

ISLE OF ANGLESEY COUNTY COUNCIL

Scrutiny Report

Committee:	Partnership and Regeneration Scrutiny Committee
Date:	12 December 2018
Subject:	GwE Annual Report 2017-18
Purpose of Report:	An opportunity for Members to question GwE on the organisation's work and priorities
Scrutiny Chair:	Councillor Gwilym Jones
Portfolio Holder(s):	Councillor R Meirion Jones
Head of Service:	Arwyn Williams
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Local Members:	Not Ward specific

1 - Recommendation/s

That the Committee considers and challenges the progress of GwE as outlined in the Annual Report attached at Appendix 1.

2 – Link to Council Plan / Other Corporate Priorities

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.

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 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



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- 1. Standards**
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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]

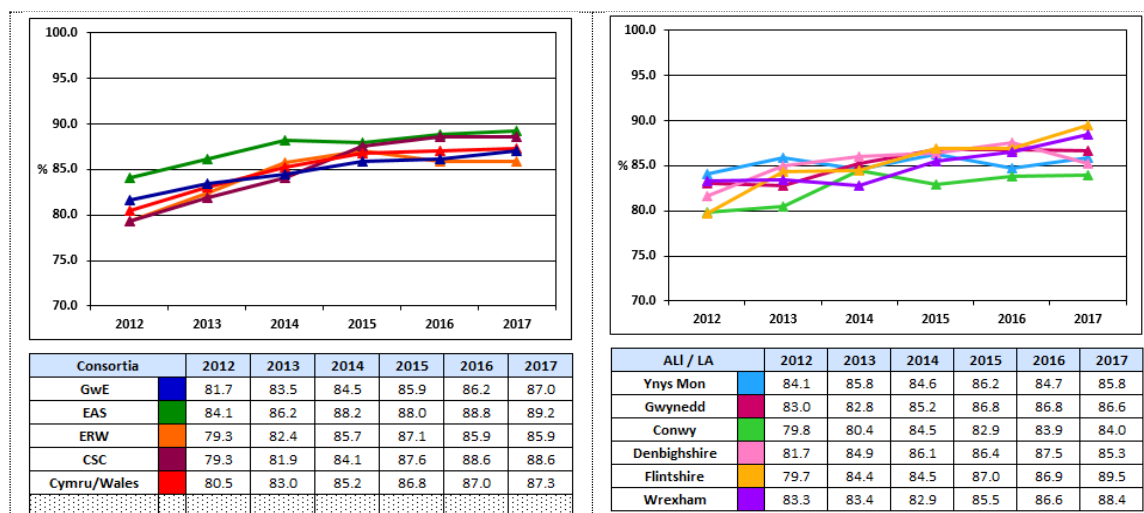
	* FSM Position 2017	2015				2016				2017			
		FPI	CSI KS2	CSI KS3	L2+	FPI	CSI KS2	CSI KS3	L2+	FPI	CSI KS2	CSI KS3	L2+
Anglesey	7	15	3	9	12	20	9	7	13	17	4	9	16
Gwynedd	4	11	6	1	5	14	7	2	4	15	3	1	6
Conwy	9	21	19	6	18	21	20	9	17	21	19	8	12
Denbighshire	14	13	12	12	14	10	14	12	14	20	17	18	17
Flintshire	6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



