

SUBJECT	Annual Report of the Education Department
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Introduction

The main purpose of the report is to present information to allow you to scrutinise end of key stage results in the 2011/12 academic year.

The type of information contained in the report, and the opportunity to ask further questions, is an important contribution to the self-evaluation process.

In this context, we must remind ourselves that the Estyn Framework for inspecting authorities includes an expectation that, as part of the self-evaluation process, we are able to answer the types of questions listed below:

- How does the Authority perform against the benchmarks set by the WG for KS3 and KS4?
- How does the Authority's performance compare with other authorities in Wales?
- Is performance similar across the core subjects?
- In which key stage is performance at its best? Where is there room for improvement?
- What is the distribution of schools across the free school meals quartiles? Is this distribution better or worse than the national pattern?
- Are there schools which appear to be underperforming?

Commentary on performance

Table 1 shows the % of statutory school-age pupils who are entitled to free school meals in Gwynedd over the past four years in comparison with Wales and individual authorities.

Table 1: % of statutory school-age pupils who are eligible for free school meals

	2009	2010	2011	2012
Gwynedd	12.6%	13.2%	14.2%	13.7%
Wales	17.8%	18.9%	19.7%	19.3%
Position (<i>1=lowest</i>)*	4	5	5	5

The position denotes Gwynedd's ranking in comparison with other Welsh authorities, with the lowest position denoting the lowest percentage of 5-15 year old pupils who receive FSM.

The table suggests, if it is accepted that eligibility for free school meals is an appropriate indicator of deprivation, that Gwynedd's performance should be in the five highest amongst Welsh authorities.

The Foundation Phase and Key Stage 2.

Table 2 shows the percentage of pupils who achieved the Foundation Phase Indicator (FPI)* in 2012 and the Core Subjects Indicator (CSI) for the previous years, together with the percentage of pupils who have achieved the CSI at the end of Key Stage 2 (KS2) for the same period. It also shows Gwynedd's position regarding performance in comparison with the remaining Welsh authorities.

Table 2: % of pupils who achieved the Foundation Phase Indicator (FPI) in 2012 and the Core Subjects Indicator (CSI) for the previous years

	KS1				FP*	KS2				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Gwynedd	84.4%	84.2 %	84.9%	88.0%	83.0%	76.9 %	81.3 %	83.2 %	82.8 %	86.2 %
Wales	80.7%	81.1 %	81.6%	82.7%	80.5%	75.5 %	77.0 %	78.2 %	80%	82.6 %
Position (1=best)	4 (+2)	5 (-1)	5 (0)	3 (+2)	8 (-3)	9 (-3)	4 (0)	2 (+3)	3 (+2)	3 (+2)

**The Foundation Phase Indicator is a new indicator from 2012 onwards, as pupils from this year reach the end of the Foundation Phase at seven years old for the first time. The indicator shows the percentage of pupils who achieve the expected outcome in Personal and Social Development, Well-being and Cultural Diversity; Language, Literacy and Communication Skills and Mathematical Development, together.*

At the end of the Foundation Phase, the performance in 2012 has fallen since 2011, and is slightly lower than the previous years, and places the Authority's performance in the eighth position. In the case of KS2, the result has improved, and is higher than the results of the previous four years. It places the Authority in 3rd position.

The table also shows the difference between the position of the CSI and the position of free school meals. The result for the FP shows that performance in 2012 is lower than expected, but the performance of three of the five years has been as good as or better than expectation. KS2 performance has been improving in comparison with other authorities, and is as good as or better for the fourth year running.

There will be a need to give attention to maintaining the improvement that has occurred in KS2 and improving the result at the end of the FP.

The graphs below (table 3 and 4) show the distribution of Gwynedd's primary schools in the national free school meals benchmark quartiles for the CSI. It is seen that 50% of Gwynedd's schools are in the upper half in 2012 at the end of the FP, and 59% at the end of KS2.

Table 3: Distribution of schools across FSM quartiles at the end of KS1 and the FP for the CSI/FPI

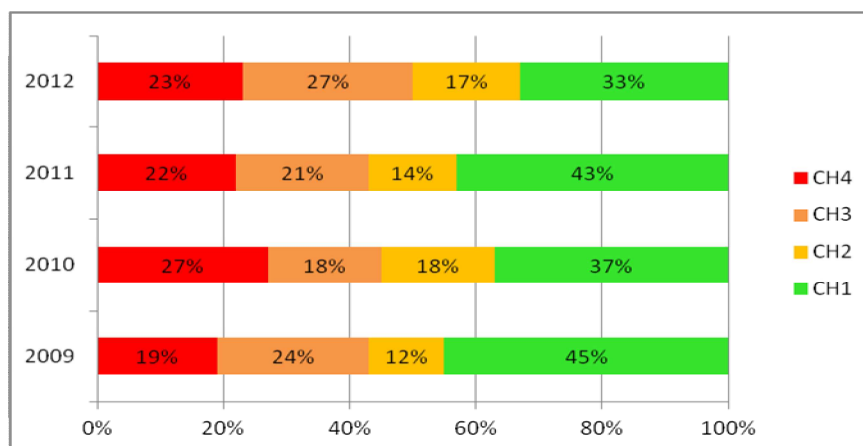
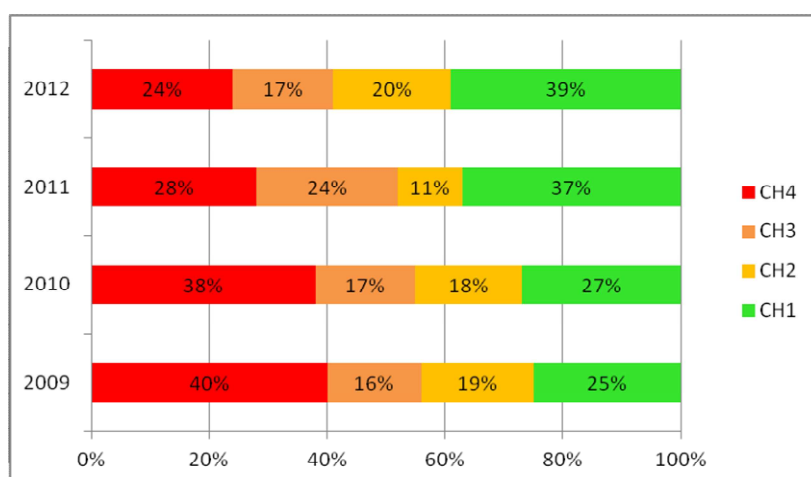


Table 4: Distribution of schools across the FSM quartiles at the end of KS2 for the CSI



Further analyses show that the results of one school have placed the core subjects indicator in the lowest quartile for the past three years at the end of KS2, and the results of six schools have placed the core subjects indicator in the lowest quartile for the past two years.

