

PROGRESS REPORT ON THE PERFORMANCE OF ANGLESEY AUTHORITY SCHOOLS

Committee	Partnership and Regeneration Scrutiny Committee
Title of Report	School standards progress report
Date of Meeting	16/02/17
Relevant Officer	Delyth Molyneux
Portfolio Holder	Councillor Ken Hughes

Introduction

The main purpose of the report is to provide elected members with early information on end of key stage performances for the 2015/16 academic year. The kind of information included in the report, as well as the opportunity to pose further questions, is an important contribution to the self-evaluation process. In this regard, we must remind ourselves that the Estyn Framework for the inspection of authorities places an expectation on us, as part of the self-evaluation process, to be able to respond to questions such as those listed below:

- How does the Authority perform against the benchmarks set by Welsh Government for KS3 and KS4?
- How does the Authority's performance compare with other authorities in Wales?
- How does the Authority's performance compare with the 2015 performance?
- How does the Authority's performance compare with the targets set for 2016?
- Are performances in the core subjects similar?
- In which key stage is performance at its best? Which aspects require improvements?
- Are any schools underperforming?

Elected Members are asked to scrutinise the contents of the reports in order to be able to respond to questions such as those listed above.

Contextual information

Table 1 shows the % of pupils of statutory school age entitled to free school meals in Anglesey over the last five years compared to Wales and individual authorities.

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

	2009	2010	2011	2012	2013	2014	2015	2016
Anglesey	17.7%	18.0%	18.8%	18.3%	19.1%	19.0%	18.8%	17.6%
Wales	17.8%	18.9%	19.7%	19.3%	19.5%	19.1%	19.2%	18.8%
Rank (1=lowest)*	12	11	11	10	13	11	11	10

The rank indicates Anglesey's position in comparison to other authorities in Wales, with the highest rank indicating the smallest cohort of 5-15 year old pupils receiving FSM. The table suggests that, providing that the right to free school meals is an appropriate measure of deprivation, Anglesey's performance should be around tenth of all authorities in Wales, i.e. corresponding to the free school meal ranking. In 2016, the FSM % for primary, secondary and special schools is 17.6% [Wales 18.8%]. The figure for primary schools only is 18.0% [Wales 19.6%], and 16.7% for secondary schools [Wales 17.3%].

Table 2: % of SEN provision learners [2015-16 figures]

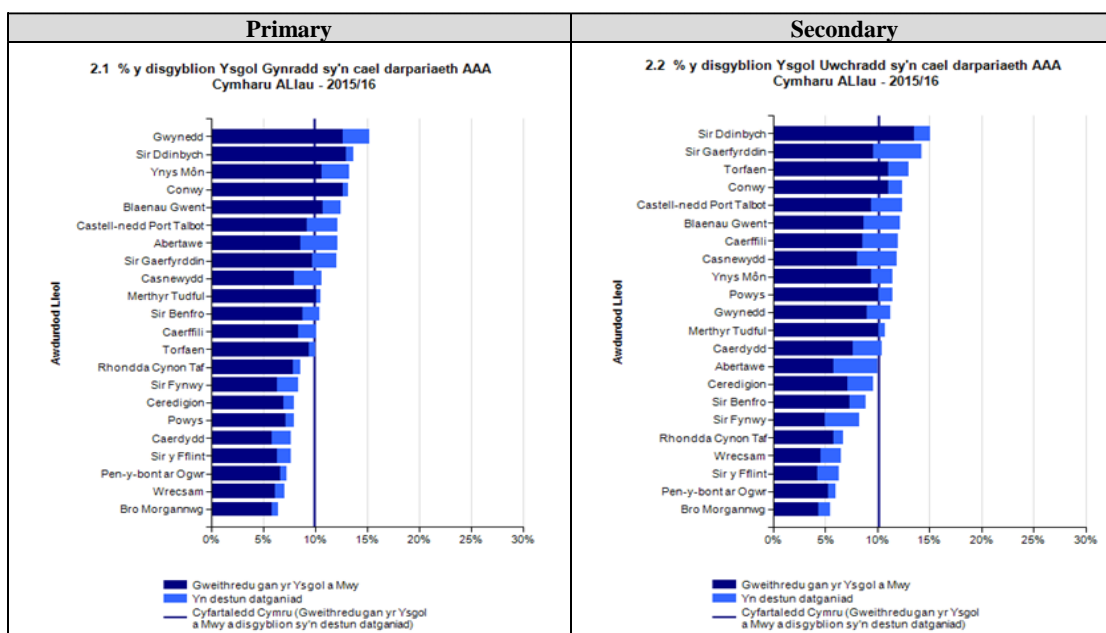
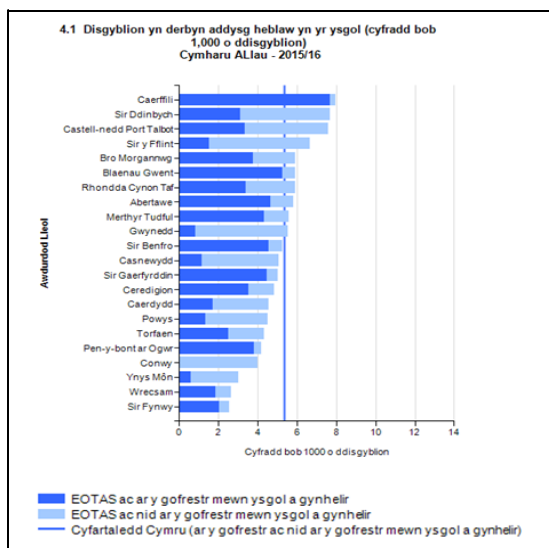


Table 3: proportion of learners receiving education other than at school [EOTAS] – rate per 1,000 learners [2015-16 figures]



Commentary on performance

Foundation Phase and Key Stage 2

Table 4 shows the percentage of pupils achieving the Foundation Phase Indicator [FPI] between 2012 and 2016, along with the percentage of pupils achieving the CSI at the end of Key Stage 2 [KS2] during the same period. Anglesey’s performance ranking in comparison to other authorities in Wales is also highlighted.

Foundation Phase

- Performance in the main indicator [FPI] fell by -1.5% to 84.7%, following progress between 2014 and 2015. Performance is also -1.7% below target and places the LA significantly lower than their expected FSM ranking [ranked 20 of all authorities in Wales]. An increase of +0.3% was seen in this indicator on regional level [86.2%], and an increase of +0.2% on national level to 87.0%.
- On the expected level, performance in all indicators fell in 2015-16. This was most evident in the case of Language-Welsh [-3.6%]. Performance is also below target in all cases, and evidently so in the case of Language-Welsh. On national level, a slight increase was seen in 2015-16 for Mathematical Development [+0.2%], and a decrease in Language-Welsh [-0.6%] and Personal Development [-0.3%]. However, the situation was better on national level than in Anglesey, and as a result the Authority’s ranking amongst all authorities in Wales is very disappointing for all indicators [Language-Welsh – the size of the cohort assessed should be taken into consideration = 21; Mathematical Development = 21; Personal Development = 21].
- Performances on the higher levels were also lower than the corresponding figures for 2015, with the exception of Personal Development which was +1.3% higher. There was also a clear gap between performance and target in Language-Welsh and Mathematical Development. With the exception of Language-Welsh [0.1% compared to -0.7% for Wales], the 2015>2016 comparison is worse in Anglesey than on national level. Despite being slightly better than the expected levels, the ranking against all authorities in Wales remains disappointing [Language-Welsh – the size of the cohort assessed should be taken into consideration = 11; Mathematical Development = 16; Personal Development = 9].
- In comparison to other LAs in the north, Anglesey was ranked as follows: FPI = 5th; Language-Welsh O5+ = 5th; Language-Welsh O6+ = 1st; Mathematical Development O5+ = 6th; Mathematical Development O6+ = 5th; Personal Development O5+ = 6th; Personal Development O6+ = 4th.
- The performance of FSM learners was extremely disappointing and showed a significant decline compared to the corresponding figures for 2015; the FPI fell by -8.1% to 69.0% and was -6.8% below target [compared to a regional progress of +1.3% to 73.3%]; Language-Welsh fell by -15.7% to 65.4% and -9.4% to 6.2% [expected level and higher level]; Mathematical Development fell by -5.7% to 75.2% and -7.4% to 14.0%; Personal Development fell by -4.1% to 86.0% and -4.8% to 35.7%.

Key Stage 2

- Performance in the CSI is -2.4% lower than the 2015 figure but +2.7% above target. The 2016 performance places the LA higher than the expected FSM ranking [9th of all authorities in Wales]. An increase of +0.6% was seen in the indicator on regional level [88.8%] and +0.9% on national level.
- On the expected level, performances in all four core subjects are lower than in 2015 [Welsh -1.7%; English -3.1%; Maths -2.3% and Science -1.0%]. However, with the exception of Welsh, performances are above target. On national level, progress was seen across all indicators. Performance places Anglesey in 18th position for Welsh [the size of the cohort assessed should be taken into consideration]; 13th for English; 14th for Maths and 6th for Science.
- On the higher levels, performances are also lower than the 2015 figures in all four subjects. In Welsh and Science, performance is below target [-0.8% and -2.2%], but above target in English and Maths [+2.7% and +1.0%]. On national level, except for the case of Welsh which is -0.2% lower, progress is seen on the 2015 figures. Performance places Anglesey in 16th position for Welsh [again, the size of the cohort assessed should be taken into consideration]; 11th position for English; 8th for Maths and 15th for Science.
- In comparison to other LAs in the north, Anglesey was ranked as follows: CSI = 3rd; Welsh L4+ = 4th; Welsh L5+ = 5th; English L4+ = 3rd; English L5+ = 3rd; Maths L4+ = 3rd; Maths L5+ = 2nd; Science L4+ = 2nd; Science L5+ = 5th.

- The performance of FSM learners is disappointing on the expected and higher levels and in all cases [with the exception of Maths on the higher levels], and lower than the corresponding 2015 figure. In the CSI performance has fallen by -3.7% to 75.0%, but is +3.0% above target [regional progress of +1.4%]. On the expected and higher levels, performances in the individual indicators are as follows: Welsh -3.9% and -8.4%; English -7.0% and -6.7%; Maths -6.5% and 0%; Science -2.8% and -3.5%.

Further detail is provided in Tables 4 and 5 below:

Table 4: % pupils achieving the main indicators in the Foundation Phase and KS2

	Foundation Phase					Key Stage 2				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Anglesey	84.1%	85.8%	84.6%	86.2%	84.7%	84.7%	88.0%	87.8%	91.8%	89.4%
Wales	80.5%	83.0%	85.2%	86.8%	87.0%	82.6%	84.3%	86.1%	87.7%	88.6%
Rank (1=best)	5 (+5)	6 (+7)	12 (-1)	15 (-4)	20 (-10)	8 (+2)	3 (+10)	7 (+4)	3 (+8)	9 (+1)

Table 5: Comparative performance

**please note that there are some discrepancies in the data presented in the Statistical Bulletin*

Foundation Phase [based on data presented in WG's Statistical Bulletin]													
Indicator	GwE		ERW		EAS		CSS		Wales		Anglesey		
	%	+/-	%	+/-	%	+/-	%	+/-	%	+/-	%	+/-	Rank
FPI	86.2%	+0.3%	85.9%	-1.2%	88.8%	+0.8%	88.6%	-1.0%	87.0%	+0.2%	84.7%	-1.5%	20
Lang-W O5+	87.8%	-1.0%	90.9%	-1.3%	93.4%	+1.8%	93.9%	-0.1%	90.7%	-0.6%	86.2%	-3.6%	21
Lang-W O6+	34.8%	-2.1%	35.4%	-2.0%	36.1%	+4.1%	40.1%	+2.2%	36.2%	-0.7%	36.4%	-0.1%	11
Math. D O5+	89.5%	+0.1%	88.9%	-0.9%	91.3%	+0.6%	91.1%	+0.9%	89.9%	+0.2%	87.9%	-1.5%	21
Math. D O6+	35.9%	+2.1%	35.7%	+0.8%	37.8%	+3.1%	37.2%	+2.8%	36.4%	+2.1%	35.0%	-1.0%	16
Pers. D O5+	94.4%	-0.7%	94.4%	-0.7%	95.0%	-0.6%	94.9%	+0.2%	94.5%	-0.3%	93.7%	-2.1%	21
Pers. D O6+	61.6%	+3.5%	59.4%	+0.5%	59.0%	+2.5%	57.6%	+5.1%	58.9%	+2.9%	60.3%	+0.7%	9

KS2 [based on data presented in WG's Statistical Bulletin]													
Indicator	GwE		ERW		EAS		CSS		Wales		Anglesey		
	%	+/-	%	+/-	%	+/-	%	+/-	%	+/-	%	+/-	Rank
CSI	88.8%	+0.6%	88.0%	-0.3%	89.9%	+1.8%	89.5%	+1.7%	88.6%	+0.9%	89.4%	-2.4%	9
Welsh L4+	88.9%	-0.8%	90.0%	+0.5%	93.1%	+2.5%	95.1%	+1.5%	90.8%	+0.3%	88.0%	-1.7%	18
Welsh L5	35.4%	-2.2%	35.0%	-0.1%	36.3%	+1.7%	42.1%	+2.2%	36.6%	-0.2%	32.4%	-4.6%	16
Eng. L4+	90.2%	+0.2%	89.9%	0%	91.9%	+1.9%	91.0%	+1.2%	90.3%	+0.7%	90.1%	-3.1%	13
Eng. L5	39.2%	+0.1%	39.6%	+0.8%	43.2%	+1.6%	41.4%	+2.2%	40.6%	+1.2%	39.0%	-2.6%	11
Maths L4+	91.2%	+0.4%	90.4%	0%	91.7%	+1.5%	91.7%	+1.5%	91.0%	+0.8%	91.2%	-2.3%	14
Maths L5	40.1%	+0.7%	39.9%	+1.0%	44.9%	+3.3%	42.5%	+2.1%	41.5%	+0.6%	41.0%	-1.9%	8
Science L4+	92.1%	0%	91.2%	-0.6%	93.2%	+1.3%	92.1%	+1.0%	91.7%	+0.3%	92.9%	-1.0%	6
Science L5	42.1%	+1.5%	39.3%	-0.7%	46.4%	+2.1%	43.4%	+3.1%	42.3%	+1.4%	40.2%	-0.7%	15

Foundation Phase				
Indicators	2016 Performance	+/- 2015>2016	2016 Target	+/- Performance v Target
FPI	84.7%	-1.5%	86.4%	-1.7%
Language - Welsh O5+	86.2%	-3.6%	90.7%	-4.5%
Language - Welsh O6+	36.4%	-0.1%	40.0%	-3.6%
Mathematical Development O5+	87.9%	-1.5%	89.3%	-1.4%
Mathematical Development O6+	35.0%	-1.0%	39.5%	-4.5%
Personal Development O5+	93.7%	-1.8%	94.0%	-0.3%
Personal Development O6+	60.3%	+1.3%	59.9%	+0.4%

KS2				
Indicators	2016 Performance	+/- 2015>2016	2016 Target	+/- Performance v Target
CSI	89.4%	-2.4%	86.7%	+2.7%
Welsh L4+	88.0%	-1.7%	88.7%	-0.7%
Welsh L5+	35.3%	-2.8%	36.1%	-0.8%
English L4+	90.1%	-3.1%	89.6%	+0.5%
English L5+	41.1%	-1.8%	38.4%	+2.7%
Maths L4+	91.2%	-2.3%	88.7%	+2.5%
Maths L5+	43.9%	-0.5%	42.9%	+1.0%
Science L4+	92.9%	-1.0%	91.1%	+1.8%
Science L5+	40.4%	-0.5%	42.6%	-2.2%

Foundation Phase			
Indicator	2016 ranking against all authorities in Wales	% required to attain the expected rank in 2016 [10]	Progress required to attain rank 10 in 2016 [# indicates that performance is equal to/above the expected FSM ranking]
FPI	20	87.5%	+2.8%
Lang-W O5+	21	92.5%	+6.3%
Lang-W O6+	11	38.6%	+2.2%
Math. D O5+	21	90.3%	+2.5%
Math. D O6+	16	36.4%	+1.4%
Personal D O5+	21	94.8%	+1.1%
Personal D O6+	9	59.1%	#

KS2			
Indicator	2016 ranking against all authorities in Wales	% required to attain the expected rank in 2016 [10]	Progress required to attain rank 10 in 2016 [# indicates that performance is equal to/above the expected FSM ranking]
CSI	9	89.2%	#
Welsh L4+	18	93.4%	+5.5%
Welsh L5+	16	37.3%	+2.1%
English L4+	13	91.0%	+0.9%
English L5+	11	41.2%	#
Maths L4+	14	91.4%	+0.2%
Maths L5+	8	42.5%	#
Science L4+	6	92.7%	#
Science L5+	15	42.2%	+1.8%

FPh															
	FPI		2012	2013	2014	2015	2016		Language – Welsh O5+		2012	2013	2014	2015	2016
	Anglesey		84.1	85.8	84.6	86.2	84.7		Anglesey		86.5	87.6	88.1	89.8	86.2
	Gwynedd		83.0	82.8	85.2	86.8	86.8		Gwynedd		87.6	86.9	89.4	88.4	88.7
	Conwy		79.8	80.4	84.5	82.9	83.9		Conwy		80.1	77.4	86.3	84.6	84.5
	Denbighshire		81.7	84.9	86.1	86.4	87.5		Denbighshire		88.4	89.8	89.3	91.9	89.6
	Flintshire		79.7	84.4	84.5	87.0	86.9		Flintshire		84.1	84.4	87.3	91.2	88.1
	Wrexham		83.3	83.4	82.9	85.5	86.6		Wrexham		88.0	86.9	85.7	89.2	88.4
Math. D O5+		2012	2013	2014	2015	2016	Math. D O6+		2012	2013	2014	2015	2016		
Anglesey		89.5	90.3	88.2	89.4	87.9	Anglesey		25.4	31.0	29.5	36.0	35.0		
Gwynedd		88.8	87.0	89.7	90.4	90.3	Gwynedd		25.6	28.2	32.5	35.8	36.3		
Conwy		86.9	86.8	89.7	87.9	88.0	Conwy		23.7	28.7	28.1	29.1	34.2		
Denbighshire		88.6	89.6	90.6	89.4	90.3	Denbighshire		23.0	23.0	26.2	35.6	35.1		
Flintshire		85.9	89.0	88.3	90.2	90.2	Flintshire		27.3	34.6	31.1	34.2	36.4		
Wrexham		88.4	87.7	87.7	88.7	89.5	Wrexham		23.6	27.0	30.0	32.8	36.9		
Personal D O5+		2012	2013	2014	2015	2016	Personal D O6+		2012	2013	2014	2015	2016		
Anglesey		94.5	95.4	94.3	95.8	93.7	Anglesey		48.2	54.4	54.5	59.6	60.3		
Gwynedd		91.9	94.2	93.4	95.5	95.5	Gwynedd		46.8	53.6	60.0	65.3	69.4		
Conwy		91.8	91.9	95.2	94.7	94.0	Conwy		40.4	44.1	52.1	59.9	62.9		
Denbighshire		90.5	94.9	95.3	95.7	94.9	Denbighshire		36.0	43.4	45.8	58.4	67.7		
Flintshire		91.5	94.3	95.5	95.6	94.5	Flintshire		43.5	57.5	57.2	60.8	57.6		
Wrexham		92.7	94.5	93.2	93.9	94.0	Wrexham		40.3	41.7	46.4	47.9	55.6		

