REPORT

ON

OUTCOMES

2019

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1. BACKGROUND AND CONTEXT

The Welsh Government alongside several partners and experts has undertaken a fundamental review of the accountability system for schools in Wales.

Findings highlighted that the existing system and its use of performance measures has many negative unintended consequences, such as:
- narrowing curriculum choice;
- disproportionate focus on particular groups of learners;
- the way in which benchmarking is used driving competition between schools rather than encouraging collaboration;
- an increased and unnecessary workload for teachers and others in the system, without the necessary impact or benefit for learners; and
- an aggregation of data for *accountability* purposes where it was designed for *improvement* purposes.

As a result, schools have heard conflicting messages from the various parts of the system about what matters. This has often diverted effort from learning and teaching and moved us towards a culture of compliance and bureaucracy.

A joint communication from **Welsh Government, the WLGA and Estyn** to Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers, and Managing Directors of Regional Education Consortia, published on **16 July 2019** stated that:

> "*It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve. We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.*
>
> *Collectively, we have agreed that this is the right approach to take and strongly advise you to use a broad range of un-aggregated data and information to enable you to discharge your duties when reporting on school performance. Evaluating the performance of individual schools rather than generating aggregated data at local authority level will be more helpful to supporting and challenging individual schools with their improvement.*"

This report on performance across North Wales will adhere to this guidance.

Reporting on Teacher Assessments (Foundation Phase to Key Stage 3)

National changes in the reporting of teacher assessments has been introduced over the past two years. It supports the key objectives of the Welsh Government document: 'Our National Mission,' in delivering robust assessment, evaluation and accountability arrangements to support a self-improving system.

International evidence suggests that for all learners to achieve their full potential, there should be a coherent assessment and accountability system. The primary purpose of assessment is to provide information that guides decisions about how best to progress pupils' learning.

There is now a greater focus on the use of data in school self-evaluation. In the reformed system, schools are evaluated according to the difference they make to the progress of every child.

Data and information that is available to schools to measure this progress includes: end of key stage data, baseline entry data, pupil progress data over time, value added data between baseline and key stages, reading and numeracy diagnostic test data, action research and specific testing data as well as ESTYN inspection outcomes.

Data that has traditionally been aggregated upwards for comparison has been removed. All benchmarking, comparisons with other establishments, reading and numeracy test data, placing schools and Local Authorities in rank order is no longer acceptable or possible. As of last year, the only comparative data available to Local Authorities in these key stages are the National averages for end of these key stages.

In addition, the Minister for Education published a statement on school performance targets in June 2019. She stated:
' ……, *I want to be absolutely clear that school targets should only be used to support self-evaluation and should not be aggregated up to a local authority measure of performance to hold schools to account.*'

These recent changes in assessment reporting requirements will strengthen the accuracy of assessment. It will reduce inflated levels and gaming and will ensure that every school looks closely at every learner and not just borderline learners who influence whether a school achieves a narrow measure or not.

National arrangements will have a renewed emphasis on Assessment for Learning as an essential and integral feature of learning and teaching; it is a significant move away from gathering information about young people's performance on a school-by-school basis for accountability purposes.

Teacher assessment data and National Reading and Numeracy Test data at a school, local authority and consortia level will no longer be published. This applies to the Foundation Phase, Key Stage 2 and Key Stage 3 in all maintained primary and secondary schools.

Arrangements that will remain:
- National Reading and Numeracy Tests and Teacher Assessments for individual learners, however no national school level benchmark information will be published.
- Headteachers are required to report school performance to parents and adult learners each school year.
- Governing bodies are required to produce annual reports to parents, school prospectuses, school development plans, and set performance and absence targets.
- Schools, governing bodies and local authorities still have access to their own data (alongside national level data) for self-evaluation purposes.
- The Welsh Government continue to collect individual learner level data to ensure transparency at a national performance level and to inform policy.

Arrangements that will change:
- No comparative information about teacher assessments and tests, in relation to other schools within a local authority or 'family of schools', will be published.
- The Welsh Government no longer produce or publish School Comparative Reports and All Wales Core Data Sets for schools and local authorities in respect of teacher assessment data.
- The My Local School website no longer includes teacher assessment data below the national level (from 2018).

Changes to Areas of Learning in the Foundation Phase

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

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

Reporting on KS4 results

New interim KS4 measures have been introduced for 2019 as part of the significant education reform programme in Wales.

National data capture for individual schools will be based on first entry results. The data provided regionally for individual school and LAs will also be based on first entry results. JCQ/WJEC have published their data and press release based on the 'best outcome' obtained by 16 year olds across both the November and summer series. There will be differences between first entry and best outcome data.

As a result, across several indicators, it will not be possible to compare 2019 figures with previous performance.

The table below shows the new interim measures and the methodology used for calculating. It also demonstrates the key differences with previous years.

Interim Measure	How it is calculated	Differences from previous years, and why comparisons cannot be made
Capped 9	The Capped 9 Points Score is a performance measure calculating the average of the scores for the best awards for all individual pupils in the cohort, capped at a specified volume of GCSEs or equivalent qualifications. Three of the nine slots require the awards of specific subjects and qualifications in order to contribute any points towards the measure. These slots are each one GCSE in size, specifying requirements in literacy, numeracy and science GCSEs only. The best grade from any of the literature or first language Welsh or English GCSEs can contribute towards the literacy slot.	✓ Only a pupil's first entry will count ✓ WJEC Science GCSE only

	The best grade from either of the mathematics or mathematics – numeracy GCSEs can contribute towards the numeracy slot. The best grade from a science GSCE can contribute towards the science slot (currently this is limited to awards in the WJEC suite of science GCSE qualifications currently available to learners: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award). The remaining six qualifications will include the pupil's best performance in either GCSE and/or vocational equivalent.	
Literacy measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from any of the literature or first language Welsh or English GCSEs awarded to a pupil.	New 2019 measure, first entry only will count, with Literature also accepted within this measure
Numeracy measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from either of the mathematics or mathematics – numeracy GCSEs awarded to a pupil	New 2019 measure, first entry only will count
Science measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from a science GCSE awarded to a learner (currently this is limited to awards in the WJEC suite of science GCSE qualifications available to learners: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award) - these are identified as being able to contribute towards science measures.	New 2019 measure, first entry only will count
The Welsh Baccalaureate Skills Challenge Certificate measure	Calculates the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual learners in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award.	Reported separately as a main indicator for the first time in 2019

In this context, the data should be analysed on a local level and as a starting point to question local priorities.

Although 2019 data is currently available on historical performance measures (L1, L2, L2+ and 5A*-A), comparison with previous years is not valid because of the first entry counting rather than best outcome.