The table below (Table 5) shows end of KS2 performance in the core subjects, namely Welsh, English, Mathematics and Science, together with the corresponding performance for Wales.

Table 5: % of pupils attaining expected levels and higher levels at the end of KS2, together with the corresponding performance for Wales

	2009		2010		2011		2012	
	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales
Welsh L4+	81.9%	79.8%	83.8%	81.0%	82.7%	82.0%	84.1%	83.9%
Welsh L 5+	26.7%	23.9%	28.0%	24.4%	30.3%	25.8%	28.8%	26.6%
English L 4+	84.5%	80.9%	86.6%	81.9%	85.8%	83.3%	86.6%	85.1%
English L5+	29.2%	27.9%	32.7%	28.9%	34.5%	30.5%	33.0%	32.9%
Mathematics L4+	84.4%	82.4%	86.3%	83.2%	85.5%	84.8%	88.8%	86.7%
Mathematics L5+	32.2%	29.3%	31.5%	29.2%	34.4%	31.1%	33.9%	32.8%
Science L4+	87.8	86.4%	90.0%	86.4%	88.4%	87.1%	91.6%	88.5%
Science L5+	31.1%	30.6%	32.1%	30.1%	34.5%	30.9%	33.6%	33.0%

KEY STAGE 3

In KS3, performance in the CSI has been higher than the expected Welsh benchmark for the previous four years [Table 6], and higher than the national figure for the previous five years [Table 7]. Gwynedd's position has also been higher than the FSM position for the period [Table 7]. In 2012, the % who gained the CSI has improved yet again, and at a higher rate than the national %. This year, Gwynedd has performed best out of all the Welsh authorities, and the figure is 9% higher than the Welsh Assembly Government's 2011 benchmark.

Table 6: Performance against Welsh Government benchmarks:

	Key Stage 3 [KS3] CSI				
	2008	2009	2010	2011	2012
Gwynedd	66.0%	70.0%	73.0%	77.0%	83.0%
Benchmark**	65.0%	67.0%	69.0%	74.0%	To be confirmed
Difference	+1	+3	+4	+3	

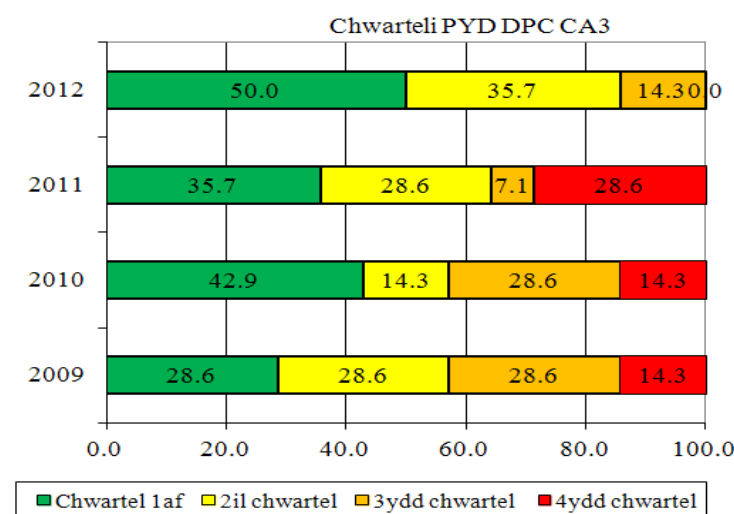
** expected performance modelled based on FSM eligibility

Table 7: % of pupils attaining the CSI in KS3:

	Key Stage 3 [KS3]				
	2008	2009	2010	2011	2012
Gwynedd	66.0%	70.0%	73.0%	76.3%	83.0%
Wales	59.6%	61.3%	63.7%	68.0%	72.5%
Position (<i>1=best</i>)	3	3	2	3	1

The percentage of schools that are in the upper half of FSM national benchmarks has also increased over the past four years. In 2011, 64.3% of schools were in the upper half. In 2012 that figure has increased to 85.7%, and there are now only two schools in the lower half of the national benchmarks, and only one in the lowest 25%. 50.0% of the schools are in the upper quartile in 2012. This is good.

Table 8: Distribution of schools across the FSM quartiles at the end of KS3 for the CSI.



None of the schools in Gwynedd have been in the lower quartile for a period of three consecutive years, but two schools have been in the lower half for a period of two years, and there will be a need to continue to work further with those in order to improve performance.

Table 9: % of pupils attaining expected levels and higher levels at the end of KS3, together with the corresponding performance for Wales

	2009		2010		2011		2012	
	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales
Welsh L5+	78.1%	75.1%	76.7%	76.8%	83.0%	81.3%	86.3%	84.2%
Welsh L 6+	39.1%	35.1%	38.3%	36.4%	41.9%	38.2%	46.2%	44.9%
English L 5+	75.3%	70.6%	75.7%	72.5%	80.0%	76.0%	86.0%	79.3%
English L6+	32.9%	31.7%	33.0%	31.3%	38.8%	32.1%	46.9%	36.3%
Mathematics L5+	77.7%	73.5%	79.1%	75.5%	82.6%	77.9%	86.7%	81.1%
Mathematics L6+	48.3%	43.7%	45.4%	45.0%	49.3%	46.8%	56.1%	48.3%
Science L5+	79.0%	75.6%	81.2%	77.1%	85.1%	80.3%	90.2%	83.6%
Science L6+	46.4%	38.5%	46.9%	37.0%	46.6%	38.9%	56.6%	41.3%

The above data confirms that the performance of Gwynedd's schools in KS3 is good.

Key Stage 4

The table below denotes Gwynedd's ranking amongst the Welsh authorities. The table suggests, if it is accepted that entitlement to free schools meals is an appropriate indicator of deprivation, that Gwynedd's performance should be in the upper quarter for Welsh authorities i.e. around the same as the position of free schools meals [FSM].

