5+ - Cymru	87.6	90.1	90.9	92.0	93.5
L6+ - Ynys Môn	48.9	54.3	62.4	66.5	72.6
L6+ - Cymru	45.7	52.9	56.1	57.2	62.9
L7+ - Ynys Môn	12.3	16.3	18.9	24.3	23.3
L7+ - Cymru	12.4	14.9	17.3	18.3	19.7

CA3 Mathemateg (% sy'n cyflawni)	Blwyddyn				
	2012/13	2013/14	2014/15	2015/16	2016/17
L5+ - Ynys Môn	86.3	87.1	88.9	90.8	91.0
L5+ - Cymru	83.9	86.5	88.7	90.1	90.8
L6+ - Ynys Môn	51.1	58.4	58.9	63.4	66.7
L6+ - Cymru	53.1	56.2	59.5	62.7	65.4
L7+ - Ynys Môn	23.1	24.9	21.2	29.3	27.5
L7+ - Cymru	21.3	24.0	26.3	28.6	30.7

CA3 Gwyddoniaeth (% sy'n cyflawni)	Blwyddyn				
	2012/13	2013/14	2014/15	2015/16	2016/17
L5+ - Ynys Môn	90.4	91.3	92.6	94.1	95.3
L5+ - Cymru	87.0	90.4	91.8	92.8	93.5
L6+ - Ynys Môn	51.5	53.9	56.2	62.0	68.0
L6+ - Cymru	48.6	54.6	58.5	62.9	65.5
L7+ - Ynys Môn	18.1	20.3	20.6	28.0	23.6
L7+ - Cymru	14.8	18.1	20.7	23.5	26.4

Table 16: FSM Learner Performance

DPC / CSI	2015			2016			2017		
	PYD / FSM	Dim-PYD / Non-FSM	Gwahan / Variance	PYD / FSM	Dim-PYD / Non-FSM	Gwahan / Variance	PYD / FSM	Dim-PYD / Non-FSM	Gwahan / Variance
Ynys Môn	71.3	87.5	-16.2	75.2	90.1	-14.8	76.0	91.5	-15.5
Gwynedd	78.1	93.4	-15.3	82.1	93.3	-11.2	84.9	93.7	-8.7
Conwy	70.1	90.1	-20.0	71.0	90.5	-19.5	73.1	92.1	-19.0
Denbighshire	63.2	88.6	-25.4	71.6	89.7	-18.1	70.9	88.2	-17.4
Flintshire	71.6	89.9	-18.3	76.2	90.9	-14.7	71.7	92.7	-20.9
Wrexham	56.0	86.4	-30.4	65.7	88.1	-22.3	68.9	90.1	-21.2

- FSM pupil performance in the CSI shows a slight increase in 2017 and is higher than the corresponding figure in 2016. The gap between FSM / non-FSM pupils has increased in Welsh and has reduced in English, Mathematics and Science on the expected level compared with 2016. On the higher levels, the performance of this group of pupils is higher than the corresponding 2016 figure. In comparing Anglesey's performance with the region, Anglesey FSM pupils are performing better on the expected CSI level in Welsh, English, Mathematics and Science.

Table 17: Gender difference

DPC / CSI	2015			2016			2017		
	Bechgyn / Boys	Merched / Girls	Gwahan / Variance	Bechgyn / Boys	Merched / Girls	Gwahan / Variance	Bechgyn / Boys	Merched / Girls	Gwahan / Variance
GwE	82.0	90.2	-8.3	84.5	91.2	-6.8	85.6	92.1	-6.5
EAS	78.3	86.3	-8.0	79.8	88.0	-8.2	82.4	90.6	-8.2
ERW	80.7	88.2	-7.5	82.0	89.4	-7.4	83.0	91.6	-8.5
CSC	80.5	86.8	-6.3	83.2	90.5	-7.3	84.9	91.0	-6.1
Cymru / Wales	80.3	87.7	-7.4	82.3	89.7	-7.4	83.8	91.2	-7.4