Scrutinising Individual School Performance

Regular fortnightly Local Quality Board meetings are held between the GwE Core Lead and each LA. Any schools causing concern are discussed and any strengths and areas for improvement are noted. This links to the regular meetings held by the core lead with Supporting Improvement Advisers to discuss school progress. The regular communication between LA and GwE officers ensures shared intelligence about the capacity to improve of schools, and where concerns are identified that all parties work in partnership to review the standards and provision in the school and to set and monitor clear targets for improvement.

Each LA has its own monitoring processes to scrutinise the performance of individual schools. This includes the use of 'Accelerated Improvement Boards' for school's causing concern.

Each LA's monitoring arrangements is described within their individual standards report.

Schools Causing Concern

All schools are on an improvement journey and thus require differentiated and appropriate support and challenge to varying degrees. A few schools will require more intense targeted intervention.

The label 'schools causing concern' is very wide ranging and in its broader term has not been clearly defined in national guidance. For our own purpose within GwE, we have come up with the following definitions:

- Schools that need support to maintain or improve upon standards [i.e. moving from 'good' to 'excellent' or 'coasting schools'];
- Schools that are improving but need further support to sustain their improvement trajectory and/or further reduce within school variability;
- Schools that need more specific targeted support and intervention to prevent them being a cause of significant concern;
- Schools that have been identified as causing significant concerns and/or are in a statutory category.

GwE and the local authorities have an overall good track record in effectively supporting schools and specifically those causing concern. All secondary schools have a bespoke 'Support Plan' which ensures that GwE support is closely aligned with their SDP priorities. This allows for more effective deployment of resource, regional expertise and best practice.

High challenge and support is targeted in a timely and effective approach leading, in most instances, to an acceleration of the improvement journey in the identified schools, and, where relevant, their removal from Estyn follow-up category.

Local Quality Standards Board meetings are held on a regular basis between LA and GwE senior officer and used to share information around school performance and progress and to agree on any required adaptations to support plans. Interim Accelerated Improvement Boards provide challenge and intervention to those schools in serious categories of concern. Where concerns remain, escalated action is taken which could include the use of powers of intervention as defined by national guidance.

Current regional situation

The primary and special school inspection profile has been continuously strong and compares well with the Estyn profile for schools across Wales. All primary schools placed in a category over the past three years have been removed promptly as a result of the targeted high challenge and support.

Standards in the secondary sector remains a cause for concern. Over the past 18 months, GwE has:
- re-profiled its service to ensure that additional resource is targeted towards the secondary sector;
- strengthened its team of link secondary SIAs to ensure relevant experience and expertise;
- ensured all secondary schools have access to a generic and bespoke programme of support;
- facilitated access to curriculum, MAT, post 16 and subject networks to disseminate good practice;
- adopted a targeted 'wave' support for ensuring continued improvements in core subjects;
- enhanced the GwE offer of professional development opportunities [and especially for experienced, new and potential leaders of the future];
- led the *Assessment for Learning* regional initiative to improve teaching and learning with Shirley Clarke;
- ensured further support for head teachers via strategic forum meetings and for participating schools through the *Excellence and Innovation* forum;
- supported 12 regional schools to research and address in-school variance by improving data tracking and intervention. Lessons extracted from the pilot will be transferable to all schools across the LA;
- provided financial support for a more diagnostic approach to securing improvements at KS4 English and Mathematics via PIXL;
- provided specific training at behest of schools for curriculum middle leaders and pastoral leaders;
- supported bespoke training for targeted schools and departments to improve aspects of the teaching and learning, e.g., with Tom Sherrington, Olevi ITP and OTP.

In addition to the bespoke support delivered for secondary schools in the core subjects, generic regional and local guidance has also been available via subject networks and forums. Some of the key areas addressed include:
- English: A Level study support, Accelerated Reader training, developing literacy across the curriculum, improving oracy to support writing, improving tracking and intervention at KS4, improving standards of writing at KS4, guidance on MAT provision in English, development of resources e.g. *'Fix-it' resource to support the repair work required to address identified weak skills, Mastery Packs for KS4, Gothic SOW with grammar focus for Y7*
- Mathematics: leadership guidance and up-dates for new curriculum, sharing of best practice from Whiterose Maths Academies on the development of pedagogy within their cluster of schools, developing departmental pedagogy by 'deepening thinking', developing pedagogy at A level, supporting collaboration between numeracy co-ordinators to identify best practice in developing skills across the curriculum, develop leadership of numeracy co-ordinators who are within the first two years of being in post, developing understanding of the changes to the Numeracy Procedural tests.
- Science: excelling at GCSE Science – sharing best practice, sharing successful intervention strategies at KS4, developing scientific literacy – evidence based Research from Bangor University, developing strategies to engage learners in Science, working with schools to build scientific knowledge and supporting pupils in learning scientific concepts,

developing reading skills in Science, sharing 'how to learn strategies' and retrieval practice, developing reading skills and the understanding of command and tier two words, developing deeper understanding of the GCSE specifications.

Moving Forward

We recognise that all schools are on a continuum of improvement. Some are emerging and developing, others developing and strengthening whilst our strongest schools are more autonomous and empowered.

As a service we are often ask to synthesise a myriad of school improvement metrics into a single definition. However, it is just as important to capture the journey and not just the 'snap shot' of a school's position on that journey.

