



REPORT TO THE JOINT COMMITTEE

6 NOVEMBER 2013

Report by: GwE Chief Officer

Subject: Progress report on GwE developments (Regional School Effectiveness and Improvement Service) and on pupil outcomes in North Wales schools based on the available regional data

1.0 Purpose of the Report

1.1 To update the Joint Committee members on progress and GwE developments and on pupil outcomes in North Wales schools based on the available regional data.

2.0 Background

2.1 This report follows on from the report of the Chief Officer (Interim) to the Joint Committee on 8 July 2013.

2.2 The performance indicators of the Service are listed in section 11.1 of the Full Business Case and are as follows:

- O1 Improved standards in literacy (Welsh/English) and numeracy (Mathematics) that compare well with the best in other countries;
 - O2 A single cohesive service for the monitoring, supporting, challenging and intervention within schools across the region;
 - O3 Deployment of System Leaders with a consistent approach and recent proven record of school improvement;
 - O4 All schools able to access a much broader range of specialist support than that available in individual LAs currently;
 - O5 No Local Authorities or schools [learning settings] in any Estyn Inspection category of needing significant improvement or special measures.
-

3.0 Considerations

3.1 The new Chief Officer started in post on 1 September 2013. Each System Leader post has now been filled, either permanently or by means of secondments. Only one post is temporary this term; this will be a permanent post from 1 January 2014.

3.2 The programme of work for the System Leaders this term includes the following:

- Attend a whole team meeting (to include the administrative team) on setting expectations at the start of the new term - this was led by the Chief Officer;
- Interpret their link schools' end of Key Stage data and consider the schools' own interpretation of the data and the Evaluation Tool, focusing on pupil outcomes;
- Attend training on using the Fischer Family Trust data and the FFT-live website with schools;
- Attend a briefing session on Visit 1 with the local authorities' Home Team officers - this was led by the Chief Officer;
- Training by the Chief Officer on Headteachers' Performance Management;
- Hold Visit 1 and Performance Management meetings in all schools and prepare reports; focus on developments since previous meeting and on pupil outcomes;
- Support and arrange support for targeted schools;
- Pre-inspection support;
- Post-inspection support;
- Sub-regional Team Meetings;
- Estyn training for System Leaders.

3.3 Also, on request, the Chief Officer has held meetings, made presentations and conducted training on behalf of GwE with a variety of partners which include:

- Groups of school Headteachers;
- North Wales Estyn representative;
- Welsh Government representative;
- Elected members and scrutiny committees;
- School Governors;
- Home Team Officers.

3.4 In his 8 July report the Chief Officer (Interim) referred to graphical information showing the categories of schools in the region following the autumn term 2012 Visit 1 (based on pupil outcomes) and that the Service would

collect data in the same way following Visit 3 (based on capacity to improve). See the information in Appendix 1. Initial findings suggest there is a close link between the judgement on outcomes and the capacity to improve in the primary sector. In the secondary sector there is more excellent work with regard to capacity to improve. As Visit 1 was conducted pre-GwE we will re-consider these conclusions in the New Year.

3.5 In the Joint Committee meeting on 8 July, the need to include information about how the service operates in response to placing schools in the orange or red category was noted. See Appendix 2 for further details.

3.6 Initial work has started with regard to the above O2 and O3 performance indicators, which mainly refer to ensuring consistency of implementation across the region. This work includes moderation work by the GwE Management Team, moderation within individual hubs, inter-hub moderation, inter-regional sector moderation, shadowing visits by the Management Team and Home Teams, inter-hub shadowing visits and modelling standard reports.

3.7 Literacy and Numeracy - update since the last report: One of the GwE Senior System Leaders continues to be the region's main contact link with the National Support Programme

- The National Support Programme Partners are already recognising the efficient practice that is emerging in the implementation of the Literacy and Numeracy Framework. The aim of the National Support Programme now is to help disseminate this practice more widely and it will earmark funding to ensure that this happens.
- The National Support Programme will start supporting special schools in the latter half of this term and will encourage them to share practices with each other and with mainstream schools with regard to learners with profound and multiple learning difficulties. The National Support Programme will directly contact pupil referral units in readiness to support them at the same time.
- At present, the National Support Programme is conducting and filming a series of workshops on professional development. Edited versions of these will be available at the beginning of next term and there will be relevant links in the Dysg newsletter.
- Part One of the National Support Programme guideline was published before the summer; Part Two is now available. The second part assists schools to make precise plans for implementing the Literacy and Numeracy Framework.
- Through the established agreement between the Consortium and 'Catch Up', a series of Dyfal Donc courses was held during the term. The agreement ensures that schools in the whole region have the opportunity to attend at a reduced price.

3.8 National Reading and Numeracy Tests (Appendix 3): During May 2013, for the first time, pupils in Year 2-9 in schools across Wales sat national reading and numeracy tests. Results are reported as standardised scores which take into account the age of the child and thus all the results are placed on the same scale. This means that the performance of different groups of pupils may be compared irrespective of their age. More information will follow when the regional analyses have been completed but the national pattern confirms that:

- higher standardised scores are generally seen in primary schools rather than secondary schools in the Welsh and English reading tests;

- more girls than boys gaining a standardised score of higher than 115 whilst more boys than girls gain a standardised score of less than 85 in the Welsh and English reading tests;
- more boys than girls gaining a score of more than 115 and less than 85 in the numeracy tests.

3.9 The User Group continues to meet and provides valuable and useful feedback to the Service. The main matters that were discussed may be summarised as follows:

- Provide feedback on Visit 3 (summer term);
- Literacy and Numeracy support:
 - The National Support Programme;
 - Catch Up programme;
- Arrangements for Visit 1 (autumn term);
- GwE key priorities 2013-14.