DPC / CSI	2015			2016			2017		
	Bechgyn / Boys	Merched / Girls	Gwahan / Variance	Bechgyn / Boys	Merched / Girls	Gwahan / Variance	Bechgyn / Boys	Merched / Girls	Gwahan / Variance
Ynys Môn	76.1	92.8	-16.6	82.2	93.2	-11.0	88.0	89.8	-1.8
Gwynedd	89.7	93.0	-3.3	90.1	94.0	-3.9	90.7	95.1	-4.4
Conwy	83.4	90.9	-7.5	84.5	90.3	-5.8	85.2	92.7	-7.5
Denbighshire	79.9	88.9	-9.0	83.1	90.3	-7.2	81.7	89.8	-8.1
Flintshire	83.3	91.0	-7.7	85.6	91.3	-5.7	86.8	92.4	-5.6
Wrexham	76.0	85.9	-9.9	79.9	88.8	-9.0	81.6	91.3	-9.7

- The difference between the boys' and girls' performance shows that the gap compares favourably with performance across the region as well as Wales. On the higher levels, the boys have performed well in Welsh, English, Mathematics and Science in 2017 compared with their performance in 2016.

**Table 18: Performance against targets**

YNYS MÔN	CYFNOD ALLWEDDOL 3 / KEY STAGE 3					
Dangosyddion / Indicators	Perff 2017 / Perf 2017	2016 -> 2017	Tgd 2017 / Tgt 2017	Perff v Tgd / Perf v Tgt	Rhagamcan 2017 / Latest Proj 2017	Perff v Rhag / Perf v Proj
DPC / CSI	88.9	1.3	90.1	-1.2	88.2	0.6
Cymraeg L5+ / Welsh 1st Language L5+	95.0	2.9	93.8	1.2	93.5	1.5
Cymraeg L6+ / Welsh 1st Language L6+	72.6	6.1	68.6	4.0	69.5	3.1
Saesneg L5+ / English L5+	92.9	2.4	92.2	0.7	90.6	2.3
Saesneg L6+ / English L6+	61.9	5.1	60.6	1.3	60.8	1.0
Mathemateg L5+ / Mathematics L5+	91.0	0.2	92.6	-1.6	90.0	1.0
Mathemateg L6+ / Mathematics L6+	66.7	3.3	67.3	-0.6	63.7	3.0
Gwyddoniaeth L5+ / Science L5+	95.3	1.2	95.3	0.0	91.7	3.6
Gwyddoniaeth L6+ / Science L6+	68.0	6.0	68.8	-0.8	64.3	3.7

#### MAIN MESSAGES IN KEY STAGE 4

##### Key Stage 4

##### CONTEXTUAL INFORMATION FOR 2017 DATA

In 2017, examinations were taken under the new mathematics and numeracy syllabus. This was a three tier exam (there was a two tier grading system in 2016 – Higher Tier A\*-D, Foundation Tier C-G). In 2017, pupils either sat the Higher, Intermediate or Foundation Tiers. Different to previous years, C grades were not awarded in the foundation tier.

There were also major changes in English and Welsh, in terms of syllabus content and also assessment. In 2017, the written course work element was removed, with only internal oral examinations being assessed. Therefore most of the assessment was based on examination papers.

In 2018, only the Science GCSE will count towards the school performance indicators. Many schools in Wales have removed the Science BTEC from their options, and so this has created difficulties in seeking to compare Science with previous years. The Year 10 pupils were examined under the new Science GCSE in the summer, with the first awards in 2018.

The Level 2 Inclusive (TL2+) continues to be a main Welsh Government key indicator. In 2017, only English and Welsh Language contributed to this, and this can add to some of the inconsistencies in calculating the indicator.

Also, the new Capped 9 was introduced as a performance indicator, which calculates a pupil's best 9 subject scores on the basis of A\* 58, A 52, B 46, C 40, D 34, E 28, G 16, U 0. However, the best English or Welsh grade and mathematics and numeracy grades, and two science grades have to be included. This can therefore be summarised at the Capped '5' and 4 other best grades. The other '4' could include BTEC and vocational courses, together with any additional GCSE subjects.

Level 1 (equivalent to 5 D-G) and Level 2 (equivalent to 5 A\*-C) were also calculated, however, different to previous years, only two Vocational courses contributed to the two indicators. Therefore, in 2017, GCSE subjects were essential for each indicator.

Due to all the changes to the performance indicators, it is not meaningful to compare 2017 performance with previous years.