KS2															
	CSI		2011	2012	2013	2014	2015	2016							
	Anglesey		78.6	84.7	88.0	87.8	91.8	89.4							
	Gwynedd		82.8	86.2	86.6	86.0	89.5	89.8							
	Conwy		79.5	82.6	83.1	84.3	85.8	86.8							
	Denbighshire		82.3	83.5	86.0	86.6	87.9	88.6							
	Flintshire		80.8	81.3	85.0	86.1	87.9	90.1							
	Wrexham		82.2	84.5	85.4	84.2	87.7	87.7							
Welsh L4+								Welsh L5+							
Anglesey		70.0	74.2	82.8	83.4	89.7	88.0	Anglesey		20.9	23.2	30.9	30.1	38.1	35.3
Gwynedd		82.8	84.1	87.0	88.3	90.4	89.2	Gwynedd		30.3	28.8	31.8	35.7	40.8	39.2
Conwy		85.7	87.2	85.2	88.5	87.4	87.3	Conwy		23.9	30.5	28.7	37.0	37.7	38.1
Denbighshire		85.5	90.0	88.0	85.1	90.6	90.5	Denbighshire		26.4	28.5	34.6	28.9	33.3	35.5
Flintshire		77.9	78.9	90.1	90.0	86.4	84.3	Flintshire		28.6	31.1	32.4	37.8	38.6	37.3
Wrexham		86.3	83.1	90.5	90.4	88.9	92.5	Wrexham		30.8	33.9	31.7	36.0	30.1	27.0
English L4+								English L5+							
Anglesey		81.9	86.1	89.4	89.5	93.2	90.1	Anglesey		31.3	34.3	39.7	36.8	42.9	41.1
Gwynedd		85.8	86.6	88.4	89.2	90.0	90.9	Gwynedd		34.6	33.0	34.9	37.5	43.6	42.2
Conwy		83.5	86.5	87.6	87.2	88.5	88.1	Conwy		27.3	32.7	36.6	37.8	37.2	40.3
Denbighshire		85.1	85.6	88.1	89.2	89.7	90.2	Denbighshire		25.8	30.0	33.4	37.0	38.2	38.5
Flintshire		83.8	83.8	88.0	89.0	90.1	91.2	Flintshire		31.1	33.7	37.3	38.9	41.2	41.7
Wrexham		85.3	86.6	88.0	87.2	89.8	90.0	Wrexham		31.4	34.3	37.1	36.8	38.9	40.7
Maths L4+								Maths L5+							
Anglesey		83.3	87.7	90.0	89.2	93.5	91.2	Anglesey		29.3	35.8	40.6	39.5	44.4	43.9
Gwynedd		85.6	88.8	88.8	88.6	91.3	91.5	Gwynedd		34.4	33.9	36.4	37.9	42.2	45.4
Conwy		84.4	86.4	87.1	87.7	89.5	90.0	Conwy		28.7	30.4	34.4	37.2	39.4	40.1
Denbighshire		86.9	87.7	89.1	89.5	90.2	91.2	Denbighshire		29.6	30.2	33.9	35.8	37.8	39.4
Flintshire		85.5	86.3	88.2	88.4	90.9	92.3	Flintshire		32.5	34.5	39.0	39.4	41.7	42.3
Wrexham		87.4	88.2	88.1	87.7	90.4	90.3	Wrexham		31.1	33.1	35.8	37.8	39.9	42.0
Science L4+								Science L5+							
Anglesey		85.4	90.5	91.9	90.6	93.9	92.9	Anglesey		27.9	33.4	40.3	38.6	40.9	40.4
Gwynedd		88.5	91.6	91.6	91.3	93.2	93.3	Gwynedd		34.6	33.7	35.0	39.1	46.8	45.8
Conwy		87.0	89.6	90.6	89.3	90.9	90.7	Conwy		28.0	31.7	35.2	36.4	34.8	39.3
Denbighshire		90.5	90.4	92.3	90.9	91.2	92.7	Denbighshire		30.5	29.7	38.0	39.2	41.4	41.6
Flintshire		87.1	87.8	90.1	89.4	92.1	92.8	Flintshire		32.3	36.4	40.6	39.5	40.2	42.1
Wrexham		88.7	89.7	90.5	88.4	91.8	90.8	Wrexham		30.6	34.3	39.1	39.0	41.0	43.4

Table 6: The distribution of schools in the FSM quartiles at the end of the FPh for the main indicators

The graphs below show the distribution of Anglesey primary schools in the national FSM quartiles for the main indicators. In the FPI, a significant increase is seen in the percentage of schools in the lowest quartile, and a decrease of -4.3% in the percentage of schools in the higher 50%. The other indicators on O5+ are also characterised by the same pattern of decline. The O6+ results highlight a decrease in the percentage of schools in the lowest quartile. However, the percentage of schools performing in the highest quartile has also fallen.

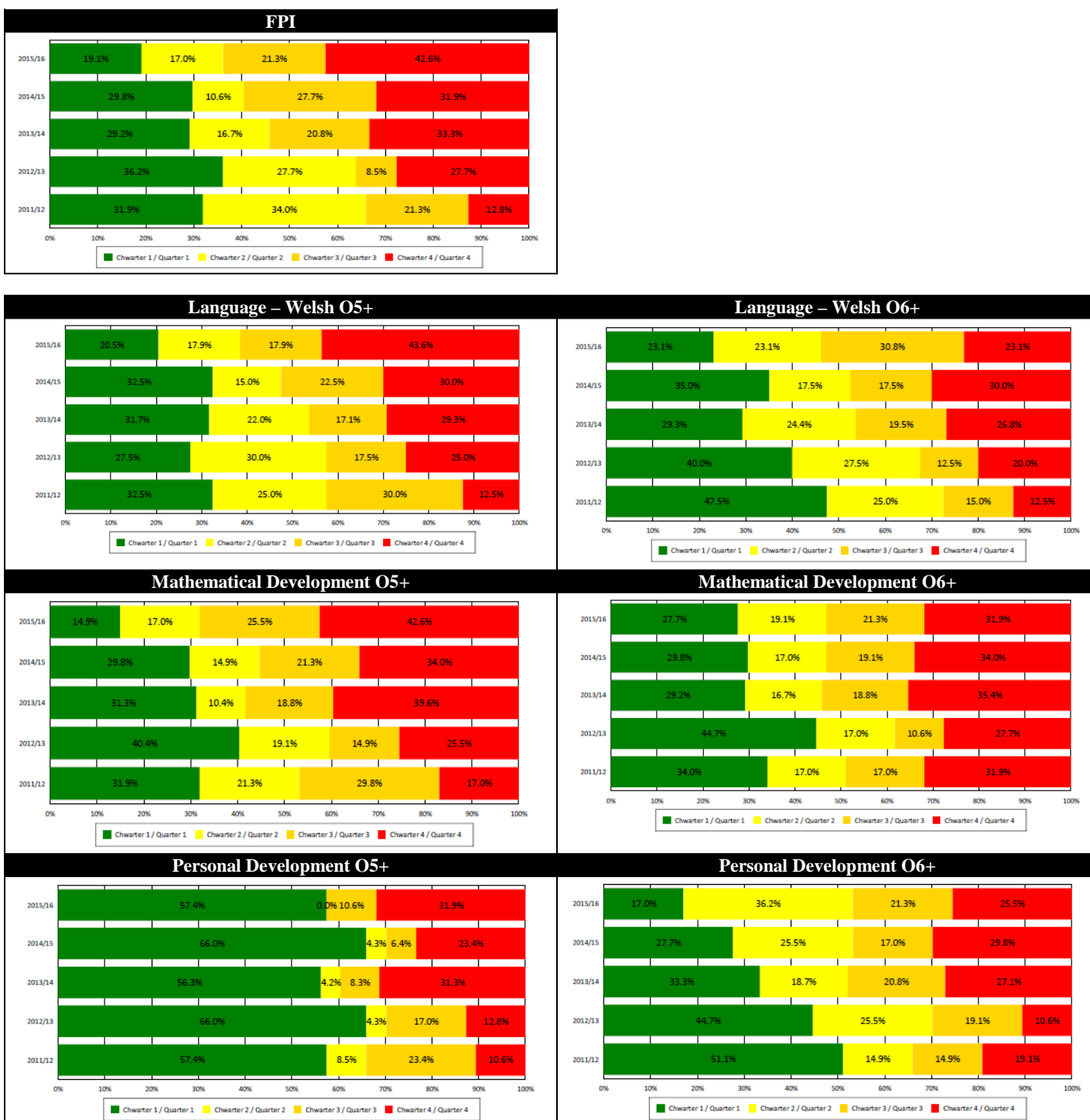
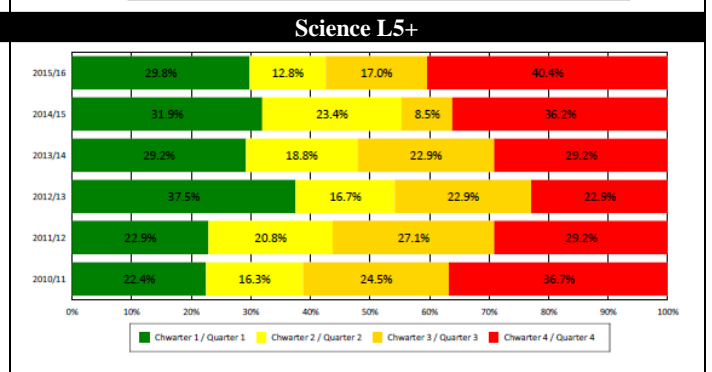
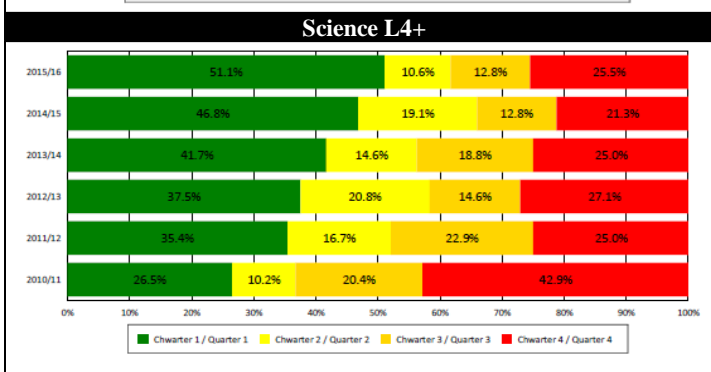
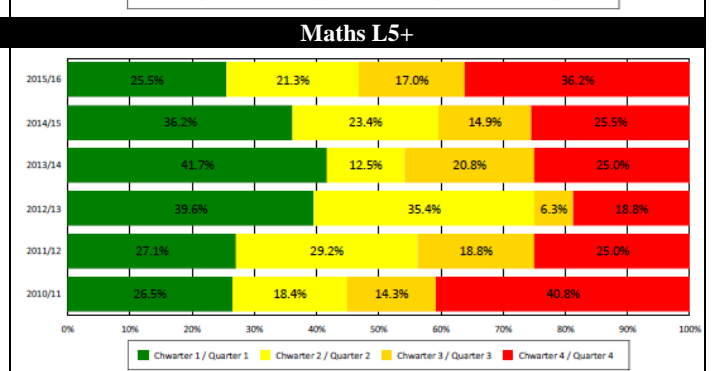
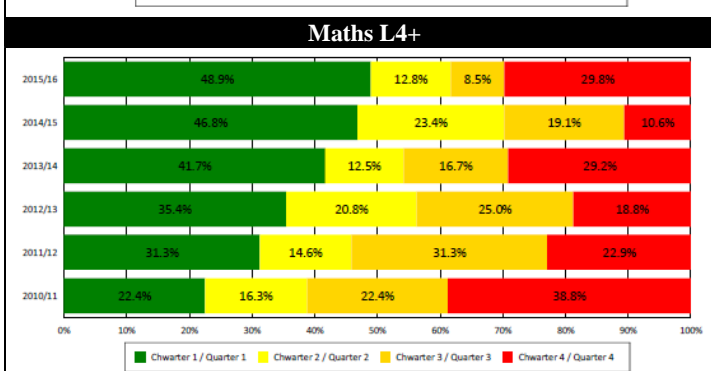
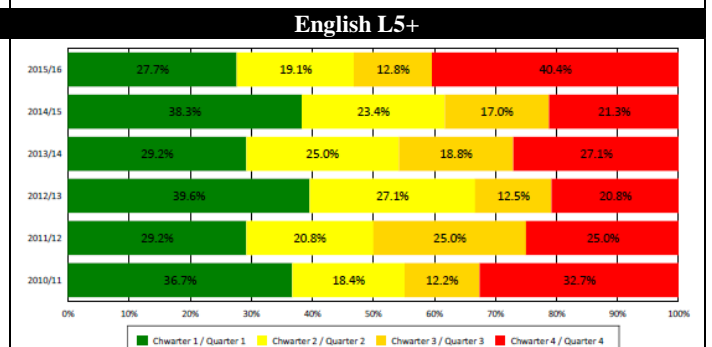
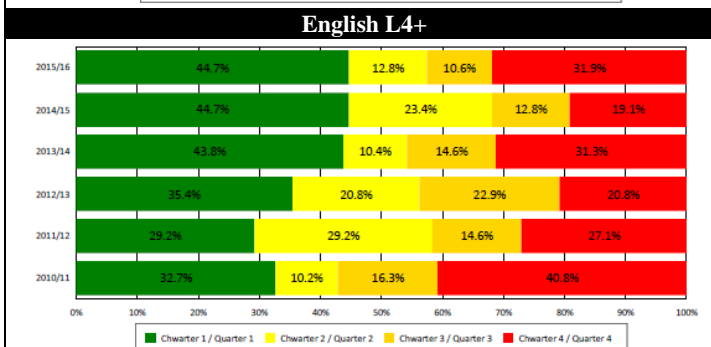
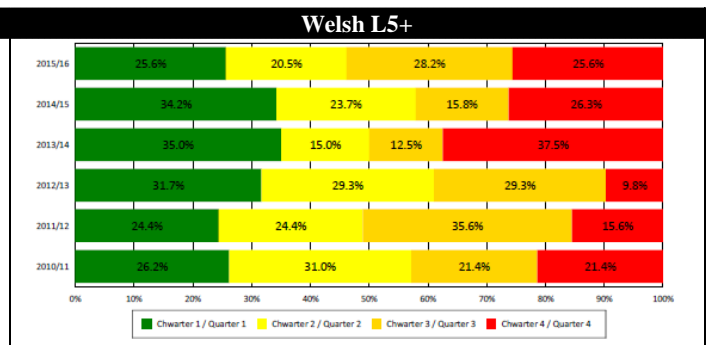
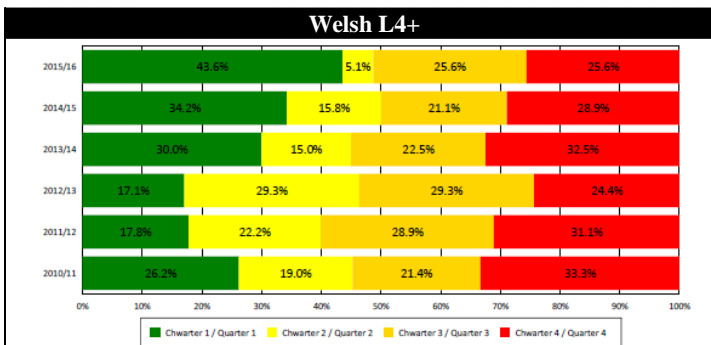
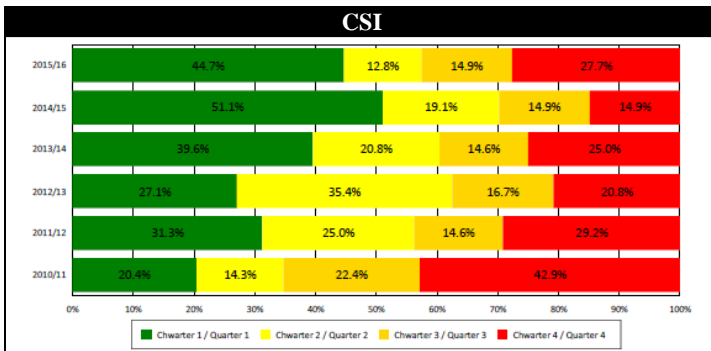


Table 7: The distribution of schools in the FSM quartiles at the end of KS2 for the main indicators

The graphs below show the distribution of Anglesey primary schools in the national FSM quartiles for the main indicators. In the CSI, as for the Foundation Phase Indicator, a significant increase is seen in the percentage of schools in the lowest quartile, with a fall of -12.7% in the percentage of schools in the higher 50%. In the core subjects, the general pattern is also a cause for concern. On Level 4+ in English, Maths and Science, an increase is seen in the percentage of schools in the lowest quartile and in the lower 50%, but an increase also in the percentage of schools placed in the highest quartile [English corresponds to the 2015 figure]. In Welsh, the situation has improved on both extremes. On Level

5+, across all subjects, an increase is seen in the percentage of schools placed in the lowest quartile [with the exception of Welsh] and a fall in the percentage of schools in the highest quartile.