3.10 The consultation meetings with the trade unions continue and are chaired by the Consortium Lead Director.

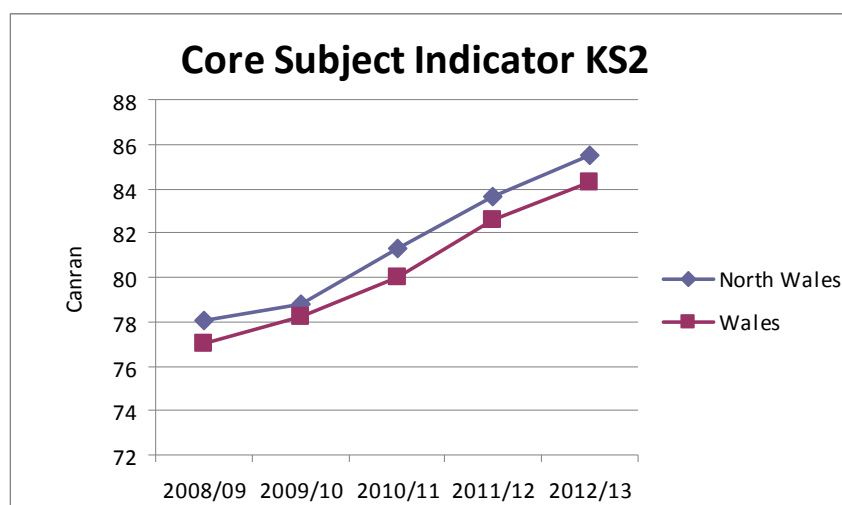
3.11 The Chief Officer is part of regional and national discussions with regard to developing the Welsh Government's 'National Model' for School Improvement. By the time of the Joint Committee's meeting on 6 November, the Chief Officer and the Lead Director will have attended three of the five national meetings that have been arranged at short notice in Cardiff before the end of November.

4.0 Pupil Outcomes 2013

4.1 Processes for collating and analysing data on pupil outcomes within the region are developing. There is only partial information available at present, particularly in the context of end of Key Stage 4 outcomes and the achievement of pupils from underprivileged backgrounds. The Welsh Government has published a timetable for providing this data to authorities but it has slipped.

4.2 Primary Schools

End of Key Stage 2 assessments show that outcomes at the end of the Primary phase for 11 yr. olds in North Wales have risen quickly since 2008, reflecting the progress across Wales.



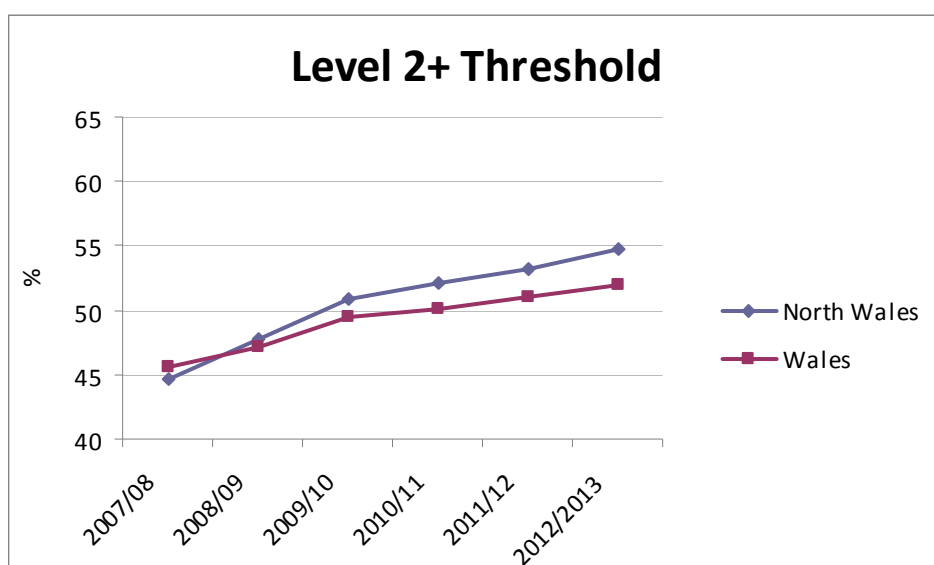
This progress is also seen in the results for **English, Mathematics and Science** on Level 4 (*the 'expected' level*). In the case of Level 5, North Wales has moved from being below the figures for Wales to being above the figures for Wales over the same period. See Appendix 4 for further details.

The situation for **Welsh as a First Language** on Level 4 shows a very different pattern. Although there has been progress since 2008, North Wales has moved from being above the figures for Wales in 2008 to being below the figures for Wales in 2011, 2012 and 2013. The situation on Level 5 is more positive. This is discussed further in the Secondary section below.

Since 2008, North Wales core subjects indicator results of pupils that are entitled to Free School Meals (FSM) have seen progress but in 2013 they remained slightly below the figures for the whole of Wales. Results of pupils not entitled to FSM are slightly above the national figures. This matter will also be discussed further in the section on Secondary schools below.

As in every instance where pupil outcomes are discussed in the context of teacher assessment, consistency and reliability of assessments is a matter of discussion. In a recent report commissioned by the Welsh Government, it is recognised that "there is a sound logic to developing and improving the current system with regard to teacher assessments and their moderation" and the Government, in partnership with the authorities and regional consortia, intends taking urgent action on this matter.