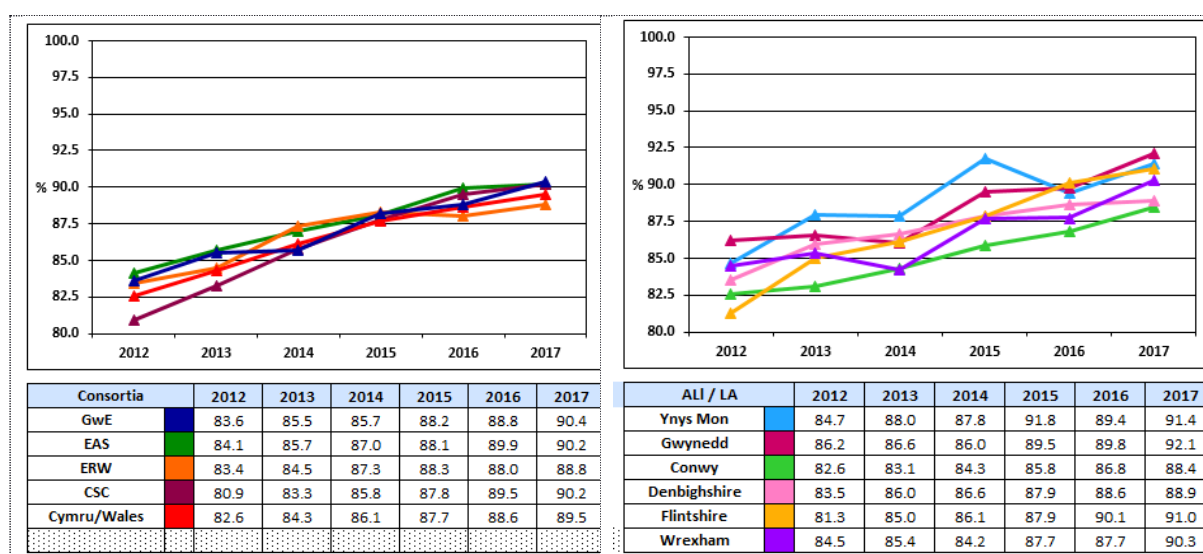
Despite the continuous increase in the percentage of learners attaining the Foundation Phase Indicator [FPI] across the region, GwE's performance was lower than expected (third amongst the four consortia). The increase in the region in the percentage of pupils attaining the CSI over the last two years, 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.

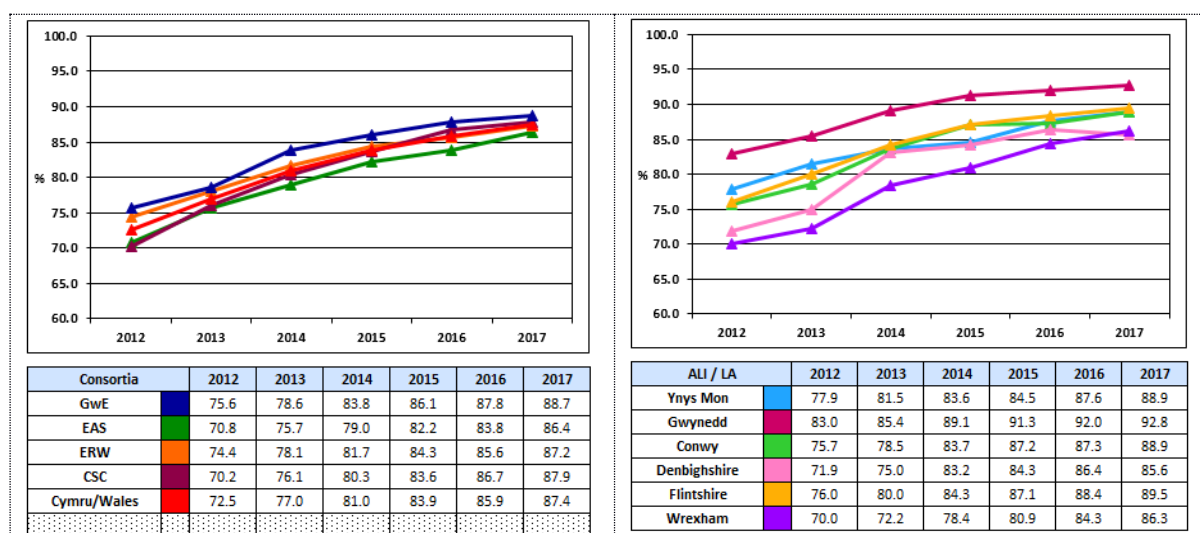
The increase in the region in the percentage of pupils attaining the CSI over the last two years, was higher compared to the national increase (2016->2017 1.6% in comparison with 0.9% nationally; 2015->2017 2.2% in comparison with 1.8% nationally).