Key Stage 3

In Key Stage 3, performance in the CSI has been higher than the expected Wales benchmark since 2012 [Table 8] despite the gap having closed during the same period. It is anticipated that the 2016 figure will continue to place the Authority above the expected performance. Rolling performance has also been higher than the national figure for the last five years [Table 9].

- Performance in the CSI has risen by +3.1% compared to the 2015 figure, and is +1.9% above target. A national increase of +2.0% was seen, and the 2016 performance places the LA higher than the expected FSM ranking [7th]. A regional increase of +1.7% was seen in this indicator [87.8%].
- On the expected level, except for in the case of Welsh, performance is higher than the corresponding 2015 figures and higher than the targets that were set. Performance in English is significantly above target [+11.1%]. The progress for 2015-2016 is higher than the progress seen on national level for English and Science, but lower for Welsh and Maths. Performance places Anglesey in 12th place for Welsh [the size of the cohort assessed should be taken into consideration]; 9th for English; 10th for Maths and 8th for Science.
- On the higher levels, all subjects have improved from 2015 but performance is below target in the case of Welsh, English and Maths, significantly so for Welsh and English [-10.9% a -9.6%]. However, across all indicators with the exception of English on L6, the progress significantly excels the progress seen nationally. Performance places Anglesey in 3rd place for Welsh [very strong considering the size of the cohort assessed]; 10th place for English; 11th place for Maths and 13th for Science.
- In comparison to other LAs in the north, Anglesey was ranked as follows: CSI = 3rd; Welsh L5+ = 6th; Welsh L6+ = 2nd; English L5+ = 4th; English L6+ = 4th; Maths L5+ = 5th; Maths L6+ = 4th; Science L5+ = 4th; Science L6+ = 4th.
- The performance of FSM learners was generally disappointing on the expected and higher levels, except for in the case of Welsh and Maths on the expected level. In comparison to the 2015 performance, a +3.9% increase to 75.2% was seen in the CSI, but the figure was -3.2% below target [regional progress of +5.6% to 73.3%]. On the expected and higher levels, performances in the individual indicators are as follows: Welsh +3.7% and +0.9%; English -1.1% and -1.6%; Maths 1.8% and -5.6%; Science -0.3% and -0.8%.

Further details provided in Tables 8/9/10 below:

Table 8: Performance against the Welsh Government benchmarks [expected performance modelled on the basis of FSM eligibility]:

	Key Stage 3 [KS3]				
	2012	2013	2014	2015	2016
Anglesey	78.6%	82.2%	84.8%	85.5%	88.4
Benchmark	74.7%	79.0%	82.8%	85.1%	87.6
Difference	+3.9%	+3.2%	+2.0%	+0.4%	+0.8%

**Note that the above figures [based on Welsh Government's Statistical Bulletin] differ to the % used in the CDS since only mainstream schools are included.*

Table 9: % of pupils achieving the main indicators in KS3:

	Key Stage 3				
	2012	2013	2014	2015	2016
Anglesey	77.9%	81.5%	83.6%	84.5%	87.6%
Wales	72.5%	77.0%	81.0%	83.9%	85.9%
Ranking (<i>1=best</i>)	3	5	9	9	7

Table 10: Comparative performance

**please note that there are some discrepancies in the data presented in the Statistical Bulletin*

KS3 [based on data presented in WG's Statistical Bulletin]													
Indicator	GwE		ERW		EAS		CSS		Wales		Anglesey		
	%	+/-	%	+/-	%	+/-	%	+/-	%	+/-	%	+/-	Rank
CSI	87.8%	+1.7%	85.6%	+1.3%	83.8%	+1.6%	86.7%	+3.1%	85.9%	+2.0%	87.6%	+3.1%	7
Welsh L5+	92.9%	+0.6%	91.9%	+2.7%	87.4%	-0.8%	92.6%	+0.6%	92.0%	+1.1%	92.1%	-1.1%	12
Welsh L6	39.8%	+1.3%	33.3%	-4.5%	40.4%	+0.2%	47.1%	+6.4%	38.9%	+0.1%	42.2%	-1.3%	3
English L5+	90.4%	+0.9%	89.3%	+0.9%	87.5%	+1.0%	96.0%	+2.3%	89.2%	+1.3%	90.5%	+2.6%	9
English L6	38.7%	+2.3%	35.3%	+0.6%	37.8%	0%	39.5%	+3.4%	37.7%	+1.7%	27.8%	-1.3%	10
Maths L5+	91.5%	+1.1%	89.5%	+1.8%	89.0%	+2.0%	90.5%	+1.8%	90.1%	+2.4%	90.8%	+1.9%	10
Maths L6	34.6%	-0.6%	33.2%	+1.4%	35.7%	+2.4%	33.9%	+0.8%	34.2%	+1.0%	34.0%	-3.7%	11
Science L5+	94.2%	+0.5%	92.5%	+1.1%	91.5%	+0.5%	92.3%	+1.7%	92.8%	+1.0%	94.1%	+1.5%	8
Science L6	39.6%	+1.5%	37.5%	+1.8%	40.5%	+2.0%	40.7%	+1.1%	39.4%	+1.5%	36.0%	+0.4%	13

KS3				
Indicators	2016 Performance	+/- 2015>2016	2016 Target	+/- Performance v Target
DPC	87.6%	+3.1%	85.7%	+1.9%
Welsh L5+	92.1%	-1.1%	92.2%	-0.1%
Welsh L6+	66.5%	+4.1%	77.4%	-10.9%
English L5+	90.5%	+2.6%	79.4%	+11.1%
English L6+	56.7%	+0.8%	66.3%	-9.6%
Maths L5+	90.8%	+1.9%	90.1%	+0.7%
Maths L6+	63.4%	+4.5%	66.4%	-3.0%
Science L5+	94.1%	+1.5%	92.5%	+1.6%
Science L6+	62.0%	+5.8%	60.4%	+1.6%

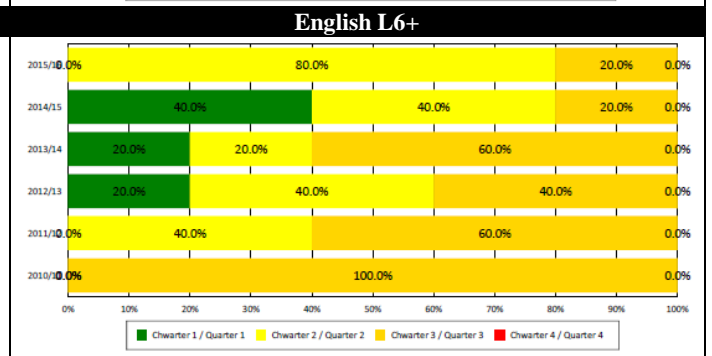
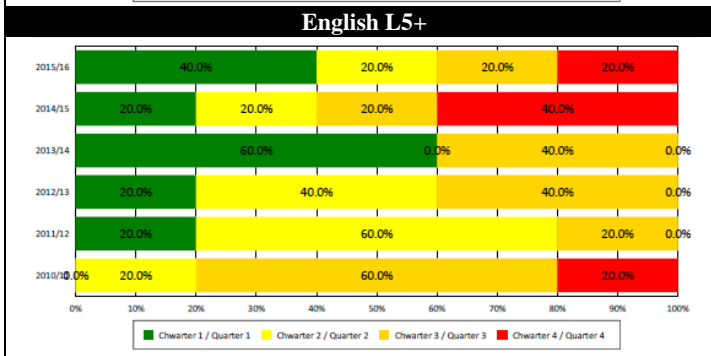
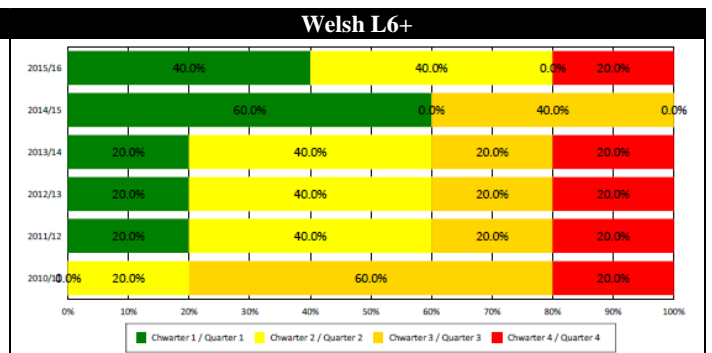
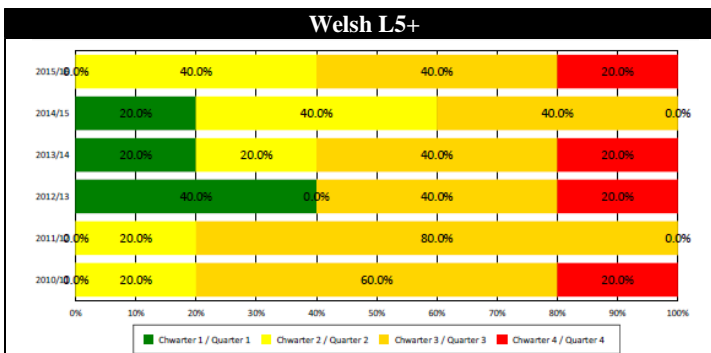
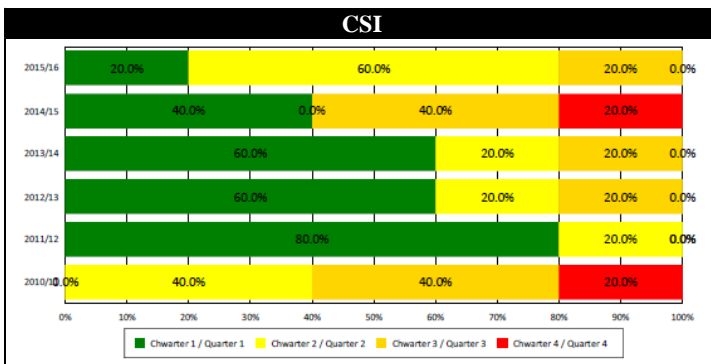
KS3			
Indicator	2016 ranking against all authorities in Wales	% required to attain the expected rank in 2016 [10]	Progress required to attain rank 10 in 2016 [# indicates that performance is equal to/above the expected FSM ranking]
CSI	7	87.0%	#
Welsh L5+	12	92.3%	+0.2%
Welsh L6+	3	57.9%	#
English L5+	9	90.2%	#
English L6+	10	56.7%	#
Maths L5+	10	90.8%	#
Maths L6+	11	64.0%	+0.6%
Science L5+	8	93.9%	#
Science L6+	13	64.6%	+2.5%

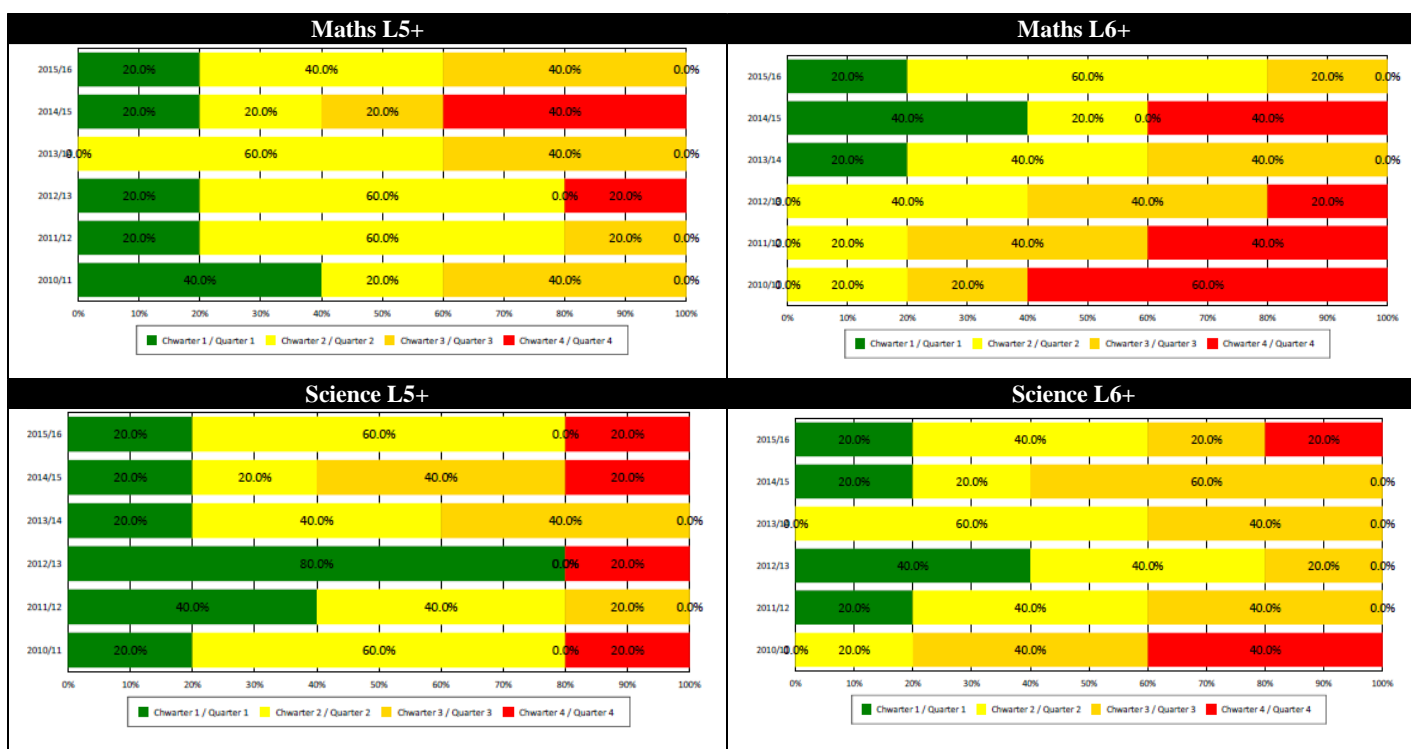
KS3													
CSI		2011	2012	2013	2014	2015	2016						
Anglesey		69.4	77.9	81.5	83.6	84.5	87.6						
Gwynedd		76.3	83.0	85.4	89.1	91.3	92.0						
Conwy		70.6	75.7	78.5	83.7	87.2	87.3						
Denbighshire		65.5	71.9	75.0	83.2	84.3	86.4						
Flintshire		73.8	76.0	80.0	84.3	87.1	88.4						
Wrexham		67.4	70.0	72.2	78.4	80.9	84.3						
Welsh L5+		2011	2012	2013	2014	2015	2016						
Anglesey		79.0	83.5	89.1	89.2	93.2	92.1						
Gwynedd		83.0	86.3	90.1	91.6	93.0	92.3						
Conwy		88.0	87.1	93.5	92.0	91.5	93.5						
Denbighshire		77.0	82.7	85.7	91.6	92.5	92.5						
Flintshire		78.7	67.9	67.7	56.0	80.0	96.8						
Wrexham		82.5	78.7	88.2	91.7	93.9	97.5						
Welsh L6+		2011	2012	2013	2014	2015	2016						
Anglesey		35.4	45.0	48.9	54.3	62.4	66.5						
Gwynedd		41.9	46.2	50.2	56.2	61.6	60.7						
Conwy		41.1	53.8	65.2	63.2	56.1	57.9						
Denbighshire		32.2	26.7	37.6	52.9	58.3	47.3						
Flintshire		26.9	32.1	26.0	36.0	36.7	63.5						
Wrexham		33.3	21.3	30.1	53.3	61.7	79.0						
English L5+		2011	2012	2013	2014	2015	2016						
Anglesey		74.5	82.4	85.3	87.9	87.9	90.5						
Gwynedd		80.0	86.0	89.5	90.6	91.3	92.5						
Conwy		80.2	84.2	84.2	88.7	91.4	90.9						
Denbighshire		74.3	77.6	82.5	88.5	87.8	89.5						
Flintshire		82.5	83.1	85.7	89.4	91.4	91.1						
Wrexham		77.3	77.9	79.1	84.6	86.1	87.9						
English L6+		2011	2012	2013	2014	2015	2016						
Anglesey		30.8	36.0	45.7	47.7	55.9	56.7						
Gwynedd		38.8	47.0	52.3	52.9	57.3	65.3						
Conwy		41.6	44.2	43.6	54.1	58.2	57.4						
Denbighshire		23.9	34.5	35.6	48.8	48.8	54.7						
Flintshire		38.4	39.5	47.0	54.7	60.3	61.2						
Wrexham		29.8	33.2	35.7	42.8	45.3	49.3						
Maths L5+		2011	2012	2013	2014	2015	2016						
Anglesey		80.6	83.1	86.3	87.1	88.9	90.8						
Gwynedd		82.6	86.7	89.5	91.9	93.4	94.0						
Conwy		82.0	85.3	86.3	89.1	91.1	92.2						
Denbighshire		77.0	82.0	82.9	88.8	89.7	90.9						
Maths L6+		2011	2012	2013	2014	2015	2016						
Anglesey		44.0	48.0	51.1	58.4	58.9	63.4						
Gwynedd		49.3	56.2	59.3	64.9	67.3	70.6						
Conwy		53.2	58.0	59.0	60.8	63.8	64.9						
Denbighshire		48.5	50.2	52.5	58.7	60.1	62.5						

Flintshire		82.0	83.9	86.5	88.7	92.0	92.7
Wrexham		77.4	79.1	81.2	84.7	85.9	87.9
Science L5+		2011	2012	2013	2014	2015	2016
Anglesey		81.8	86.6	90.4	91.3	92.6	94.1
Gwynedd		85.1	90.2	92.4	93.9	95.9	96.0
Conwy		83.6	85.3	89.1	93.7	94.9	95.2
Denbighshire		78.4	85.3	86.0	93.5	93.1	93.1
Flintshire		85.5	87.3	89.7	91.3	94.3	94.8
Wrexham		79.7	81.6	84.8	89.2	90.6	91.9
Flintshire		50.8	54.3	59.7	60.9	65.8	67.1
Wrexham		43.2	45.6	48.6	51.4	54.1	56.3
Science L6+		2011	2012	2013	2014	2015	2016
Anglesey		34.5	44.0	51.5	53.9	56.2	62.0
Gwynedd		46.9	56.6	59.2	64.4	68.6	70.5
Conwy		40.6	45.6	57.2	60.6	62.7	65.4
Denbighshire		26.3	39.6	38.4	50.5	58.0	60.8
Flintshire		43.1	50.2	52.0	62.0	62.3	64.6
Wrexham		38.7	40.2	41.9	48.5	51.2	58.8

Table 11: The distribution of schools in the FSM quartiles at the end of KS3 for the main indicators

The graphs below show the distribution of Anglesey secondary schools in the national FSM quartiles for the main indicators. In the CSI, no school has been placed in the lowest quartile in 2016, and 80.0% are in the higher 50%. In the core subjects on Level 5+, an increase is seen in the percentage of schools placed in the lower 50% for Welsh, but in the case of English, Maths and Science a clear pattern of improvement is to be seen in the percentage of schools placed in the higher 50%. On Level 6+, there is a general pattern of improvement in the percentage of schools performing in the higher 50% compared to the corresponding figures for 2015.