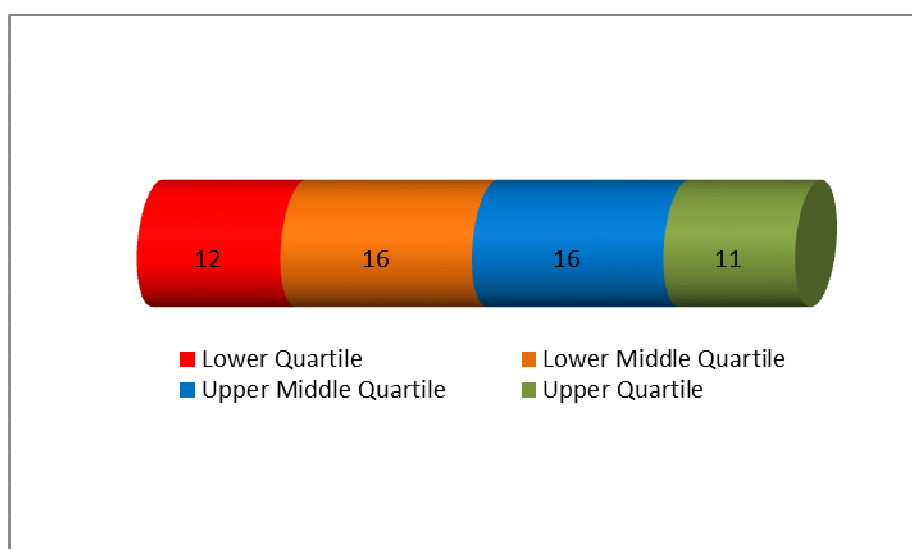
4.3 Secondary schools



End of KS4 assessments show that outcomes for 15 yr.old pupils in North Wales show significant progress in the main indicator which is the **Level 2+ Threshold** (TL2+), from 44.6% in 2008 to approximately 54.8% (temporary) in 2013. This is an increase of 10.2 percentage points (pp) compared with an increase of 6.3 pp across Wales during the same period. The main reason for this is the increase of 11.4 pp in A* - C results in Mathematics compared with 7.5 pp across Wales. It should also be noted that the gap between North Wales and Wales has widened at a quicker rate in 2013 and it is this momentum that needs to be maintained. Performance varies significantly from authority to authority and from school to school. Free School Meals (FSM) data for 2013 notes that five of the six authorities in North Wales are more privileged than the average for Wales. Therefore, on the basis of this, North Wales' performance should exceed that of the rest of Wales. Of the 55 secondary schools in the region, 11 were in the

upper quartile, 16 in the upper middle quartile, 16 in the lower middle quartile and 12 in the lower quartile for the TL2+ in 2012.

Secondary School L2+ 2012



Despite the progress noted above, achievement in **Mathematics** remains a matter that requires attention across the region. The proportion of pupils gaining A* - C grade remains 1.6 pp lower than for **English** in 2012. In the light of this, and following publication by Estyn of a report on Good Practice in KS4 Mathematics, GwE will seek to appoint two excellent practitioners to lead the work across the region. This will be a secondment of five terms.

Welsh as a First Language shows a decrease of 2 pp in the proportion of pupils gaining A* - C grade between 2008 and 2012, the only core subject where a decrease was seen. The national figure for the same period was constant. There is further work to be done in this area across Wales, as the cohort of pupils is not as clearly defined as in the other core subjects. The recent report on Welsh as a Second Language by Professor Sioned Davies submitted to the Welsh Government is an important factor in this discussion.

Between 2009 and 2011 an increase was seen in the performance figures for FSM pupils across the region. However this increase is 0.5 pp lower than the corresponding national increase which is mainly because of performance in one authority. In 2011 and 2012 five of the six authorities were performing above the national figure but regionally in 2012 a decrease of 2.2 pp was seen on the figures for 2011. In 2012, the performance of FSM pupils in one authority is 7.2 pp below the national figure. The authority is working to promote better use of the Pupil Deprivation Grant (PDG) across its schools. Comparative data for 2013 is not yet available but this is a clear priority for the Welsh Government with a significant increase in the PDG for schools in April 2014.

In the period between 2009 and 2012 there was a consistent increase in the achievement of pupils not entitled to FSM in the TL2+ placing the region above the national figure for the fourth consecutive year. This increase of 4.5 pp was higher than the national increase. As a result, the performance gap between these pupils and their peers who are entitled to FSM is higher in the region than what is seen nationally.

The **gap between the performance of boys and girls** in the TL2+ in North Wales has increased to 10.1 pp by 2012. This gap is higher than the 8.6 pp figure for the whole of Wales. However the increase in the boys' performance in North Wales (7.1 pp) since 2008 is higher than the national increase (5.2 pp). There was a 10.2 pp increase in girls' performance in North Wales over the same period with a national increase of 5.9 pp

5.0 Estyn Category Schools

5.1 One of the key aims of the service, as noted in the Full Business Case, is to work towards ensuring that there are 'no Local Authorities or schools [learning settings] in any Estyn Inspection category of needing significant improvement or special measures'

5.2 At the start of the summer term 2013, when establishing GwE, six primary schools and three secondary schools required significant improvement; and three primary schools and two secondary schools were in special measures across the region. By October 2013, at the time of preparing this report, four primary schools and one secondary school required significant improvement; and two primary schools and two secondary schools were in special measures.

6.0 The Future

6.1 The future of the Service, as referred to previously, is involved with the development of the National Model for School Improvement. The principle, which is already in place in the North, of ensuring that Service resources are targeted according to need rather than by authority, is one which needs to be strongly adhered to.