**Table 19: Performance in the TL2+ across the Consortia**

TL2+	2015		2016		2017	
	%	S/R	%	S/R	%	S/R
GwE	57.5	3	59.6	3	53.2	3
EAS	55.1	4	55.5	4	52.1	4
ERW	61	1	64.0	1	56.4	1
CSC	58.5	2	60.9	2	53.6	2
Cymru	57.9		60.3		-	

- Interim data suggests that GwE performance, (53.2%) 6.4%, is lower than the 2015-16 performance (ERW -7.6%, CSC -7.3% and EAS -3.4%). The gap between GwE performance and the 2 higher performing consortia in the TL2+ has closed: 1.2% with ERW and 0.9% with CSC.

**Table 20: Anglesey Schools' Performance in the TL2+**

TL2+	2015		2016		2017	
	%	S/R	%	S/R	%	S/R
Ynys Môn (7)	56.9	12	58.8	13	50.5	16
2 (4)	63.3	5	65.9	4	58.3	5
3 (9)	54.2	18	55.9	17	53.9	12
4 (14)	56.1	14	58.7	14	49.4	17
5 (6)	60.6	8	61.5	10	56.1	8
6 (10)	52.1	20	55.3	18	49.1	19
GwE (1)	57.5	3	59.6	3	53.6	3
Cymru	57.9		60.3		54.6	

- Anglesey schools' performance has shown a fall this year in TL2+ in line with the national trend of -8.3%. The fall in performance is slightly higher than the fall within the GwE schools' average of -6%.
- 50.5% of learners in Anglesey schools succeeded in gaining the TL2+ which is likely to place Anglesey around position 16 nationally.
- Anglesey's performance is lower than the regional average (53.5%).
- The fall has occurred in the five schools with the most significant fall in one school. A considerable variation is seen between the lowest performance 45.1%, and the highest performance 60%.
- There is a significant difference in the 5 schools between the final prediction and performance with the average gap being -10.94%. This gap is more significant on Anglesey than in any other Authority in the region.
- The final performance is close to target in 1 school only and is considerably lower than target in the 4 other schools.
- 34.9% FSM learners succeeded in gaining the TL2+ on Anglesey – this is the second highest figure within the region's schools. This is higher than the region's performance average of 26.2%.
- The highest number of FSM pupils in the 2017 cohort were in Ysgol XXX this year with 15.6% of the cohort being FSM learners. The lowest percentage of FSM pupils was to be found in Ysgol XXX 11.9%.
- The highest performance amongst FSM learners in the TL2+ was 43.8%, and the lowest was 25%.

**Table 21: Anglesey schools' comparative performance in the other main indicators**

TL2	2015		2016		2017	
	%	S/R	%	S/R	%	S/R
<b>Ynys Môn (7)</b>	83.1	16	82.8	15	64.5	15
<b>2 (4)</b>	88.9	6	85.9	10	70.7	-
<b>3 (9)</b>	83.6	14	82.1	17	68.9	-
<b>4 (14)</b>	86	10	83.6	14	65.7	-
<b>5 (6)</b>	83.2	15	82.6	16	67.2	-
<b>6 (10)</b>	71.9	22	73.4	21	61.3	-
<b>GwE (1)</b>	82.7	3	81.6	3	65.3	-
<b>Cymru</b>	84.1		84.0		67	
TL1	2015		2016		2017	
	%	S/R	%	S/R	%	S/R
<b>Ynys Môn (7)</b>	96.3	8	96.3	5	95.4	8
<b>2 (4)</b>	97.9	1	97.3	1	96.0	-
<b>3 (9)</b>	95.6	14	94.3	18	96.0	-
<b>4 (14)</b>	94.9	17	93.7	20	89.8	-
<b>5 (6)</b>	94.5	18	95.3	13	93.8	-
<b>6 (10)</b>	92.8	20	93.8	19	93.7	-
<b>GwE (1)</b>	95.2	3	95.0	3	94.5	-
<b>Cymru</b>	94.4		95.3		94.4	
5A*-A	2015		2016		2017	
	%	S/R	%	S/R	%	S/R
<b>Ynys Môn (7)</b>	14.2	13	16.0	10	11.7	19
<b>2 (4)</b>	20.3	3	18.1	8	20.5	-
<b>3 (9)</b>	14.0	16	11.4	19	12.1	-
<b>4 (14)</b>	17.4	8	14.0	14	13.7	-
<b>5 (6)</b>	14.1	15	14.5	12	14.1	-
<b>6 (10)</b>	10.8	20	10.6	21	13.3	-
<b>GwE (1)</b>	14.2	13	14.0	3	14.5	-
<b>Cymru</b>	16.6		15.9		16.7	