Key Stage 4

Table 12: Performance against the Welsh Government benchmarks [expected performance modelled on the basis of FSM eligibility]:

Anglesey's performance in the main indicator [L2+] has been slightly lower than the Welsh Government benchmark over the last two years, and the gap has widened to 1.8% in 2016 despite an improvement of +2.6% in the Authority's performance. For the Capped Points Score, Anglesey's performance has been higher than the benchmark for the last four years, but the 2016 figure is slightly lower than the corresponding figure for last year.

	2013		2014		2015		2016	
	L2+	Capped Points Score	L2+	Capped Points Score	L2+	Capped Points Score	L2+	Capped Points Score
Anglesey	54.9%	363.5	55.1%	365.0	57.7%	356.9	60.3%	355.9
Benchmark	54.2%	343.5	56.4%	350.7	58.1%	351.6	62.1%	354.8
Difference	+0.7%	+20.0	-1.3%	+14.3	-0.4%	+5.3	-1.8%	+1.1

*Note that the above figures [based on Welsh Government's Statistical Bulletin] differ to the % used in the CDS since only mainstream schools are included.

Table 13: Comparative performance

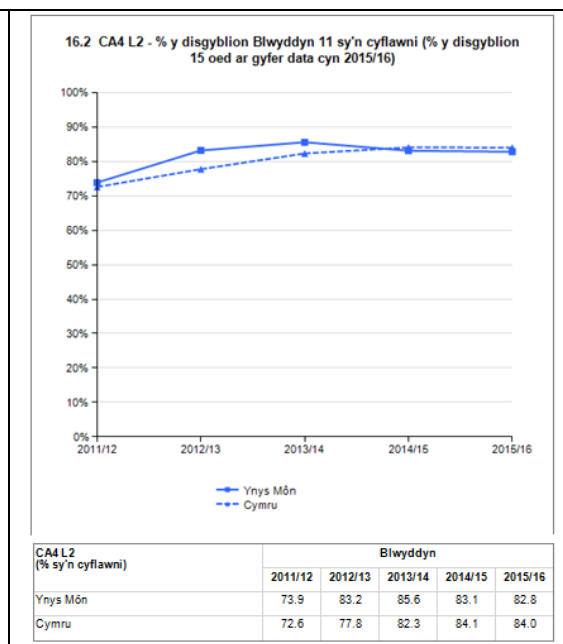
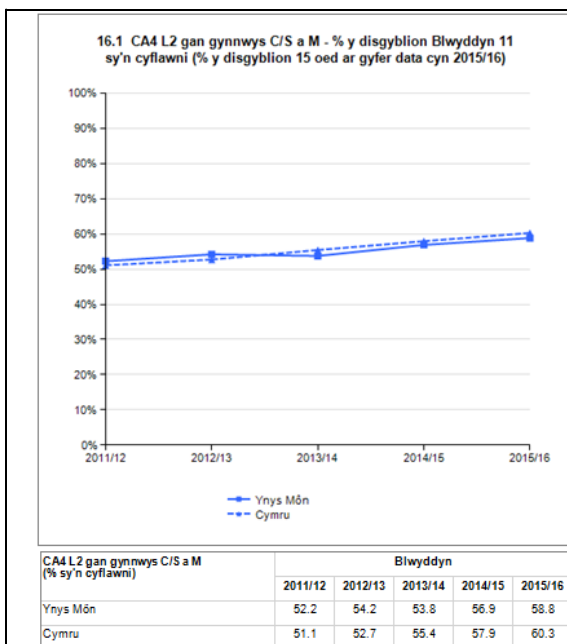
Across many indicators in 2016, Anglesey's ranking against all authorities in Wales corresponds fairly closely [although slightly lower] to the expected FSM ranking. Progress is seen between 2015 and 2016 in performances in the L2+, CSI, Welsh, English and Maths indicators, with the most evident progress seen in Welsh and English. The situation for Science reflects some schools' decision to enter a higher percentage of learners for the GCSE exam [rather than the BTEC] in response to the proposed revised indicators. However, in general across the vast majority of indicators, the progress made nationally between 2015 and 2016 is greater than the progress seen locally. The situations for Welsh and English are evident exceptions. Rolling progress [2013-2016] is also greater nationally than locally, except for in the case of Welsh.

In around half of all indicators, performance was close to the targets that were set [1.7%>5.2%]. However, there was a considerable gap between target/performance in the CSI, Welsh and Science.

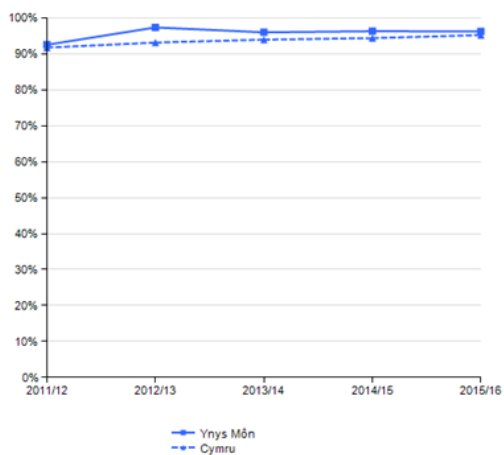
KS4								
Anglesey	2013		2014		2015		2016	
	%	Rank	%	Rank	%	Rank	% [% Wales]	Rank
L1	97.4%	1	96.0%	6	96.3%	8	96.3% [95.3%]	5
L2	83.2%	5	85.6%	9	83.1%	16	82.8% [84.0%]	15
L2+	54.2%	10	53.8%	14	56.6%	12	58.8% [60.3%]	14
CSI	50.6%	10	52.5%	13	54.1%	12	55.8% [57.6%]	14
CPS	358.5	1	357.2	3	350.7	9	346.8 [344.6]	11
5A*/A					16.8%	13	16.0% [15.9%]	10
Welsh	66.4%		71.6%		71.6%		77.0% [75.1%]	
English	61.5%		65.2%		63.5%		66.9% [69.3%]	
Maths	62.2%		60.2%		64.4%		66.1% [66.9%]	
Science	79.2%		88.2%		91.4%		82.0% [82.4%]	

KS4				
Indicators	2016 Performance	+/- 2015>2016	2016 Target	+/- Performance v Target
L1	96.3%	0%	98.0%	-1.7%
L2	82.8%	-0.3%	86.1%	-3.3%
L2+	58.8%	+2.2%	64.0%	-5.2%
CSI	55.8%	+1.7%	64.6%	-8.0%
5A*/A	15.9%	-0.9%		
Welsh	77.0%	+5.4%	87.7%	-10.7%
English	66.9%	+3.4%	73.6%	-3.7%
Maths	66.1%	+1.7%	73.6%	-7.5%
Science	82.0%	-9.4%	92.0%	-10.0%

Indicator	2012> 2013 Progress		2013> 2014 Progress		2014>2015 Progress		2015>2016 Progress		2013>2016 Progress	
	Anglesey	Wales	Anglesey	Wales	Anglesey	Wales	Anglesey	Wales	Anglesey	Wales
L2+	+4.8%	+1.6%	-1.4%	+2.7%	+2.8%	+2.2%	+2.2%	+2.4%	+4.6%	+7.6%
L2	+9.3%	+5.2%	+2.4%	+4.5%	-2.5%	+1.1%	-0.3%	-0.1%	-0.4%	+1.7%
L1	+1.9%	+1.4%	-0.3%	+0.8%	+0.3%	+0.3%	0%	+0.9%	-1.1%	+2.1%
CSI	-0.1%	+0.3%	-1.9%	+3.4%	+1.6%	+1.7%	+1.7%	+2.8%	+5.2%	+8.6%
CPS	+23.6	+9.6	-1.3	+7.6	-6.5	+1.5	-3.9	+1.1	-11.7	+11.5
5A*/A							-0.9%	-0.7%	-3.7%	-0.8%
Welsh	+4.0%	-0.3%	+5.2%	+0.2%	-0.1%	+1.4%	+5.4%	-0.1%	+10.6%	+1.6%
English	+4.3%	+0.7%	+3.7%	+3.3%	-1.7%	+2.1%	+3.4%	+0.7%	+5.4%	+6.4%
Maths	+1.2%	+1.9%	-2.0%	+1.4	+4.3%	+2.5%	+1.7%	+2.5%	+3.9%	+6.6%
Science	+4.3%	+4.2%	+9.0%	+7.5%	+3.2%	+1.0%	-9.4%	-1.6%	+2.8%	+7.6%

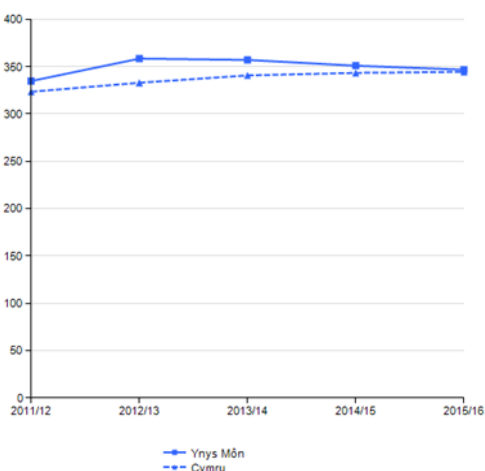


16.3 CA4 L1 - % y disgyblion Blwyddyn 11 sy'n cyflawni (% y disgyblion 15 oed ar gyfer data cyn 2015/16)



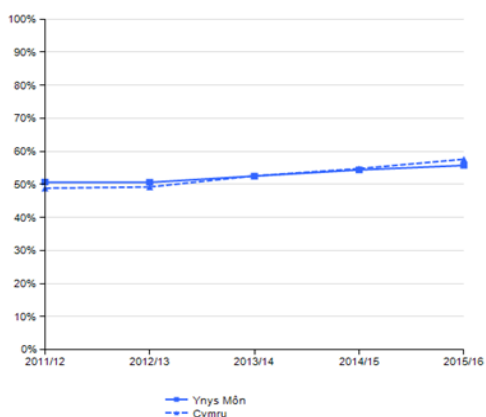
CA4 L1 (% sy'n cyflawni)	Blwyddyn				
	2011/12	2012/13	2013/14	2014/15	2015/16
Ynys Môn	92.6	97.4	96.0	96.3	96.3
Cymru	91.8	93.2	94.0	94.4	95.3

16.4 CA4 Sgôr Pwyntiau wedi'i Chapio - Cyfartaledd yr ALI



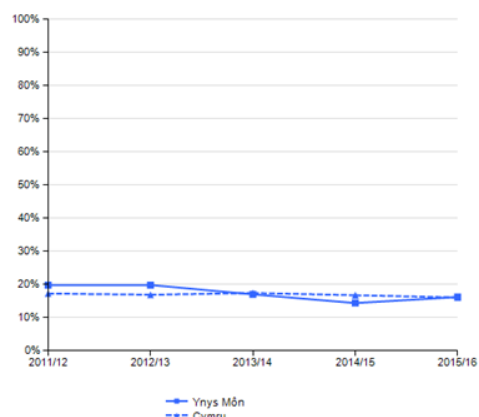
CA4 Sgôr Pwyntiau wedi'i Chapio (cyfartaledd)	Blwyddyn				
	2011/12	2012/13	2013/14	2014/15	2015/16
Ynys Môn	334.9	358.5	357.2	351.1	346.8
Cymru	323.5	333.1	340.8	343.5	344.6

16.5 CA4 DPC - % y disgyblion Blwyddyn 11 sy'n cyflawni (% y disgyblion 15 oed ar gyfer data cyn 2015/16)



CA4 DPC (% sy'n cyflawni)	Blwyddyn				
	2011/12	2012/13	2013/14	2014/15	2015/16
Ynys Môn	50.7	50.6	52.5	54.4	55.8
Cymru	48.9	49.2	52.6	54.8	57.6

16.7 CA4 5+ A*-A neu gyfwerth - % y disgyblion Blwyddyn 11 sy'n cyflawni (% y disgyblion 15 oed ar gyfer data cyn 2015/16)



CA4 5+ A*-A neu gyfwerth (% sy'n cyflawni)	Blwyddyn				
	2011/12	2012/13	2013/14	2014/15	2015/16
Ynys Môn	19.7	19.7	16.8	14.2	16.0
Cymru	17.1	16.7	17.3	16.6	15.9

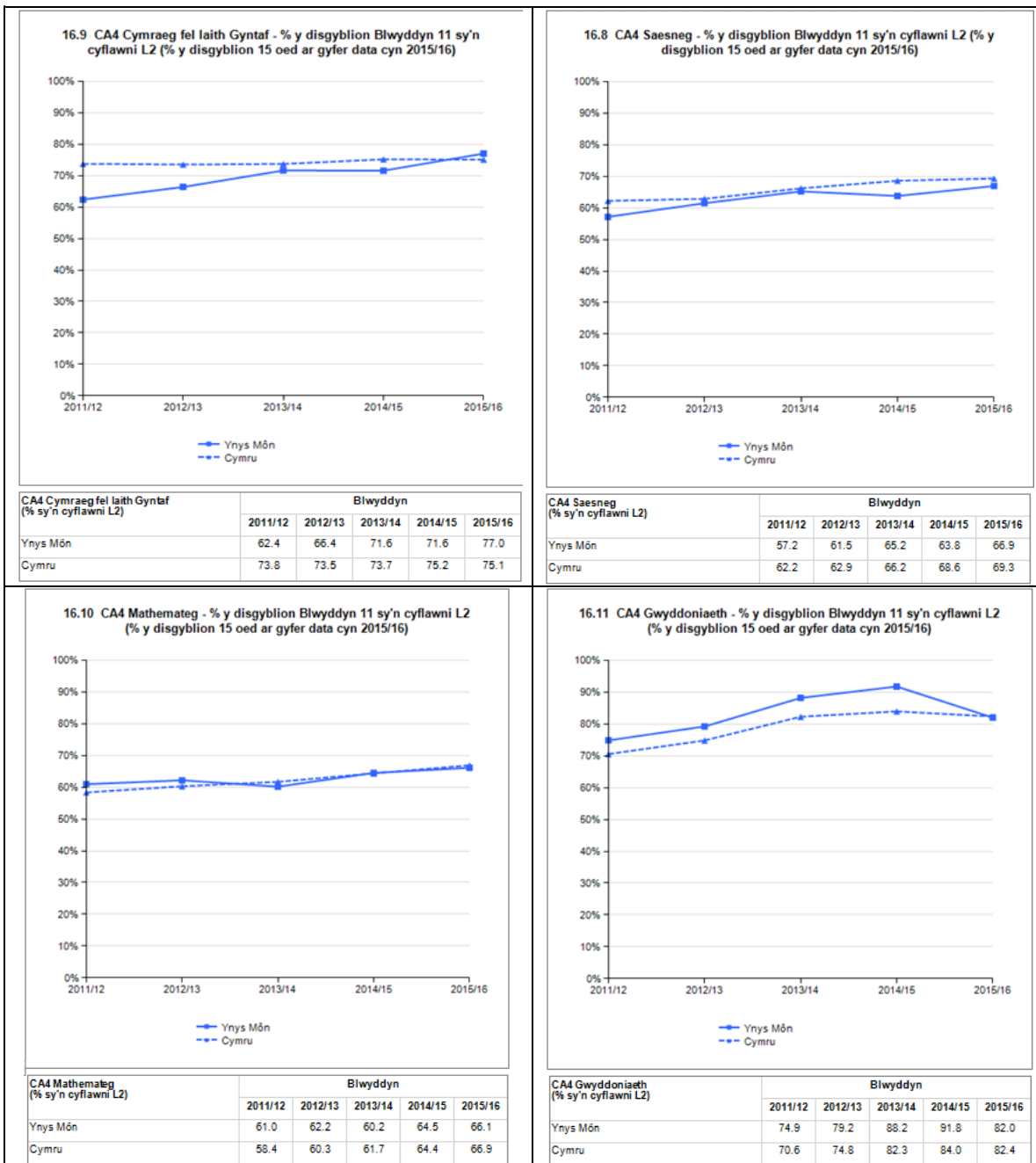
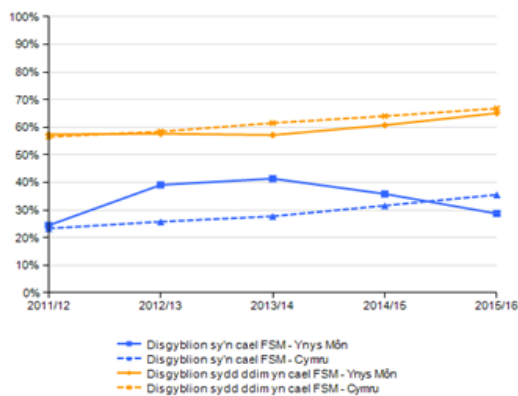


Table 14: Comparing the performance of FSM/non-FSM pupils

Over the rolling period, the performance of Anglesey FSM learners has been better than the corresponding national figure almost without exception across the vast majority of indicators. However, the 2016 performance is extremely disappointing. L1 and Maths are the only indicators that show progress on the corresponding figures for 2015, and across almost all indicators national performance excels local performance [the only exceptions being Welsh, Science and 5A*/A]. Similarly, when looking at the gap between FSM learners and their peers who are not eligible for free school meals, the national profile excels the profile of Anglesey in all indicators except for 5A*/A and Science.