6.2 GwE needs to respond to the vision of the need to provide a service that is more proactive. This should include more of a focus on setting and challenging targets and monitoring progress towards them. There is also a great need to develop the supporting element of the Service's work with any new resources that will be available, including developing school to school support as a high priority. There are considerable implications here with regard to training System Leaders and I trust there will be national guidance on this.

6.3 Following Visit 1 this year the Leadership and Management Tool will also need to be amended and this will be addressed during the next term.

7.0 Recommendations

7.1 The Joint Committee is requested to:

7.1.1 note the contents of the report on current GwE developments and the main performance indicators

7.1.2 approve that the Chief Officer continues to represent GwE in national discussions that are involved with developing the National Model for School Improvement and report to the Joint Committee on these developments

8.0 Financial Implications

8.1 There are no financial implications arising from this report

9.0 Equalities Impact

9.1 There are no new equalities impacts arising from this report

10.0 Personnel Implications

10.1 Two secondments, on present conditions, from January 2014 until August 2015, to lead on KS4 Mathematics across the region. These appointments concur with the requirements of the National Model for School Improvement.

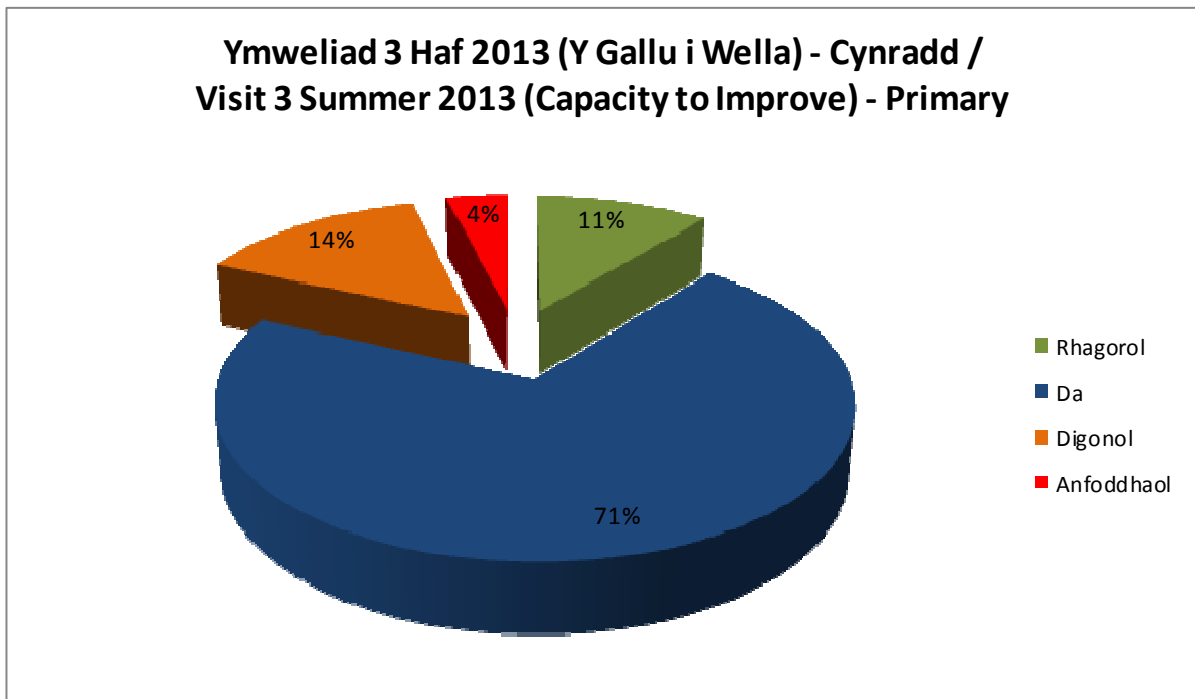
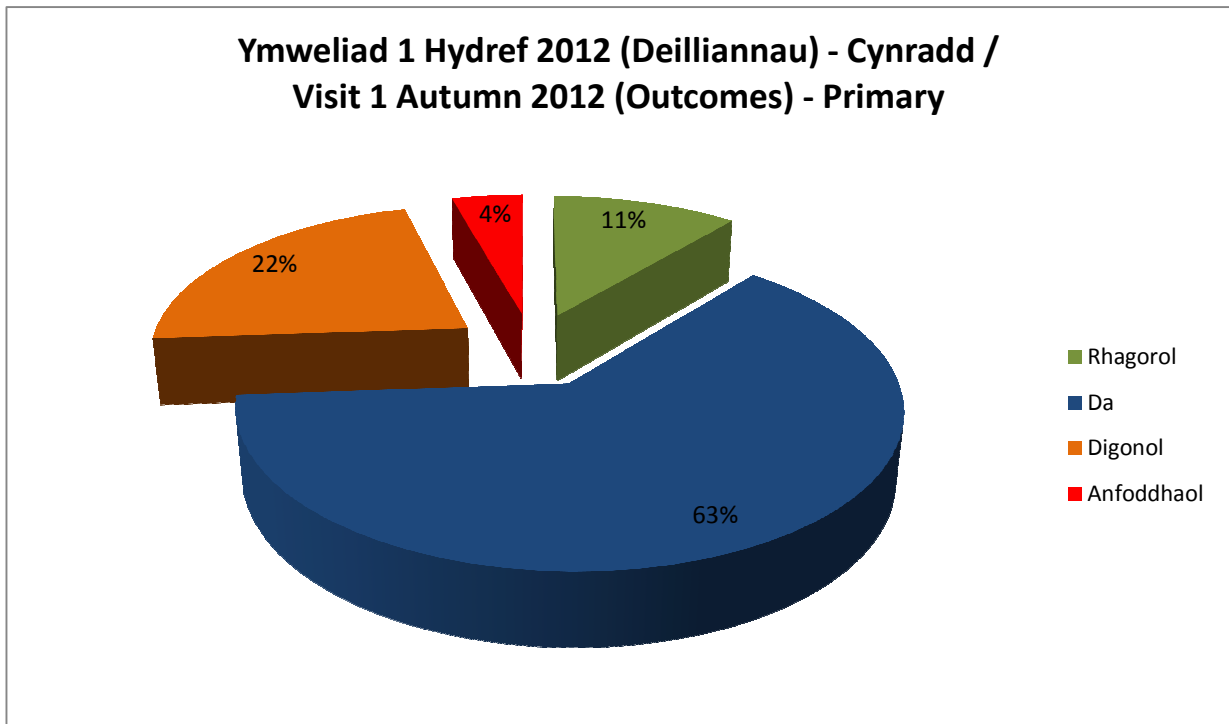
11.0 Consultations