Table 10: The national position of Gwynedd based on FSM

	2009	2010	2011	2012
Gwynedd	12.6%	13.2%	14.2%	13.6%
Wales	17.8%	18.9%	19.7%	19.3%
Position (1=lowest)*	5	5	5	4

Table 11: Performance against Welsh Government benchmarks:

	2008		2009		2010		2011		2012	
	L2	Points score	L2+	Points score	L2+	Points score	L2+	Capped points score	L2+	Capped points score
Gwynedd	64%	383	49.8%	402	52.1%	402	53.4%	327	55.0%	335
Benchmark**	64%	382	53.0%	406	55.0%	406	57.0%	332		
Difference	0	1	-4	-4	-3	-4	-4	-5		

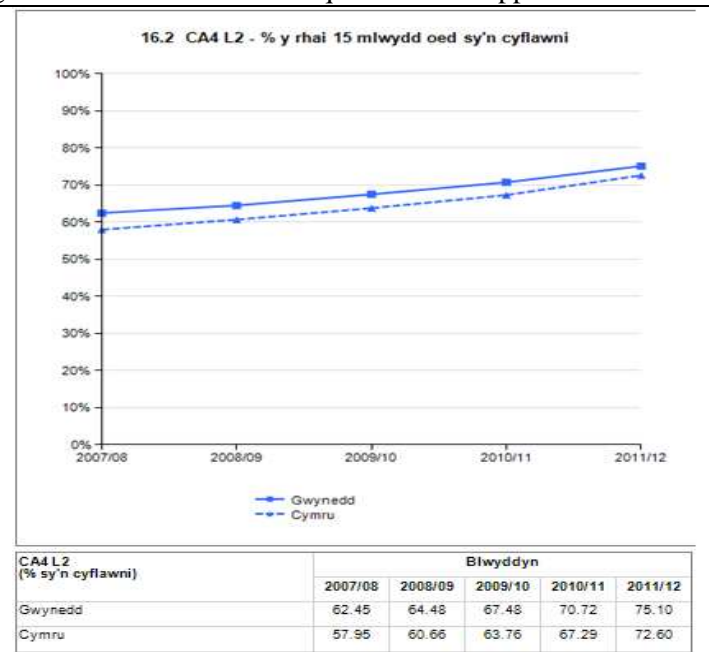
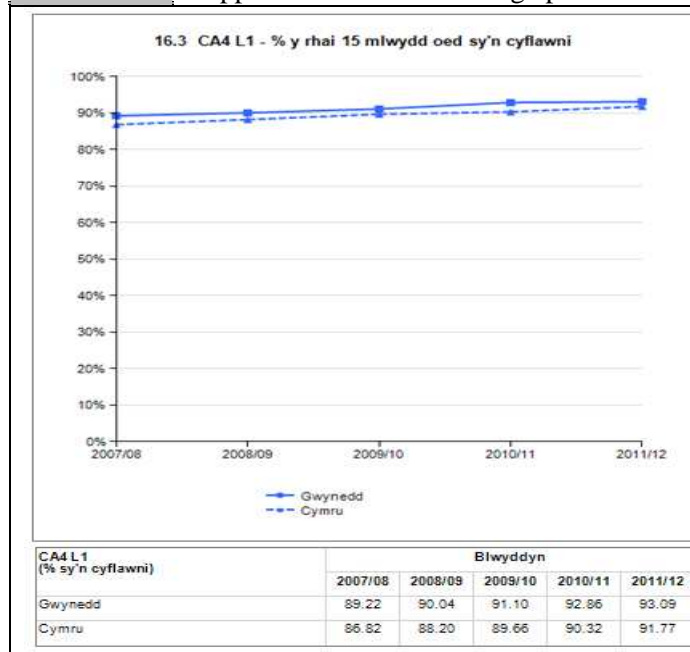
** expected performance modelled based on FSM eligibility

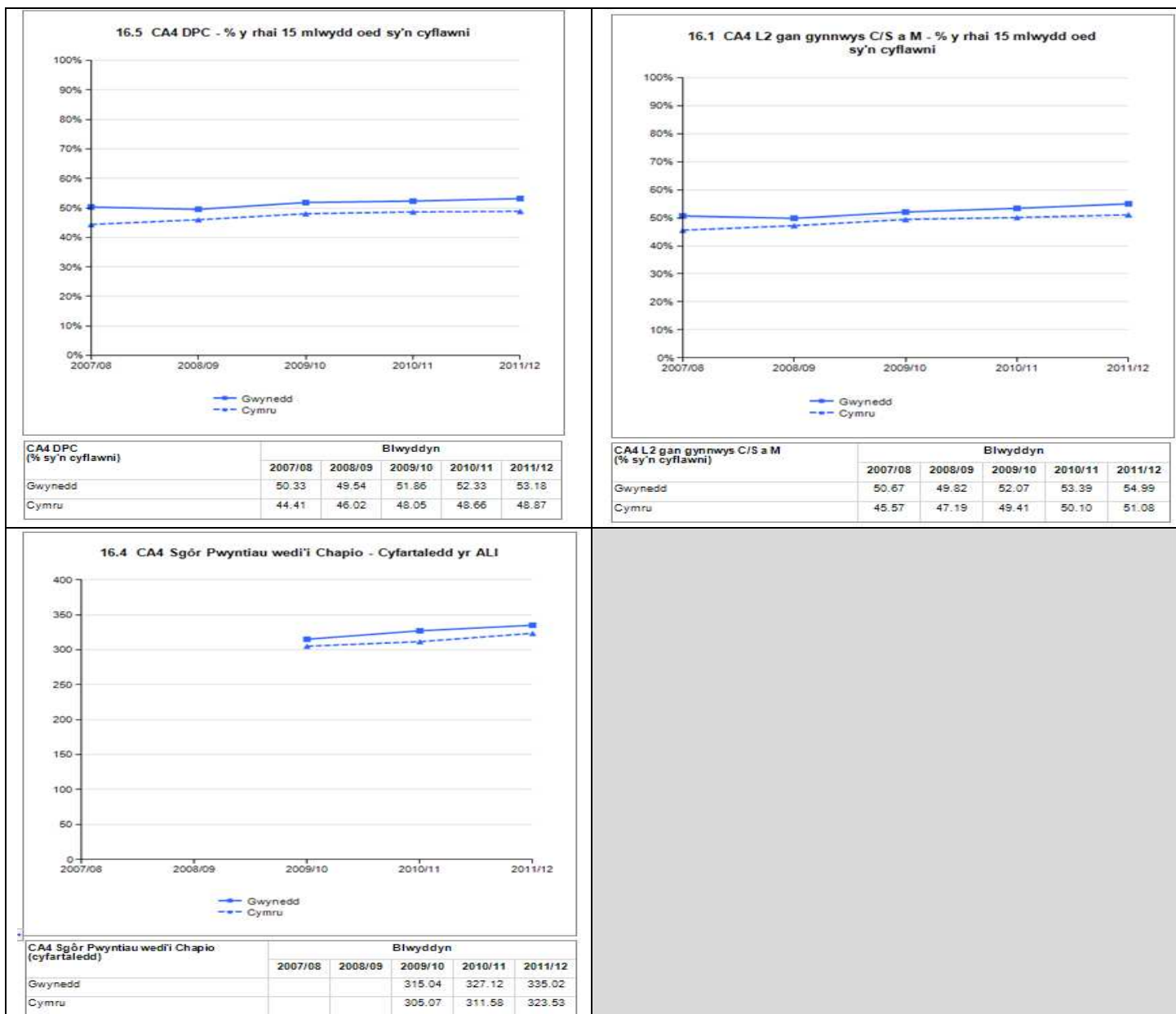
Gwynedd's performance has been close to the Welsh Government benchmark over a period of four years. 2012 benchmarks are not available yet. We expect to receive the information during March 2013.