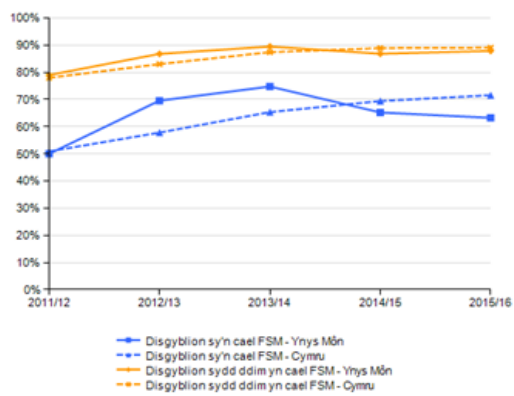
Year	FSM	L1	L2	L2+	CSI	5A*/A	Science	Maths	Eng./Welsh	Eng.	Welsh	CPS
2014	99	93.9%	74.7%	41.4%	40.4%	6.1%	81.8%	48.5%	57.6%	51.5%	61.8%	332.1
2015	92	88.0%	65.2%	35.9%	34.8%	6.5%	85.9%	41.3%	52.2%	50.0%	56.7%	309.2
2016	87	89.7%	60.9%	28.7%	27.6%	4.6%	75.9%	41.4%	48.3%	42.5%	51.3%	295.2

19.1 CA4 L2 gan gynnwys C/S a M - % y disgyblion Blwyddyn 11 sy'n cyflawni (% y disgyblion 15 oed ar gyfer data cyn 2015/16)
Tuedd FSM / dim FSM



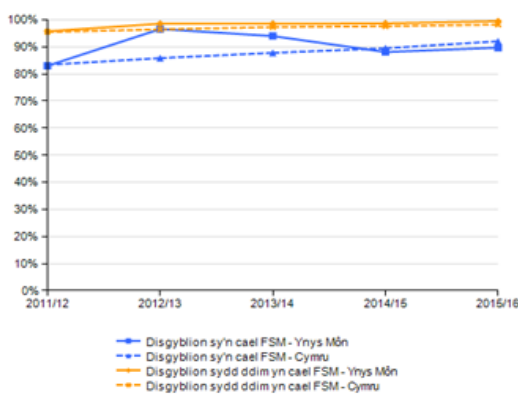
CA4 L2 gan gynnwys C/S a M (% sy'n oylawni)	Blwyddyn				
	2011/12	2012/13	2013/14	2014/15	2015/16
Disgyblion sy'n cael FSM - Ynys Môn	24.5	39.1	41.4	35.9	28.7
Disgyblion sy'n cael FSM - Cymru	23.4	25.8	27.8	31.6	35.6
Disgyblion sydd ddim yn cael FSM - Ynys Môn	57.5	57.7	57.2	60.8	65.1
Disgyblion sydd ddim yn cael FSM - Cymru	56.6	53.5	51.6	64.1	66.8
Y gwahanleith (% dim FSM - %FSM) - Ynys Môn	33.0	18.6	15.8	24.9	36.4
Y gwahanleith (% dim FSM - %FSM) - Cymru	33.2	32.7	33.8	32.4	31.3

19.2 CA4 L2 - % y disgyblion Blwyddyn 11 sy'n cyflawni (% y disgyblion 15 oed ar gyfer data cyn 2015/16)
Tuedd FSM / dim FSM



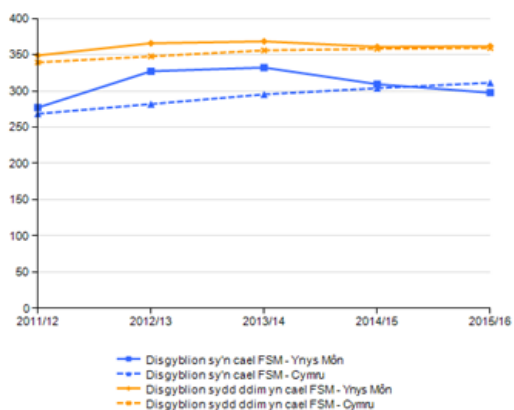
CA4 L2 (% sy'n oylawni)	Blwyddyn				
	2011/12	2012/13	2013/14	2014/15	2015/16
Disgyblion sy'n cael FSM - Ynys Môn	50.0	69.6	74.7	65.2	63.2
Disgyblion sy'n cael FSM - Cymru	90.9	97.8	85.3	69.4	71.6
Disgyblion sydd ddim yn cael FSM - Ynys Môn	79.0	86.8	89.5	86.8	87.9
Disgyblion sydd ddim yn cael FSM - Cymru	78.0	83.0	87.4	88.9	89.0
Y gwahanleith (% dim FSM - %FSM) - Ynys Môn	29.0	17.2	14.7	21.6	24.6
Y gwahanleith (% dim FSM - %FSM) - Cymru	27.0	25.2	22.1	19.5	17.5

19.3 CA4 L1 - % y disgyblion Blwyddyn 11 sy'n cyflawni (% y disgyblion 15 oed ar gyfer data cyn 2015/16)
Tuedd FSM / dim FSM



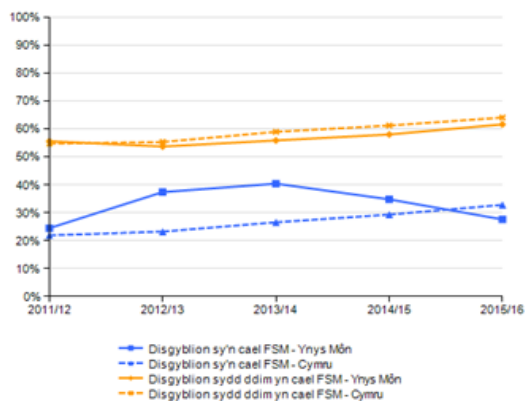
CA4 L1 (% sy'n oylawni)	Blwyddyn				
	2011/12	2012/13	2013/14	2014/15	2015/16
Disgyblion sy'n cael FSM - Ynys Môn	83.0	96.5	93.9	88.0	89.7
Disgyblion sy'n cael FSM - Cymru	83.3	85.8	87.7	89.4	92.0
Disgyblion sydd ddim yn cael FSM - Ynys Môn	95.7	98.5	98.5	98.6	99.4
Disgyblion sydd ddim yn cael FSM - Cymru	95.5	96.4	97.3	97.6	98.2
Y gwahanleith (% dim FSM - %FSM) - Ynys Môn	12.7	2.0	4.6	10.6	9.8
Y gwahanleith (% dim FSM - %FSM) - Cymru	12.1	10.6	9.5	8.1	6.2

19.4 CA4 Sgôr Pwyntiau wedi'i Chapio - Cyfartaledd yr ALI
Tuedd FSM / dim FSM



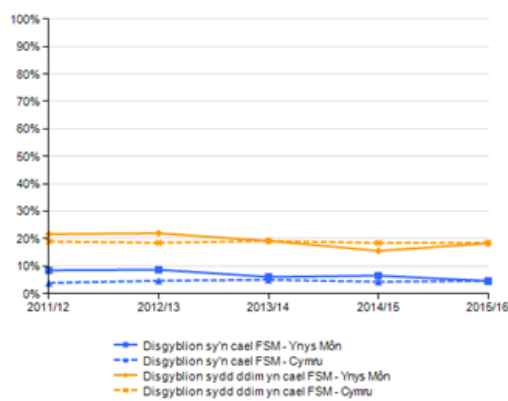
CA4 Sgôr Pwyntiau wedi'i Chapio (cyfartaledd)	Blwyddyn				
	2011/12	2012/13	2013/14	2014/15	2015/16
Disgyblion sy'n cael FSM - Ynys Môn	277.0	327.2	332.2	309.3	297.6
Disgyblion sy'n cael FSM - Cymru	268.5	281.8	295.2	303.7	311.3
Disgyblion sydd ddim yn cael FSM - Ynys Môn	249.0	365.8	368.4	360.9	361.7
Disgyblion sydd ddim yn cael FSM - Cymru	339.4	347.7	366.0	358.1	359.1
Y gwahanleith (dim FSM - FSM) - Ynys Môn	72.0	38.6	36.2	51.6	64.2
Y gwahanleith (dim FSM - FSM) - Cymru	70.9	65.9	60.7	54.4	47.9

19.5 CA4 DPC - % y disgyblion Blwyddyn 11 sy'n cyflawni (% y disgyblion 15 oed ar gyfer data cyn 2015/16)
Tuedd FSM / dim FSM



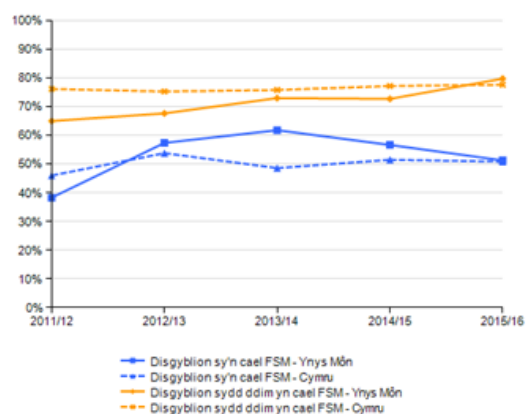
CA4 DPC (% sy'n oyllawni)	Blwyddyn				
	2011/12	2012/13	2013/14	2014/15	2015/16
Disgyblion sy'n cael FSM - Ynys Môn	24.5	37.4	40.4	34.8	27.6
Disgyblion sy'n cael FSM - Cymru	21.9	23.2	26.6	29.3	32.8
Disgyblion sydd ddim yn cael FSM - Ynys Môn	55.6	53.7	55.9	58.0	61.7
Disgyblion sydd ddim yn cael FSM - Cymru	54.7	55.3	59.0	61.2	64.1
Y gwahanleith (% dim FSM - %FSM) - Ynys Môn	31.2	16.3	15.5	23.2	34.1
Y gwahanleith (% dim FSM - %FSM) - Cymru	32.9	32.1	32.4	31.9	31.3

19.7 CA4 5+ A*-A neu gyfwerth - % y disgyblion Blwyddyn 11 sy'n cyflawni (% y disgyblion 15 oed ar gyfer data cyn 2015/16)
Tuedd FSM / dim FSM



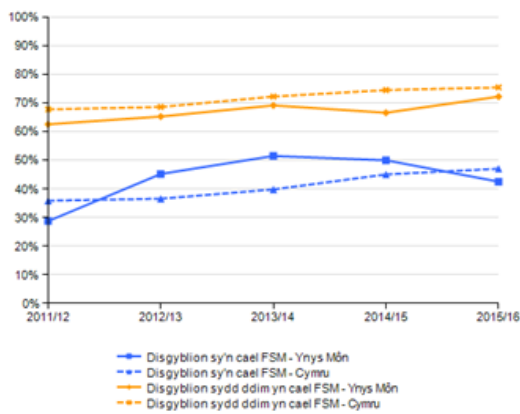
CA4 5+ A*-A neu gyfwerth (% sy'n oyllawni)	Blwyddyn				
	2011/12	2012/13	2013/14	2014/15	2015/16
Disgyblion sy'n cael FSM - Ynys Môn	8.5	8.7	6.1	6.5	4.6
Disgyblion sy'n cael FSM - Cymru	3.9	4.7	5.0	4.3	4.5
Disgyblion sydd ddim yn cael FSM - Ynys Môn	21.7	22.0	19.2	15.6	18.3
Disgyblion sydd ddim yn cael FSM - Cymru	19.0	18.5	19.2	18.5	18.5
Y gwahanleith (% dim FSM - %FSM) - Ynys Môn	13.2	13.3	13.1	9.1	13.7
Y gwahanleith (% dim FSM - %FSM) - Cymru	15.1	13.8	14.2	14.1	14.0

19.9 CA4 Cymraeg fel Iaith Gyntaf - % y disgyblion Blwyddyn 11 sy'n cyflawni L2 (% y disgyblion 15 oed ar gyfer data cyn 2015/16)
Tuedd FSM / dim FSM



CA4 Cymraeg fel Iaith Gyntaf (% sy'n oyllawni L2)	Blwyddyn				
	2011/12	2012/13	2013/14	2014/15	2015/16
Disgyblion sy'n cael FSM - Ynys Môn	38.3	57.4	61.8	56.7	51.3
Disgyblion sy'n cael FSM - Cymru	46.0	53.8	48.6	51.5	50.9
Disgyblion sydd ddim yn cael FSM - Ynys Môn	65.0	67.7	73.0	72.7	79.8
Disgyblion sydd ddim yn cael FSM - Cymru	76.2	75.3	75.8	77.2	77.7
Y gwahanleith (% dim FSM - %FSM) - Ynys Môn	26.7	10.3	11.2	16.1	28.5
Y gwahanleith (% dim FSM - %FSM) - Cymru	30.2	21.5	27.2	25.7	26.8

19.8 CA4 Saesneg - % y disgyblion Blwyddyn 11 sy'n cyflawni L2 (% y disgyblion 15 oed ar gyfer data cyn 2015/16)
Tuedd FSM / dim FSM



CA4 Saesneg (% sy'n oyllawni L2)	Blwyddyn				
	2011/12	2012/13	2013/14	2014/15	2015/16
Disgyblion sy'n cael FSM - Ynys Môn	28.7	45.2	51.5	50.0	42.5
Disgyblion sy'n cael FSM - Cymru	35.9	36.6	39.8	45.1	47.1
Disgyblion sydd ddim yn cael FSM - Ynys Môn	62.6	65.3	69.2	66.6	72.3
Disgyblion sydd ddim yn cael FSM - Cymru	67.8	68.6	72.3	74.5	75.5
Y gwahanleith (% dim FSM - %FSM) - Ynys Môn	33.9	20.1	17.7	16.6	29.7
Y gwahanleith (% dim FSM - %FSM) - Cymru	31.9	32.1	32.5	29.5	28.4

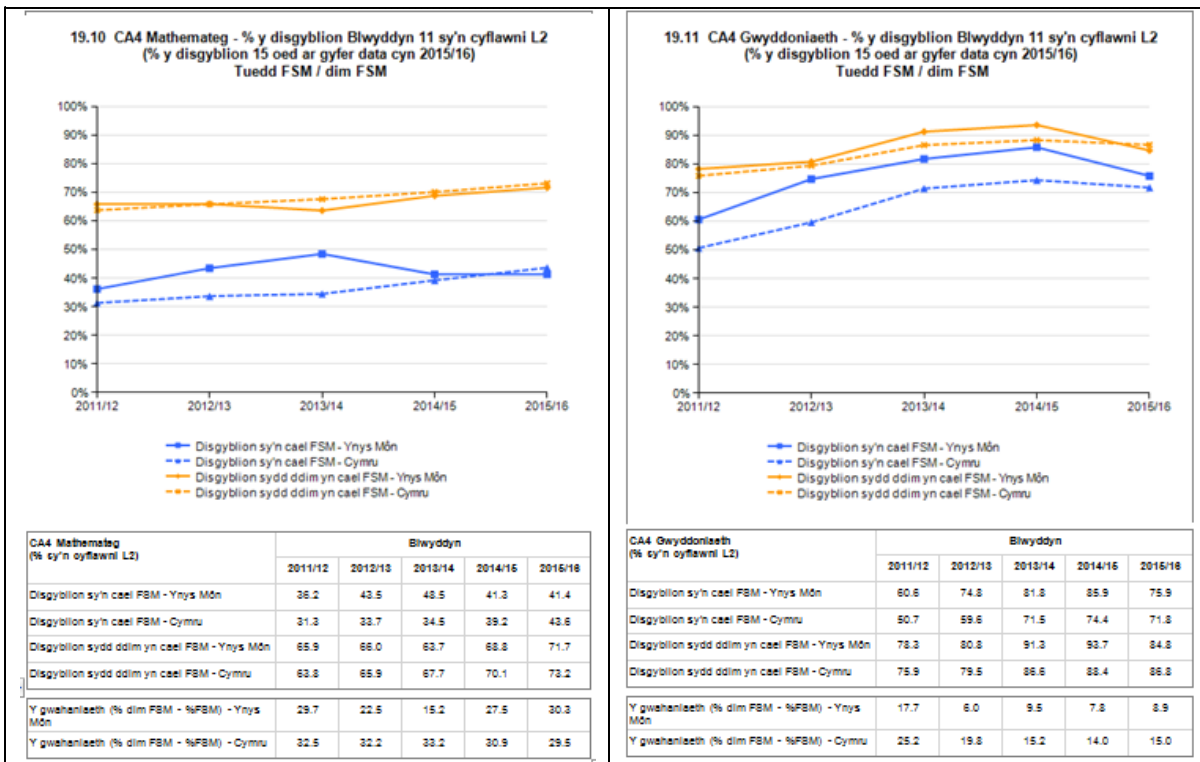
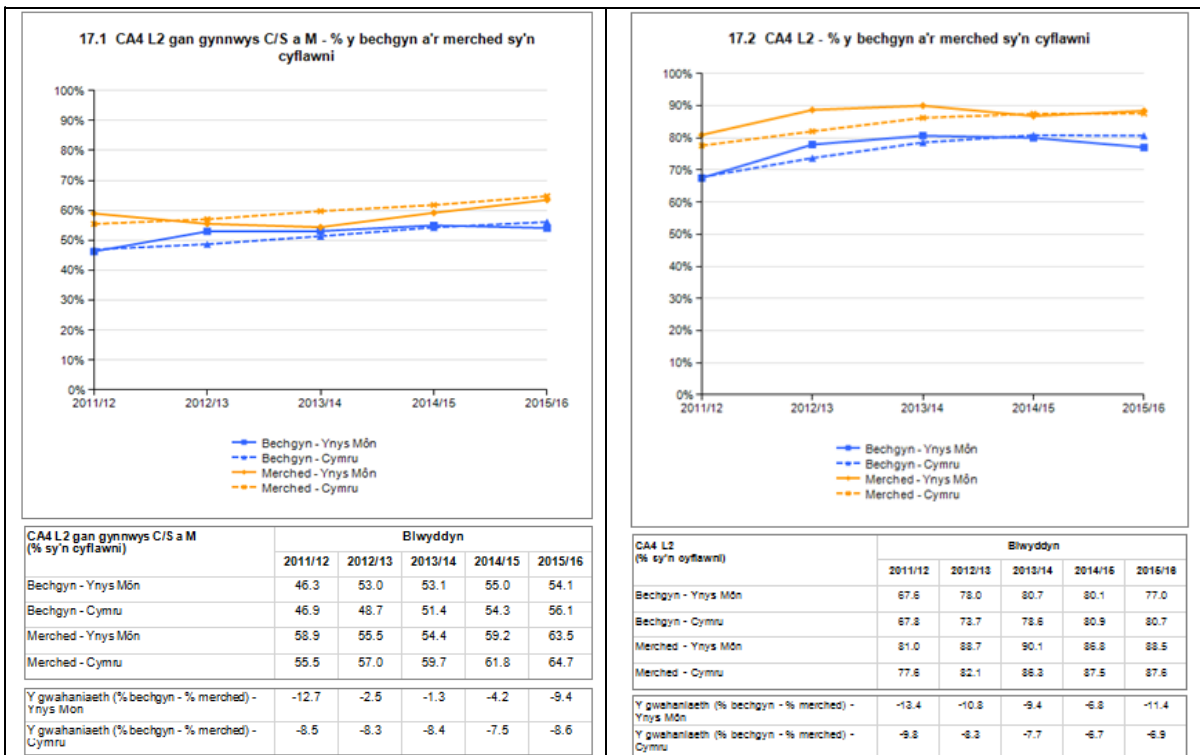
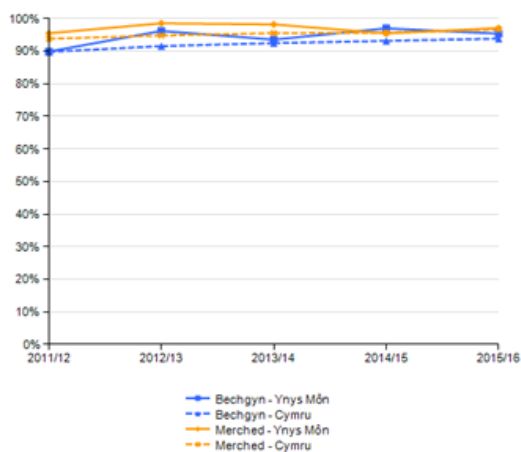


Table 15: Comparing the performance of boys and girls

In 2016, the performance of Anglesey boys is disappointing, with the success percentage lower than the corresponding figure for 2015 in the vast majority of indicators [CSI, Welsh and Maths being the exceptions]. Also, national performance was higher than local performance for most indicators [L1, Welsh, Maths and Science being the exceptions]. However, improvements are to be seen in the girls' performance compared to 2015 in all indicators except for Science, and in around half of all indicators their performance excels the national performance. The gap between boys/girls in Anglesey is wider than the corresponding national gap for L2+, L2, CPS, 5A*/A and English, but smaller in the case of L1, CSI and Welsh. In Maths and Science, the boys' performance is slightly better than the girls' performance [contrary to the national pattern].



