

ANNUAL REPORT ON THE PERFORMANCE OF SCHOOLS IN THE GWYNEDD AUTHORITY

Committee	Services Scrutiny Committee
Title of Report	Annual report on performance at end of key stage
Date of meeting	16 April 2015
Relevant Corporate Director	Arwyn Thomas
Relevant Cabinet Member	Councillor Gareth Thomas

Introduction

The main purpose of the report is to present information to allow elected members to scrutinise end of key stage results for the 2013/14 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 places an expectation on us, as part of the self-evaluation process, to be able to answer the types of questions listed below:

- How is the Authority performing against the benchmarks set by the Welsh Government for KS3 and KS4?
- How does the Authority's performance compare with other authorities in Wales?
- Is performance similar across the core subjects?
- In which key stage is performance at its best? Which aspects require improvements?
- 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?

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

Commentary on performance

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

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

	2009	2010	2011	2012	2013	2014
Gwynedd	12.6%	13.2%	14.2%	13.7%	13.7%	12.9
Wales	17.8%	18.9%	19.7%	19.3%	19.5%	19.1
Position (1=lowest)*	5	5	5	5	5	4

The position denotes Gwynedd's ranking in comparison with other Welsh authorities, with the lowest position indicating the lowest percentage of 5-15 year old pupils receiving FSM. The table suggests that, if it is accepted that entitlement to free schools meals is an appropriate indicator of deprivation, Gwynedd's performance should be around fourth from amongst the Welsh authorities i.e. corresponding to the position of free schools meals.

The Foundation Phase and Key Stage 2

Table 2 shows the percentage of pupils who achieved the Foundation Phase Indicator (FPI)* in 2012, 2013 and 2014 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 with regard to performance in comparison with the other Welsh authorities.

Table 2: % of pupils who achieved the Foundation Phase Indicator (FPI) in 2012, 2013 and 2014 and the Core Subjects Indicator (CSI) for the previous years

	KS1		Foundation Phase			KS2				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Gwynedd	84.9%	88.0%	83.0%	82.8%	85.2%	83.2%	82.8%	86.2%	86.6%	86.0%
Wales	81.6%	82.7%	80.5%	83.0%	85.2%	78.2%	80.0%	82.6%	84.3%	86.1%
Position (1=best)	5 (0)	3 (+2)	8 (-3)	13 (-8)	10 [-6]	2 (+3)	3 (+2)	3 (+2)	6 (-1)	14 [-10]

**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.*

There has been an increase of 2.4% in the Authority's performance in the Foundation Phase Indicator in 2014 which places the Authority in the 10th position among all Welsh authorities. In the other indicators, the Authority's performance is as follows: 5+ Indicator in Welsh Language, Literacy and Communication 89.4% [13th out of the 22 authorities]. However, we must remember that the Authority's position in respect of the

Welsh language is low since a very high percentage of Gwynedd pupils are assessed through the medium of Welsh in comparison with other authorities; *Outcome 5+ in Mathematical Development* 89.7% [10th position] and *Outcome 5+ in Personal and Social Development, Well-being and Cultural Diversity* 93.4% [13th position]. The performance of the Outcome 6+ across all the indicators excels on the national average: *Outcome 6+ in Welsh Language, Literacy and Communication* [Gwynedd 37.1%: Wales 32.5%]; *Outcome 6+ Mathematical Development* [Gwynedd 32.5%: Wales 30.3%]; *Outcome 6+ in Personal and Social Development, Well-being and Cultural Diversity* [Gwynedd 60.0%: Wales 51.5%].

In KS2, the performance of the Core Subjects Indicator [CSI] in 2014 is slightly lower than the corresponding figure for 2012 and 2013 and places Gwynedd in the 14th position amongst all the Welsh authorities. The performance across the core subjects in general corresponds very closely to that seen in 2013. The performance in L4+ English places the Authority in the 8th position amongst the 22 Welsh authorities, Mathematics in the 14th position and Science and Welsh in the 13th position [but bear in mind the comment above regarding the size of the cohort being assessed in Welsh]. The table below (Table 3) shows end of KS2 performance in the core subjects, namely Welsh, English, Mathematics and Science, on the expected level and the higher level, together with the corresponding performance for Wales.

Table 3: % of pupils attaining expected levels and higher levels at the end of KS2, together with the corresponding performance for Wales

	2010		2011		2012		2013		2014	
	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales
Welsh L4+	83.8%	81.0%	82.8%	82.0%	84.1%	84.0%	87.0%	86.7%	88.3%	88.1%
Welsh L5+	28.1%	24.5%	30.3%	25.9%	28.8%	26.6%	31.8%	30.4%	35.7%	33.9%
English L4+	86.6%	81.9%	85.8%	83.4%	86.6%	85.2%	88.4%	87.1%	89.2%	88.4%
English L5+	32.7%	29.0%	34.6%	30.5%	33.0%	32.9%	34.9%	35.7%	37.5%	38.0%
Maths L4+	86.3%	83.3%	85.6%	84.9%	88.8%	86.8%	88.8%	87.5%	88.6%	88.9%
Maths L5+	31.6%	29.2%	34.4%	31.1%	33.9%	32.9%	36.4%	35.7%	37.9%	38.0%
Science L4+	90.1%	86.4%	88.5%	87.1%	91.6%	88.5%	91.6%	89.7%	91.3%	90.3%
Science L5+	32.1%	30.2%	34.6%	30.9%	33.7%	33.1%	35.0%	36.1%	39.1%	38.4%

There is concern nationally about the accuracy of teachers' assessments and the year-on-year progress. However, there has been some progress locally to ensure the accuracy and consistency of teachers' assessments in the primary sector, but there is a need to ensure a more robust procedure of standardising and moderating during the current academic year, and this has been programmed as part of a priority action by GwE. Attention will need to be given to sustaining the improvements that have happened in individual schools and to continue challenging the minority of schools where it is considered there is underperformance or comfortable performance.

The graphs below (tables 4 and 5) show the distribution of Gwynedd's primary schools in the national free school meals benchmark quartiles for the FPI and the CSI. Following an increase last year, there has been some decrease this year in the percentage of schools that are in the lower half of the FSM benchmarks at the end of the FP [51% of Gwynedd schools were in the lower half in 2014]. There is an increased percentage of schools that are in the lowest quartile for the CSI in Key Stage 2 [39%].

Table 4: Distribution of schools across FSM quartiles at the end of KS1 and the FP for the CSI/FPI

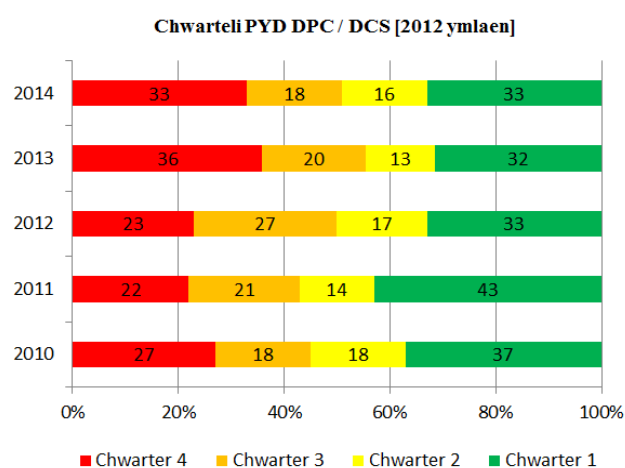
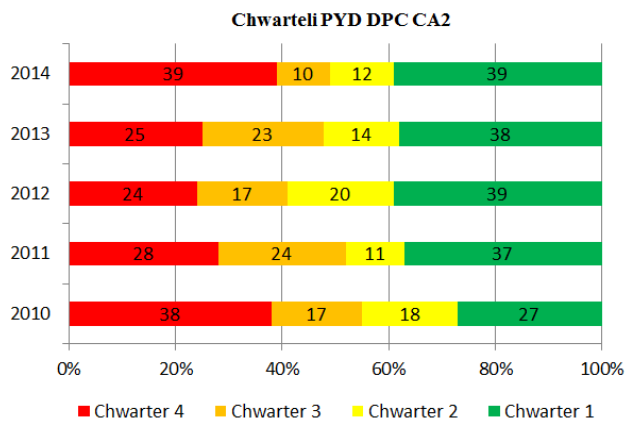


Table 5: Distribution of schools across the FSM quartiles at the end of KS2 for the CSI



Further analysis shows that the results of 6 schools have placed the CSI in the lowest quartile for the past three years at the end of KS2 [Bro Plennydd, Llanaelhaearn, Groeslon, Baladeulyn, Llandwrog, Llanystumdwy] and that 13 schools have had results that have placed the CSI in the lowest quartile for the past two years [Bro Plennydd, Groeslon, Baladeulyn, Llanaelhaearn, Llandwrog, Llanystumdwy, Trefferthyr, Nebo Rhiwlas, Penybryn Tywyn, Friog, Tregarth and Cae Top]. It must be remembered that there is only a very small cohort in a number of these schools, and as a result, measuring performance against national FSM benchmarks is a meaningless exercise. However, there are specific cases where standards need to be improved and the Authority and GwE are fully aware of those situations and are working with the schools to put plans in action.

Key Stage 3

In Key Stage 3, performance in the CSI has been higher than the expected Welsh benchmark since 2010 [Table 6], and significantly higher than the national figure for the previous five years [Table 7]. Gwynedd has performed best out of all the Welsh authorities for three years consecutively.

Table 6: Performance against Welsh Government benchmarks:

	Key Stage 3 [KS3] CSI				
	2010	2011	2012	2013	2014
*Gwynedd	73.0%	77.0%	84.0%	86.0%	90.0%
**Benchmark	69.0%	74.0%	78.0%	82.0%	86.2%
Difference	+4	+3	+6	+4	+3.8

*Note that there is a discrepancy between Gwynedd's performance and what is published in the Core Data Sets because only the mainstream schools are included.

