

ISLE OF ANGLESEY COUNTY COUNCIL

Scrutiny Report

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

1 - Recommendation/s

The Committee is asked to note and approve the content of the report.

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

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

5 – Background / Context

Comparative data

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

Changes to Areas of Learning in the Foundation Phase

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

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

Contextual information for 2018 examinations

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

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

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

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

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

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

There are no new equalities implications arising from this report

7 – Financial Implications

There are no financial implications arising from this report.

8 – Appendices:

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

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

A REPORT ON STANDARDS IN ANGLESEY SCHOOLS 2017-2018



CONTENT

1. Context

2. Standards

Overview of performance – Primary and Secondary

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

3. Inspection Profile

4. Target Setting

1. CONTEXT

Comparative data

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

Changes to Areas of Learning in the Foundation Phase

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

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

2. STANDARDS

PRIMARY

FOUNDATION PHASE

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

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

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

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

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

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

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

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

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

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

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

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

KEY STAGE 2

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

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

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

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

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

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

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

Strengths and achievements

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

Areas for Improvement

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

SECONDARY

KEY STAGE 3

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

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

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

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

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

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

Strengths and achievements

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

Areas for Improvement

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

KEY STAGE 4

Contextual information for 2018 examinations

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

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

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

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

Initial Analysis

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

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

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

Strengths and achievements

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

Areas for Improvement

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

3. INSPECTION PROFILE

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

Below is the judgement profile across the 5 inspection areas:

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

4. TARGET SETTING

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

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

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

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

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

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

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

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

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

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

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

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

Way forward

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

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

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

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