Table 12: Performance of 15 year old pupils in comparison with Wales and other authorities

Gwynedd	2009		2010		2011		2012	
	%	Position	%	Position	%	Position	% [% Wales]	Position
L1T	90.0	8	91.1	9	92.9	4	93.1 [91.8]	8
L2T	64.5	4	67.4	5	70.7	8	75.1 [72.6]	10
L2+T	49.8	7	52.1	6	53.4	6	55.0 [51.1]	6
CSI	49.5	5	51.9	5	52.3	5	53.2 [48.9]	5
CPS			315.0	4	327.1	3	335 [323]	8
Welsh	72.1		71.2		74.7		76.8 [73.8]	
English	61.9		63.9		64.2		64.1 [62.2]	
Mathematics	53.8		55.2		57.0		58.7 [58.4]	
Science	65.6		66.6		66.0		71.5 [70.6]	

L1T	Level 1 Threshold: learning which corresponds to five GCSEs grade D to G
L2T	Level 2 Threshold: learning which corresponds to five GCSEs grade A* to C.
L2+T	Level 2+ Threshold: learning which corresponds to five GCSEs grade A* to C, including Welsh First Language or English and Mathematics.
CSI	Core Subjects Indicator: % of learners who attain the expected levels in English or Welsh First Language, Mathematics and Science together.
CPS	Capped Points Score: average points of the eight best results from all the qualifications approved for use

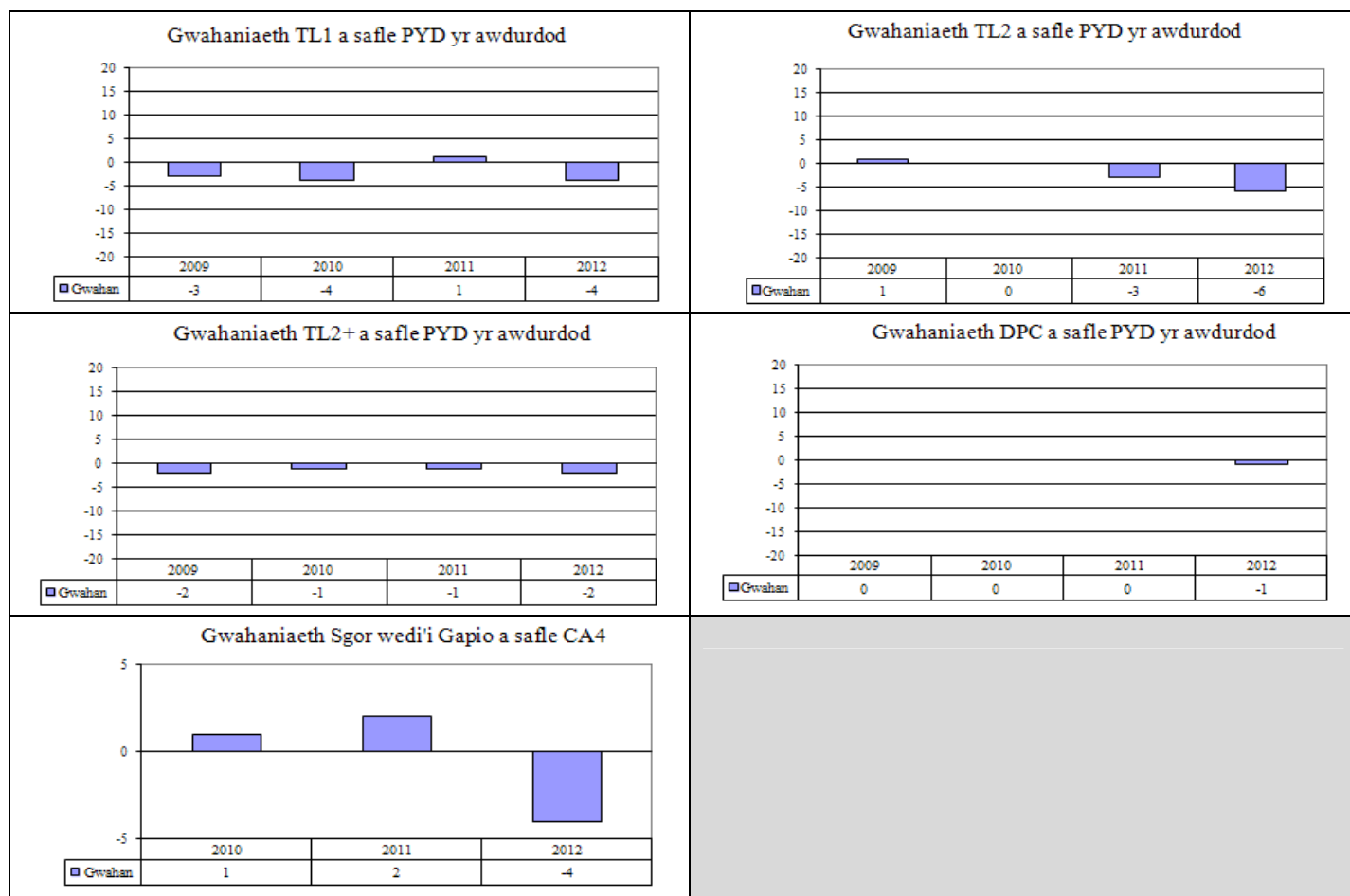




Generally, the comparative performance of Gwynedd has been consistently good in the vast majority of the indicators across the period in question. There is much to be proud of in our schools' performances this year. Six schools are in the first or second quartile for the L2T; seven schools are in the first or second quartile for the L2+T and L1T, and two secondary schools are in the upper quartile for each of the main indicators.