** expected performance modelled based on FSM eligibility

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

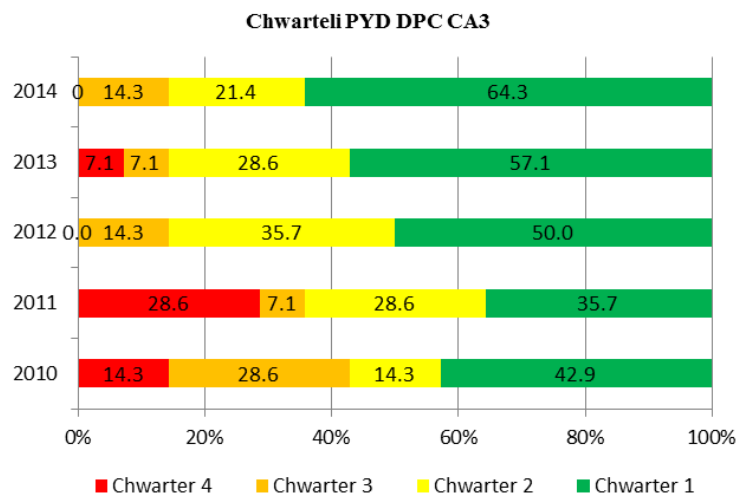
	Key Stage 3 [KS3]				
	2010	2011	2012	2013	2014
Gwynedd	72.6%	76.3%	83.0%	85.4%	89.1%
Wales	63.7%	68.0%	72.5%	77.0%	81.0%
Position (1=best)	2	3	1	1	1

On L5+ in Welsh, the performance in 2014 has placed the Authority in the 6th position amongst the Welsh authorities. This is very good bearing in mind the size of the cohort being assessed. In 2014, Gwynedd's performance at the expected level is the highest amongst all the Welsh authorities in English and in Mathematics, with Science in 2nd position. Performance on the higher levels is also strong and higher than the national figures. The data confirms that the performance of Gwynedd schools is consistently very good in Key Stage 3.

Table 8: % of pupils attaining expected levels and higher levels at the end of KS3, together with the corresponding performance for Wales

	2010		2011		2012		2013		2014	
	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales
Welsh L5+	76.7%	76.8%	83.0%	81.3%	86.3%	84.2%	90.1%	87.6%	91.6%	90.1%
Welsh L6+	38.6%	36.4%	41.9%	38.1%	46.2%	41.2%	50.2%	45.7%	56.2%	52.9%
English L5+	75.7%	72.5%	80.0%	76.0%	86.0%	79.3%	89.5%	82.9%	90.6%	85.9%
English L6+	33.1%	31.3%	38.8%	34.6%	47.0%	38.0%	52.3%	42.7%	52.9%	48.5%
Maths L5+	79.1%	75.5%	82.6%	77.9%	86.7%	81.1%	89.5%	83.9%	91.9%	86.5%
Maths L6+	45.6%	45.0%	49.3%	46.8%	56.2%	49.6%	59.3%	53.1%	64.9%	56.2%
Science L5+	81.2%	77.1%	85.1%	80.3%	90.2%	83.6%	92.4%	87.0%	93.9%	90.4%
Science L6+	46.9%	37.0%	46.9%	38.9%	56.6%	43.8%	59.2%	48.6%	64.4%	54.6%

Table 9: Distribution of schools across the FSM quartiles at the end of KS3 for the CSI



The percentage of schools that are in the upper half of the national FSM benchmarks for the CSI has increased since 2010. Now, 64.3% of the schools are in the upper quartile and none of the schools are in the lowest quartile. There is concern nationally about the accuracy of teachers' assessments and the year-on-year progress. There is a need to ensure a more robust procedure of standardising and moderating during the current academic year, and this has been programmed as part of a priority action by GwE.

Key Stage 4

The performance of Gwynedd has been slightly lower than the Welsh Government benchmark over a rolling period. However, for the first time in 2013 Gwynedd's performance corresponded to the benchmark that had been set by the Welsh Government for the Level 2+ Threshold and was higher for the Capped Points Score. In 2014, performance in the TL2+ was slightly lower than the benchmark but was higher for the Capped Points Score.

Table 10: Performance against Welsh Government benchmarks:

	2010		2011		2012		2013		2014	
	L2+	Points score	L2+	Points score	L2+	Capped points score	L2+	Capped points score	L2+	Capped points score
*Gwynedd	52.1 %	402	53.4%	327	55.0%	335	59%	358	61.75%	367
**Benchmark	55.0 %	406	57.0%	332	58.0%	343	59%	351	62.46%	359
Difference	-3	-4	-4	-5	-3	-8	0	+7	-0.71	+7

*Note that there is a discrepancy between Gwynedd's performance and what is published in the Core Data Sets because only the mainstream schools are included.

** expected performance modelled based on FSM eligibility

Table 11: Performance of 15 year old pupils in comparison with Wales and other authorities

Gwynedd	2010		2011		2012		2013		2014		
	%	Position	%	Position	%	Position	%	Position	% Gwynedd [Wales]	Position	
TL1	91.1	9	92.9	4	93.1	8	97.1	2	97.2 [94.0]	1	
TL2	67.4	5	70.7	8	75.1	10	81.5	8	87.7 [82.3]	4	
TL2+	52.1	6	53.4	6	55.0	6	58.0	4	61.1 [55.4]	5	
CSI	51.9	5	52.3	5	53.2	5	57.3	3	60.5 [52.6]	2	
CPS	315.0	4	327.1	3	335.0	8	353.4	2	362.2 [340.8]	1	
Welsh	71.2		74.7		76.8		72.8		73.3		
English	63.9		64.2		64.1		66.6		69.2		
Mathematics	55.2		57.0		58.7		62.2		65.2		
Science	66.6		66.0		71.5		84.7		93.8		
TL1	Threshold Level 1: learning which corresponds to five GCSEs grades D to G										
TL2	Threshold Level 2: learning which corresponds to five GCSEs grades A* to C.										
TL2+	Threshold Level 2+: learning which corresponds to five GCSEs grades A* to C, including Welsh or English and Mathematics.										
CSI	Core Subjects Indicator: % of learners who attain the expected levels in English or Welsh, 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 main indicators across the period in question. In 2014 the figures show further progress on the 2013 figures in all of the main indicators and the core subjects. An increase of 3.1% can be seen in the TL2+ which is the main indicator for KS4 [compared with 2.7% nationally]. It appears that Gwynedd's performance in the main indicators is very robust compared with the other authorities. Despite this, too many secondary schools remain in the lower half of the FSM benchmarks for the TL2+ because of disappointing performance in Mathematics and English mainly [see Table 16 below].

In 2013, the rate of improvement in Gwynedd was greater than what was seen nationally for nearly all of the indicators. In 2014, the progress in the majority of the indicators compares favourably with the national progress:

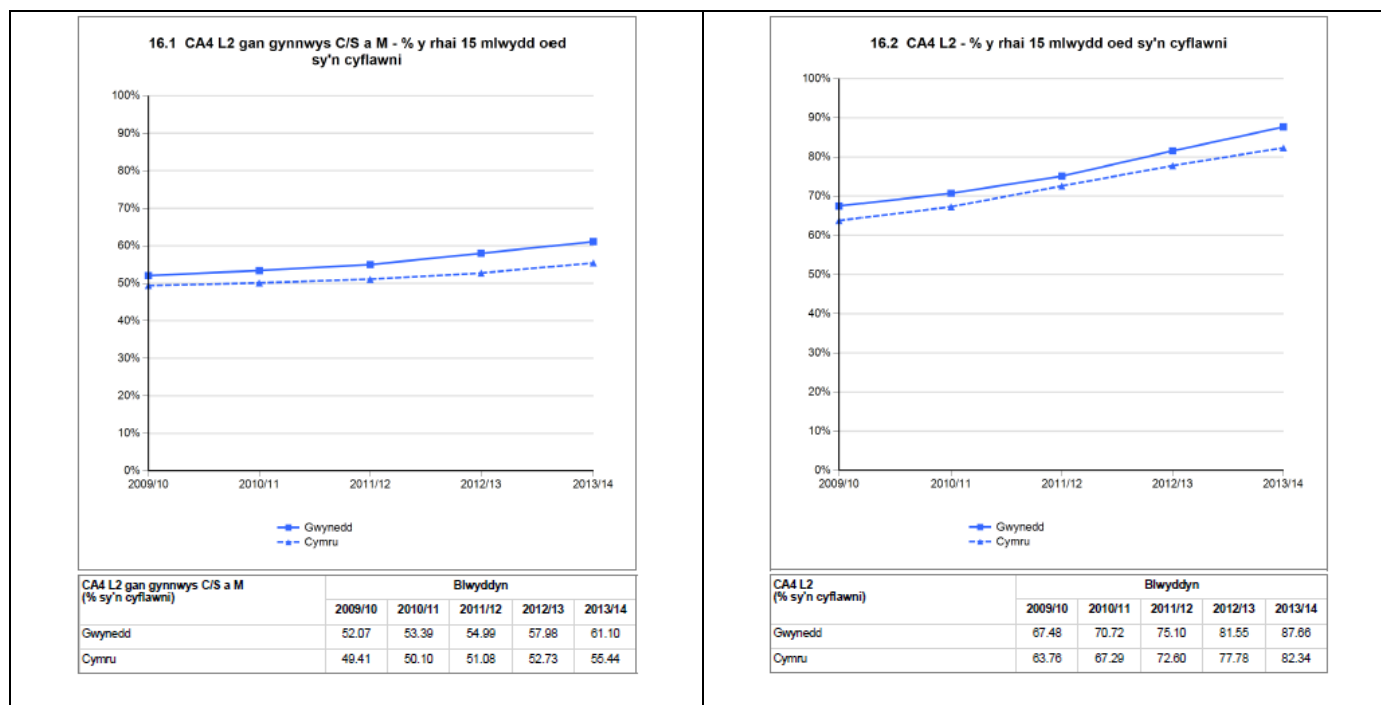
Table 12: Progress in Gwynedd compared with the national progress

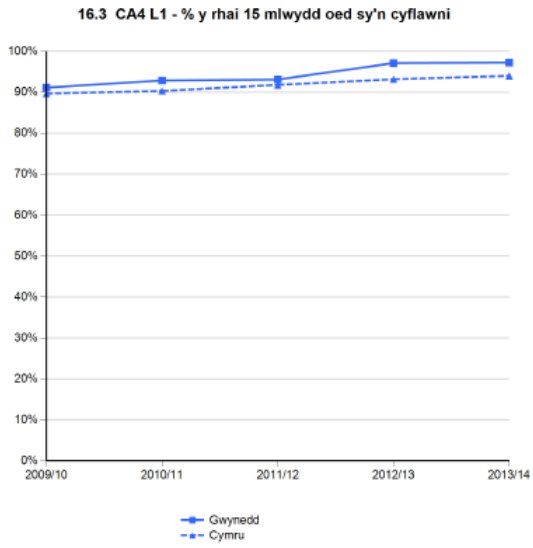
Indicator	Progress 2012> 2013 Gwynedd	Progress 2012> 2013 Wales	Progress 2013> 2014 Gwynedd	Progress 2013> 2014 Wales	Progress 2012> 2014 Gwynedd	Progress 2012> 2014 Wales
TL2+	+3.0%	+1.6%	+3.1%	+2.7%	+6.1%	+4.3
TL2	+6.4%	+5.2%	+6.2%	+4.5%	+12.6%	+9.7
TL1	+4.0%	+1.4%	+0.1%	+0.8%	+4.1%	+2.2
CSI	+4.1%	+0.3%	+3.2%	+3.4%	+7.4%	+3.7
CPS	+18.4	+9.6	+8.8	+7.6	+27.2	+17.2
Welsh	-4.0%	-0.3%	+0.5%	+0.2%	-3.5%	-0.1%
English	+2.5%	+0.7%	+2.6%	+3.3%	+5.1%	+4.0%
Mathematics	+3.5%	+1.9%	+3.0%	+1.4	+6.5%	+3.3%
Science	+13.2%	+4.2%	+9.1%	+7.5%	+22.3%	+11.7%

The increase seen between 2012 and 2014 in Gwynedd for each indicator is higher than the corresponding national increase, except for Welsh.