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).

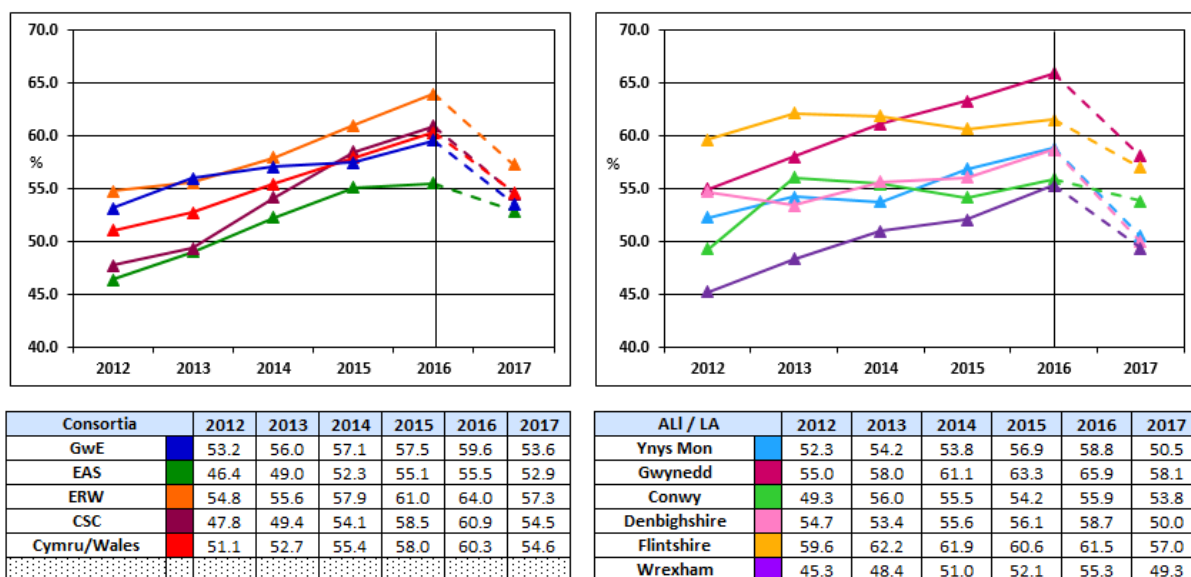
At the higher level [expected level +1] in the core subjects, the region's performance was the highest amongst the 4 consortia, with the exception of English Language [second].

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.

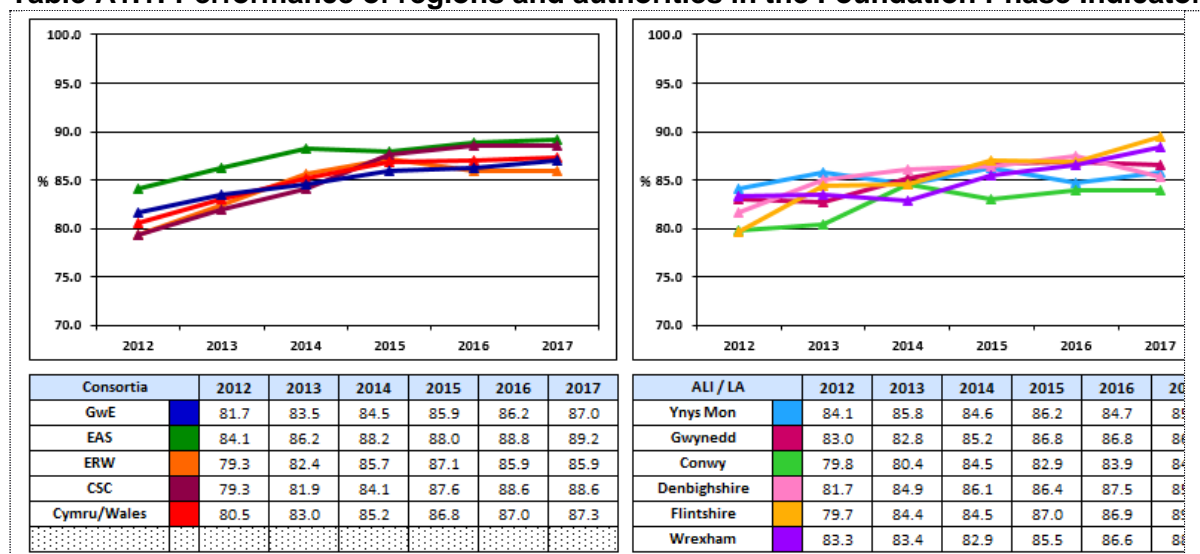
In Key Stage 4, pupils' performance at A*-A is lower than the national average, which is a priority for improvement across the region.