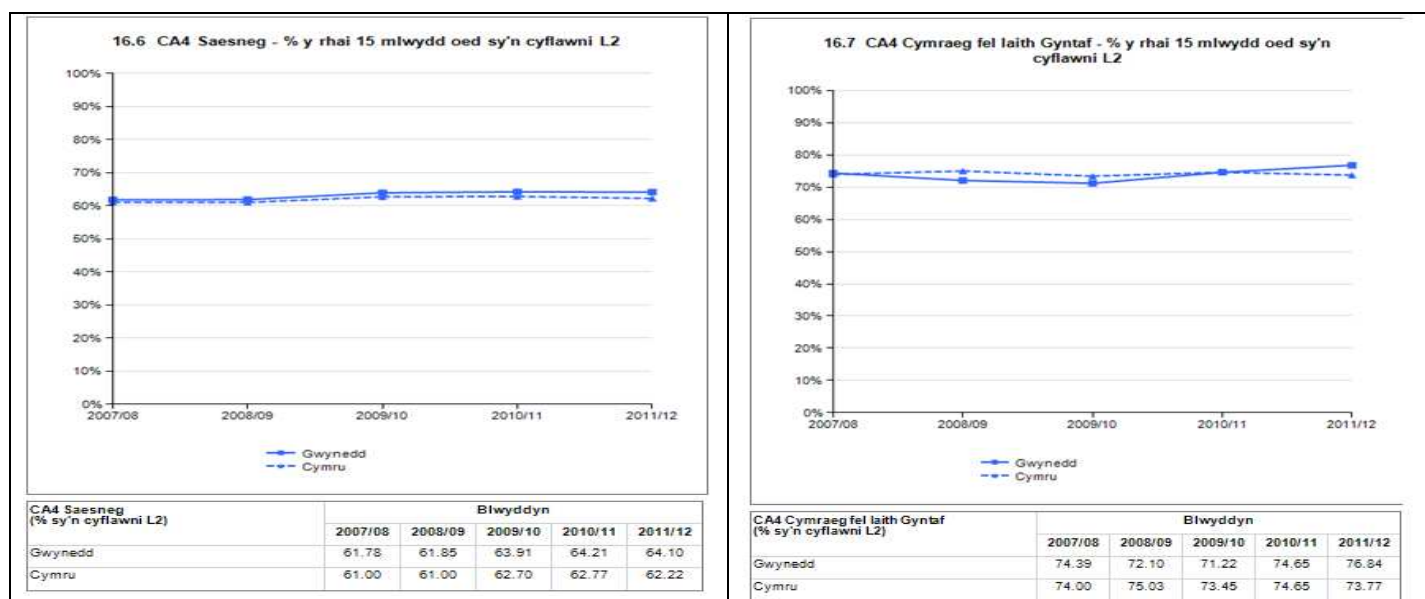
In KS4, the Authority's absolute performance is slightly better than the national pattern, with each of the main indicators between 2009-2012 higher than the corresponding national figure. The improvement rate between 2009-2012 in the L2+T [5.2%]; CSI [3.7%] and the Points Score [20] is higher in Gwynedd than the corresponding national increase: L2+T [3.9%]; CSI [2.9%] and the Points Score [17]. However, the improvement rate between 2009-2012 in the L1T [3.1%]; L2T [10.6%] is slightly lower in Gwynedd than the corresponding national increase: L1T [3.6%]; L2T [11.9%].

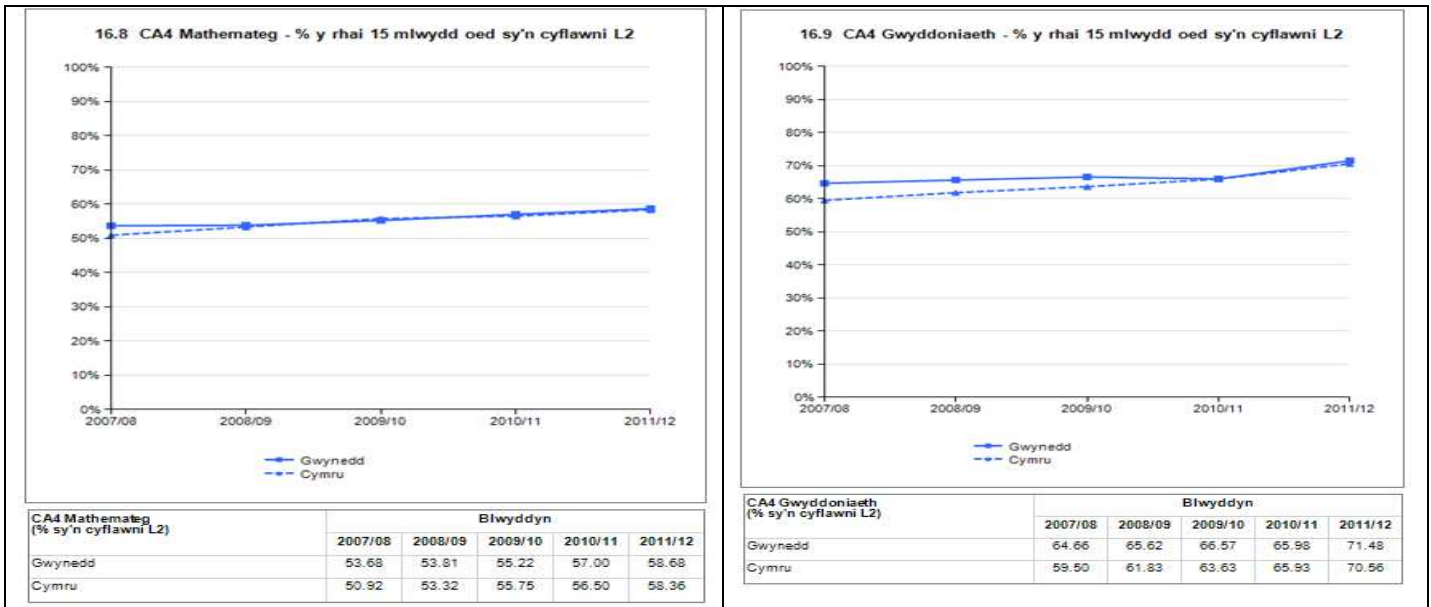
Table 13: Performance of 15 year old pupils in comparison with FSM position



Comparative performance is generally positive, with the position in the vast majority of the indicators very close to the FSM position over a rolling period. In 2012, the L2+T and the CSI continue to be similar to the expectation, and in the highest quarter of all Authorities. However, the comparative position of the L1T, L2T and the Capped Score has slipped somewhat this year, but continue to be comfortably within the upper half of all the Authorities.