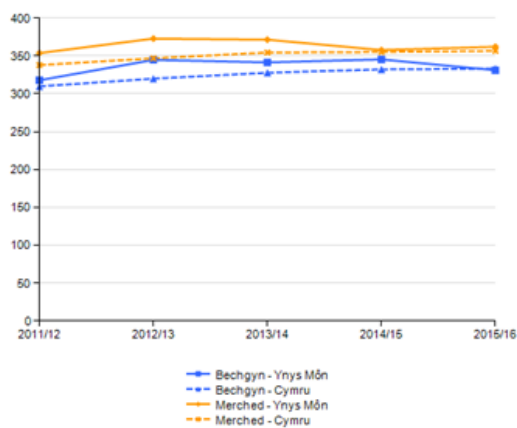
17.3 CA4 L1 - % y bechgyn a'r merched sy'n cyflawni



CA4 L1 (% sy'n cyflawni)	Blwyddyn				
	2011/12	2012/13	2013/14	2014/15	2015/16
Bechgyn - Ynys Môn	89.9	96.2	93.6	97.0	95.4
Bechgyn - Cymru	89.8	91.6	92.5	93.2	93.9
Merched - Ynys Môn	95.5	98.6	98.2	96.5	97.1
Merched - Cymru	93.8	94.8	95.6	95.7	96.7

Y gwahaniaeth (% bechgyn - % merched) - Ynys Môn	-5.6	-2.4	-4.7	1.5	-1.7
Y gwahaniaeth (% bechgyn - % merched) - Cymru	-4.0	-3.3	-3.1	-2.5	-2.8

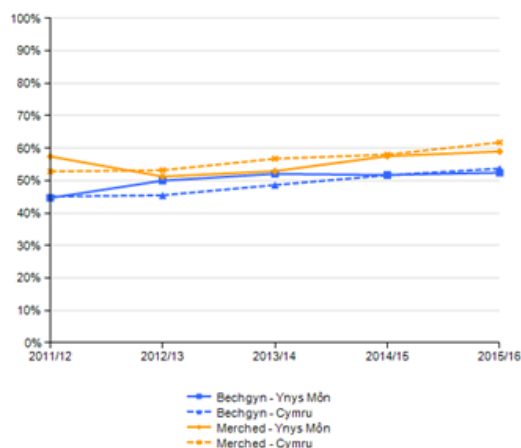
17.4 CA4 Sgôr Pwyntiau wedi'i Chapio - Cyfartaledd bechgyn a merched



CA4 Sgôr Pwyntiau wedi'i Chapio (cyfartaledd)	Blwyddyn				
	2011/12	2012/13	2013/14	2014/15	2015/16
Bechgyn - Ynys Môn	317.9	344.8	341.5	345.4	331.2
Bechgyn - Cymru	309.9	320.1	327.8	332.3	333.2
Merched - Ynys Môn	353.8	372.9	371.5	357.8	362.2
Merched - Cymru	338.0	346.9	354.5	355.2	356.7

Y gwahaniaeth (cyfartaledd bechgyn - cyfartaledd merched) - Ynys Môn	-35.9	-28.1	-30.0	-12.4	-31.0
Y gwahaniaeth (cyfartaledd bechgyn - cyfartaledd merched) - Cymru	-28.1	-26.8	-26.7	-22.9	-23.5

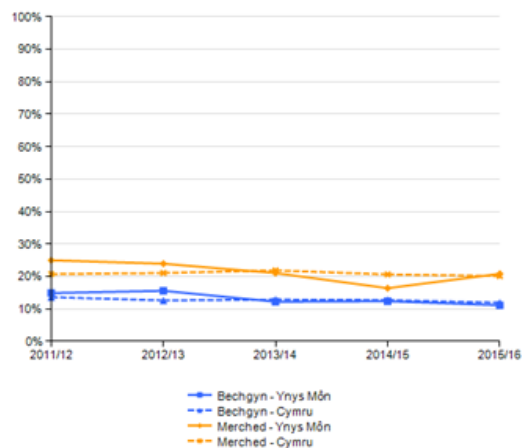
17.5 CA4 DPC - % y bechgyn a'r merched sy'n cyflawni



CA4 DPC (% sy'n cyflawni)	Blwyddyn				
	2011/12	2012/13	2013/14	2014/15	2015/16
Bechgyn - Ynys Môn	44.7	50.0	52.1	51.8	52.5
Bechgyn - Cymru	45.1	45.5	48.7	51.7	53.7
Merched - Ynys Môn	57.4	51.3	52.9	57.6	59.0
Merched - Cymru	52.8	53.2	56.8	58.0	61.8

Y gwahaniaeth (% bechgyn - % merched) - Ynys Môn	-12.8	-1.3	-0.8	-5.8	-6.5
Y gwahaniaeth (% bechgyn - % merched) - Cymru	-7.8	-7.7	-8.1	-6.4	-8.0

17.7 CA4 5+ A*-A neu gyfwerth - % y bechgyn a'r merched sy'n cyflawni



CA4 5+ A*-A neu gyfwerth (% sy'n cyflawni)	Blwyddyn				
	2011/12	2012/13	2013/14	2014/15	2015/16
Bechgyn - Ynys Môn	14.9	15.6	12.2	12.4	11.1
Bechgyn - Cymru	13.6	12.6	12.9	12.7	11.9
Merched - Ynys Môn	25.0	23.9	21.1	16.4	20.8
Merched - Cymru	20.7	21.1	21.9	20.6	20.1

Y gwahaniaeth (% bechgyn - % merched) - Ynys Môn	-10.1	-8.4	-8.8	-4.0	-9.7
Y gwahaniaeth (% bechgyn - % merched) - Cymru	-7.1	-8.4	-9.0	-7.9	-8.2



Table 16: The distribution of individual schools in the national FSM benchmarks

In 2016, the distribution of schools against the national benchmarks for the main indicator [L2+] highlights improvements in comparison to previous years, and by now no school is in the lowest quartile, despite two schools [school B and school C] having been in the lower 50.0% over the rolling period. A similar pattern is seen for the CSI, with school C once again placed in the lower 50.0% over the rolling period. The situation for L2 is disappointing with 80.0% of schools below the median, three of them over a three-year rolling period [school D, school B and school C]. For L1 there has been an increase in the number of schools placed in the highest quartile, but one school [school D] has been below the median for three years. The same is true for the Capped Points Score at school D. In the core subjects, the situation for Welsh is similar to 2015, but two schools [school B and school A] have been below the median over a rolling period [lowest quartile in the case of school B]. Even though there have been some improvements in English, 60.0% of the schools continue to perform below the median and three schools [school D, school B and school C] have been below the median over a rolling period. No school has been placed in the highest quartile for 6 years. In Maths, no school is in the lower quartile but one school [school B] has performed below the median for a period of two years.

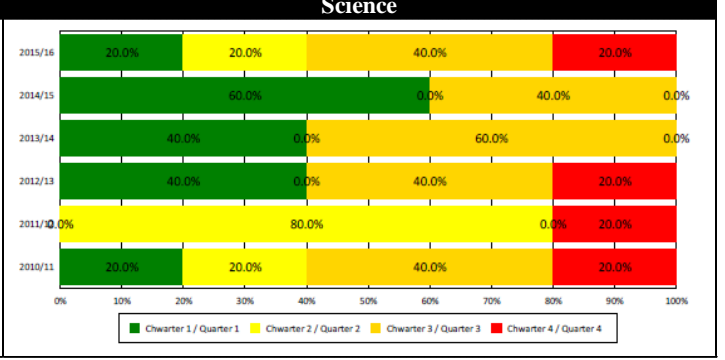
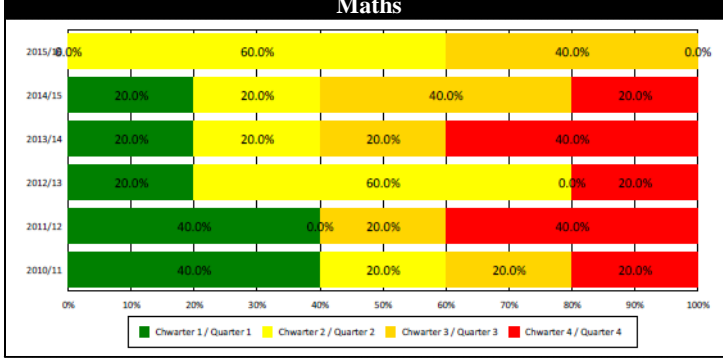
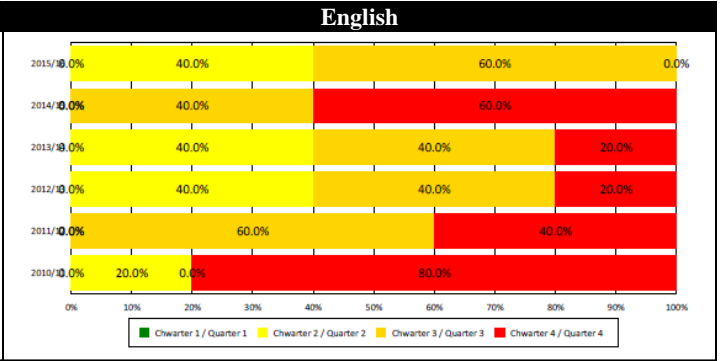
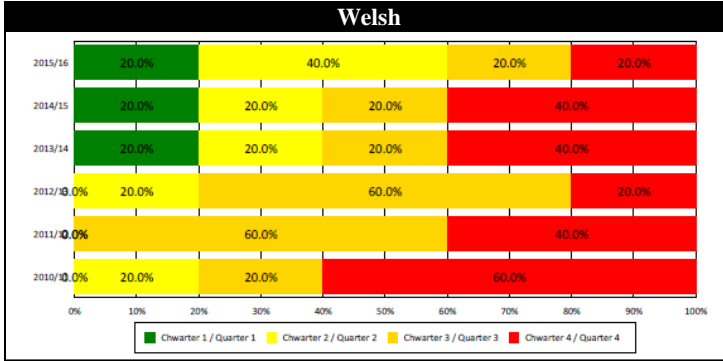
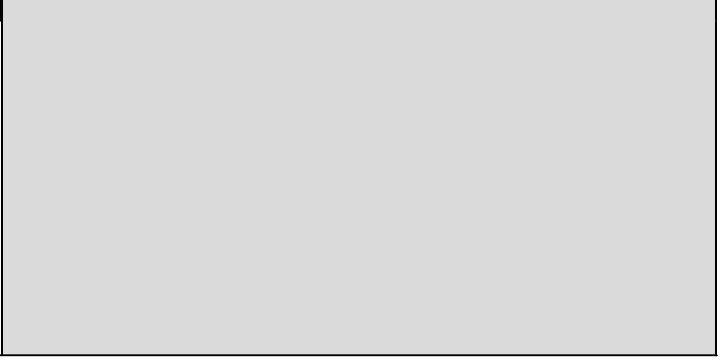
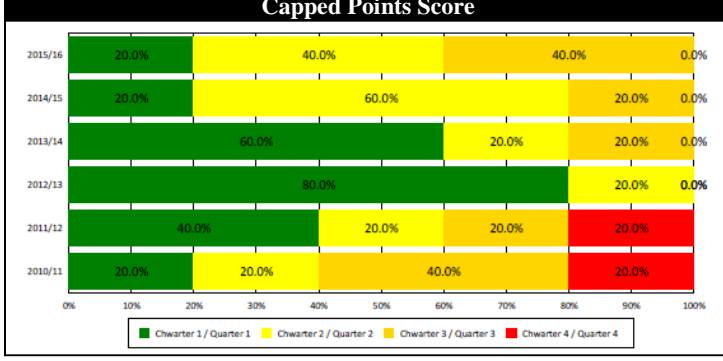
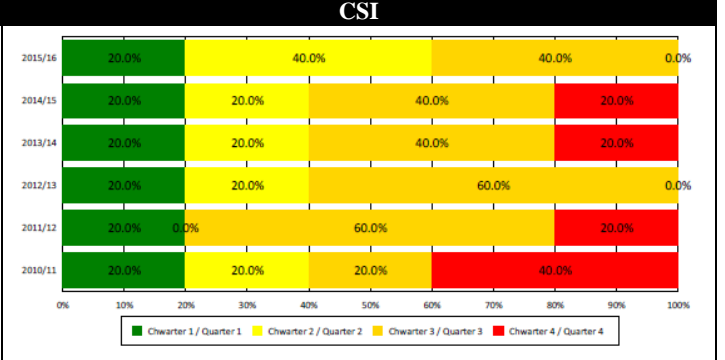
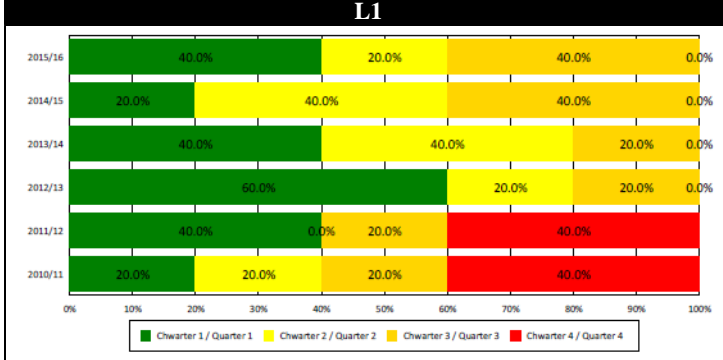
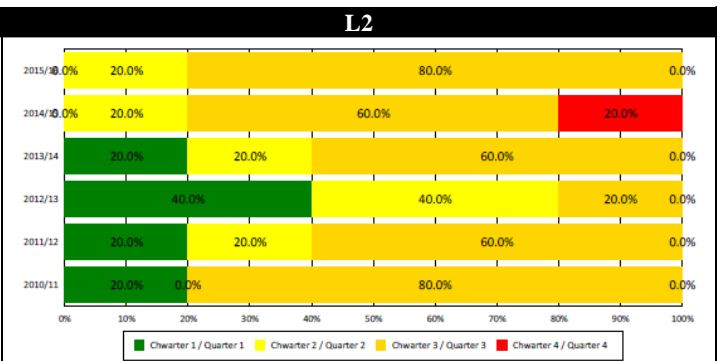
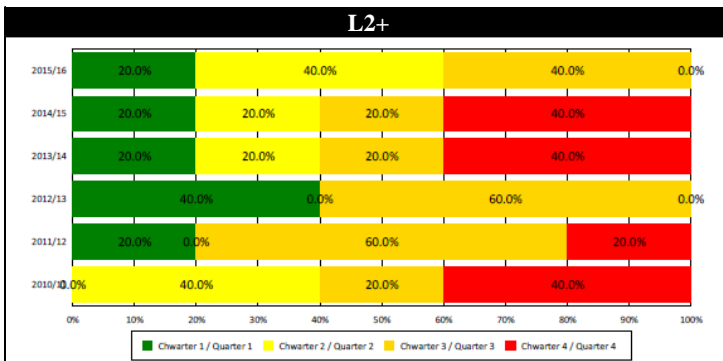


Table 17: Post-16 performance

In 2016, performance against the main indicators was as follows:

- L3: 94.7% compared to a national performance of 98.0%. This performance has fallen for the third consecutive year and is -1.8% lower than the figure for last year [a national progress of +1.0% was seen during the same period].
- Points Score: 844.0 compared to a national score of 823.2. Performance this year is slightly higher than last year's corresponding figure of 843.6 [a national progress of +23.5% was seen during the same period].
- 3 A*/A grades: 6.9% compared to a national performance of 6.7%. This showed strong progress on the corresponding figure of 4.5% for 2015. National performance fell by -1.2% during the same period.
- 3 A*/C grades: 69.5% compared to a national performance of 70.6%. The Anglesey figure is -0.5% lower than the 2015 performance and highlights a decline for the fourth consecutive year. On national level a progress of +2.5% was seen between 2015 and 2016.