The following diagram, developed by the DfE in England, looks to define the stages of a school's journey and begins to define the trajectory of school improvement:
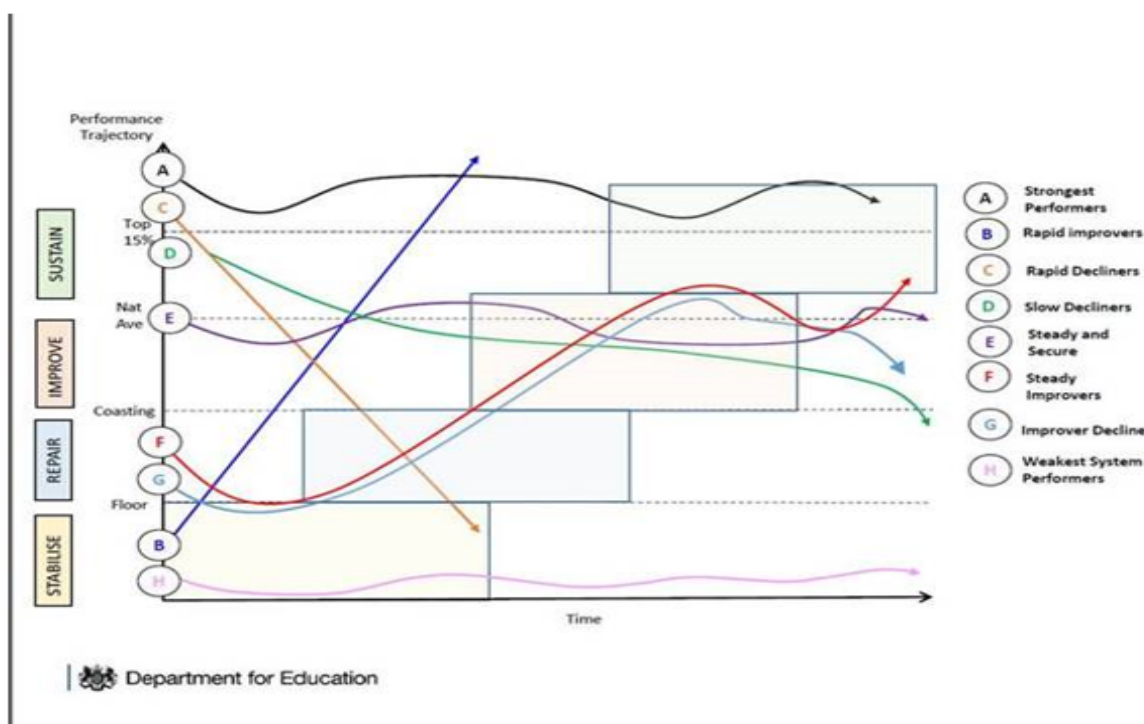
We feel that this type of diagrammatic trajectory representation is a more useful tool when discussing with schools the required level and nature of support required. Its application can also be an effective strategy to capture schools at the beginning of any 'downward' trajectory thus mitigating any need for them to be identified as '*causing concern'*.

We also believe that peer engagement and support should be an integral part of school improvement. Welsh Government's vision for an evaluation, improvement and accountability system is one that is fair, coherent, proportionate, transparent, and based on shared values for Welsh education. The National Mission commits us to work with Welsh Government and other key stakeholders to establish new evaluation and improvement arrangements at all levels. These arrangements will need to be robust and strong enough to bring about the required improvements and especially so within the secondary sector. There is a clear

expectation that within these arrangements schools develop not only the required capacity and skills to effectively challenge themselves, but also the ability to work collaboratively and systemically in a school improvement model founded on professional peer review.

GwE and the six regional local authorities has undertaken a consultation process with head teacher representation around the various aspects of the *National Reform Journey*. In terms of developing a regional framework for peer-to-peer engagement and support, head teachers suggested the following principles:

- a peer review approach should be adopted regionally to further drive progress towards a self-improving system;
- the peer-review model should not be developed to deliver a *pseudo-inspection* system;
- all stakeholders should work effectively together to ensure that we create the right conditions for effective peer review;
- we should agree and adopt a regional set of principles and technical language for our model;
- we should agree framework parameters which will allow flexibility for schools to operate a range of models;
- schools should have the freedom and flexibility to choose their peers;
- the model should involve peer engagement at all levels within a school;
- the model should promote trust, honesty, transparency and professional confidence;
- engagement should be a supportive and sustainable process and not a one-off imposition event;
- the model should support a cultural shift towards collegiate responsibility

Steve Munby and Michael Fullen (2016) in their paper '*Inside-out and downside-up*' outline the critical success factors for an effective system-wide school collaboration as follows:

- the purpose of collaboration must be to improve outcomes;
- the partnership must be founded on a clearly articulated shared moral purpose;
- transparency, trust and honesty are crucial;
- a commitment to and capacity for effective peer review form the engine that drives improvement;
- peer review needs to be carried out within a long-term relationship and a commitment to continuously improving practice and systems through cycles of collaborative enquiry;
- the partnership must have a plan to move from collaboration to co-responsibility to a position of shared professional accountability;
- the partnership should go beyond school leaders and engage with students, teachers, families and communities;
- partnerships welcome scrutiny and support from other partnerships as their contribution to a connected local, regional and national system.

We firmly believe that peer engagement should underpin a rigorous cycle of continuous improvement and include:

- ***Self-review***: effective peer review should start with how well the school knows itself and be led by the school being reviewed. The national self-evaluation toolkit developed by Estyn/OECD and the profession should play a key role in this aspect. Self-evaluation should focus on the learner, their achievements, progress and experiences in school and focus on learning and teaching, leadership, the development of a learning organisation culture, well-being of pupils and staff, equity and inclusion. In moving forward, the self-evaluation should also focus on the four purposes of the new curriculum and evaluate the progress the school is making towards realising the new curriculum. The self-evaluation processes should allow the school to identify areas of strengths and priorities for

improvement. It should also identify aspects of their improvement journey that require peer support to aid improvement.

- **Peer-review**: the most effective peer reviews have an agreed focus. The purpose of the collaboration must be to improve outcomes and any agreed focus should be based on strong evidence of what's needed to improve and what outcomes would be most benefit to the school. Peer reviewers working as a team or trio work best where they can triangulate evidence and jointly analyse their findings. They are not there to pass judgement but to seek evidence and agree findings to be shared with the school. It is imperative that the peer review process does not become a *pseudo-inspection* system. The partnership must be founded on a clearly articulated shared moral purpose with transparency, trust and honesty crucial and integral to the process. The peer review should also provide professional development opportunities and include leaders at all levels.

- **School-to-school support**: if peer review is going to be a vehicle for ongoing improvement in school systems, then it must go further than the review itself and involve school to school or cluster support. Where the outcomes are owned by the staff, the long-term and sustainable impact will be greater. This helps to further build capacity and increased resilience within a self-improving system. The partnerships built should therefore go beyond school leaders and engage with students, teachers, families and communities.

GwE and the six regional local authorities are currently working with schools to establish a regional peer engagement model which fully reflects the principles and values that have been identified by head teachers and which also harvests from best practice nationally and beyond. Supporting Improvement Advisers are central to the facilitation and the development of this model.

This articulates our approach within the 'accountability' aspect of the reform journey. It details how peer engagement can be used to underpin a rigorous cycle of continuous development and improvement. We believe that peer engagement and support should be an integral part of school improvement in moving to a self-improving system whilst also supporting those schools that are causing concern.

2. STANDARDS

OVERVIEW OF PERFORMANCE IN EACH LOCAL AUTHORITY

Narrative report for each LA to be inserted that includes the following:

Evaluation of performance and emerging questions:
- Foundation Phase
- Key Stage 2
- Key Stage 3
- Key Stage 4
- Key Stage 5

LA's Estyn Profile

LA's Categorisation Profile

LA's monitoring arrangements for scrutinising individual school's performance

LA's Main areas for improvement to be included in Level 2 Business Plans

See Appendix 1 for individual LA report

ESTYN SCHOOL INSPECTION PROFILE

The overall inspection profile across the region is strong.