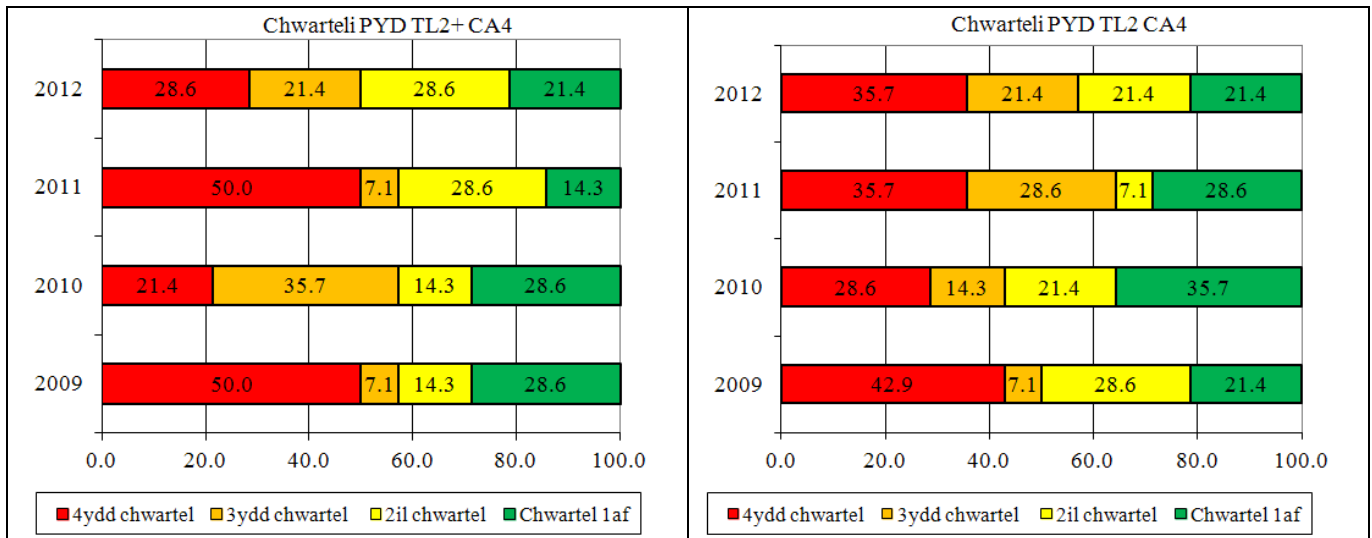
Table 14: Performance of 15 year old pupils in the core subjects

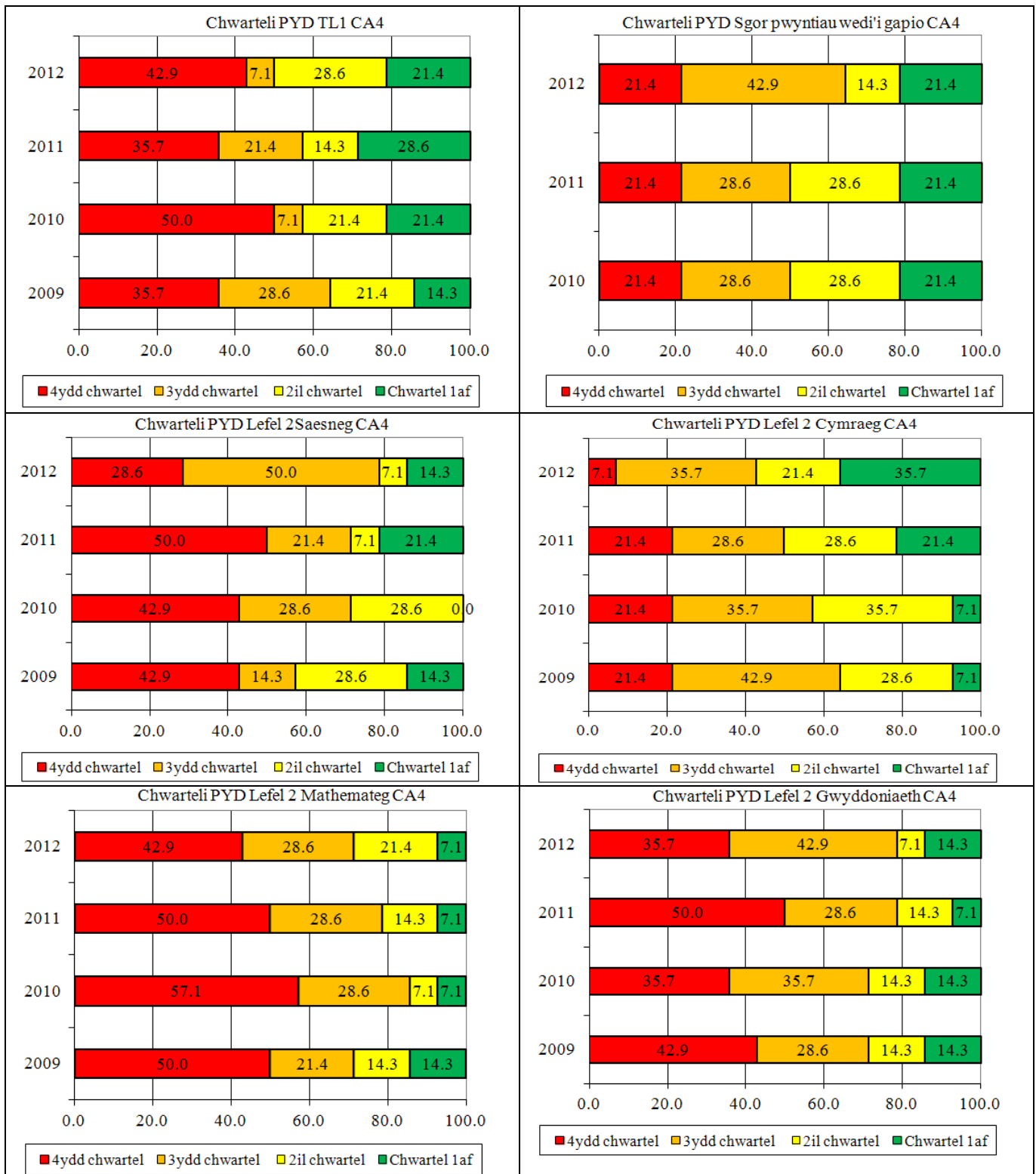




In 2012 Gwynedd is performing higher than Wales in each of the core subjects. The continuous progress in English is better than the national progress, and the figure for 2012 is 1.9% higher than Wales; continuous progress in Mathematics is slightly better than the national progress, and the 2012 figure is 0.3% higher than Wales; continuous progress in Science is less than the national progress but the 2012 figure is higher than the Wales figure by 0.9%. As seen nationally, this increase corresponds with the increase in the number of schools introducing BTEC Applied Science Level 2 [5/14 schools locally], and a further increase is expected in Gwynedd in 2013, as 11/14 schools will be introducing the qualification to a cohort of their learners. The gap between the Authority and Wales in respect of Welsh has closed and in 2012, for the first time in three years, Gwynedd has increased to be higher than Wales [76.8% Gwynedd and 73.8% Wales]. This is good bearing in mind the % that are assessed in every school.