- Anglesey schools' performance for the TL2 is 64.1% and has followed the regional fall pattern. However, there is a bigger fall on Anglesey (-18.7%) compared with the average fall for the region (-15%). The move away from vocational and BTEC courses, particularly in Science, has had an impact on performance in the TL2 this year.
- Anglesey schools' performance for the TL1 is 95.4% and is higher than the regional average of 94.7%.
- Two schools succeeded in improving TL1 performance between 2016 and 2017 with one school succeeding in reaching a performance of 100%.
- 11.7% pupils succeeded in gaining 5A\*/ A on Anglesey this year. This percentage is lower than the regional average (14.5%). There is a considerable gap between the best performing school on this indicator, 20%, and the school with the lowest percentage 5.1%.
- For the Capped Points Score, Anglesey's performance is 335.6, the fourth in the region.
- Across the indicators, a significant fall in performance has occurred in 1 school following a pattern of progress over a period of three years. Concerns remain regarding the performance of two schools.

## Anglesey schools' comparative performance in the core subjects

**Table 22: Welsh**

Iaith Cymraeg Welsh Language	2015		2016		* 2017	
	%	S/R	%	S/R	%	S/R
<b>Ynys Môn (7)</b>	71.4	-	77.0	-	64.6	-
<b>2 (4)</b>	77.3	-	72.6	-	72.8	-
<b>3 (9)</b>	72.3	-	79.0	-	69.4	-
<b>4 (14)</b>	69.5	-	70.4	-	78.9	-
<b>5 (6)</b>	69.9	-	68.0	-	72.7	-
<b>6 (10)</b>	76.7	-	71.7	-	60.2	-
<b>GwE (1)</b>	74.4	-	73.6	-	70.8	-

### **\* New syllabus examined in 2017**

- The decline in performance in Welsh on Anglesey (-12.4%) is considerably higher than the decline seen on the regional level (-2.8%).
- Anglesey schools' performance in Welsh is lower than the regional average.
- The biggest fall in performance was seen in three schools this year.
- The performance is considerably lower than the set target in four of the five schools.
- There is a significant gap between the final predictions and performance in two schools.

**Table 23: English**

Iaith Saesneg English Language	2015		2016		* 2017	
	%	S/R	%	S/R	%	S/R
<b>Ynys Môn (7)</b>	56.0	-	61.9	-	59.8	-
<b>2 (4)</b>	66.3	-	63.1	-	63.5	-
<b>3 (9)</b>	61.1	-	58.1	-	63.5	-
<b>4 (14)</b>	61.5	-	59.9	-	58.5	-
<b>5 (6)</b>	65.7	-	66.7	-	65.4	-
<b>6 (10)</b>	53.0	-	51.8	-	57.5	-
<b>GwE (1)</b>	61.3	-	60.4	-	61.6	-

### **\* New syllabus examined in 2017**

- The regional schools' performance is 61.6% with Anglesey schools slightly lower on 59.8%.
- 2 schools have improved on the corresponding figure for 2016.
- There is a gap of 12.1% between Anglesey schools' target and performance. Only one school has performed close to target.
- The most significant difference between final prediction and performance is seen in two schools.

**Table 24: Mathematics (best of two qualifications Mathematics / Numeracy)**

Maths	2015		2016		* 2017	
	%	S/R	%	S/R	%	S/R
<b>Ynys Môn (7)</b>	64.5	11	66.1	13	58.0	-
<b>2 (4)</b>	67.0	8	70.3	7	56.3	-
<b>3 (9)</b>	62.5	15	63.6	16	57.4	-
<b>4 (14)</b>	63.6	13	66.7	12	53.1	-
<b>5 (6)</b>	69.4	5	69.5	8	62.3	-
<b>6 (10)</b>	57.1	21	62.8	18	51.7	-
<b>GwE (1)</b>	64.3	2	66.7	2	56.3	-
<b>Cymru</b>	64.4		66.9		62.5	

**\* New syllabus examined in 2017**

- As in the case of the national trend, performance is down from 10.4% across the region in Mathematics, and 12.6% in Anglesey schools.
- There is a significant fall in performance in the five schools from between 9.2% and 19.9%.
- A considerable gap in performance and targets is seen in each of the 5 schools.
- The biggest difference is seen between final prediction and performance in three of the five schools.
- The performance in Numeracy is slightly better with 54.9% succeeding in gaining Level 2 in Anglesey schools. This is slightly lower than the regional average of 57.6%.