Combined School inspections Sept 2017- July 2019.

Year	Region	No Inspected	No Follow Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
17/18	GwE	69	82.6	57	14.5	10	1.4	1	1.4	1
17/18	Wales	237	75.1	178	17.3	41	4.6	11	3.0	7
18/19	GwE	64	79.7	51	17.2	11	1.6	1	1.6	1
18/19	Wales	227	75.8	172	19.8	45	1.8	4	2.6	6

Judgements all schools 2018-19

	Standards		Wellbeing		Teaching		Support		Leadership	
	GwE	Wales	GwE	Wales	GwE	Wales	GwE	Wales	GwE	Wales
Excellent	18.8	11.5	25.0	19.8	17.2	11.9	23.4	18.9	28.1	17.2
Good	62.5	65.2	67.2	67.4	62.5	62.1	71.9	70.9	51.6	58.6
Adequate	15.6	21.1	7.8	12.3	20.3	24.2	4.7	8.4	18.8	20.7
Unsatisfactory	3.1	2.2	0.0	0.4	0.0	1.8	0.0	1.8	1.6	3.6

Primary School inspections Sept 2017- July 2019

Year	Region	No Inspected	No Follow Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
17/18	GwE	59	86.4	51	11.9	7	1.7	1	0.0	0
17/18	Wales	200	80.5	161	14.5	29	3.5	7	1.5	3
18/19	GwE	54	88.9	48	11.1	6	0.0	0	0.0	0
18/19	Wales	188	80.9	152	16.5	31	0.5	1	2.1	4

Secondary / All Age School inspections Sept 2017- July 2019

Year	Region	No Inspected	No Follow Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
17/18	GwE	7	57.1	4	28.6	2	0.0	0	14.3	1
17/18	Wales	30	50.0	15	33.3	10	10.0	3	6.7	2
18/19	GwE	8	12.5	1	62.5	5	12.5	1	12.5	1
18/19	Wales	32	43.8	14	40.6	13	9.4	3	6.3	2

Special School / PRU inspections Sept 2017- July 2019

Year	Region	No Inspected	No Follow Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
17/18	GwE	3	66.7	2	33.3	1	0.0	0	0.0	0
17/18	Wales	7	28.6	2	28.6	2	14.3	1	28.6	2
18/19	GwE	2	100.0	2	0.0	0	0.0	0	0.0	0
18/19	Wales	7	85.7	6	14.3	1	0.0	0	0.0	0

Primary Judgements 2018-19

	Standards		Wellbeing		Teaching		Support		Leadership	
	GwE	Wales	GwE	Wales	GwE	Wales	GwE	Wales	GwE	Wales
Excellent	20.4	10.1	27.8	19.1	18.5	11.2	25.9	17.6	31.5	17.6
Good	70.4	71.3	68.5	72.3	72.2	66.5	72.2	76.1	57.4	63.3
Adequate	9.3	18.1	3.7	8.5	9.3	21.3	1.9	4.8	11.1	16.5
Unsatisfactory	0.0	0.5	0.0	0.0	0.0	1.1	0.0	1.6	0.0	2.7

Primary – Out of the 54 primary schools inspected in 2018/19 48 (88.9%) were adjudged that no follow-up action was needed compared to 86.4% in 2017/18 and is significantly higher than the national average of 80.9%. 6 schools (11.1%) required follow up action compared to 13.6% in 2017-18 and all were awarded the least intensive follow-up category of Estyn Review. There are currently 8 schools in a follow-up category with only 1 schools currently in a Statutory Category (significant improvement). The percentage of schools receiving excellent judgements increase significantly from 13.2% in 2017/18 to 24.8% in 2018/19.

Secondary - of the 8 schools inspected no–follow-up was required in one, five were judged to require the least intensive follow-up [estyn review], whilst two were placed in special measures [one SI and one SM]. Both of these schools had already been identified within our profile as 'high risk'. Five schools were awarded a 'good' judgement for inspection area 2 [wellbeing and attitudes to learning] whilst 6 schools were judged 'good' for inspection area 4 [care, support and guidance]. One school received an 'inadequate' judgement for inspection area 5 [leadership]. No school was awarded an 'excellent' judgement for any of the inspection areas.