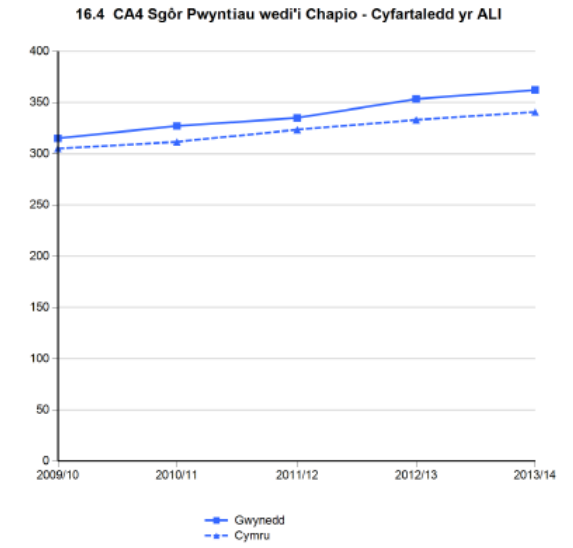
The graphs below show Gwynedd's performance in the main indicators compared with Wales's performance over a rolling period from 2009 to 2014. As expected, Gwynedd is performing better than the national figure for all of the main indicators.

Table 13: Gwynedd's performance in the main indicators compared with Wales's performance

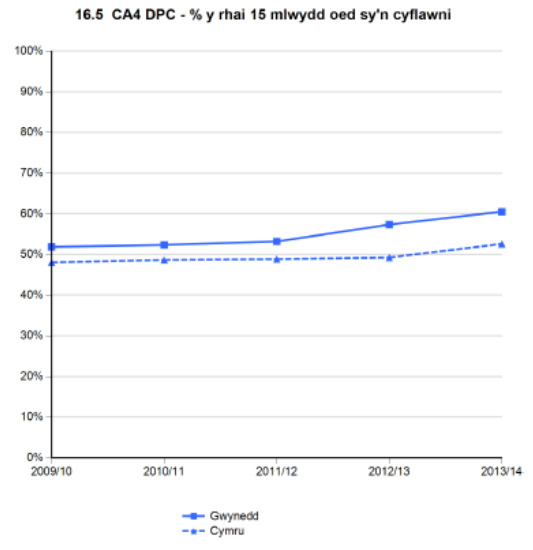




CA4 L1 (% sy'n cyflawni)	Blwyddyn				
	2009/10	2010/11	2011/12	2012/13	2013/14
Gwynedd	91.10	92.86	93.09	97.09	97.22
Cymru	89.66	90.32	91.77	93.17	93.99



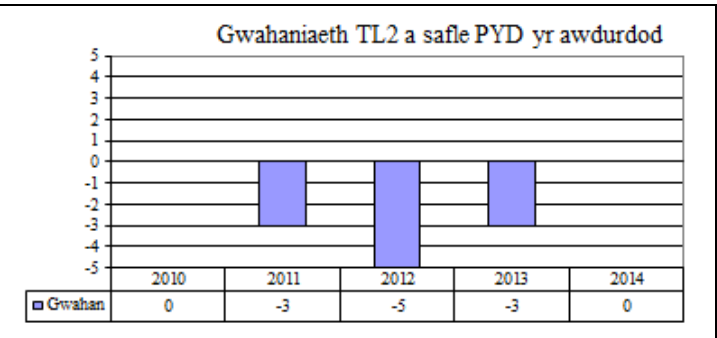
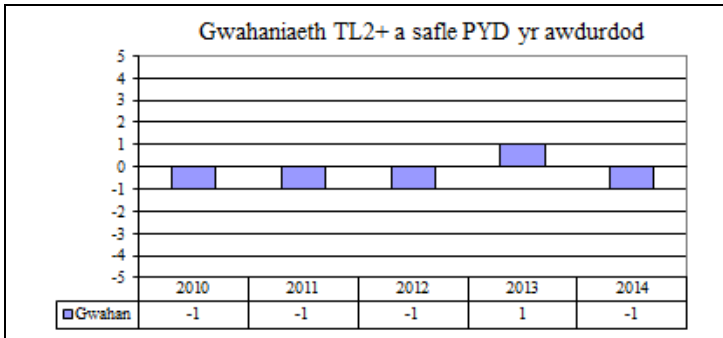
CA4 Sgôr Pwyntiau wedi'i Chapio (cyfartaledd)	Blwyddyn				
	2009/10	2010/11	2011/12	2012/13	2013/14
Gwynedd	315.04	327.12	335.02	353.41	362.20
Cymru	305.07	311.58	323.53	333.06	340.80

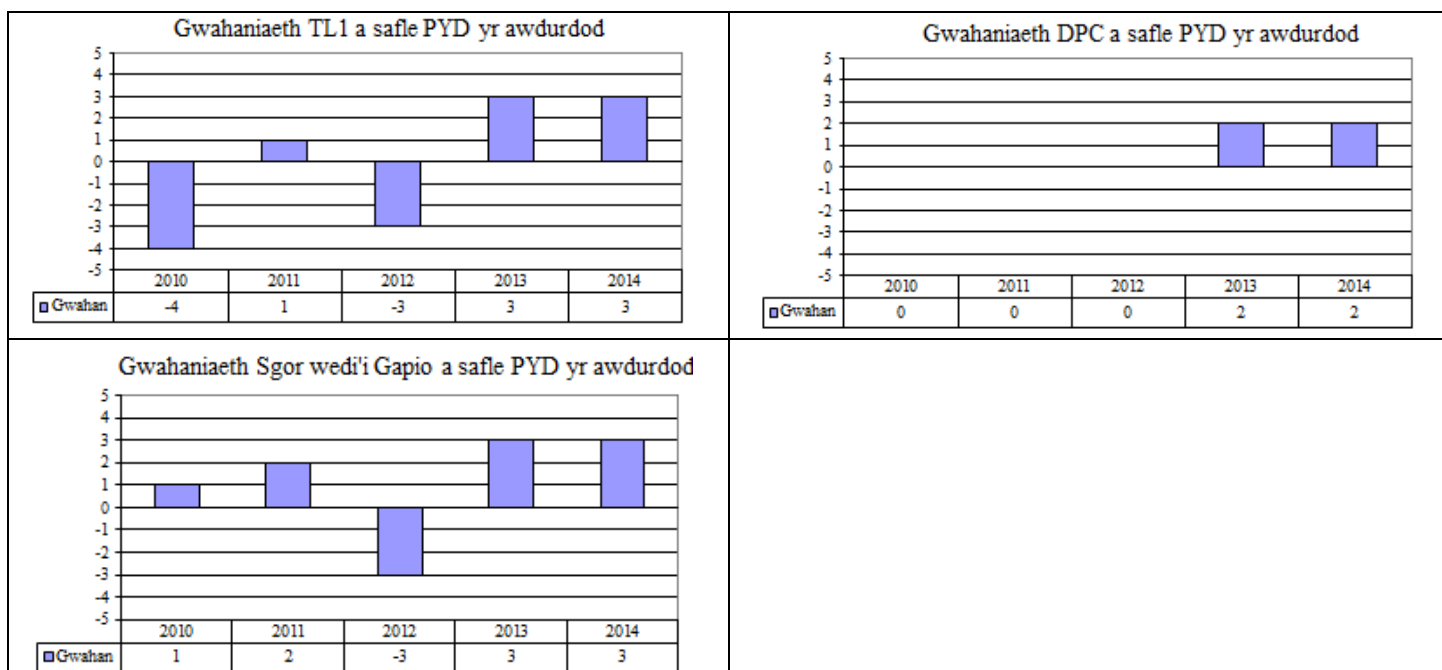


CA4 DPC (% sy'n cyflawni)	Blwyddyn				
	2009/10	2010/11	2011/12	2012/13	2013/14
Gwynedd	51.86	52.33	53.18	57.35	60.50
Cymru	48.05	48.66	48.87	49.24	52.59

Gwynedd's performance in comparison with the authorities of Wales is good [see Table 11 above and the graphs below]. Gwynedd's position in respect of free school meals [FSM] has been around 5th amongst all the Welsh authorities for a number of years [4th in 2014]. Gwynedd's performance in Threshold Level 1 [1st], Threshold Level 2 [4th], Threshold Level 2 including Welsh or English and Mathematics [5th], the Core Subjects Indicator [2nd] and the Capped Points Score [1st] is higher or similar to the authority's position in respect of FSM. This is good.