11.1 None directly as a result of this report

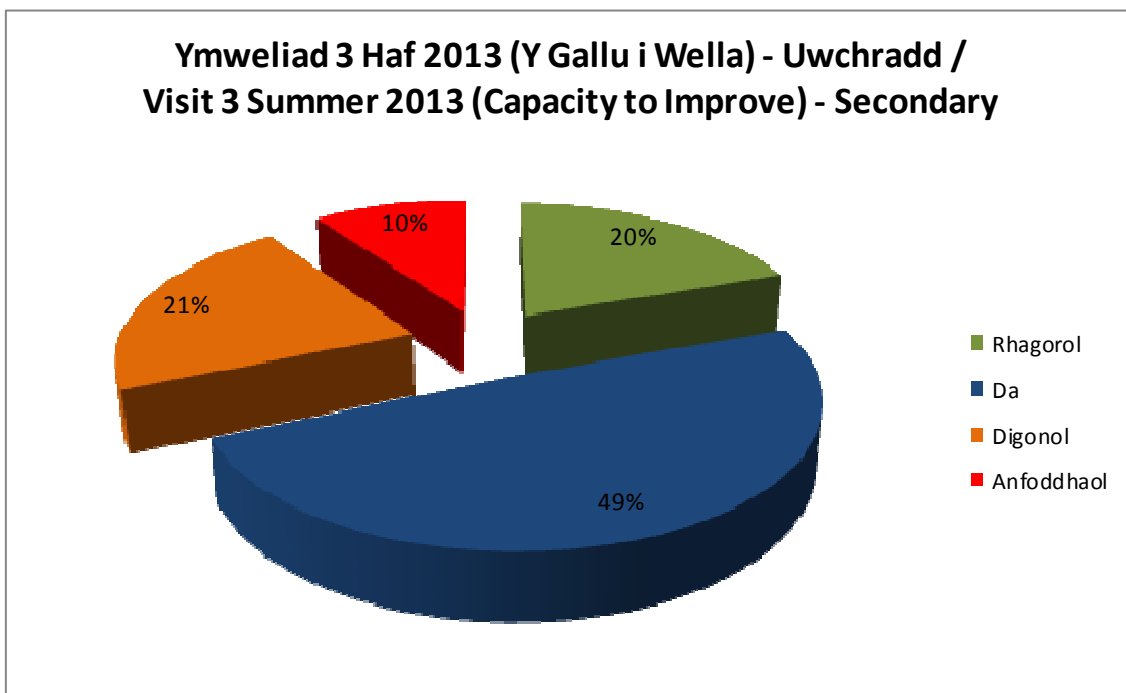
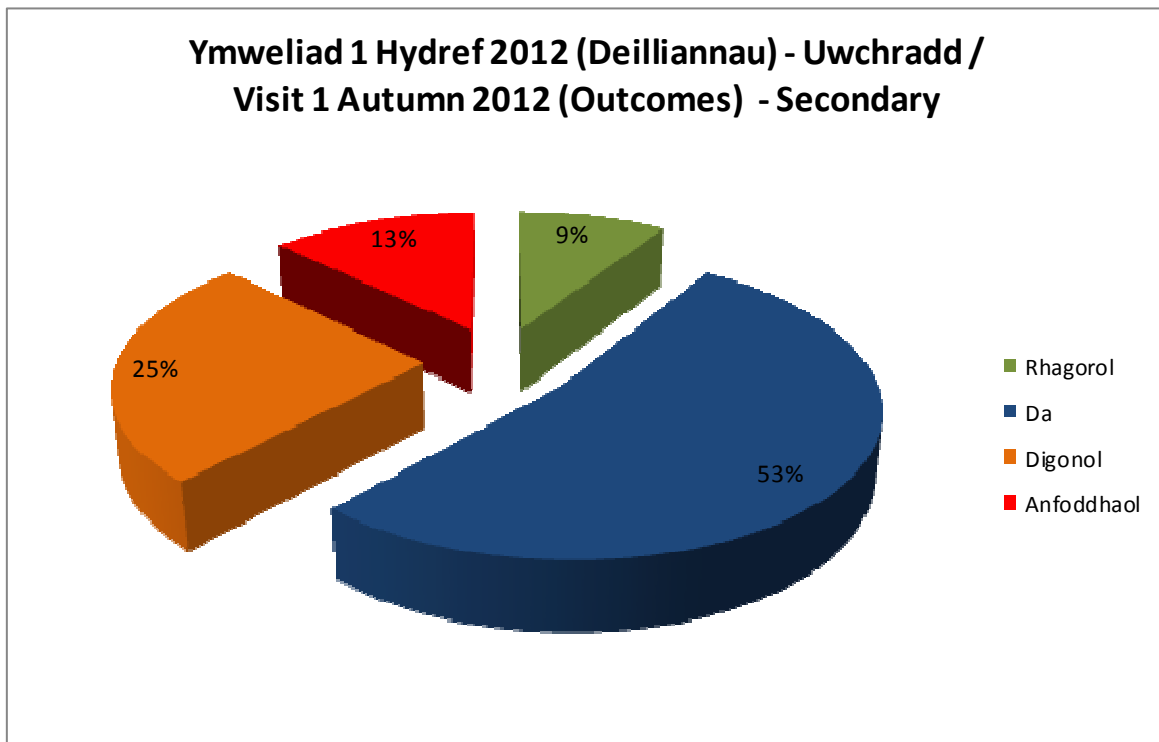
12.0 Appendices