Table 15: Distribution of individual schools across FSM national benchmarks





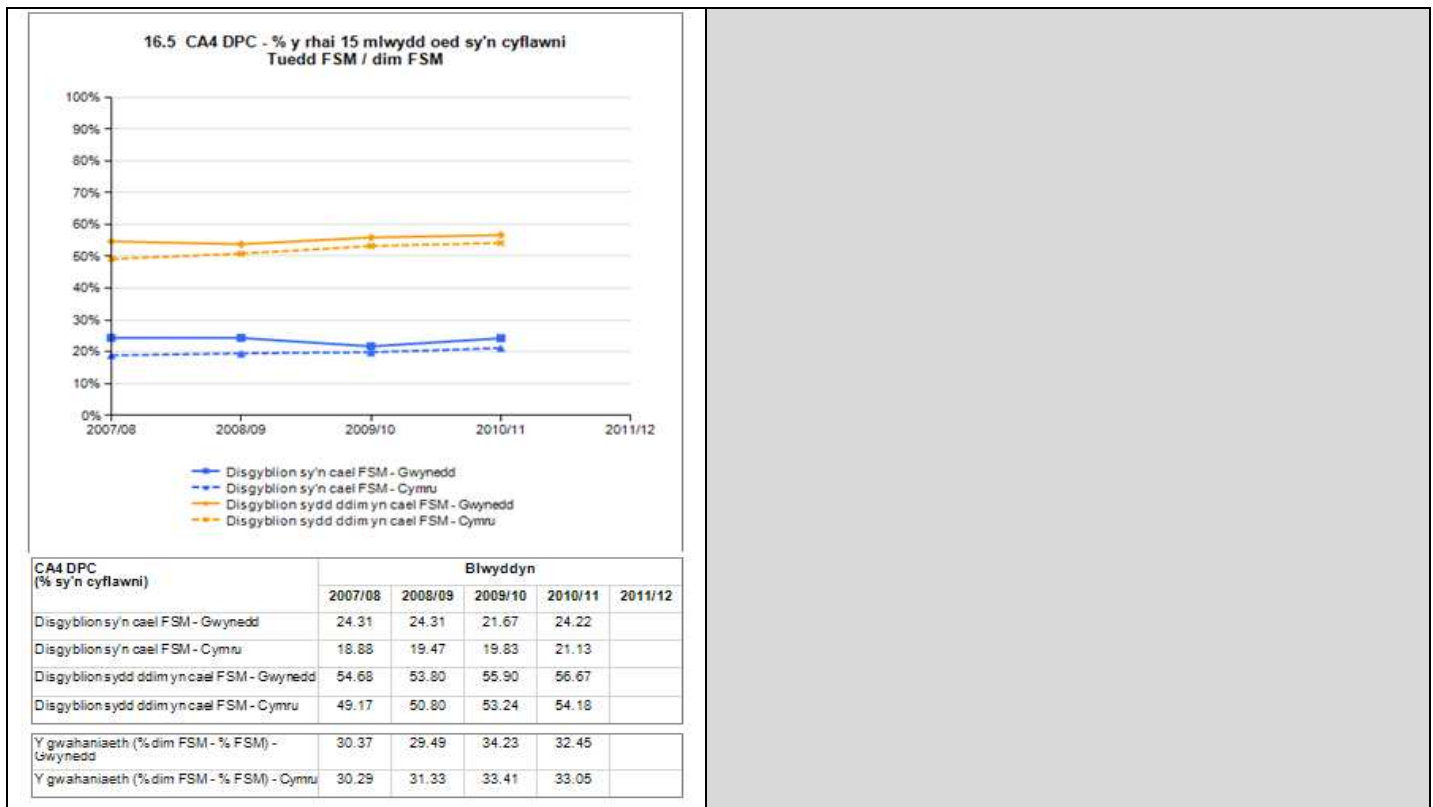
Although Gwynedd's rolling performance in KS4 has been consistently robust, with the Authority performing better than the national average across the vast majority of the indicators; comparing fairly close to the expected FSM position and comparing favourably with the profile of a number of other Authorities in the northern region, the general situation conceals significant variations in performance across schools. Concern has been expressed regarding the performance of just under a half of the secondary schools, and specifically so in the context of performance in the L2+T and the subject of Mathematics. During 2011-12 intensive action plans were implemented for targeting maintenance, which has led to improvements in a number of the schools. However, although there is improvement in the % of pupils who succeed to gain the thresholds in these schools, progress has not been sufficient to raise them from the lower 50.0%, and as a result, it is acknowledged that significant further work needs to be completed [details of individual schools' rolling performance are given in Appendix A].

The Cabinet Member has requested a scrutiny investigation into the field, and the work will specifically address the following aspects:

- i. why does polarisation occur in the KS4 performance of schools?
- ii. attainment standards in Mathematics and the impact of this on the L2+T indicator
- iii. why is the quality of KS3 standards and provision generally robust across all the Authority's schools?
- iv. foster a fuller understanding of the performance of pupils receiving FSM and the degree to which the achievement of this group of learners impacts on KS4 performance
- v. the effect of leadership on the performance of schools and the way leadership skills are nurtured and developed.

Table 16: Compare the performance of pupils receiving FSM / not receiving FSM





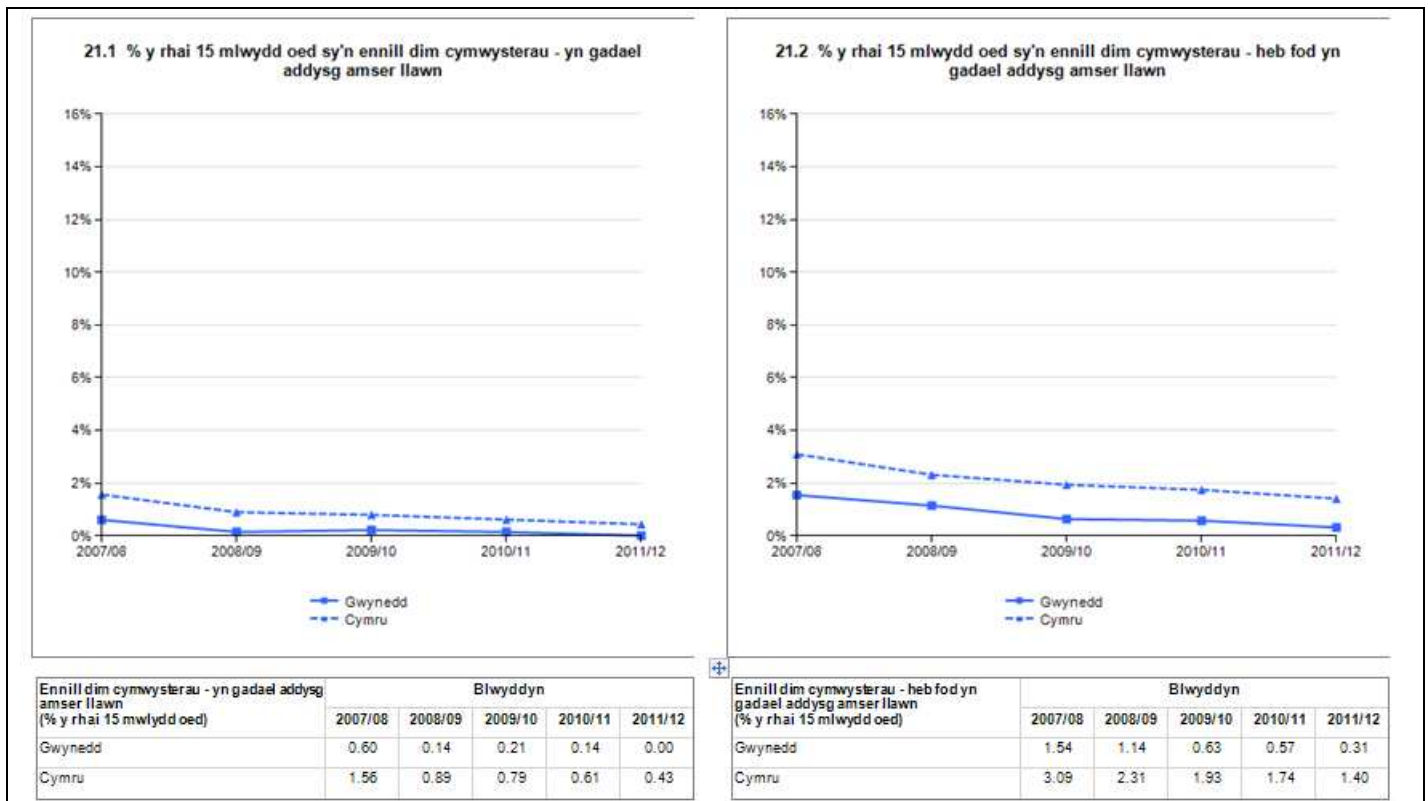
Without exception, the performance of learners receiving FSM in KS4 in the main indicators is better in the authority than the corresponding national figure over the rolling period. The difference between FSM/not receiving FSM, with a few exceptions, is also better or similar to national figures over the same period. This is good. However, there is a need to address the performance of this particular group of learners in some individual schools.