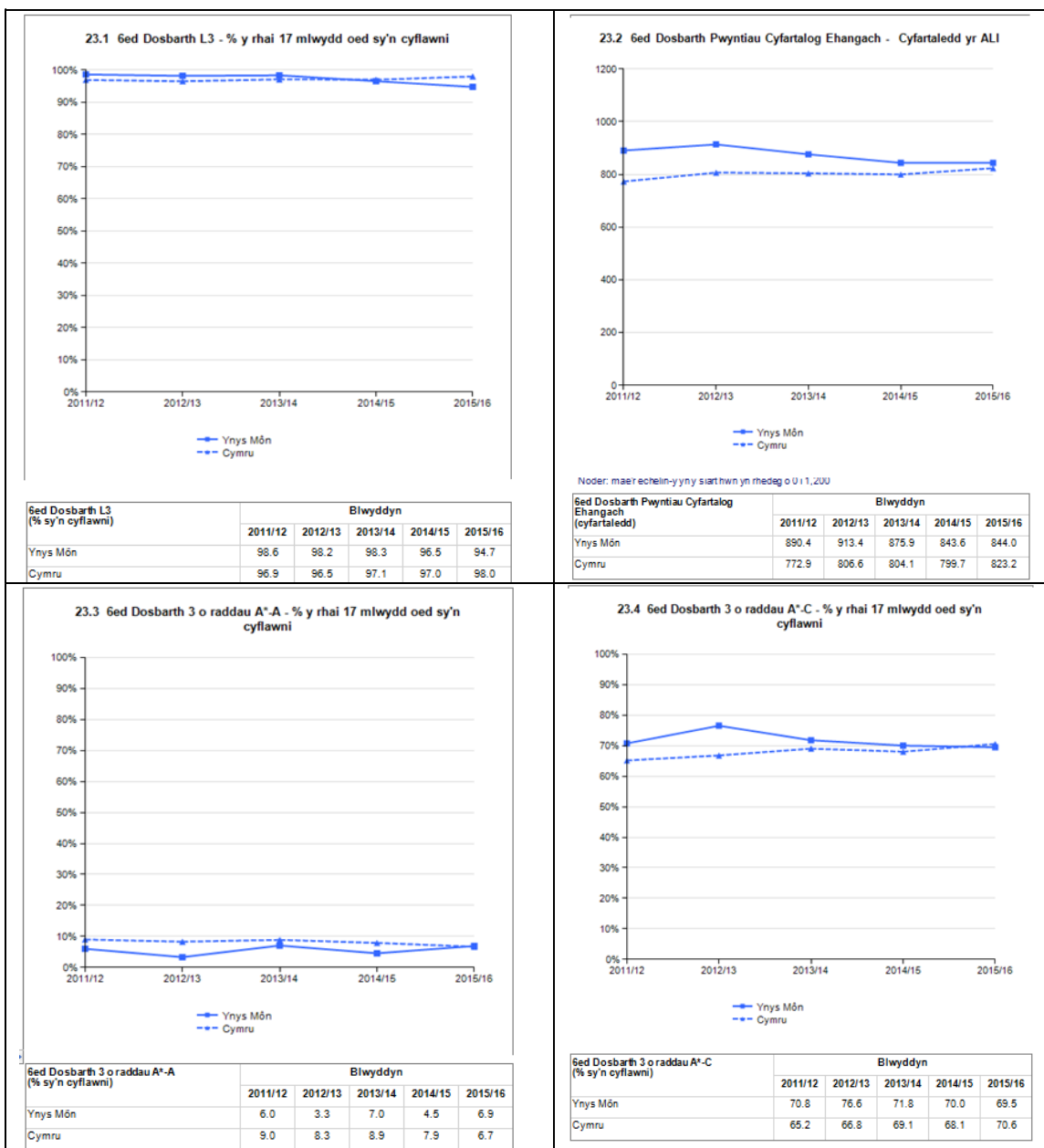


Table 18: % of 15 year-olds not gaining qualifications

The percentage of learners without recognised qualifications has remained low over the rolling period, and has been lower than the corresponding national figure since 2013. However, an increase was seen in 2016 and by now the gap between Anglesey and Wales has closed to 0.1%.

Pupils achieving no qualifications – not leaving full time education					
	2012	2013	2014	2015	2016
Anglesey	1.7	1.0	0.6	0.0	0.8
Wales	1.5	1.4	1.1	1.2	0.9

The Performance of Individual Schools

Performance this year varied greatly, with only 3 schools securing improvements on the 2015 figure in the main indicator [school D, school CH and school C]. In Maths and English, 4 schools have secured improvements on last year's figures [all schools except for school A in Maths, and school D in English] whilst performance in Welsh has improved in all schools. Regrettably, only 2 schools successfully improved upon the Capped Points Score [school C and school CH]. Overall, very disappointing performance was seen across almost all indicators compared to targets in school A and school B. In school B, performance in many indicators was slightly lower than the corresponding figures for 2015 [which is disappointing considering the extent of the investments made by Welsh Government at the school as part of the Schools Challenge Wales programme]. The 2 strongest performing schools were school C and school CH, where progress is seen against the 2015 figures in the vast majority of indicators. Many positive aspects are highlighted by the improvements seen in performance at school CH.

The main headings are as follows [full details provided in Table 18 and Appendix 1 below]:

L2+

- 3 schools improving on the corresponding figure for 2015 [school D, school CH and school C]
- no school successfully achieving a performance of 70%+
- 1 school securing improvements for the third consecutive year [school CH]
- performance close to targets in 2 schools only, and significantly below target in school A and school C
- greatest gap between final projection and performance seen in school A and school C

L2

- 2 schools improving on the corresponding figure for 2015 [school CH and school C]
- only 1 school's performance breaking 90%+ [school CH]
- no school securing improvements for the third consecutive year
- performance close to target in 2 schools only; greatest gap seen in school D and school A
- greatest gap between final projection and performance seen in school A

L1

- 2 schools achieving a performance of 100% [school CH and school C]
- 3 schools successfully maintaining or improving on performance for the third consecutive year

CSI

- 3 schools improving on the corresponding figure for 2015 [school D, school CH and school C]
- 2 schools securing improvements for the third consecutive year [school CH and school C]
- performance close to target in one school only [school CH]; a significant gap seen in school A and school B
- greatest gap between final projection and performance seen in school B

5A*-A

- only 2 schools improving on the corresponding figure for 2015
- 2 schools achieving a performance of 20%+ [school C and school CH]
- no school securing improvements for the third consecutive year

Welsh

- 5 schools improving on the corresponding figure for 2015
- 4 schools' performances breaking 70%+, and 2 breaking 80% [school D and school CH]
- 1 school securing improvements for the third consecutive year [school CH]
- performance close to target in one school only [school CH] and significantly below target in school A and school B
- the gap between final projection and performance smaller than the gap between target/performance in each school

English

- 4 schools improving on the corresponding figure for 2015 [all schools except for school D]
- 2 schools' performances breaking 70%+ [school C and school CH]
- 1 school securing improvements for the third consecutive year [school B]
- performance close to target in most schools
- gap between final projection and performance also relatively small across all schools

Maths

- 4 schools improving on the corresponding figure for 2015 [all schools except for school A]
- 3 schools' performances breaking 70%+ [school D, school CH and school C]
- 2 schools securing improvements for the third consecutive year [school CH and school C]
- performance close to target in three schools and a significant gap seen in school A and school C
- greatest gap between final projection and performance seen in school A

Science

- 1 school improving on the corresponding figure for 2015 [school CH]
- 3 schools' performances breaking 90%+ [school D, school CH and school A].
- no school successfully achieving improvements for the third consecutive year but performance close to target in three schools

Table 19: The Performance of Individual Schools

The below data highlights:

- comparison between targets/termly projections and actual performance
- progress/lack of progress between 2015 and 2016
- whether annual improvements have taken place over a period of three years

School	L2+						
	Target	Proj-01	Proj-02	Proj-03	Performance	2015>2016 +/-	Progress x3
A [C4]	72.6	72.6	62.4	62.4	56.2	-4.2	x
B [C4]	54.0	45.7	50.7	51.5	48.2	-0.1	x
C [C2]	80.5	76.9	76.9	74.0	66.9	7.0	x
CH [C3]	65.1	57.4	66.4	66.4	66.4	3.6	y
D [C3]	69.9	63.9	63.0	61.7	64.2	6.9	x
Anglesey	67.8	62.7	63.7	62.9	58.8	2.2	y

School	L2						
	Target	Proj-01	Proj-02	Proj-03	Performance	2015>2016 +/-	Progress x3
A	76.5	76.5	82.2	82.2	81.0	-7.1	x
B	84.9	57.3	80.2	81.6	76.0	-4.6	x
C	88.8	86.4	89.4	87.6	88.0	1.6	x
CH	95.4	91.7	96.3	96.3	93.5	10.3	x
D	91.6	91.6	91.4	87.7	85.0	-1.4	x
Anglesey	86.1	78.5	86.2	85.6	82.8	-0.3	x

School	L1						
	Target	Proj-01	Proj-02	Proj-03	Performance	2015>2016 +/-	Progress x3
A	100.0	100.0	100.0	100.0	98.0	-1.0	x
B	97.8	97.1	97.1	97.1	99.0	3.2	x
C	100.0	99.4	100.0	100.0	100.0	1.1	y
CH	100.0	99.1	97.2	97.2	100.0	0.7	y
D	100.0	98.8	97.5	97.5	99.0	0.8	y
Anglesey	98.0	97.4	97.0	97.0	96.3	0	x

School	CSI						
	Target	Proj-01	Proj-02	Proj-03	Performance	2015>2016 +/-	Progress x3
A	72.6	72.6	62.4	62.4	55.0	-5.4	x
B	54.0	42.8	50.0	50.7	44.0	-4.6	x
C	69.2	64.5	62.7	62.1	61.0	2.8	y
CH	65.1	55.6	64.5	64.5	65.0	11.0	y
D	69.9	63.9	63.0	63.0	63.0	7.5	x
Anglesey	64.6	58.3	59.2	59.2	55.8	1.7	y

School	5A*/A	
	Performance	Progress x3
A	10.5	x
B	8.0	x
C	23.1	x
CH	24.3	x
D	13.6	x
Anglesey	15.9	x

School	Welsh						
	Target	Proj-01	Proj-02	Proj-03	Performance	2015>2016 +/-	Progress x3
A	90.4	90.4	73.0	73.0	71.7	0.8	x
B	100.0	59.1	50.0	50.0	59.1	12.8	x
C	87.9	83.6	80.2	80.2	79.1	20.4	x
CH	82.0	68.7	75.5	75.5	81.6	3.2	y
D	91.0	91.0	86.6	82.1	71.7	0.8	x
Anglesey	87.7	80.7	76.4	75.6	77.0	5.4	y

School	English						
	Target	Proj-01	Proj-02	Proj-03	Performance	2015>2016 +/-	Progress x3
A	72.6	72.6	62.4	63.4	67.9	6.5	x
B	65.5	57.3	57.4	61.0	60.3	2.0	y
C	82.3	82.3	81.1	79.3	76.3	9.1	x
CH	76.2	69.4	73.8	73.8	70.1	4.4	x
D	74.7	61.5	70.4	67.9	67.9	-3.0	x
Anglesey	73.6	68.8	68.8	69.0	66.9	3.4	x

School	Maths						
	Target	Proj-01	Proj-02	Proj-03	Performance	2015>2016 +/-	Progress x3
A	74.5	74.5	65.4	65.4	59.4	-9.9	x
B	65.5	57.3	64.0	64.0	60.3	2.7	x
C	84.0	81.1	79.9	76.9	74.0	2.2	y
CH	69.7	62.0	69.2	69.2	73.8	7.4	y
D	77.1	73.5	70.4	70.4	72.8	11.0	x
Anglesey	73.6	69.1	69.7	68.8	66.1	1.7	y

School	Science						
	Target	Proj-01	Proj-02	Proj-03	Performance	2015>2016 +/-	Progress x3
A	100.0	100.0	98.0	98.0	91.5	-7.5	x
B	95.0	77.5	97.8	97.8	86.0	-5.7	x
C	85.2	79.9	79.9	79.9	81.7	-15.5	x
CH	96.3	76.9	96.3	96.3	93.5	7.4	x
D	95.2	86.8	91.4	95.1	90.1	-1.7	x
Anglesey	92.0	81.9	90.2	90.7	82.0	-9.4	x

Table 20: The performance of FSM learners in the L2+ main indicator in individual schools

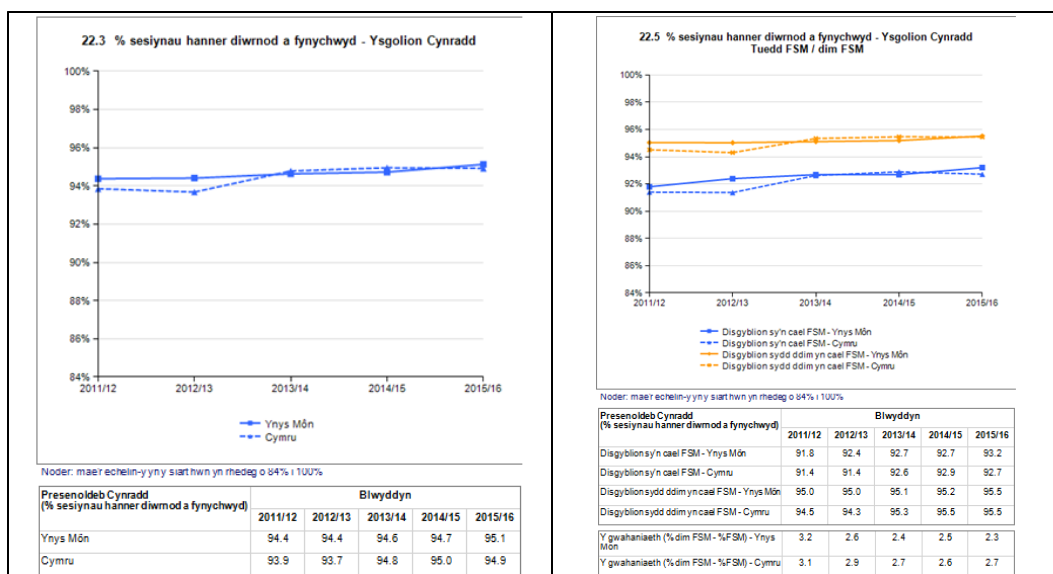
The performances of 2 schools in 2016 fall below Welsh Government's rolling target [32.0%]. Despite improvements in David Hughes's FSM performance this year, the rolling percentage remains below the national expectation and as a result the school is placed in data group 3 [rather than group 2] as part of the national categorisation procedure. The situation is disappointing in school A this year, and the situation in school B is a cause for concern, considering the fall in performance over the rolling period.

School	2014			2015			2016		
	Number of FSM pupils	% L2+	FSM/non-FSM gap	Number of FSM pupils	% L2+	FSM/non-FSM gap	Number of FSM pupils	% L2+	FSM/non-FSM gap
C	15	26.7%	36.8%	16	25.0%	39.6%	10	40.0%	28.6%
CH	25	40.0%	8.5%	10	40.0%	24.6%	18	38.9%	33.0%
D	16	43.8%	32.8%	14	28.6%	32.9%	12	33.3%	36.2%
B	25	48.0%	+5.7%	32	40.6%	10.3%	24	25.0%	28.1%
A	17	47.1%	8.9%	15	53.3%	8.3%	19	21.1%	42.9%

Table 21: % attendance in Anglesey primary schools compared to Wales

In the primary sector, attendance has improved for the third consecutive year, with an increase of +0.4% seen between 2015 and 2016. During the same period the national average fell by -0.1%. The attendance of FSM learners has also improved by +0.5% since 2015 [national attendance fell by -0.2% during the same period] and the gap between FSM/non-FSM learners has closed to 2.3% [2.7% on national level].

In terms of half-day sessions missed, Anglesey is in 7th place of all authorities in Wales. Anglesey's rank [7/22] is also positive in terms of schools' distribution in the national FSM benchmark quartiles.