**Table 25: Science**

Gwyddoniaeth Science	2015		2016		2017	
	%	S/R	%	S/R	%	S/R
<b>Ynys Môn (7)</b>	91.8	2	82.0	14	72.3	-
<b>2 (4)</b>	94.2	1	90.8	2	73.2	-
<b>3 (9)</b>	84.3	15	76.4	20	78.9	-
<b>4 (14)</b>	81.5	19	80.5	18	65.6	-
<b>5 (6)</b>	85.8	12	83.9	9	79.4	-
<b>6 (10)</b>	76.1	21	82.3	12	73.4	-
<b>GwE (1)</b>	85.2	3	82.9	2	74.1	-
<b>Cymru</b>	84.0		82.4		75.6	

- Anglesey schools' performance is slightly lower than this year's regional average of 72.3%. However, many schools had moved away from the BTEC courses and this has had an impact on learner performance on a national level, and across the region. Consequently, it is currently difficult to come to detailed and accurate conclusions in terms of the authority's performance.
- 1 school has improved on the corresponding 2016 figure and has reached 100%. This school has continued to offer the BTEC Science qualification this year.

## MAIN MESSAGES FOR KEY STAGE 5

### Key Stage 5

Table 26: Anglesey's comparative performance in the main KS5 indicators

Lefel A A Level	2016			2017		
	A*-A	A*-C	L3	A*-A	A*-C	L3
	%	%	%	%	%	%
Ynys Môn	6.9	69.5	94.7	8.9	38.4	95.1
Cymru	6.7	70.6	98	10.4	54.6	97.1

- The number succeeding in getting A\*/A in Anglesey's schools is 8.9% having increased slightly compared with performance in 2016, but is lower than the national average of 10.4%.
- The performance of the number succeeding in gaining A\*-C in Anglesey's schools has shown a considerable decline this year to 38.4%, considerably lower than the performance of 54.6% for Wales. The decline on Anglesey is bigger than the decline on a national level.
- TL3 performance is slightly higher this year on 95.1% compared with 2016, but slightly lower than the national average.

### Secondary School Inspection Outcomes

During the 2016-17 academic year, Estyn held an inspection in 2 secondary schools, School A and School B. School A was inspected under the new Estyn Inspection Framework (pilot). A 'Good' judgement was received in 4 of the 5 learning areas, with a judgement of 'Adequate' in area 1 'Standards'. The school is not subject to any post-Inspection follow-up measures. School B was inspected under the old Estyn Inspection Framework. Two main 'Adequate' judgements were received, and the school was put in the 'Estyn Monitoring' follow-up category. On the basis of the school's performance in 2017, it is foreseen that the school will not be taken out of the follow-up category this year.

### Matters requiring attention:

#### KS3 and KS4

- More intense collaboration with the LA to address considerable concerns in underperforming secondary schools.
- Improving the efficiency of Senior Leadership Teams and Quality Assurance and accountability processes in key stage 4.
- Ensuring improvement in performance in core subjects through the support of the Subject Advisor. Targeted support in 'waves' with 'Wave 3' meaning intensive support:
  - Improving performance in Mathematics and Numeracy Mathematics. 'Wave 3' support for 1 school, and 'Wave 2' support for 1 school. 'Wave 1' support for three schools.
  - Improving performance in English. 'Wave 3' support for two schools. 'Wave 2' support for one school, and 'Wave 1' support for two schools.
  - Improving performance in Science. 'Wave 3' support for two schools, 'Wave 2' support for two schools, and 'Wave 1' support for one school.
- Improving the performance of FSM learners, particularly in two schools.
- Improving the efficiency of middle management leaders in Quality Assurance and accountability processes in key stage 4 and in leading the learning/teaching, assessment and tracking.
- Ensuring that the curriculum in each school has been created, planned and presented to maximise improvement in performance in the key indicators.
- Ensuring more robust action to check the appropriateness of targets and progress towards targets and ensuring that leaders on all levels make effective and timely use of tracking systems to plan effective interventions and to address underperformance/schools that are not progressing.
- Ensuring that comprehensive support plans are implemented and that they are effectively delivered to schools, and agree on follow-up activities and timescales with the LA where there are any concerns about the speed of progress.
- Through the Anglesey Schools' Collaboration Model (and beyond), ensuring more effective School-to-School collaboration [on all levels] to disseminate good practice and ensure appropriate support.