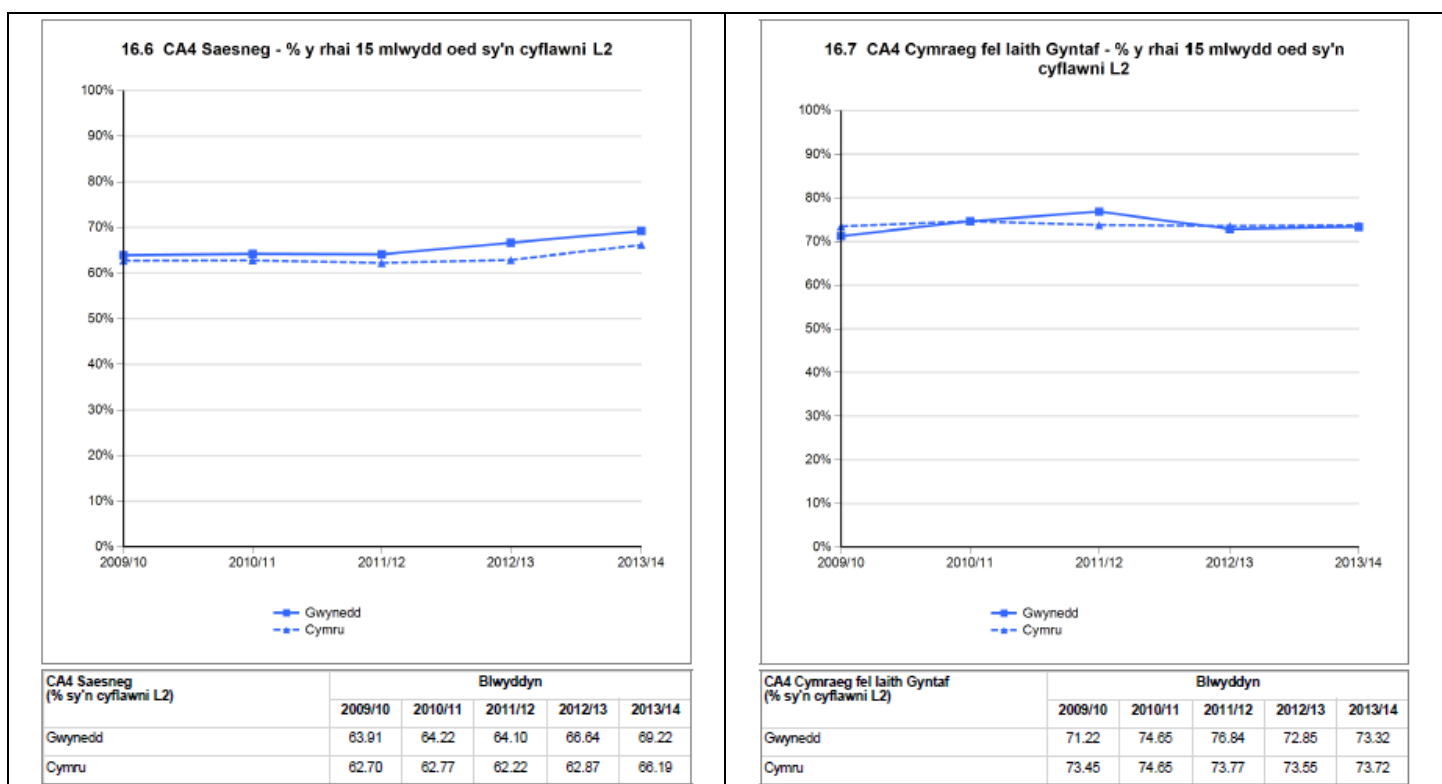
Table 14: Performance of 15 year old pupils in comparison with FSM position



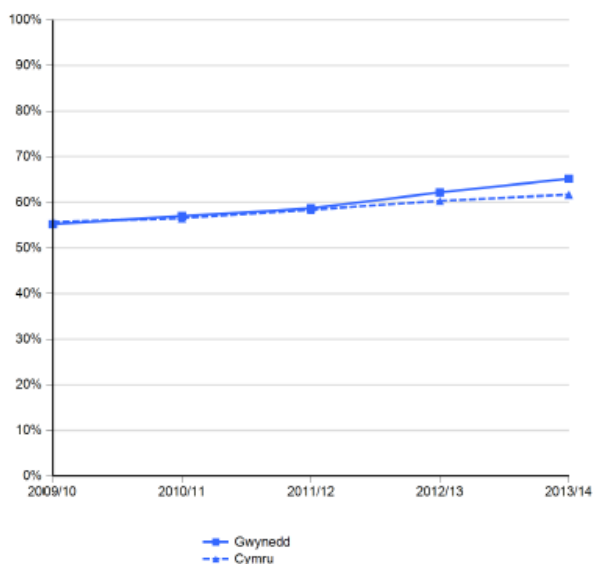


The graphs below show Gwynedd's performance in the core subjects compared with Wales's performance over a rolling period from 2010 to 2014.

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

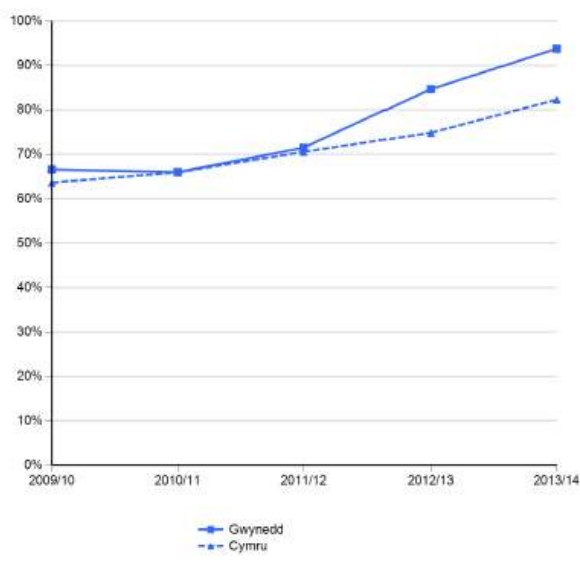


16.8 CA4 Mathemateg - % y rhai 15 mlwydd oed sy'n cyflawni L2



CA4 Mathemateg (% sy'n cyflawni L2)	Blwyddyn				
	2009/10	2010/11	2011/12	2012/13	2013/14
Gwynedd	55.22	57.00	58.68	62.17	65.16
Cymru	56.75	56.50	58.36	60.31	61.70

16.9 CA4 Gwyddoniaeth - % y rhai 15 mlwydd oed sy'n cyflawni L2

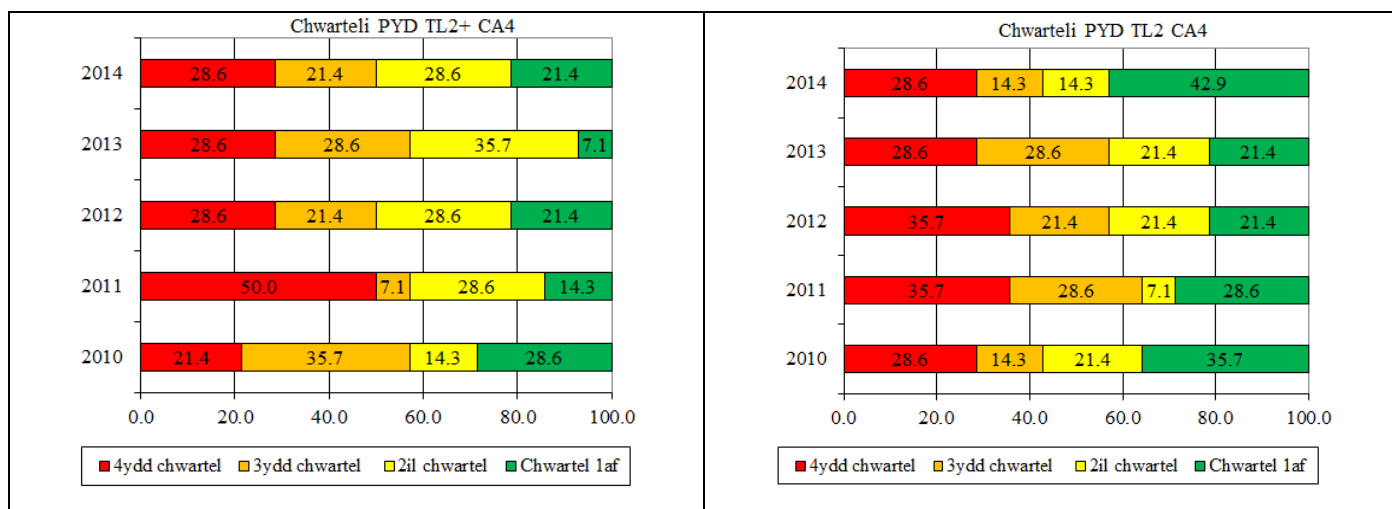


CA4 Gwyddoniaeth (% sy'n cyflawni L2)	Blwyddyn				
	2009/10	2010/11	2011/12	2012/13	2013/14
Gwynedd	66.57	65.98	71.48	84.87	93.75
Cymru	63.83	65.93	70.56	74.85	82.30

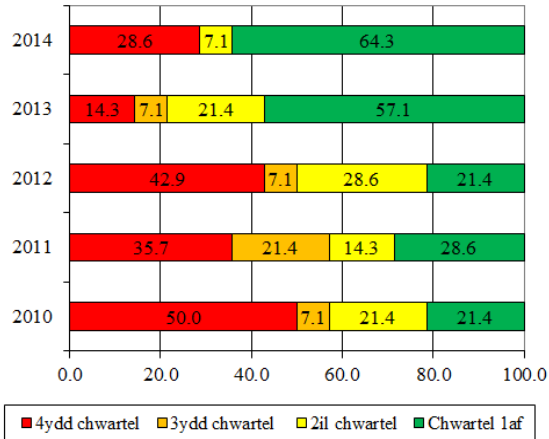
In 2014, Gwynedd performs higher than Wales in each of the core subjects apart from Welsh. However, the comparison for Welsh is not a fair comparison because of the large proportion of the cohort being assessed in Welsh in Gwynedd in comparison with other areas. The continuous progress in English, Mathematics and Science between 2009-10 and 2013-14 is better than the national improvement. However, in 2014 too many secondary schools remain in the lower half of the FSM benchmarks in Mathematics and English [see Table 16 below]. The figure for Level 2 Science includes the BTEC qualification which is mainly responsible for the significant increase in performance that has been witnessed over the past few years.

The graphs below show the distribution of the 14 secondary schools in the free school meals national quartiles for the main indicators and the core subjects across the period 2010-14.