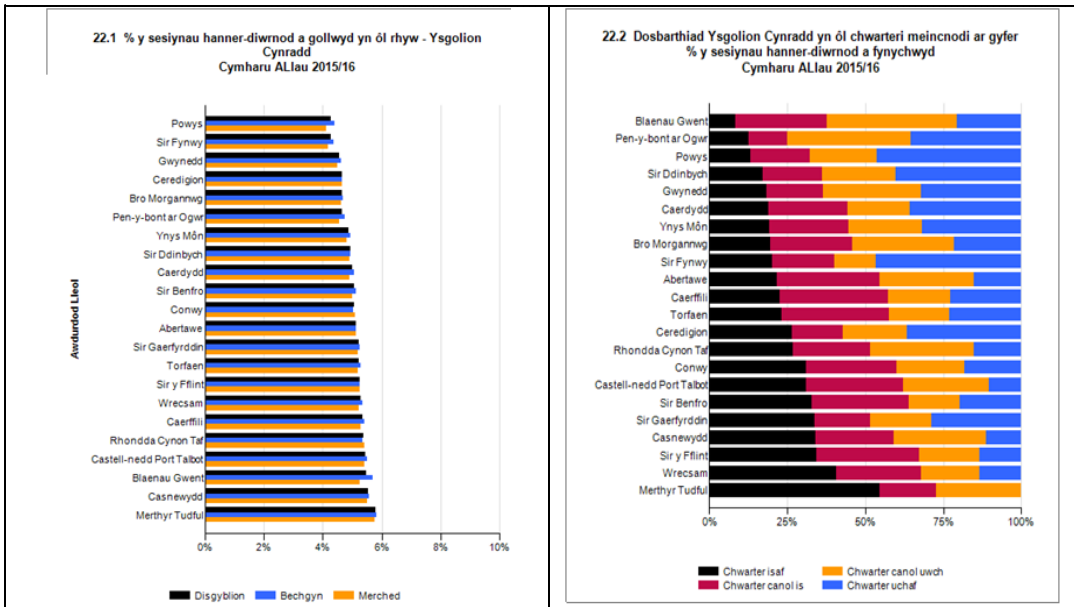
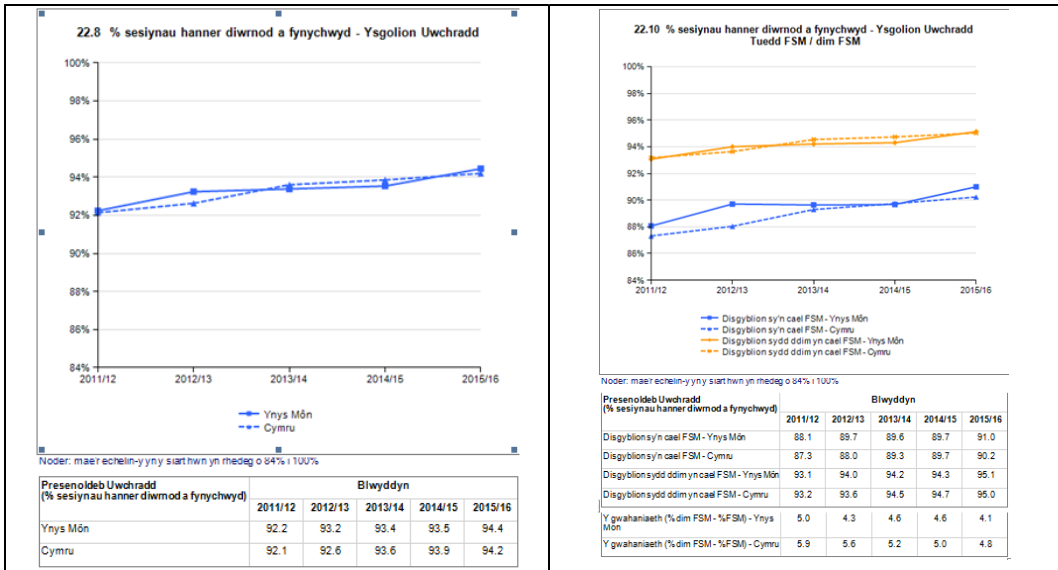


Table 22: % attendance in Anglesey secondary schools compared to Wales

In the secondary sector, attendance has improved for the fourth consecutive year with an increase of +0.9% seen between 2015 and 2016. During the same period, an increase of 0.3% was seen in the national average. The attendance of FSM learners has also improved by +1.3% since 2015 [national increase of +0.5% over the same period of time], and the gap between FSM/non-FSM learners has closed to 4.1% [national gap of 4.8%].

In terms of half-day sessions missed, Anglesey is in 9th place of all authorities in Wales. Anglesey's rank [3/22] is also extremely positive in terms of schools' distribution in the national FSM benchmark quartiles. No school was placed in the lowest quartile in 2016.

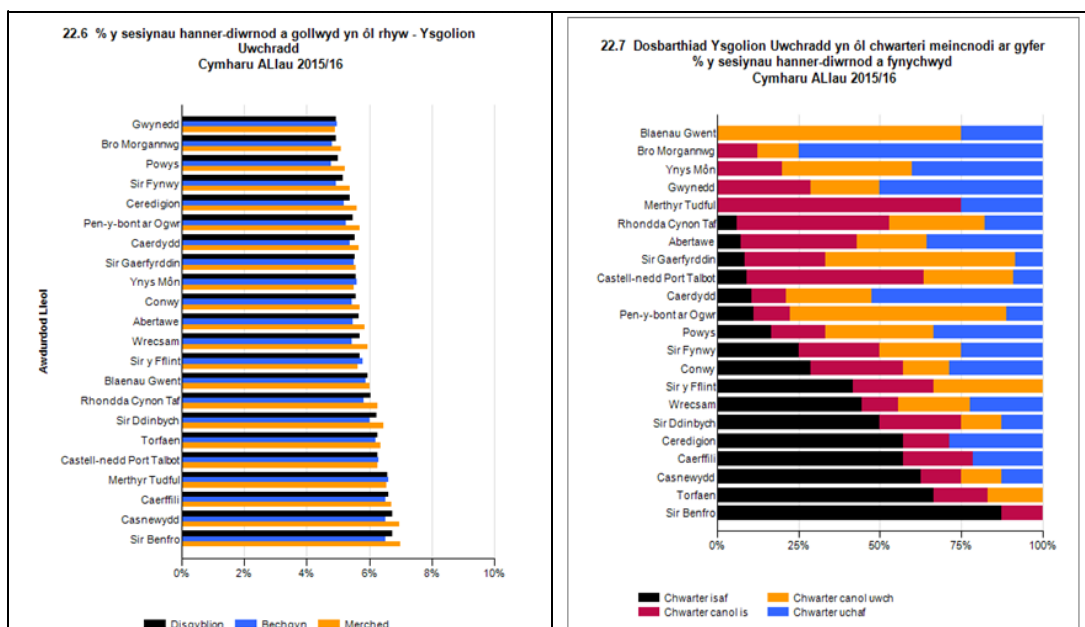


Noder: mae'r echein-y'nny siart hwn yn medd g 84% i 100%

Presenoldeb Uwchradd (% sesiynau hanner diwrnod a fynychwyd)	Blwyddyn				
	2011/12	2012/13	2013/14	2014/15	2015/16
Ynys Môn	92.2	93.2	93.4	93.5	94.4
Cymru	92.1	92.6	93.6	93.9	94.2

Noder: mae'r echein-y'nny siart hwn yn medd g 84% i 100%

Presenoldeb Uwchradd (% sesiynau hanner diwrnod a fynychwyd)	Blwyddyn				
	2011/12	2012/13	2013/14	2014/15	2015/16
Disgyblion sy'n cael FSM - Ynys Môn	88.1	89.7	89.6	89.7	91.0
Disgyblion sy'n cael FSM - Cymru	87.3	88.0	89.3	89.7	90.2
Disgyblion sydd ddim yn cael FSM - Ynys Môn	93.1	94.0	94.2	94.3	95.1
Disgyblion sydd ddim yn cael FSM - Cymru	93.2	93.6	94.5	94.7	95.0
Y gwahaniaeth (%dim FSM - %FSM) - Ynys Môn	5.0	4.3	4.6	4.6	4.1
Y gwahaniaeth (%dim FSM - %FSM) - Cymru	5.9	5.6	5.2	5.0	4.8



Outcomes of School Inspections

During the 2015-2016 academic year, Estyn inspected 7 schools [7 primary schools and 0 secondary schools]. The least intensive follow-up category [Local Authority Monitoring] was awarded in 4 schools [57.1%]. In 2 schools [28.5%] Estyn judged that the schools required further monitoring visits. One school [14.2%] was placed in the Special Measures statutory category.

The judgement profile is outlined below:

Table 23: judgement profile for 2015-16 academic year inspections

	Excellent	Good	Adequate	Unsatisfactory
Key Question 1	0%	71.4%	28.6%	0%
Key Question 2	0%	57.1%	42.9%	0%
Key Question 3	0%	57.1%	28.6%	14.3%
Overall judgement 1 : Current Performance	0%	71.4%	28.6%	0%
Overall judgement 2 : Prospects for Improvement	0%	57.1%	28.6%	14.3%

Current situation regarding schools in follow-up categories [2014-15 and 2015-16 inspections]:

School	Follow-up category	Date of Estyn's second visit or submission of LA report	Prospects
XXXXX	Special Measures	Visits every 3 months	Slow progress and concern regarding the school's capacity to secure the required improvements. Monitoring reports highlight concerns on many levels, and the LA considering a range of options in response.
XXXXX	Local Authority Monitoring	Spring 2017	The school is expected to be removed from the category.
XXXXX	Estyn Monitoring	Spring 2017	Further progress monitoring visits to be held, but prospects are extremely positive. It is expected that the school will be removed from the category.
XXXXX	Estyn Monitoring	Autumn 2017	Dates for progress monitoring visits to be confirmed.

Table 24: Summary of the categorisation profile in Anglesey

The national categorisation procedure includes 3 steps:

- Step 1 'Data Group': WG places the school in a standards group [1-4] based on rolling performance in a range of indicators
- Step 2 'Improvement Capacity': a local grade [A-D] is awarded on the basis of the school's improvement capacity [a judgement that takes the quality of leadership and teaching/learning into consideration]
- Step 3 'Support Category': the category that triggers a programme of support, challenge and intervention according to needs.

Over the rolling period, there have been significant improvements with regard to the percentage of schools placed in the more intensive support categories [the percentage has fallen from 25.0% in 2014 to 15.4% in 2016].

2014-15	Green		Yellow		Amber		Red	
	Number of schools	%	Number of schools	%	Number of schools	%	Number of schools	%
	2	3.8%	29	55.8%	20	38.5%	1	1.9%
2015-16	Green		Yellow		Amber		Red	
	Number of schools	%	Number of schools	%	Number of schools	%	Number of schools	%
	4	7.7%	31	59.6%	15	28.8%	2	3.8%
2016-17	Green		Yellow		Amber		Red	
	Number of schools	%	Number of schools	%	Number of schools	%	Number of schools	%
	7	13.5%	37	71.1%	7	13.5%	1	1.9%

Equally, improvements were seen in terms of the percentage of schools receiving the higher judgements for the quality of leadership and teaching/learning [grades A + B] as part of Step 2 of the categorisation process. Here, a progress of +17.4% was seen [the figure has risen from 65.4% in 2014 to 82.8% in 2016].

2014-15	A		B		C		D	
	Number of schools	%	Number of schools	%	Number of schools	%	Number of schools	%
	2	3.8%	32	61.6%	17	32.7%	1	1.9%
2015-16	A		B		C		D	
	Number of schools	%	Number of schools	%	Number of schools	%	Number of schools	%
	5	9.6%	31	59.6%	14	27.0%	2	3.8%
2016-17	A		B		C		D	
	Number of schools	%	Number of schools	%	Number of schools	%	Number of schools	%
	7	13.5%	36	69.3%	8	15.3%	1	1.9%

The categories established for the 2015-16 academic year are outlined below [any follow-up category determined following an Estyn inspection are also identified, where relevant – *Local Authority Monitoring/Estyn Monitoring/Significant Improvements/Special Measures*]:

	Primary	Estyn Category	Step 1	Step 2	Step 3
Catchment A					
1		Estyn Monitoring	1	C	
2			1	A	
3			1	B	
4			1	B	
5			2	A	
6			3	B	
7		Estyn Monitoring	2	B	
8			1	B	
9			1	C	
Catchment B					
1			1	C	
2			1	B	
3			1	B	
4			3	B	
5			1	B	
6			2	B	
7			3	B	
8			1	B	
9			1	B	
10			2	B	
11			1	A	
Catchment C					
1			2	C	
2			3	B	
3			1	A	
4			2	B	
5			2	B	

6			2	B	
7		Local Authority Monitoring	2	B	
8			3	B	
9			1	B	
Catchment CH					
1			1	A	
2			1	A	
3			2	C	
4			3	B	
5			3	C	
6			1	A	
7			3	B	
8			3	C	
9			3	B	
10					
11			1	B	
Catchment D					
1			2	B	
2			3	B	
3			1	B	
4			1	B	
5			3	B	
6		Special Measures	3	D	
7			3	B	
8			2	B	
Special Schools					
1			-	B	
	Secondary	Estyn Category	Step 1	Step 2	Step 3
1			2	B	
2			2	C	
3			1	B	
4			3	B	
5			2	B	

Matters requiring attention:

Foundation Phase/KS2

- Set higher expectations in the FPh and KS2; develop further resilience in school target-setting, assessment and tracking procedures, and promote better use of data and intervention programmes to drive necessary improvements.
- Ensure greater consistency across schools with regard to the understanding of 'best fit' in determining a final level.
- Improve pedagogy in the FPh, focusing particularly on:
 - ✓ improving planned opportunities to develop literacy/numeracy across the areas of learning
 - ✓ ensuring activities that present a higher level of challenge
 - ✓ ensuring better opportunities to qualify skills
 - ✓ ensuring a better balance between teacher/pupil-led tasks
- Improve the performance of FSM learners on the higher levels.
- Target support for schools where performance over the rolling period has been in the lower 50%.
- Ensure a detailed analysis of reading/numeracy test data on LA level for all Y2>9 year groups, and identify specific schools where performance and teacher assessments do not correspond closely enough.
- Continue to collaborate with LA officers to improve the quality of leadership on all levels in order to ensure that no school is placed in a statutory follow-up category following an Estyn inspection.
- Promote better School-to-School collaboration in order to ensure that the best practice is cascaded and developed.

KS3 a KS4

- Continue to maintain improvements in performance standards on the higher levels across the main indicators
- Ensure more robust action is taken to verify the appropriateness of targets and progress towards targets, and take action to ensure that leaders at all levels make effective and timely use of tracking systems to plan effective intervention and to address underperformance/'coasting' performance [specifically in the context of read-across data]
- Ensure an agreed understanding with leaders of the requirements of curricular planning/provision in order to ensure better performance against the main indicators.
- Improve the performance of FSM learners.
- Improve performance in English Language and Welsh Language.
- Collaborate with the 14-19 Consortium to improve the quality of provision and achievement standards in KS5.
- Target action in 2 secondary schools where there is concern regarding performance and/or quality of leadership, and ensure that the other 2 schools continue on their improvement journey.

- Continue to collaborate with LA officers to improve the quality of leadership on all levels in order to ensure that no school is placed in a statutory follow-up category following an Estyn inspection.
- Promote better School-to-School collaboration in order to ensure that the best practice is cascaded and developed.

Appendix 1

School	L2+						Maths					
	2011	2012	2013	2014	2015	2016	2011	2012	2013	2014	2015	2016
School D [Q3 15.1 / 15.9]	46.6%	47.9%	61.7%	71.8%	57.3%	64.2%	53.4%	54.5%	70.2%	73.6%	61.8%	72.8%
School B [Q4 23.2 / 22.6]	25.4%	39.0%	39.0%	43.4%	48.6%	48.2%	50.0%	46.3%	53.9%	65.1%	57.6%	60.3%
School CH [Q3 15.8 / 15.7]	59.3%	55.0%	54.1%	46.9%	62.8%	66.4%	63.7%	58.5%	54.8%	50.0%	66.4%	73.8%
School C [Q2 10.1 / 9.9]	59.0%	65.0%	59.1%	60.0%	59.9%	67.0%	67.6%	75.2%	69.0%	63.1%	71.8%	74.0%
School A [Q4 21.1 / 19.7]	47.5%	51.1%	59.6%	54.5%	60.4%	56.2%	55.5%	66.9%	66.4%	57.3%	69.3%	59.4%
Anglesey	47.9%	52.2%	54.2%	53.8%	56.6%	58.8%	58.2%	60.9%	62.1%	60.2%	64.4%	66.1%
Wales	50.1%	51.0%	52.7%	55.4%	57.6%	60.2%	56.5%	58.3%	60.3%	61.7%	64.2%	66.9%

School	Welsh						English					
	2011	2012	2013	2014	2015	2016	2011	2012	2013	2014	2015	2016
D	80.0%	69.4%	70.4%	88.2%	81.7%	85.1%	55.1%	53.7%	63.8%	74.5%	70.9%	67.9%
B	50.0%	66.6%	5.0%	47.3%	46.2%	59.1%	30.8%	51.2%	52.3%	48.8%	58.3%	60.3%
CH	73.3%	64.7%	76.0%	68.1%	78.4%	81.6%	71.9%	65.0%	65.8%	66.4%	65.7%	70.1%
C	58.1%	60.8%	63.1%	60.5%	58.7%	79.1%	61.3%	65.5%	63.5%	72.5%	67.2%	76.3%
A	58.5%	55.7%	68.1%	78.6%	70.9%	71.7%	52.6%	49.6%	65.1%	72.7%	61.4%	67.9%
Anglesey	66.3%	62.4%	66.4%	71.6%	71.6%	77.0%	54.4%	57.1%	61.4%	65.2%	63.5%	66.9%
Wales	74.7%	73.7%	73.5%	73.7%	75.1%	75.1%	62.8%	62.2%	62.8%	66.2%	68.3%	69.3%

School	L2						L1					
	2011	2012	2013	2014	2015	2016	2011	2012	2013	2014	2015	2016
D	67.8%	76.0%	89.3%	87.3%	86.4%	85.0%	95.8%	92.5%	100.0%	96.4%	98.2%	99.0%
B	53.9%	66.6%	82.8%	83.7%	80.6%	76.0%	84.6%	80.4%	99.2%	98.4%	95.8%	99.0%
CH	77.8%	72.8%	82.9%	84.4%	83.2%	93.5%	93.3%	94.2%	99.3%	98.4%	99.3%	100.0%
C	69.4%	83.3%	89.2%	90.0%	86.4%	88.0%	97.7%	98.3%	98.5%	98.8%	98.9%	100.0%
A	62.0%	71.4%	77.4%	93.6%	88.1%	81.0%	90.5%	100.0%	97.3%	100.0%	99.0%	98.0%
Anglesey	65.8%	73.8%	83.2%	85.6%	83.1%	82.8%	91.9%	92.5%	97.3%	96.0%	96.3%	96.3%
Wales	67.3%	72.6%	77.7%	82.3%	83.4%	83.6%	90.3%	91.7%	93.1%	94.0%	94.3%	95.3%

School	CSI						CPS					
	2011	2012	2013	2014	2015	2016	2011	2012	2013	2014	2015	2016
D	44.1%	47.1%	59.5%	69.1%	55.5%	63.0%	316.5	333.1	365.6	358.6	356.1	354.7
B	26.2%	39.0%	38.2%	43.4%	48.6%	44.0%	269.5	286.0	351.4	354.6	343.1	336.4
CH	59.3%	55.0%	53.4%	46.9%	54.0%	65.0%	338.9	340.1	368.6	357.7	353.8	669.2
C	56.7%	61.2%	53.2%	56.9%	58.2%	61.0%	339.9	371.5	374.9	378.7	366.3	368.0
A	45.3%	48.8%	52.7%	54.5%	60.4%	55.0%	303.8	347.5	351.8	372.2	365.5	349.8
Anglesey	46.6%	50.7%	50.6%	52.5%	54.1%	55.8%	312.7	334.9	358.5	357.2	350.7	346.8
Wales	48.7%	48.8%	49.2%	52.6%	54.3%	57.5%	311.6	323.5	333.1	340.8	342.3	344.2