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

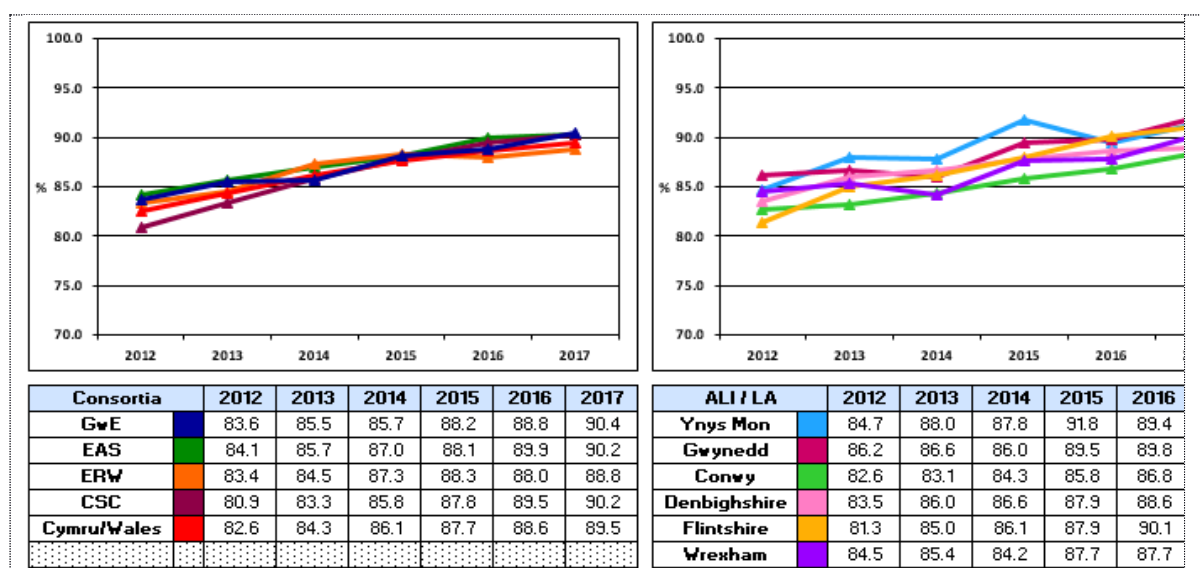
authorities, the gap is still greater than the national gap in 4 authorities i.e. Anglesey, Flintshire, Gwynedd and Wrexham.