- Appendix 1.1: Primary Performance
- Appendix 1.2: Secondary Performance
- Appendix 2: GwE Support
- Appendix 3: National Reading and Numeracy tests
- Appendix 4: Pupil outcomes 2013

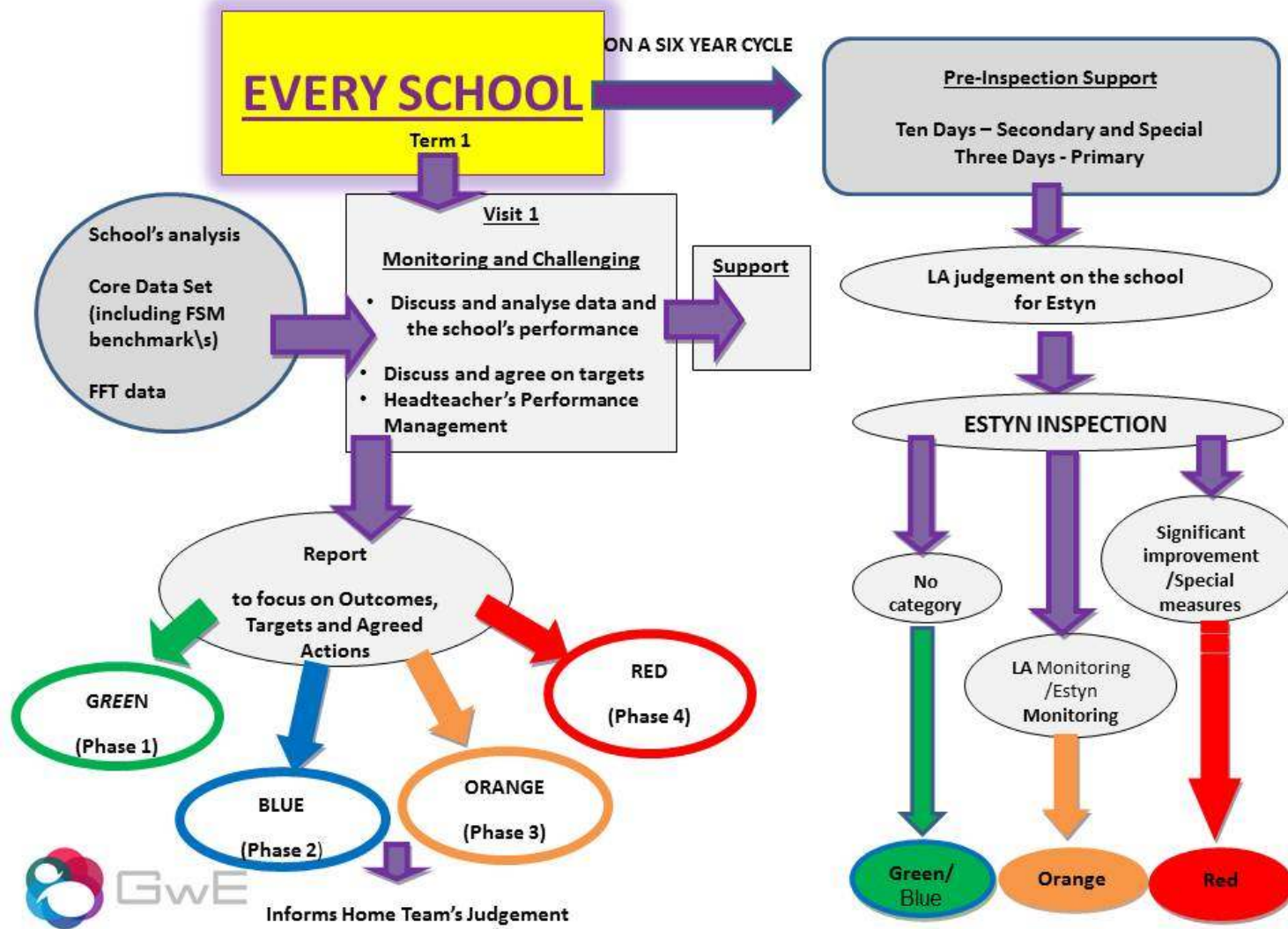
Appendix 1.1: Primary Performance

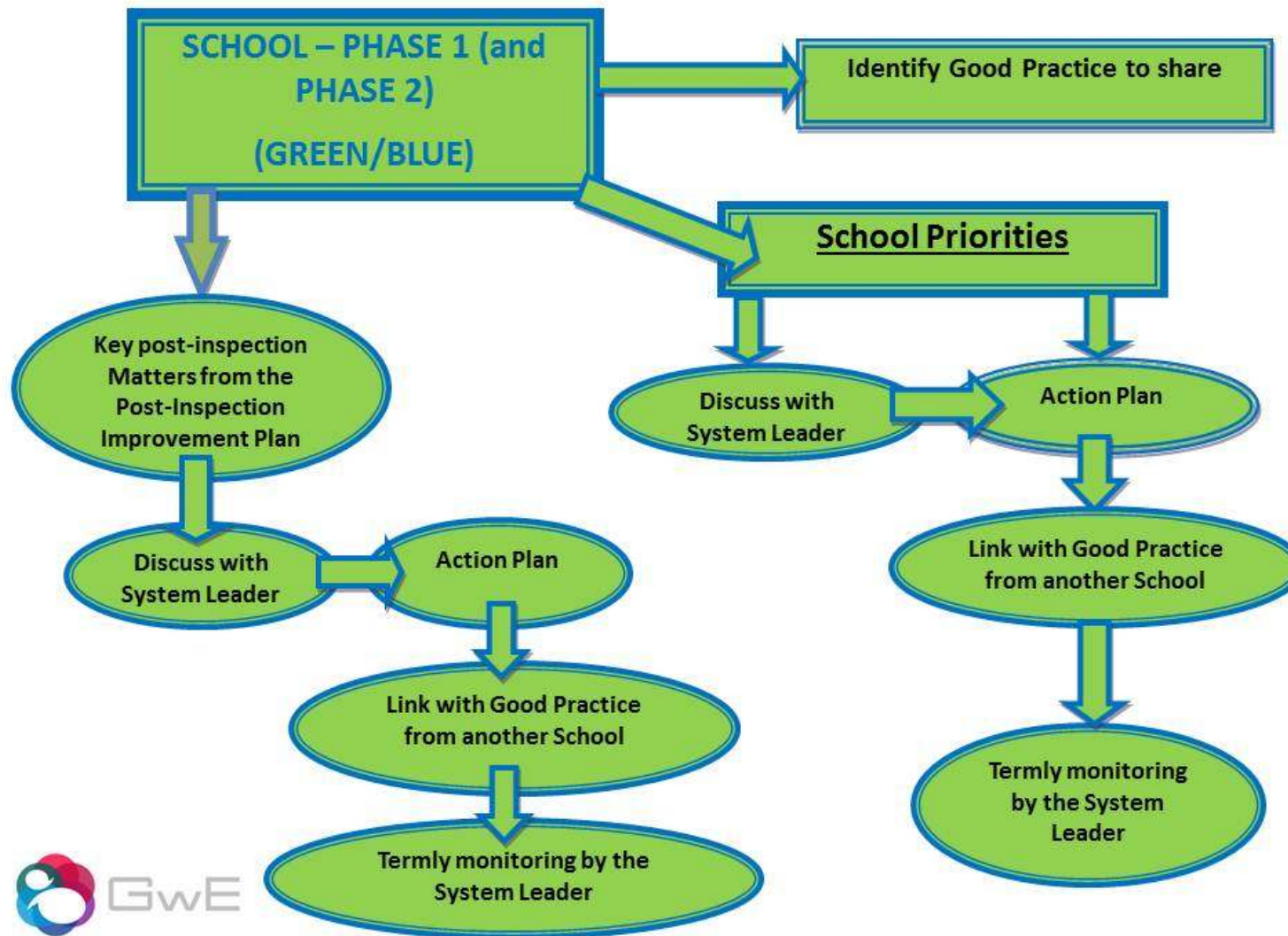