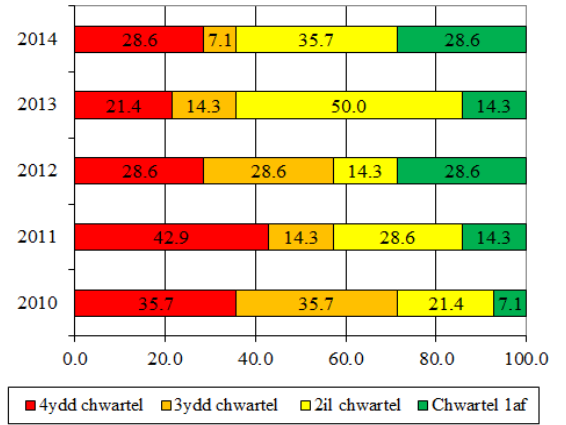
Table 16: Distribution of individual schools across FSM national benchmarks



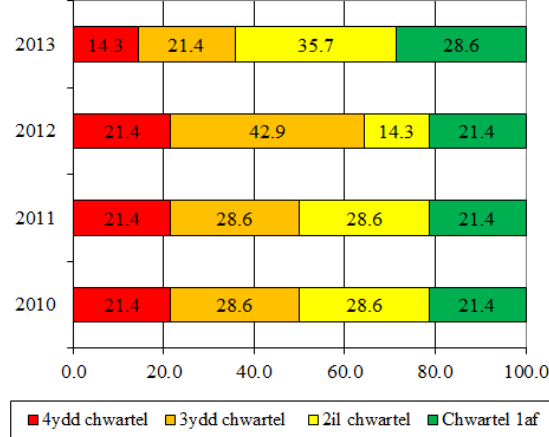
Chwarteli PYD TL1 CA4



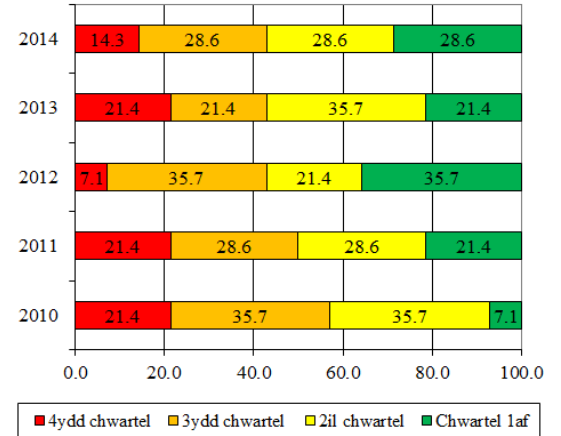
Chwarteli PYD DPC CA4



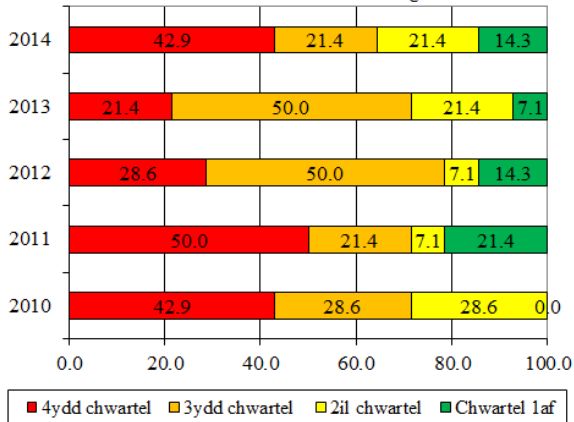
Chwarteli PYD Sgor pwyntiau wedi'i gapio CA4



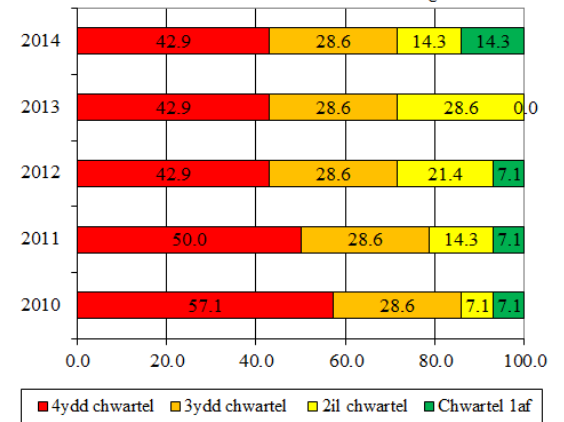
Chwarteli PYD Lefel 2 Cymraeg CA4



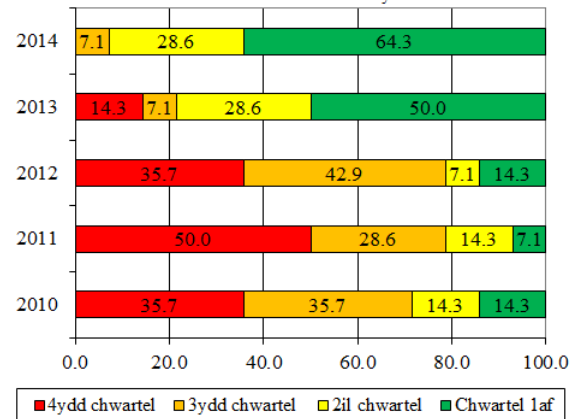
Chwarteli PYD Lefel 2 Saesneg CA4



Chwarteli PYD Lefel 2 Mathemateg CA4



Chwarteli PYD Lefel 2 Gwyddoniaeth CA4



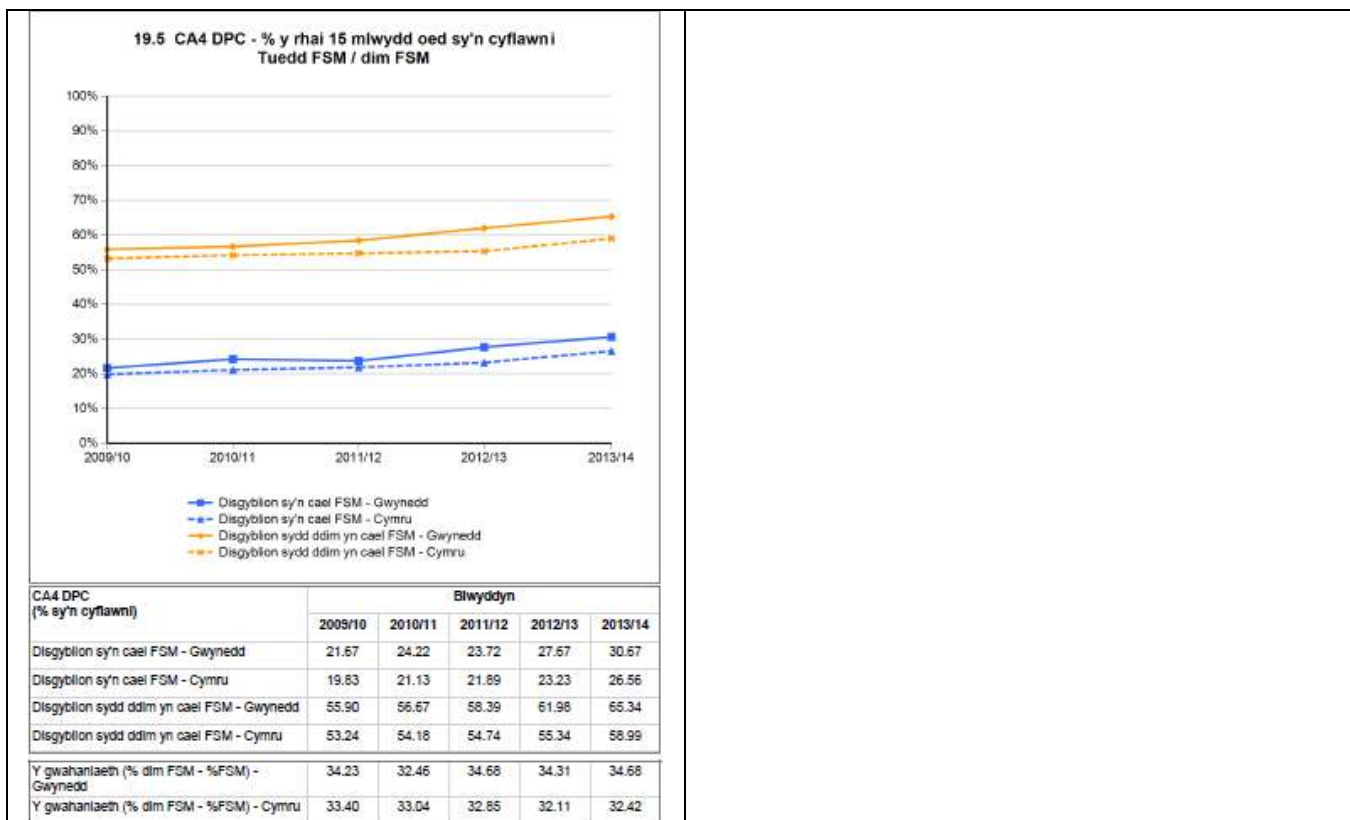
In 2014, the distribution of the TL2+ main indicator against national benchmarks has improved but continues to be disappointing, with half of the schools in the lower half of their FSM Family. Three schools have been in the lower half for the TL2+ for three or more years consecutively. This is also reflected in the situation for English and Mathematics [with 71.4% of the schools below the median for Mathematics and 64.6% for English in 2014]. Six schools are in the lowest quartile for the two subjects in 2014, and six schools have also been below the median for three consecutive years [but not the same schools in every case for Mathematics and English].

The distribution of the schools in the FSM benchmarks is more positive for the other main indicators, with 71.4% in the upper half for the TL1; 57.1% for the TL2; 64.3% for the Capped Points Score; 64.3% for the CSI; 57.1% for Welsh and 92.9% for L2 Science. However, two schools have been in the lower half for three consecutive years for the TL1; one school for the TL2; two schools for the Capped Points Score; one school for the CSI and two schools for Welsh.

The graphs below compare the performance of learners who are entitled to free school meals [FSM] with the performance of those who are not eligible.

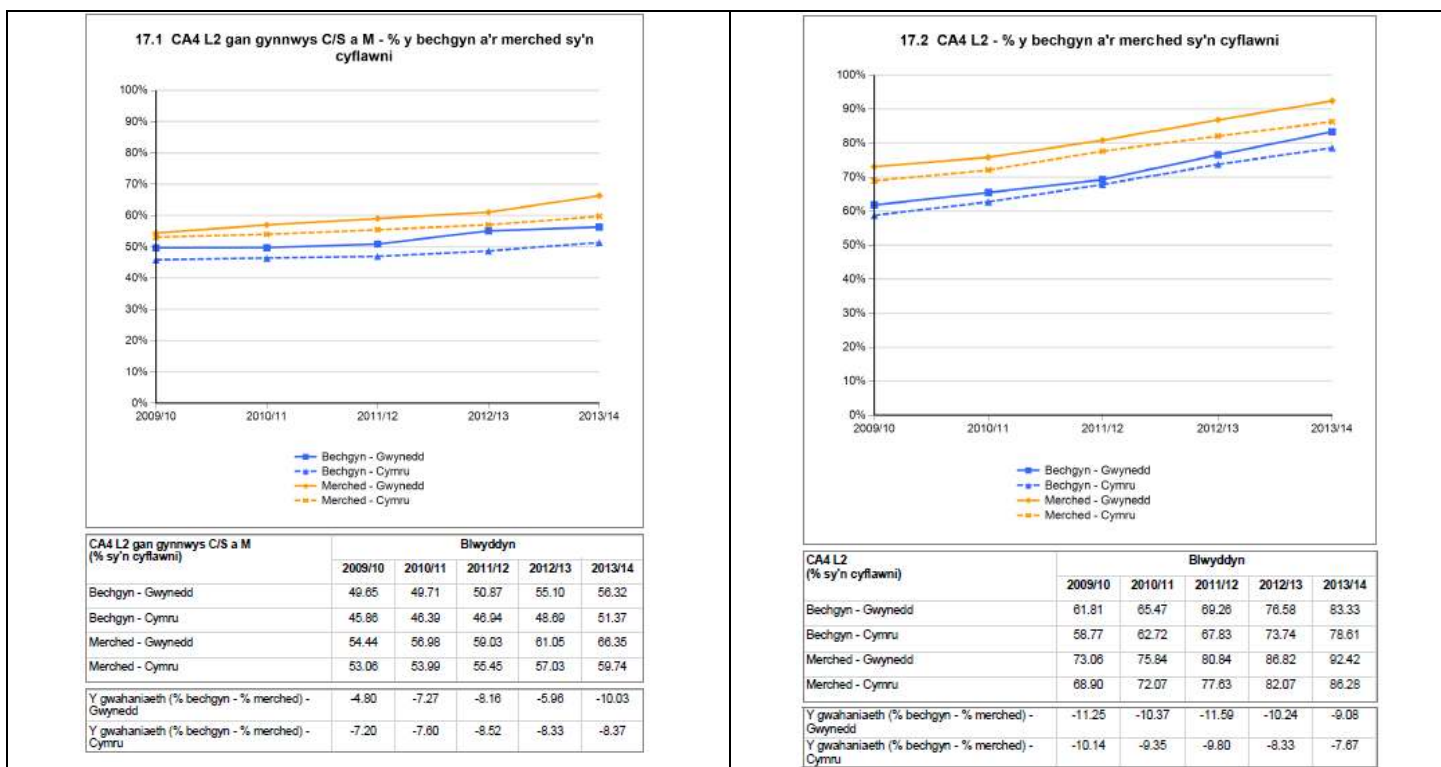
Table 17: Compare the performance of pupils receiving FSM / not receiving FSM