Attendance

Attendance in the primary compares favourably with other authorities. Attendance in the secondary, although improved, continues to be lower than expected. Between 2009 and 2011, there was greater improvement in Gwynedd than nationally. However, there has been a significant national improvement in 2012 which is not reflected to the same degree in Gwynedd. Consequently, Gwynedd is performing lower than the expectation, and despite the improvement since 2009, absences in the secondary sector still need to be addressed further. A high percentage of Gwynedd's schools is in the lower quartile of national FSM benchmarks [the highest Authority but one]. Unauthorised absences in Gwynedd are better and significantly lower than Wales over a rolling period, and are the eighth lowest of all the authorities in 2012. The attendance of SEN learners is slightly lower than their peers across the sectors. The attendance pattern [2% lower than their peers] is nearly constant across the primary and secondary.

Table 17: % of 15 years olds who gain no qualifications and who are leaving/not leaving full time education

Leaving without a qualification and leaving full time education					
	2008	2009	2010	2011	2012
Gwynedd	0.60	0.14	0.21	0.14	0.00
Wales	1.56	0.89	0.79	0.61	0.43
Leaving without a qualification but not leaving full time education					
	2008	2009	2010	2011	2012
Gwynedd	1.54	1.14	0.63	0.57	0.31
Wales	3.09	2.31	1.93	1.74	1.40



Attention is drawn to the fact that the percentage of pupils without a recognised qualification [whether they are leaving or continuing in full time education] has reduced over the period 2008-2011 and compares very well with the corresponding national figure. The figure for 2012 is excellent.

Table 18: Summarising the County's Performance.

Summarising Gwynedd's Performance across the Key Stages	
KS1/FP	Good performance over time, but a slight deterioration in 2012.
KS2	Consistently good performance on a County level, with the performance of individual schools having improved.
KS3	Consistently good performance and very good in 2012.
KS4	Good performance on a County level and in just over a half of individual schools.

APPENDIX: HIGH LEVEL INDICATORS

INDICATOR	TARGET	PERFORMANCE 2012
% of pupils receiving an assessment in language, literacy and communication skills at the end of the FP	72.0%	87.6%
% of pupils eligible to be assessed at the end of KS2 who achieve the CSI	82.0%	86.2%
% difference between the performance of learners receiving FSM/not receiving FSM in CSI KS2	23.0%	13.7%
% of pupils eligible to be assessed at the end of KS3 who achieve the CSI	76.0%	83.0%
% difference between the performance of learners receiving FSM/not receiving FSM in CSI KS3	30.0%	26.6%
% of 16 year old pupils who gain the L2+T	Over 50.0%	55.0%
% of 16 year old pupils who gain the L2T	70.7%	75.1%
% of 16 year old pupils who gain the L1T	92.9%	93.1%
% of 16 year old pupils who gain the CSI	52.3%	53.2%
Performance in the KS4 Capped Points Score	-	335.0
% of secondary schools in the highest 50% in relation to Additional Science KS2>KS4 L2+T	50.0%	78.5%
% of 15 year old pupils leaving full time education without a qualification	0.20%	0.00%
% of pupils who achieved a Level 3 good or above [L3 writing] in KS2 who received a Welsh First Language teacher's assessment at the end of KS3	-	97.2%
Number of primary schools in an ESTYN category	1	1
Number of secondary schools in an ESTYN category	1	2
FINDINGS OF STAKEHOLDERS: ANYONE ACHIEVING		
** based on questionnaires in the Autumn term 2012		
% of KS2 pupils who note that they are happy at school		Not available
% of KS2 pupils who note that they feel safe at school		97.1%
% of KS2 pupils who note that they do well at school		Not available
% of KS2 pupils who are of the opinion that the school teaches them how to stay healthy		97.1%
% of KS2 pupils who are of the opinion that the school deals well with any cases of bullying		90.2%
% of KS3 pupils who note that they are happy at school		Not available
% of KS3 pupils who note that they feel safe at school		95.7%
% of KS3 pupils who note that they do well at school		80.2%
% of KS3 pupils who are of the opinion that the school teaches them how to stay healthy		78.3%
% of KS3 pupils who are of the opinion that the school deals well with any cases of bullying		77.1%
% of KS3 pupils who are of the opinion that the school listens to their views and makes changes they suggest		81.4%
% of KS3 pupils who are of the opinion that teachers assist them to learn and make progress		88.9%
Increasing the devolved percentage of the education budget to 85% [by September 2014]		Not available
% of schools who note that the Authority's identification of standards in the schools is good or better		91.1%
% of schools noting that the support provided by the Authority in the literacy field is good or better		95.5%
% of schools noting that the support provided by the Authority in the numeracy field is good or better		77.8%
% of schools noting that the support provided by the Authority for developing management and administration is good or better		78.9%
% of schools noting that the value for money of the schools improvement service is good or better		92.2%
% of schools noting that the guidance provided by the Authority's senior officers is good or better		85.6%