- 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

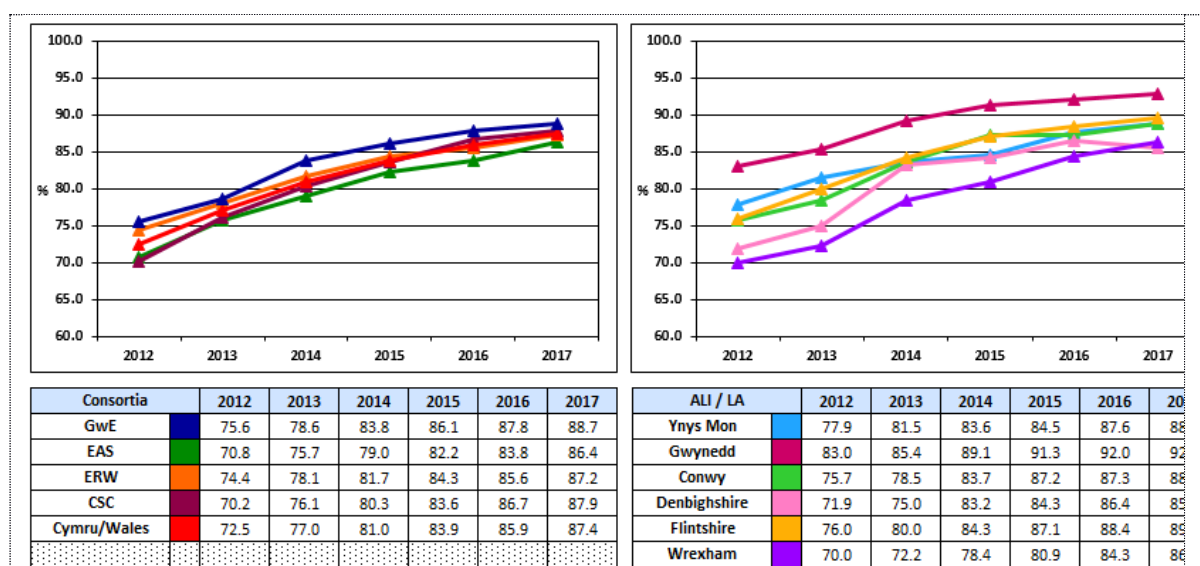
true of the 4 core subjects, with the increase in each being greater than the national increase, and performance higher than the national percentage, with the gap between FSM and non-FSM pupils having fallen in every core subject, and less than the national gap.

- 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+]

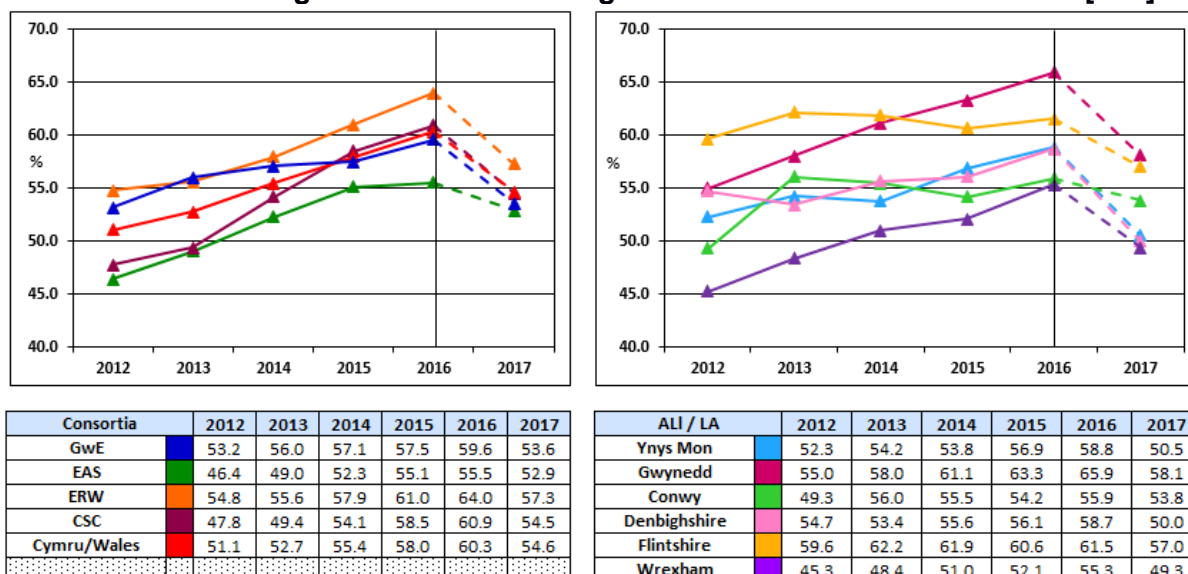


Table A1.5 shows the performance of all LAs in the key performance indicators [Level 2+, Level 1, Level 2, Capped Points Score and 5A*-A] in comparison with the performance of the 22 Local Authorities in Wales.

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.