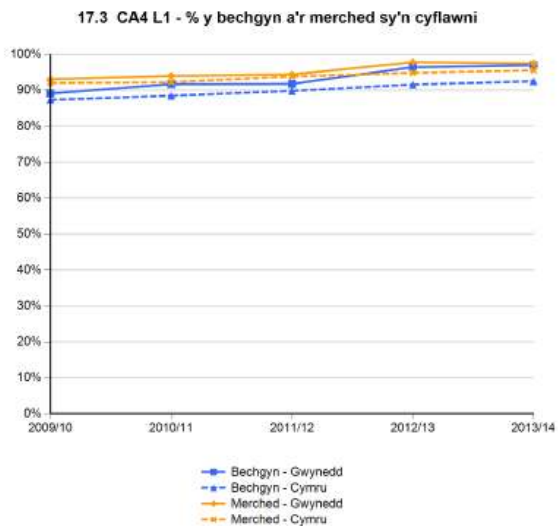




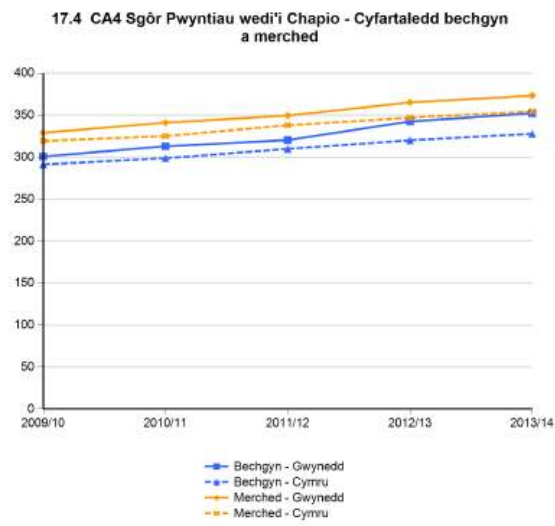
Over the rolling period, without exception across all indicators, the performance of FSM learners and non-FSM learners in KS4 in Gwynedd has been better than the corresponding national figure. In 2013>2014 the performance of FSM learners increased in the TL2+ [+2.81% to 32.0% in comparison with an increase of +1.9% to 27.7% nationally], the CPS and the CSI and there was a substantial increase in the L2. There has been a reduction of -1.6% in the percentage of pupils that succeed on L1. However, between 2013 and 2014, the gap between FSM/non-FSM has increased in the TL2+ [+1.6% to 33.8% in comparison with an increase of +1.4% to 33.7% nationally].

Table 18: Comparing the performance of boys and girls

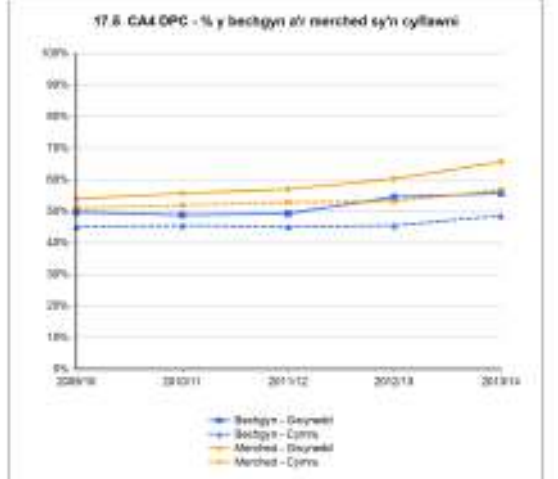




CA4 L1 (% sy'n cyflawni)	Blwyddyn				
	2009/10	2010/11	2011/12	2012/13	2013/14
Bechgyn - Gwynedd	89.11	91.69	91.70	96.42	96.98
Bechgyn - Cymru	87.35	88.49	89.82	91.59	92.50
Merched - Gwynedd	93.06	93.99	94.39	97.80	97.47
Merched - Cymru	92.03	92.24	93.83	94.85	95.55
Y gwahaniaeth (% bechgyn - % merched) - Gwynedd	-3.95	-2.30	-2.63	-1.39	-0.49
Y gwahaniaeth (% bechgyn - % merched) - Cymru	-4.69	-3.75	-4.01	-3.25	-3.05



CA4 Sgôr Pwyntiau wedi'i Chapio (cyfartaledd)	Blwyddyn				
	2009/10	2010/11	2011/12	2012/13	2013/14
Bechgyn - Gwynedd	300.78	312.90	320.33	342.46	352.13
Bechgyn - Cymru	291.27	298.75	309.85	320.05	327.83
Merched - Gwynedd	329.05	340.98	349.46	365.06	373.28
Merched - Cymru	319.26	325.01	337.96	346.89	354.52
Y gwahaniaeth (% bechgyn - % merched) - Gwynedd	-28.28	-28.08	-29.13	-22.60	-21.15
Y gwahaniaeth (% bechgyn - % merched) - Cymru	-27.99	-26.27	-28.11	-26.83	-26.69



CA4 DPC (% sy'n cyflawni)	Blwyddyn				
	2009/10	2010/11	2011/12	2012/13	2013/14
Bechgyn - Gwynedd	49.79	48.65	49.39	54.55	55.75
Bechgyn - Cymru	45.12	45.51	45.13	46.59	46.68
Merched - Gwynedd	53.89	56.79	57.01	59.32	60.72
Merched - Cymru	51.90	51.96	52.86	53.21	55.75
Y gwahaniaeth (% bechgyn - % merched) - Gwynedd	-4.18	-8.17	-7.72	-5.79	-4.97
Y gwahaniaeth (% bechgyn - % merched) - Cymru	-6.94	-6.46	-7.75	-7.71	-8.10

In 2014, boys' performance in each of the main indicators is better in the authority than the corresponding national figure [girls' performance is also better than the corresponding national figure]. However, the difference between the performance of boys and girls is greater in Gwynedd than it is nationally for the TL2+ [-10.03% Gwynedd; -8.37% Wales], TL2 [-9.08% Gwynedd; -7.67% Wales], and the CSI [-9.97% Gwynedd, -8.10% Wales]. The gap is also slightly greater for English [-19.85% Gwynedd, -17.86% Wales], Welsh [-20.19% Gwynedd, -18.03% Wales] and Mathematics [-4.08% Gwynedd, -1.59% Wales].

Table 19: % of 15 year olds who gain no qualifications and who leave full-time education/do not leave full time education

Leaving without a qualification and leaving full time education					
	2010	2011	2012	2013	2014
Gwynedd	0.21	0.14	0.00	0.00	Data no longer collected.
Wales	0.79	0.61	0.43	0.32	
Leaving without a qualification but not leaving full time education					
	2010	2011	2012	2013	2014
Gwynedd	0.63	0.57	0.31	0.14	0.38
Wales	1.93	1.74	1.40	1.18	1.06

Attention is drawn to the fact that the percentage of pupils leaving full-time education without a recognised qualification [whether they are leaving or continuing in full-time education] has decreased over the period 2009-2013 but there was a small increase in 2013-2014. However, the continuous performance compares very well with the corresponding national figure and the % between 2012 and 2014 is excellent.

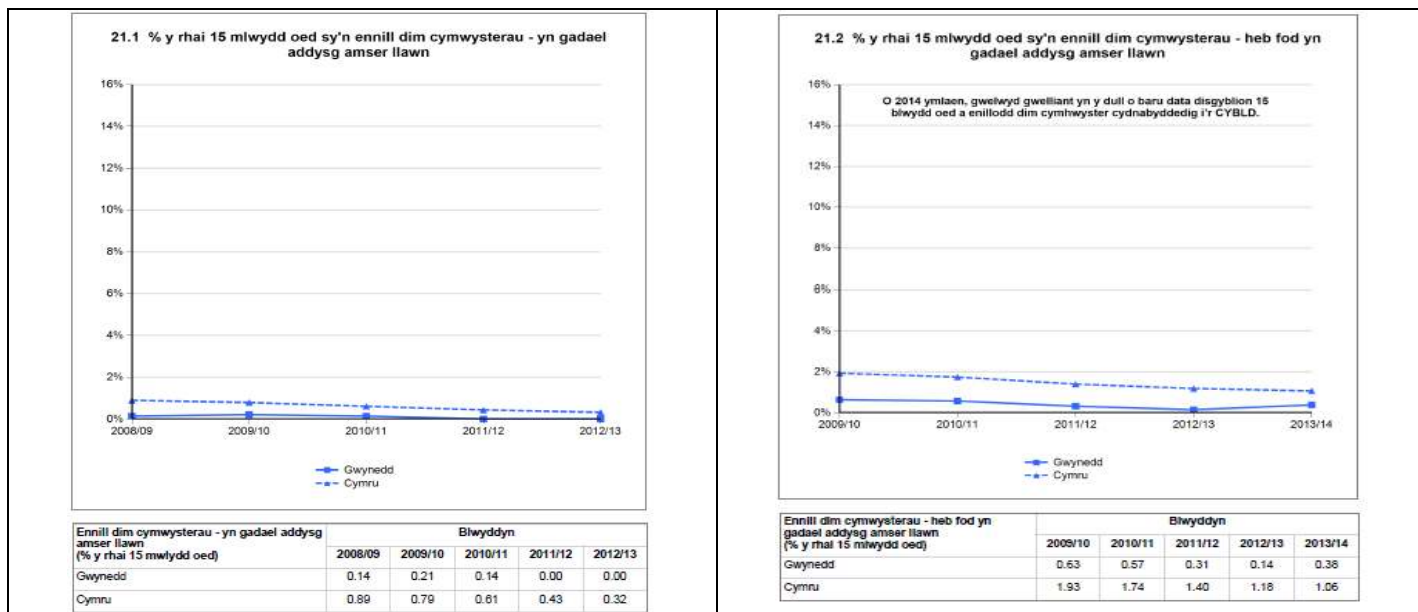


Table 20: The effect of action in schools that received support/intervention during 2013-14 [+/-]