- Improving overall A Level performance, particularly in the higher grades.
- Ensuring the availability of appropriate support.
- Developing a regional model for tracking and evaluating performance in KS5 and scrutinising performance in specific subjects.

**Summary of Anglesey schools' categorisation status**

There are 3 steps to the national categorisation process:

- Step 1 'Data Group': WG places a school in a standards group [1-4] based on rolling performance in a range of indicators. The WG did not consider this step in the 2017 categorisation process.
- Step 2 'Ability to Improve': a local grade [A-D] based on the school's ability to improve [a judgement that takes into consideration the quality of leadership and teaching/learning].
- Step 3 'Support Category': category that will trigger a programme of support, challenge and intervention on the basis of need.

**PRIMARY:**

		2015			2016			2017		
		Cam 1 Step 1	Cam 2 Step 2	Cam 3 Step 3	Cam 1 Step 1	Cam 2 Step 2	Cam 3 Step 3	Cam 1 Step 1	Cam 2 Step 2	Cam 3 Step 3
6602130	Ysgol Gynradd Amiwch		C	Amber/Oren		B	Yellow/Melyn		B	Yellow/Melyn
6602131	Ysgol Gynradd Beaumaris		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
6602132	Ysgol Gynradd Bodedern		C	Amber/Oren		C	Amber/Oren		C	Amber/Oren
6602133	Ysgol Gymuned Bodffordd		C	Amber/Oren		C	Amber/Oren		C	Amber/Oren
6602134	Ysgol Gymuned Bodorgan		D	Red/Coch		B	Yellow/Melyn		C	Amber/Oren
6602135	Ysgol Gymuned Bryngwran		B	Yellow/Melyn		A	Green/Gwyrdd		A	Green/Gwyrdd
6602136	Ysgol Gynradd Brynsiencyn		B	Yellow/Melyn		C	Amber/Oren		D	Red/Coch
6602138	Ysgol Cemaes		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
6602139	Ysgol Gymuned Dwyran		B	Amber/Oren		B	Yellow/Melyn		B	Yellow/Melyn
6602140	Ysgol Esceifiog		B	Yellow/Melyn		A	Green/Gwyrdd		B	Yellow/Melyn
6602141	Ysgol Gynradd Garreglefn		D	Red/Coch		D	Red/Coch		C	Amber/Oren
6602142	Ysgol Gymuned Y Ffridd		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
6602144	Ysgol Y Parc		B	Yellow/Melyn		B	Yellow/Melyn			
6602145	Ysgol Gymuned Moelfre		B	Yellow/Melyn		B	Yellow/Melyn		B	Amber/Oren
6602146	Ysgol Gynradd Llanbedrgoch		C	Amber/Oren		C	Amber/Oren		B	Yellow/Melyn
6602150	Ysgol Llanfachraeth		C	Amber/Oren		C	Amber/Oren			
6602151	Ysgol Ffrwd Win		B	Yellow/Melyn		A	Green/Gwyrdd			
6602152	Ysgol Gynradd Llanfairpwll		A	Green/Gwyrdd		A	Green/Gwyrdd		A	Green/Gwyrdd
6602153	Ysgol Gymuned Llanfechell		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
6602154	Ysgol Y Graig		A	Green/Gwyrdd		A	Green/Gwyrdd		A	Green/Gwyrdd
6602155	Ysgol Gynradd Llangoed		C	Amber/Oren		B	Yellow/Melyn		B	Yellow/Melyn
6602156	Ysgol Henblas		C	Amber/Oren		C	Amber/Oren		D	Red/Coch
6602157	Ysgol Gymuned Llannerch-Y-Medd		C	Amber/Oren		B	Yellow/Melyn		B	Yellow/Melyn
6602158	Ysgol Cylch Y Garn		B	Yellow/Melyn		B	Yellow/Melyn			
6602160	Ysgol Pencarnisiog		C	Amber/Oren		B	Yellow/Melyn		B	Yellow/Melyn
6602161	Ysgol Gymuned Pentraeth		C	Amber/Oren		B	Yellow/Melyn		B	Amber/Oren
6602162	Ysgol Penysarn		B	Yellow/Melyn		B	Yellow/Melyn		C	Amber/Oren
6602163	Ysgol Santes Gwenfaen		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
6602164	Ysgol Gynradd Rhosneigr		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
6602165	Ysgol Gymradd Rhosybol		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
6602166	Ysgol Gynradd Talwrn		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
6602168	Ysgol Gymuned y Fali		C	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
6602169	Ysgol Llanfawr		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
6602170	Ysgol Goronwy Owen		B	Yellow/Melyn		B	Yellow/Melyn		A	Green/Gwyrdd
6602171	Ysgol Gynradd Llaingoch		C	Amber/Oren		C	Yellow/Melyn			
6602172	Ysgol Gynradd Niwbwrch		B	Amber/Oren		B	Yellow/Melyn		B	Yellow/Melyn
6602173	Ysgol Gynradd Y Tywyn		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
6602174	Ysgol Gynradd Llandegfen		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
6602175	Ysgol Gynradd Y Borth		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
6602176	Ysgol Gynradd Kingsland		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
6602177	Ysgol Gymraeg Morswyn		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
6602226	Ysgol Gynradd Corn Hir		A	Green/Gwyrdd		A	Green/Gwyrdd		A	Green/Gwyrdd
6602227	Ysgol Rhyd y Llan								B	Yellow/Melyn
6603033	Ysgol Parch. Thomas Ellis		B	Yellow/Melyn		B	Yellow/Melyn			
6603034	Ysgol Gynradd Parc Y Bont		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
6603035	Ysgol Gynradd Llangaffo		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
6603036	Ysgol Cybi								C	Amber/Oren
6603304	Ysgol Santes Fair		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
6605200	Ysgol Coergeiliog		A	Yellow/Melyn		A	Green/Gwyrdd		A	Green/Gwyrdd