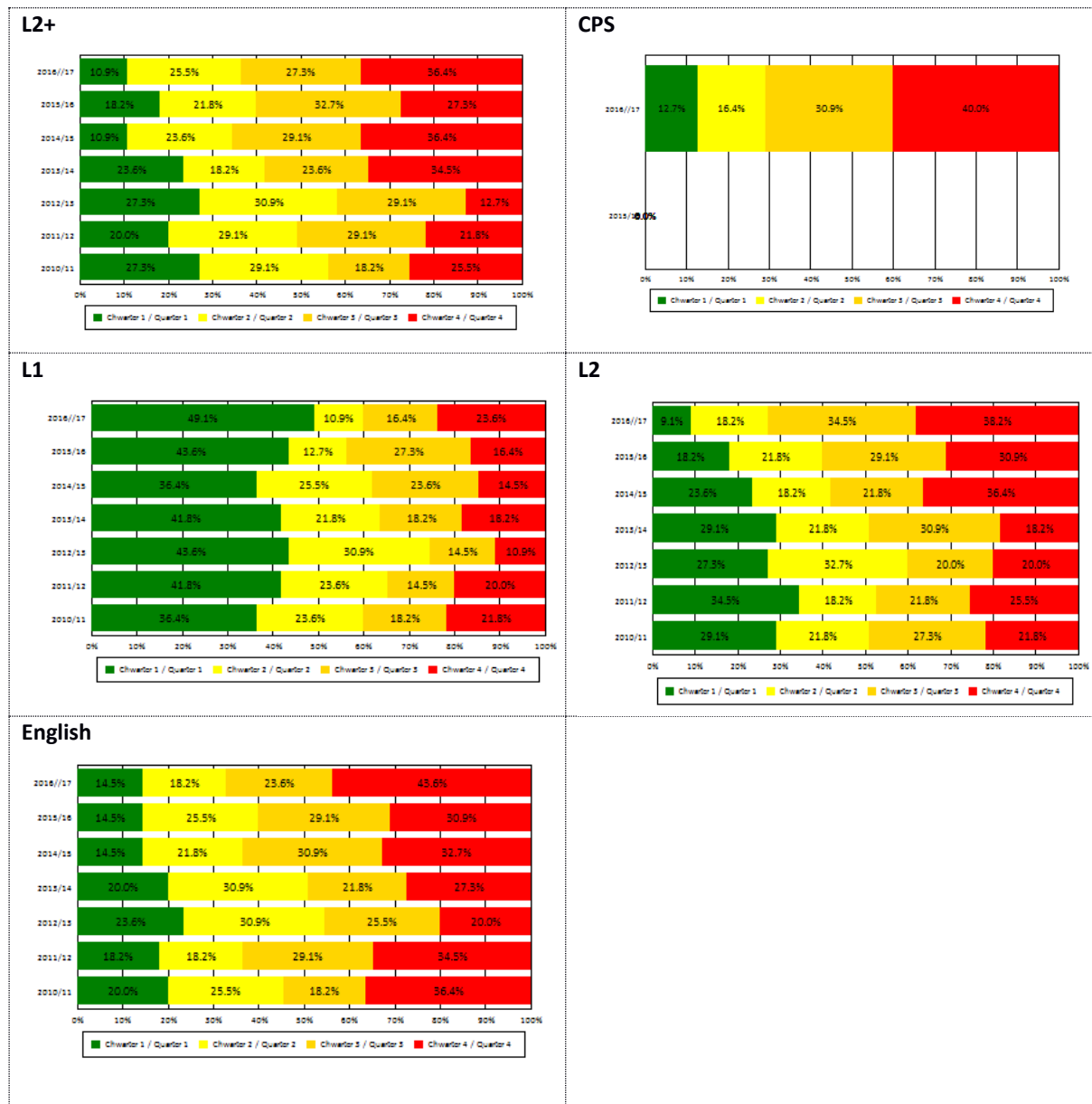
Table A1.7: summary of the authorities' positions in KS4 performance indicators compared to 2015/16

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. 95.1% 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.