The current regional profile sees 6 secondary schools in statutory category. Each school has a comprehensive PIAP and the LA support plan have been ratified by Estyn. All schools are currently demonstrating steady progress against most of their recommendations. All schools are also receiving regular monitoring visits and the respective local authority officers are kept informed of progress and made fully aware of any concerns that arise. There are a further 7 in a follow up category of Estyn Review with a clear expectation that 3 of the schools will be taken out of category by the end of November.
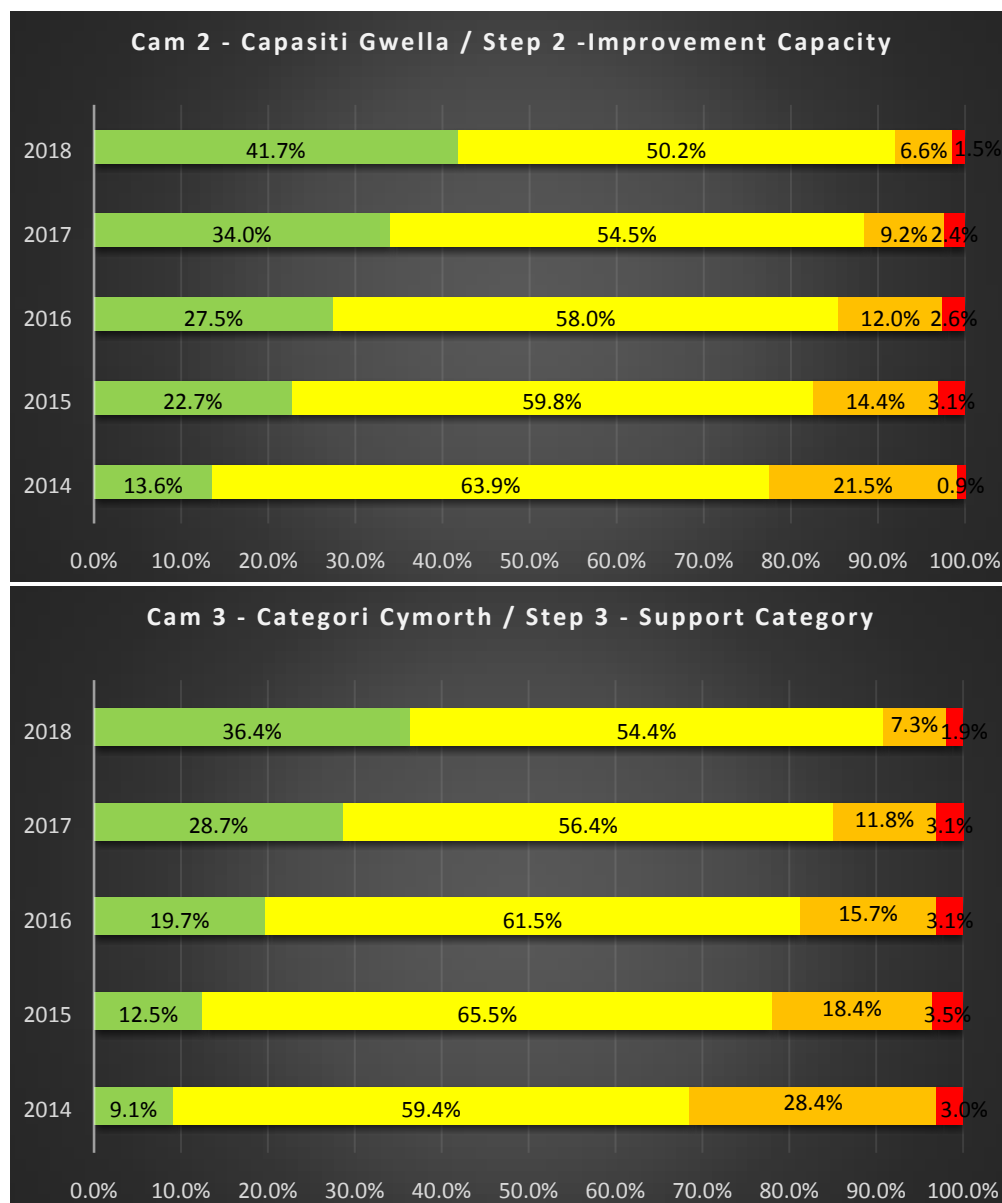
Special – Strong profile across the inspection areas with the one school inspected in 2018/19 adjudged 'good' in all areas and not placed in a follow up category. One school remains in an Estyn review follow up category.

NATIONAL CATEGORISATION

All schools

The percentage of schools categorised as Grade C and D for Step 2 has continued to decrease from 14.6% in 16/17, 11.6% in 17/18 to 8.0% in 18/19. The percentage categorised as a D fell from to 2.4% in 17/18 to 1.5% in 18/19. The percentage categorised as Grade A has increased from 27.5% in 16/17, 34.0% in 17/18 to 41.7% in 18/19.
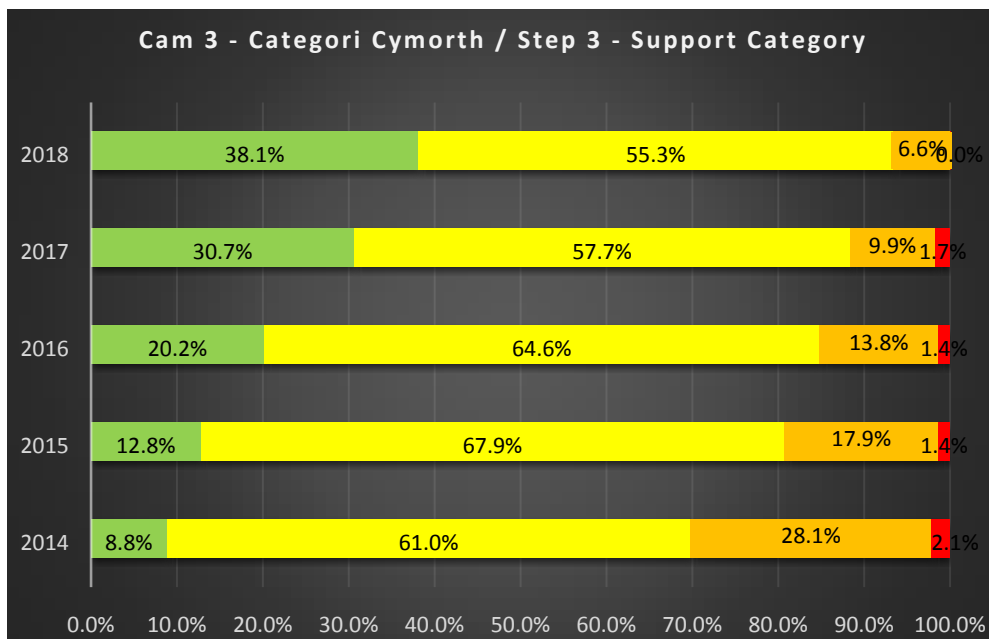
The percentage of schools categorised as red and amber for Step 3 has again decreased from 18.8% in 16/17, 14.9% in 17/18 to 9.2% in 18/19. The percentage categorised as a red fell from 3.1% in 17/18 to 1.9% in 18/19. The percentage categorised as green has continued to increase from 19.7% in 16/17 to 36.4% in 18/19.

Cam 2 - Capasiti Gwella / Step 2 -Improvement Capacity

Year	Green	Yellow	Amber	Red
2018	41.7%	50.2%	6.6%	1.5%
2017	34.0%	54.5%	9.2%	2.4%
2016	27.5%	58.0%	12.0%	2.6%
2015	22.7%	59.8%	14.4%	3.1%
2014	13.6%	63.9%	21.5%	0.9%

0.0% 10.0% 20.0% 30.0% 40.0% 50.0% 60.0% 70.0% 80.0% 90.0% 100.0%

Cam 3 - Categori Cymorth / Step 3 - Support Category

Year	Green	Yellow	Amber	Red
2018	36.4%	54.4%	7.3%	1.9%
2017	28.7%	56.4%	11.8%	3.1%
2016	19.7%	61.5%	15.7%	3.1%
2015	12.5%	65.5%	18.4%	3.5%
2014	9.1%	59.4%	28.4%	3.0%