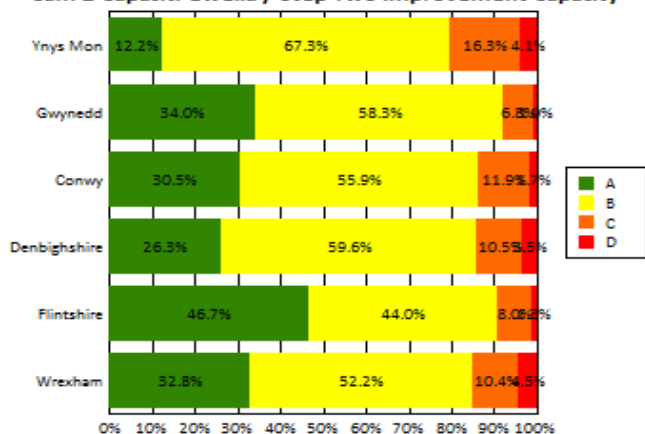
Colour of Category	2015	2016	2017
GREEN	3 (6%)	7 (15%)	6 (14%)
YELLOW	29 (62%)	33 (70%)	27 (63%)
ORANGE	13 (28%)	6 (13%)	8 (19%)
RED	2 (4%)	1 (2%)	2 (4%)
<b>Total Schools</b>	<b>47</b>	<b>47</b>	<b>43</b>