Schools 2014	TL2+			Welsh			English			Mathematics		
	2013	2014	+/-	2013	2014	+/-	2013	2014	+/-	2013	2014	+/-
	62.3	59.6	-2.7	67.2	77.6	10.4	76.8	76.9	0.1	69.5	61.5	-8.0
	57.8	70.4	12.6	77.9	88.2	10.3	71.8	81.5	9.7	60.9	72.2	11.3
	63.5	68.7	5.2	74.8	80.2	5.4	64.8	67.2	2.4	70.9	74.0	3.1
	62.3	55.7	-6.6	77.6	79.7	2.1	67.0	67.1	0.1	63.5	55.7	-7.8
	58.2	69.5	11.3	61.6	67.6	6.0	65.6	76.7	11.1	68.6	72.6	4.0
	49.3	48.6	-0.7	59.4	66.9	7.5	51.3	56.8	5.5	50.6	52.7	2.1
	66.0	76.2	10.2	51.3	46.7	-4.4	76.7	82.5	5.8	73.2	85.7	12.5

The above table summarises the effect of taking action in schools that received support/intervention during 2013-14. The support and intervention will continue with the schools where inadequate progress was made.

Table 21: Difference between Performance and Target KS4

Schools 2014	TL2+		Welsh		English		Mathematics	
	Target	Performance	Target	Performance	Target	Performance	Target	Performance
	82.6	59.6 [-23.0]	87.7	77.6	84.6	76.9	82.6	61.5
	70.3	70.4	84.3	88.2	81.4	81.5	75.9	72.0
	73.1	58.1 [-15.0]	81.7	73.9	79.5	68.8	75.2	61.3
	74.6	68.7	91.7	80.2	85.8	67.2	75.3	74.0
	74.2	55.7 [-18.5]	82.8	79.7	80.0	67.1	78.5	55.7
	61.2	64.5	74.1	73.8	70.9	64.5	61.2	71.0
	63.9	70.1	72.0	79.1	69.7	77.0	63.9	72.4
	68.1	59.2 [-8.9]	74.0	59.3	74.5	72.6	75.0	65.2
	68.4	69.5	66.6	67.6	82.1	76.7	69.8	72.6
	64.1	65.1	74.5	82.5	67.9	68.9	68.8	70.8
	76.5	48.8 [-27.7]	86.4	69.0	83.9	56.3	81.4	51.3
	63.1	48.6 [-14.5]	70.2	66.9	70.3	56.8	63.1	52.7
	69.5	65.2	75.0	72.5	73.9	78.3	69.5	67.4
	73.4	76.2	62.2	46.7	82.8	82.5	76.5	85.7

There is a significant gap between target and performance in around half of our secondary schools. There will be a need to scrutinise and obtain further details on the schools' processes of setting targets during 2014-15. GwE will lead an *Assessment Network* to scrutinise the schools' practices and processes for assessment, setting targets, tracking progress and intervention and reconciling the best practice across the schools.

Reading and Numeracy Tests

Gwynedd’s performance in the Reading and Numeracy Tests is firm across ages and abilities, with Gwynedd performing better than the Wales average for the four tests.

At the end of Y6, the % scoring 85+ and the % scoring 115+ in Gwynedd in the Procedural Numeracy Test and the Numerical Reasoning Test are significantly higher than the national figures. Gwynedd’s performance in the Reading Tests is also better than the national performance. No substantial gap can be seen between the performance in Welsh and English.

- Welsh: % scoring less than 85 Gwynedd 13.6% Wales 15.0%; % scoring more than 115 Gwynedd 18.2% Wales 17.0%;
- English: % scoring less than 85 Gwynedd 12.1% Wales 16.0%; % scoring more than 115 Gwynedd 16.9% Wales 16.0%.

At the end of Y9, the % scoring 85+ and the % scoring 115+ in Gwynedd in the Procedural Numeracy Test and the Numerical Reasoning Test are also significantly higher than the national figures. Gwynedd’s performance in the Reading Tests is also better than the national performance. However, a substantial gap is seen between the performance in Welsh and English at the higher level.

- Welsh: % scoring less than 85 Gwynedd 12.9% Wales 15.0%; % scoring more than 115 Gwynedd 25.6% Wales 17.0%;
- English: % scoring less than 85 Gwynedd 15.2% Wales 17.0%; % scoring more than 115 Gwynedd 17.8% Wales 17.0%.

Post-16

The percentage of 17 year olds who achieve L3 has decreased slightly, with 98.2% crossing the threshold [-0.1% since 2013]. The national figure has increased to 97.1% [+0.6% since 2013]. The Average Wider Points Score [883.6] has also decreased this year but the figure continues to be significantly higher than the national average [803.1]. The percentage who gained grades A-E across all A-level subjects [99%] is also higher than the national figure with the % who gained grades A*-A having increased to 28%.

The Welsh Baccalaureate 14-16 and 16+

The performance in the BAC is very strong again this year with 96.9% [157 learners out of 162 candidates] across 6 establishments gaining the full diploma on the Higher Level. The Advanced Bac is only offered in one school and consequently only 56.7% of the Y13 cohort succeeded to gain the qualification.

Across 12 of the 14 schools, 95.0% [706] of the candidates have succeeded to gain the full diploma on the Intermediate Level. This is 53.7% of the entire Y11 cohort. 96.4% [186 learners] have succeeded to gain the full diploma on the Basic Level. This means that 67.8% of the cohort in Y11 has succeeded to gain the Baccalaureate on the Intermediate or Basic Level [84.2% of the cohort from the 12 schools that introduce the Bac to 14-16 year old learners].

Attendance

Attendance in the secondary schools has increased further in 2014 [94.2%, an increase of 0.86%] after a substantial increase in 2013 [93.4% and an increase of 1.25%]. These figures are higher than the corresponding national figures [93.4% in 2014, 92.6% in 2013]. The number of schools that were in the lowest quartile in the FSM benchmarks had decreased from 71.4% [10 schools] in 2012 to 14.3% [2 schools] in 2013. In 2014, there are 6 schools in the highest quartile [42.9%], 3 schools in the second quartile [21.4%], 2 schools in the third quartile [14.3%] and three schools in the lowest quartile [21.4%]. One secondary school has been in the lowest quartile for three consecutive years and another two have been in the lower half over a continuous period.

Table 22: % Attendance of Gwynedd secondary schools compared with Wales

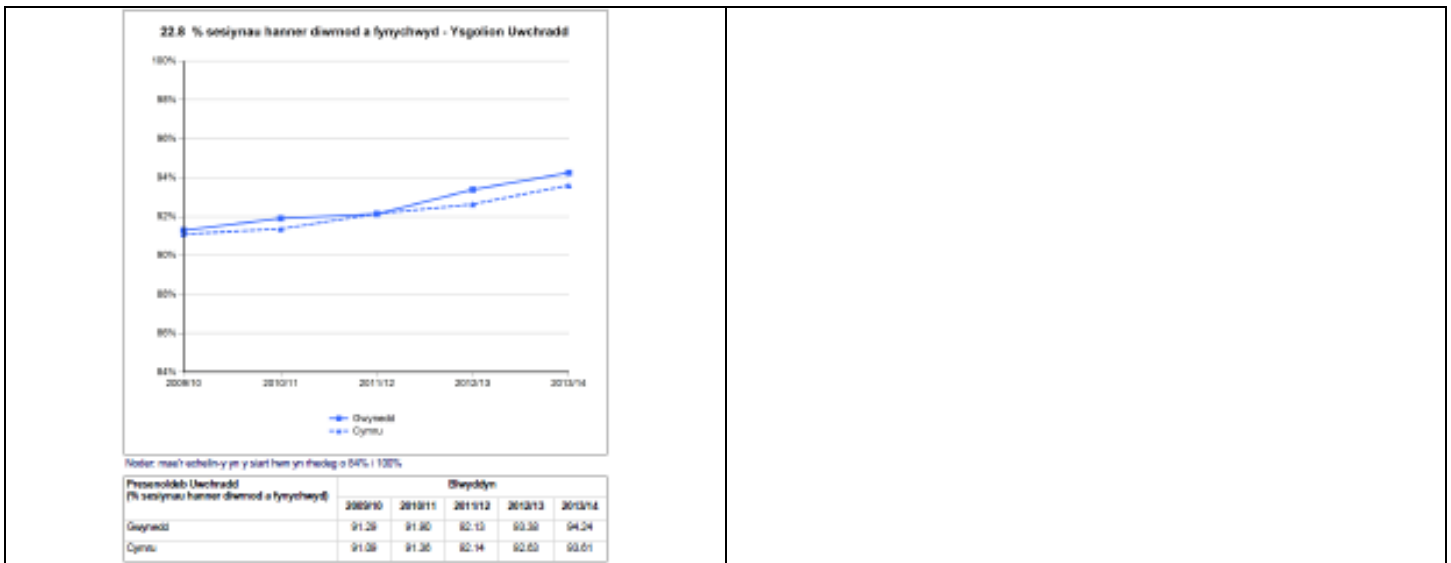
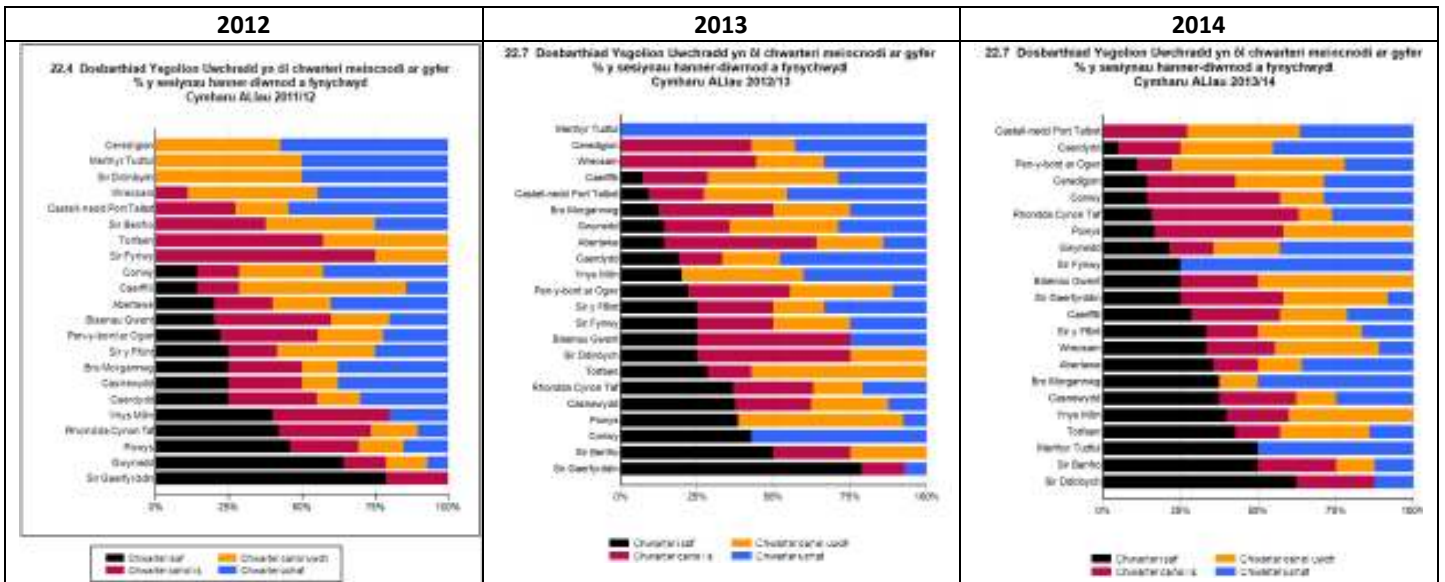