0.0% 10.0% 20.0% 30.0% 40.0% 50.0% 60.0% 70.0% 80.0% 90.0% 100.0%

Primary

The percentage of schools categorised as Grade C and D for Step 2 has continued to decrease from 11.0% in 16/17, 8.0% in 17/18 to 5.4% in 18/19. The percentage categorised as a D has fallen from 1.4% in 16/17 to 0% in 18/19. The percentage categorised as Grade A has increased significantly from 28.2% in 16/17, 35.5% in 17/18 to 44.1% in 18/19.
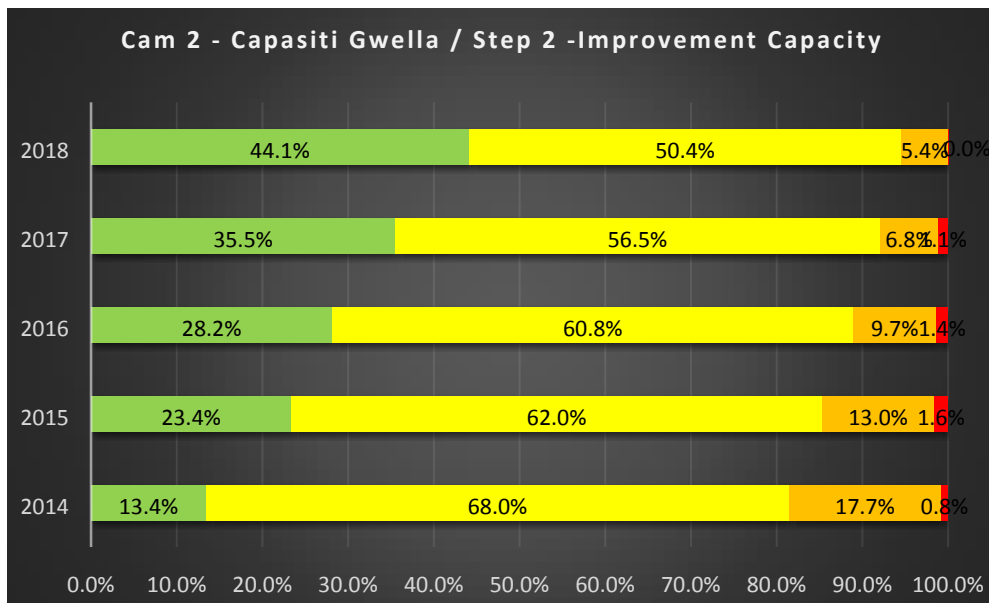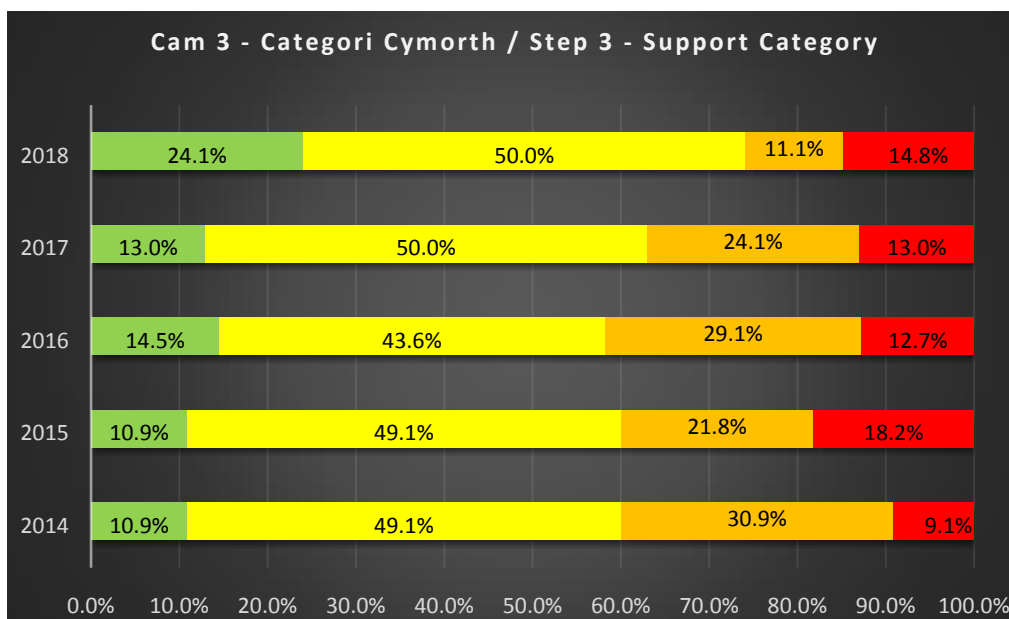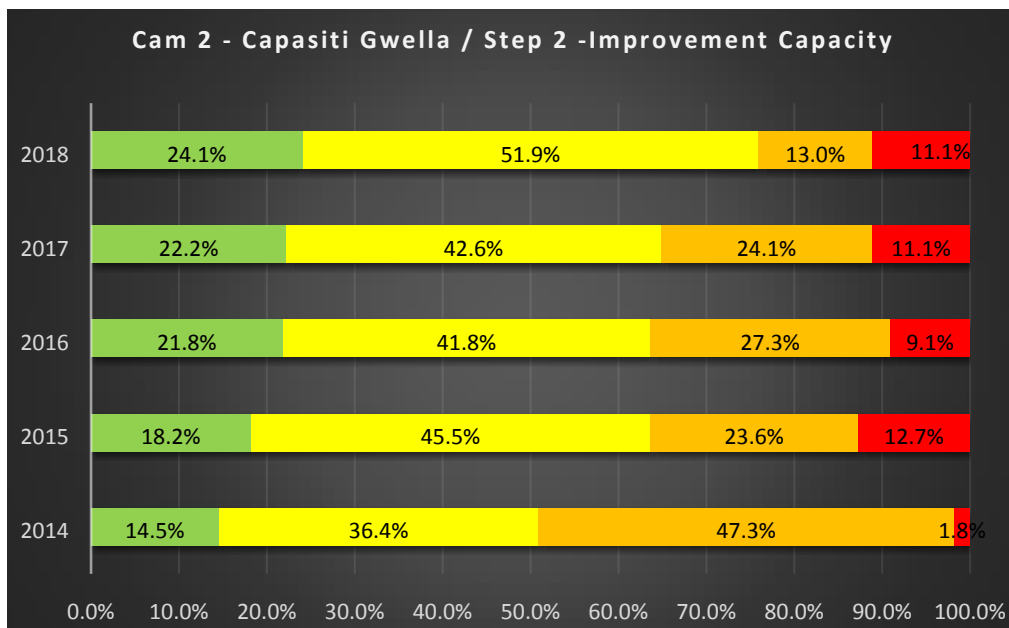
The percentage of schools categorised as red and amber for Step 3 has again decreased from 15.2% in 16/17, 11.6% in 17/18 to 6.6% in 18/19. The percentage categorised as a red decreased from 1.7% in 17/18 to 0.0% in 18/19. The percentage categorised as green has increased significantly from 20.2% in 16/17, 30.7% in 17/18 to 38.1% in 18/19.