**SECONDARY:**

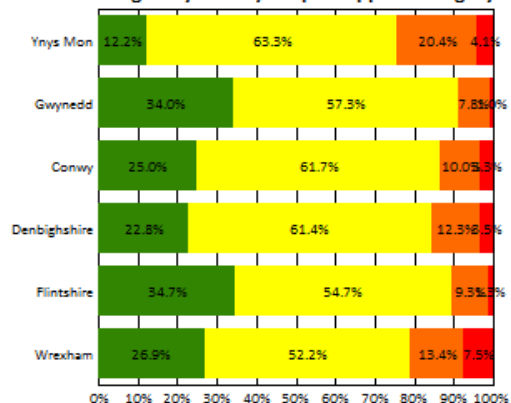
		2015			2016			2017		
		Cam 1 Step 1	Cam 2 Step 2	Cam 3 Step 3	Cam 1 Step 1	Cam 2 Step 2	Cam 3 Step 3	Cam 1 Step 1	Cam 2 Step 2	Cam 3 Step 3
5604025	Ysgol Syr Thomas Jones		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5604026	Ysgol Uwchradd Caergybi		C	Amber/Oren		C	Amber/Oren		C	Amber/Oren
5604027	Ysgol Gyfun Llangefni		C	Amber/Oren		B	Yellow/Melyn		B	Yellow/Melyn
5604028	Ysgol David Hughes		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5604029	Ysgol Uwchradd Bodedern		A	Green/Gwyrdd		B	Yellow/Melyn		C	Amber/Oren

**2017 BY AUTHORITY – all schools:**

**Cam 2 Capasiti Gwella / Step Two Improvement Capacity**

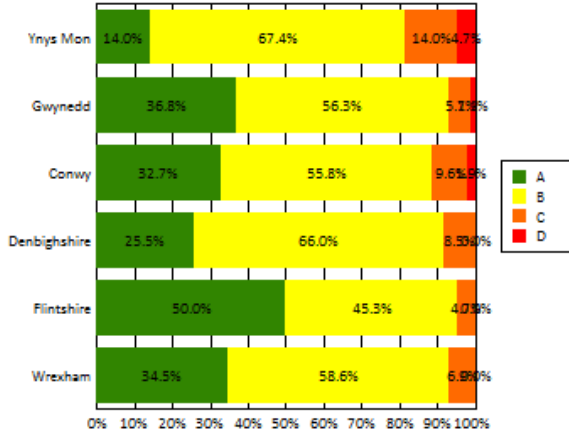


**Cam 3 Categori Cymorth / Step 3 Support Category**

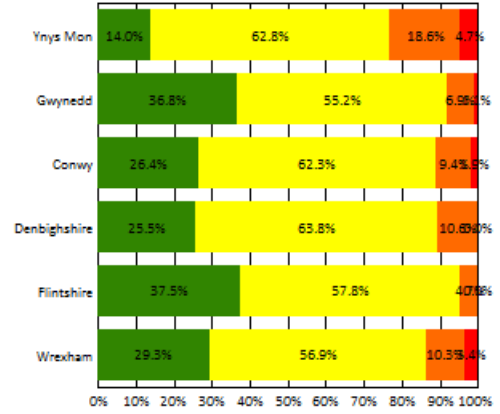


**PRIMARY:**

Cam 2 Capasiti Gwella / Step Two Improvement Capacity

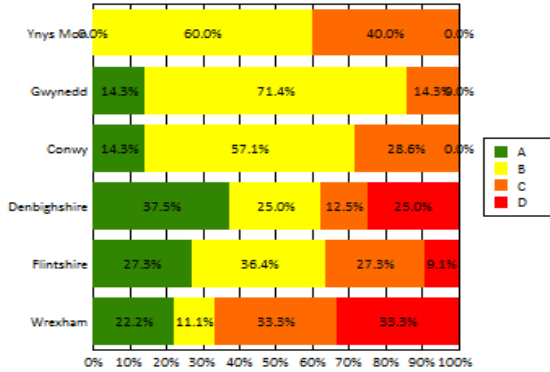


Cam 3 Categori Cymorth / Step 3 Support Category

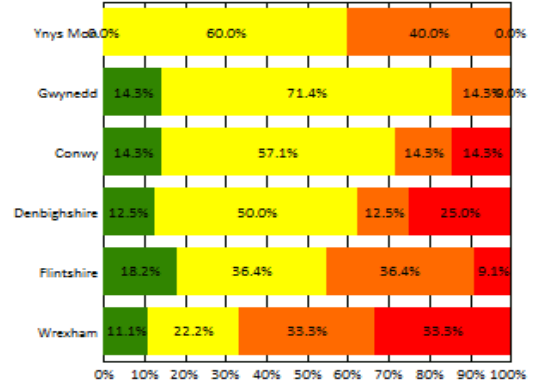


SECONDARY

Cam 2 Capasiti Gwella / Step Two Improvement Capacity



Cam 3 Categori Cymorth / Step 3 Support Category



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