Table 23: Distribution of attendance of Gwynedd secondary schools in the national FSM benchmarks compared with all authorities



Data shows that attendance in the primary has increased in 2014 to 95.1% [2013 figures for Gwynedd 94.3%; Wales 93.7%].

Outcomes of Schools’ Inspections

During the 2013-2014 academic year, Estyn conducted inspections in 20 of Gwynedd’s schools. In 14 [70%] of those, an opinion of Good or better was awarded to the two General Opinions and the three Key Questions [except for one school where Adequate was awarded for Key Question 3]. In one secondary school, an Excellent opinion was awarded for the two General Opinions and the three Key Questions, and in one primary school an Excellent opinion was awarded to two Key Questions and the Improvement Projections opinion. In three schools Estyn adjudged that further attention was required to some specific aspects, and that the Authority should monitor progress. In another 4 schools, it was noted that Estyn would conduct a further monitoring visit in a year’s time [two of those have now been removed from the category]. It was adjudged that unsatisfactory aspects existed in one primary school, and it was placed in the statutory category of Significant Improvement. However, very good progress has happened since, and Estyn has now removed the school from the category. One other primary school was also placed in the Significant Improvement statutory category which had been awarded a Satisfactory opinion for the three Key Questions and the two General Opinions. The Authority and the Regional Schools Improvement Service have worked closely with these schools to act on robust and rigorous plans.

Since September 2014, Estyn has conducted inspections in two of the Authority’s schools that were in the red category, and has placed both in a statutory category [one in Special Measures and one in Significant Improvement]. 11 primary schools were also inspected, including one primary school in the red category which has been placed in Special Measures. For the remainder, the category ‘Estyn Monitoring’ was awarded to four schools. The current profile is unsatisfactory.

Matters that need addressing:-

- Continue to increase the proportion of learners that achieve the Level 2+ Threshold at the end of KS4 and reduce the number of schools that are in the lowest quartile of the FSM benchmarks, specifying pupils’ performance in Mathematics and English.
- Raise the standards of learners who are eligible to receive Free School Meals.
- Increase the proportion of 16 year old learners who gain at least 5 A */A by the end of KS4.
- Continue to target schools that are underperforming.
- Continue to monitor and evaluate progress in the schools and the departments that are being targeted and summarise the good practices established in the departments where under-achievement was most evident.
- Continue to raise learners’ standards in the national reading and numeracy tests.
- Support schools to develop more robust processes for assessment, standardising and moderating.
- Develop high quality leadership and teaching and learning at every level.
- Specify the processes and practices of tracking pupils’ progress and stimulate the discussion on an Authority level.
- Further specify the schools’ processes and practices of setting targets [in the context of tracking progress].
- Establish and promote an effective model of School-School collaboration.

Table 24: Summarising the County’s Performance

Summarising Gwynedd’s Performance across the Key Stages	
KS1/FP	Good
KS2	Good
KS3	Excellent
KS4	Adequate

Table 25: Summarising the categorisation of Gwynedd Schools

'The Future Delivery of Education Services in Wales' notes that regional consortia should secure a common understanding of how to implement a four level system of categorising schools' performance. As part of the agreement to provide a National Model for regional work, the WG, local government, consortia and the WLGA have collaborated to secure a national method of categorising schools. It is a system that is not only driven by data, but also takes into consideration the quality of leadership, and teaching/learning. There are three steps to the categorisation process:

- Step 1: the WG places the school in a standards group 1-4 based on rolling performance in a range of indicators.
- Step 2: GwE awards a grade from A to D to the school's ability to improve [an opinion which takes into consideration: *the school's ability to lead and improve itself and implement the SDP; a successful history of managing change and addressing underperformance and responding to recommendations; appropriate systems to review progress, monitor fields for improvement and taking effective steps to rectify them; high quality teaching and learning; effective tracking systems which allow leaders to identify and target the performance of specific groups of learners*].
- Step 3: the Authority assigns an overarching support category [colour category: green/yellow/amber/red] which will initiate a programme of specific support, challenge and intervention.

The table below notes the categories for the 2014-15 academic year.

Gwynedd : Primary		Estyn Category	Step 1	Step 2	Step 3
Dyffryn Ogwen					
1	Bodfeurig		4	B	
2	Penybryn, Bethesda		1	A	
3	Llanllechid		2	A	
4	Rhiwlas, Bangor		3	B	
5	Abercaseg, Bethesda		1	A	
6	Tregarth		1	A	
Brynrefail					
1	Gwaun Gynfi		2	B	
2	Llanrug		2	D	
3	Bethel		3	B	
4	Cwm y Glo		4	C	
5	Dolbadarn		2	B	
6	Penisarwaun		2	B	
7	Waunfawr		3	B	
Dyffryn Nantlle					
1	Bronyfoel	EM	3	C	
2	Brynaerau		2	A	
3	Carmel		3	B	
4	Groeslon		4	B	
5	Llanllyfni		3	B	
6	Baladeulyn		3	C	
7	Nebo		3	B	
8	Bro Lleu		1	A	
9	Talysarn		1	A	
Friars/Tryfan					
1	Glanadda		3	C	
2	Glancegin		3	A	
3	Coedmawr Infants	EM	4	C	
4	Garnedd		2	A	
5	Felinheli	EM	3	C	
6	Hirael		3	B	
7	Faenol		2	B	
8	Llandygai		3	B	
9	Cae Top		2	A	
10	Ein Harglwyddes		4	B	
Syr Hugh Owen					
1	Gelli		2	C	
2	Felinwnda		1	B	
3	Rhosgadfan		3	B	
4	Rhostryfan		2	B	
5	Hendre		3	B	
6	Bontnewydd		3	A	
7	Maesincla		1	C	
8	Llandwrog		3	C	
9	Santes Helen		4	C	
Tywyn					
1	Craig y Deryn		4	B	
2	Dyffryn Dulas		3	C	
3	Penybryn		4	B	
4	Pennal		3	C	

Gader					
1	Clogau		2	B	
2	Brithdir		2	A	
3	Dinas Mawddwy		4	B	
4	Ganllwyd	AM	2	B	
5	Llanelltyd		3	B	
6	Ieuan Gwynedd		2	A	
7	Friog		3	B	
8	Machreth		1	B	
9	Dolgellau	Spec. Meas.	3	C	
Moelwyn					
1	Bro Cynfal		2	B	
2	Edmwnd Prys		2	B	
3	Manod		1	B	
4	Tanygrisiau		2	B	
5	Bro Hedd Wyn		3	C	
6	Maenofferen		2	A	
Berwyn					
1	Bro Tegid		3	B	
2	O.M.Edwards		1	A	
3	Bro Tryweryn		3	A	
4	Ffridd y Llyn		3	B	
5	Beuno Sant	SI	3	C	
Ardudwy					
1	Traeth	AM	2	B	
2	Dyffryn Ardudwy	EM	4	C	
3	Llanbedr		4	C	
4	Garreg		3	C	
5	Cefn Coch		1	B	
6	Talsarnau		2	B	
7	Tan y Castell		2	B	
Glan y Môr					
1	Abererch		2	B	
2	Chwilog		2	C	
3	Bro Plenydd	AM	4	B	
4	Llanaelhaearn		4	C	
5	Llanbedrog		3	B	
6	Llangybi		1	B	
7	Pentreuchaf		4	A	
8	Eifl	EM	2	B	
9	Cymerau		3	B	
Botwnnog					
1	Nefyn		3	B	
2	Abersoch		2	B	
3	Crud y Werin	EM	2	C	
4	Ederm		1	B	
5	Morfâ Nefyn Infants		2	C	
6	Sarn Bach		3	A	
7	Tudweiliog		1	B	
8	Pont y Gof		2	B	
9	Foelgron		2	C	
Eifionydd					
1	Beddgelert		2	A	
2	Borth y Gest		3	B	
3	Treferythyr		4	B	
4	Garndolbenmaen		3	C	
5	Eifion Wyn		2	A	
6	Gorlan	AM	3	C	
7	Llanystumdwy		4	B	
Special Schools					
1	Pendalar		-	B	
2	Hafod Lon		-	B	
Referral Units					
1	Llwybrau Ni	Spec. Meas.	-	D	

Gwynedd : Secondary		Estyn Category	Step 1	Step 2	Step 3
1	Ardudwy		1	C	
2	Berwyn	EM	2	C	
3	Botwnnog	EM	2	B	
4	Brynrefail		1	B	
5	Dyffryn Nantlle	Spec. Meas.	3	C	
6	Dyffryn Ogwen		2	A	
7	Eifionydd		2	C	
8	Friars		3	C	
9	Gader	SI	2	D	
10	Glan y Môr		2	C	
11	Moelwyn		2	C*	
12	Syr Hugh Owen		3	C	
13	Tryfan	AM	2	C*	
14	Tywyn		1	B	