Cam 2 - Capasiti Gwella / Step 2 -Improvement Capacity

Year	Green	Yellow	Amber	Red
2018	44.1%	50.4%	5.4%	0.0%
2017	35.5%	56.5%	6.8%	1.1%
2016	28.2%	60.8%	9.7%	1.4%
2015	23.4%	62.0%	13.0%	1.6%
2014	13.4%	68.0%	17.7%	0.8%

Cam 3 - Categori Cymorth / Step 3 - Support Category

Year	Green	Yellow	Amber	Red
2018	38.1%	55.3%	6.6%	0.0%
2017	30.7%	57.7%	9.9%	1.7%
2016	20.2%	64.6%	13.8%	1.4%
2015	12.8%	67.9%	17.9%	1.4%
2014	8.8%	61.0%	28.1%	2.1%

Secondary

The percentage of schools categorised as Grade C and D for Step 2 has decreased from 36.4% in 16/17, 35.2% in 17/18 to 24.1% in 18/19. The percentage categorised as a D has remained fairly constant 9.1% in 16/17 (5 schools), 11.1% (6 schools) in 17/18 and 11.1% (6 schools) in 18/19. The percentage categorised as Grade A has increased from 21.8% in 16/17 to 24.1% in 18/19.
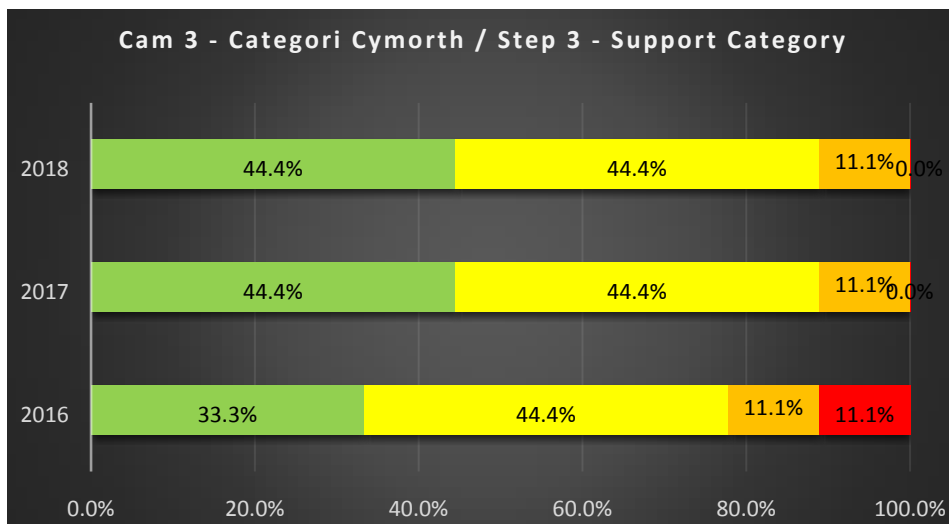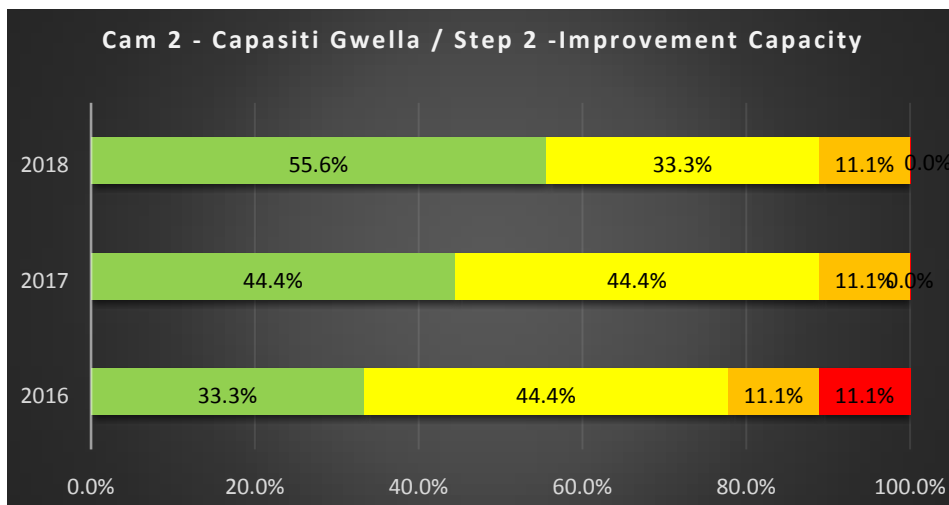
The percentage of schools categorised as red and amber for Step 3 has decreased from 37.0% in 17/18 to 25.9% in 18/19. The percentage categorised as red increased slightly form 13.0% in 17/18 (7 schools) to 14.8% in 18/19 (8 schools). The percentage categorised as green increased significantly form 13.0% (7 schools) in 17/18 to 24.1% (13 schools) in 18/19.

Cam 2 - Capasiti Gwella / Step 2 -Improvement Capacity

Year	Green	Yellow	Amber	Red
2018	24.1%	51.9%	13.0%	11.1%
2017	22.2%	42.6%	24.1%	11.1%
2016	21.8%	41.8%	27.3%	9.1%
2015	18.2%	45.5%	23.6%	12.7%
2014	14.5%	36.4%	47.3%	1.8%

Cam 3 - Categori Cymorth / Step 3 - Support Category

Year	Green	Yellow	Amber	Red
2018	24.1%	50.0%	11.1%	14.8%
2017	13.0%	50.0%	24.1%	13.0%
2016	14.5%	43.6%	29.1%	12.7%
2015	10.9%	49.1%	21.8%	18.2%
2014	10.9%	49.1%	30.9%	9.1%

Special

The percentage of schools categorised as Grade C and D for Step 2 remains at 11.1% (1 school) having decreased from 22.2% (2 schools) in 2016-17. No special school was categorised as a D in 17/18 and in 18/19. The percentage categorised as Grade A has continued to increase from 33.3% (3 schools) in 16/17 to 44.4% (4 schools) in 17/18 to 55.6% (5 schools) in 18/19.

The percentage of schools categorised as red and amber for Step 3 remains at 11.1% having decreased from 22.2% (2 schools) in 16/17. No special school was categorised red in 18/19 and in 17/18. The percentage categorised as green remains at 44.4% (4 schools) having increased from 33.3% (3 schools) in 16/17.

Cam 2 - Capasiti Gwella / Step 2 -Improvement Capacity

Year	Green	Yellow	Amber	Red
2018	55.6%	33.3%	11.1%	0.0%
2017	44.4%	44.4%	11.1%	0.0%
2016	33.3%	44.4%	11.1%	11.1%

Cam 3 - Categori Cymorth / Step 3 - Support Category

Year	Green	Yellow	Amber	Red
2018	44.4%	44.4%	11.1%	0.0%
2017	44.4%	44.4%	11.1%	0.0%
2016	33.3%	44.4%	11.1%	11.1%

3. **EMERGING QUESTIONS TO HELP THE JOINT COMMITTEE, LA OFFICERS AND SCRUTINY COMMITTEES TO EVALUATE PUPIL PROGRESS, STANDARDS AND PERFORMANCE**

Teacher assessments

- Why do Foundation Phase, KS2 and KS3 outcomes appear to be lower over the past two years?
- Why does the regional ESTYN profile and GwE intelligence gathering contradict falling outcomes at Foundation Phase?
- How effectively is progress and value added data analysed and reported so as to strengthen performance and improve standards?
- To what extent are schools adopting rigorous assessment tracking for all learners of all ages?
- How do schools use baseline assessment data to target and plan intervention needs?
- Are individual learners and groups of learners correctly identified and effectively supported?
- Have schools developed effective self-evaluation arrangements which go beyond end of key stage performance data to identify what they are doing well and what needs to change?
- What actions are leaders undertaking with classes that consistently underperform?
- How robust are in-school standardisation and cluster moderation procedures in schools?
- What monitoring processes are in place to ensure that schools set appropriate targets?
- Are schools ensuring that there is a broad and balanced curriculum and not fixated on a narrow set of subjects and areas of learning?
- What school data can be used for Local Authority self-evaluation purposes and how can this be presented?

Key Stage 4

- To what extent are all schools embracing the national change in direction and behaviour to maximise the performance of individual pupils across the ability range? Do school leaders have a clear vision for what to change and why?
- Have all schools developed effective self-evaluation arrangements which go beyond examination performance data to identify what they are doing well and what needs to change?
- How appropriate is the schools' curriculum across the region? Have all schools robustly evaluated the impact and contribution of individual non-core subjects into the revised C9 measure? Is this supported by leaders making effective and timely use of Welsh Government bulletin up-dates?
- Are current internal accountability and QA processes robust enough to ensure consistent performance by individual pupils across their option choices i.e. are leaders effectively addressing In School Variance?
- What actions are leaders undertaking with departments that are outperforming the school average and with those that are underperforming?
- To what extent do individual departments forensically analyse the data shared by WJEC on subject performance?
- To what extent do all departmental staff, across the range of subjects, understand the assessment weighting for each specification? How does this effectively impact on their planning and delivery and, where relevant, the understanding of grading, awarding and reporting?

- To what extent are departments making effective use of the Chief Examiner's annual report which highlights strengths and weaknesses of performance?
- Many schools have members who are WJEC examination markers. To what extent are their expertise fully utilised within and across schools?
- Why has the performance in English dropped significantly in a number of historically strong performing departments?
- Why is there a variance in a number of regional schools between the performance of Mathematics and Maths-Numeracy?
- How well do current 14-19 local strategies ensure that funding is effectively used to deliver appropriate experiences and qualifications for targeted groups of pupils and to what extent do they contribute to the revised interim measures in each local authority?
- Are we confident that the national change in direction has sufficiently impacted on the local provision for EOTAS? To what extent has their performance in 2019 impacted on local authority outcomes?
- Are we confident that the national change in direction has sufficiently impacted on the local provision for Special Schools (145 pupils in Year 11) and Units? To what extent has their performance in 2019 impacted on local authority outcomes?
- Within the region there are 247 EOTAS pupils in year 11 – by grouping them together this is a larger cohort than what we have in any school. To what extent are leaders and staff within PRUs supported and skilled to clearly identify how best to maximise the performance of individual pupils across the revised performance measures?

4. 2019-20 BUSINESS PLAN PRIORITIES

The main areas for development, identified from self-evaluation, are priorities in our Business Plan for 2019-2020.

The Management Board and the GwE Joint Committee have approved our strategic objectives and priorities for improvement for 2019-20. The Business Plan is in 6 sections and is aligned with 'Education in Wales: Our national mission', clearly noting the contribution of the service to the transformation agenda.

The Business Plan links with more detailed service plans, with measurable targets for improvement and clear success criteria in order to accurately measure the region's progress. Progress against the Business Plan is reported on a quarterly basis, in line with the Accountability Framework (Appendix 3).

Each Local Authority has a detailed business plan which has been agreed upon by the head of service and the lead Core Advisers. In each plan, there are details about key issues pertaining to the local authority along with a unique improvement plan to address specific challenges. Progress towards meeting agreed outcomes on a local authority level is reviewed on a regular basis.

Our strategic objectives for 2019-20 are:

1: **Developing a high-quality education profession:**
- Ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and achievement is paramount.

2: **Inspirational leaders working collaboratively to raise standards:**
- Ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners' achieve their potential. Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.

3: **Strong and inclusive schools committed to excellence, equity and well-being:**
- Create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.

4: **Robust assessment, evaluation and accountability arrangements supporting a self-improving system:**
- Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures. Ensure that school leaders and teachers have the skills, capacity and commitment to continually learn and improve their practice so that every child achieves their potential.

5: **Transformational Curriculum**
- To ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential.

6: **Business**
- Ensure that GwE has strong governance and effective business and operational support that provides value for money.

Our main priorities for improvement for 2019-20 are:

1: **Developing a high-quality education profession:**
   1.1   Support schools to improve performance in the secondary sector
   1.2   Cymraeg 2050 – A million Welsh speakers
   1.3   Support Bangor and Chester University to develop high quality ITE provision

2: **Inspirational leaders working collaboratively to raise standards:**
   2.1   Provide development programmes across the work force to ensure high quality leadership
   2.2   Support secondary schools to improve middle leadership performance
   2.3   Develop peer engagement model and processes with schools to ensure robust self-evaluation and improvement planning at all levels

3: **Strong and inclusive schools committed to excellence, equity and well-being:**
   3.1   Supporting vulnerable learner's strategy
   3.2   Further develop LAC strategy
   3.3   Work with LA and Schools to best prepare for Additional Learning Needs transformation

4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system:

Support schools to improve performance in the secondary sector:

    4.1   Develop tracking and assessment systems

    4.2   Develop accountability and management systems

    4.3   Further develop accountability arrangements and processes for robust self-evaluation and improvement planning

5: Transformational Curriculum:

    5.1   Preparing a Transformational Curriculum

    5.2   Improve the quality of teaching, taking account ofthe 12 pedagogical principles **(**Successful Futures**)**

6: Business:

    6.1   Undertake a budget and workforce review.