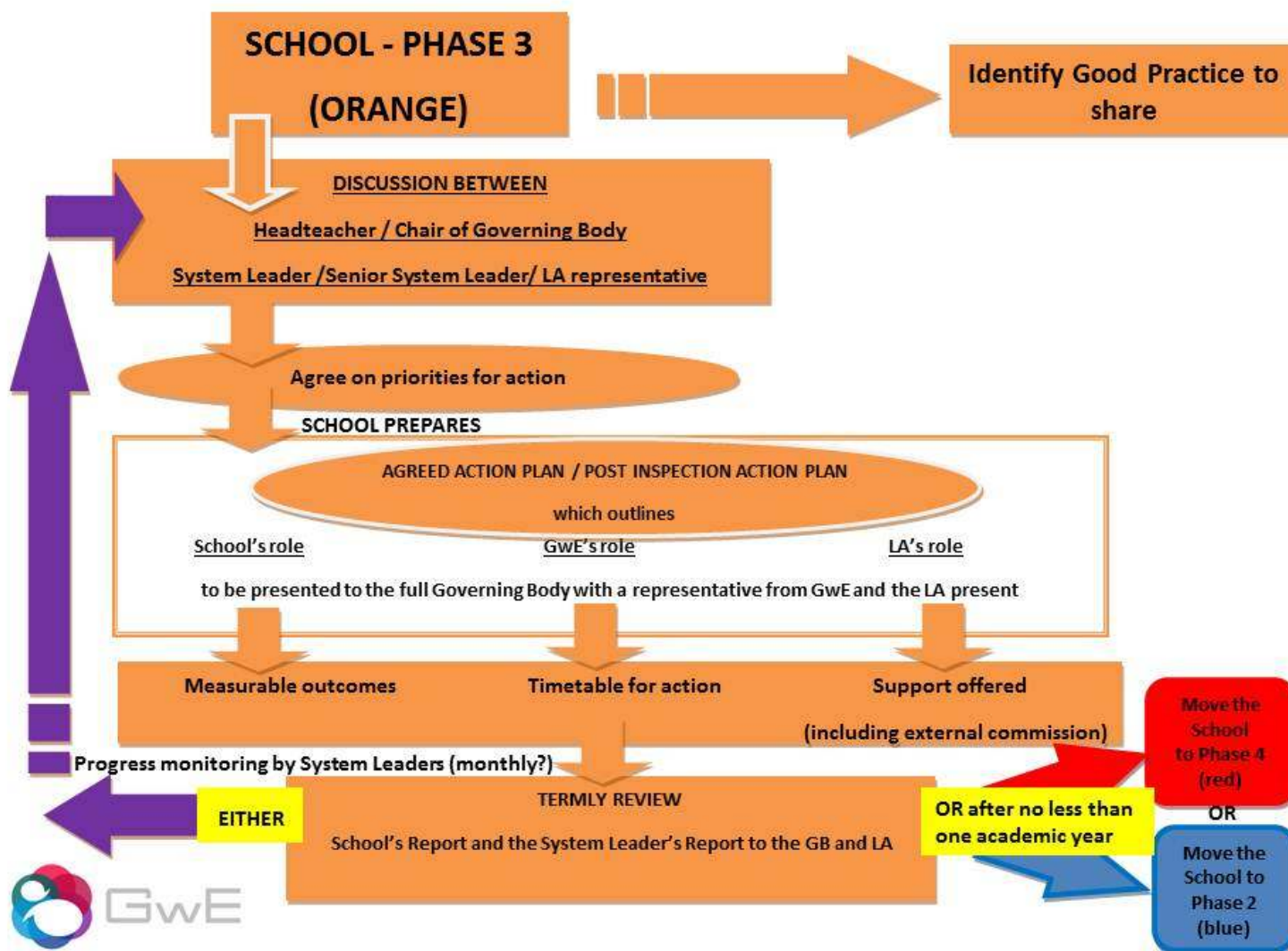
Appendix 1.2: Secondary Performance

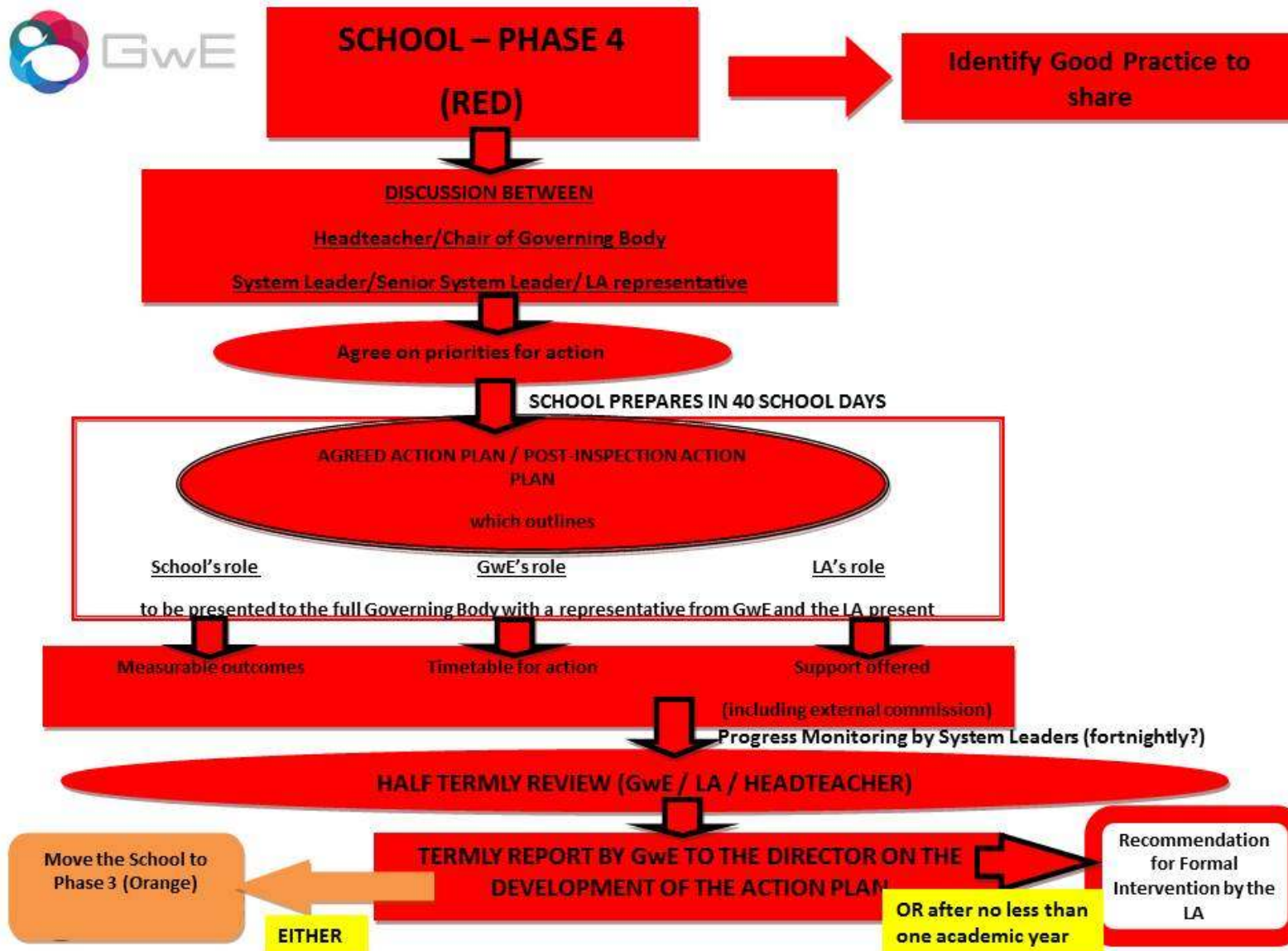


Appendix 2: GwE Support

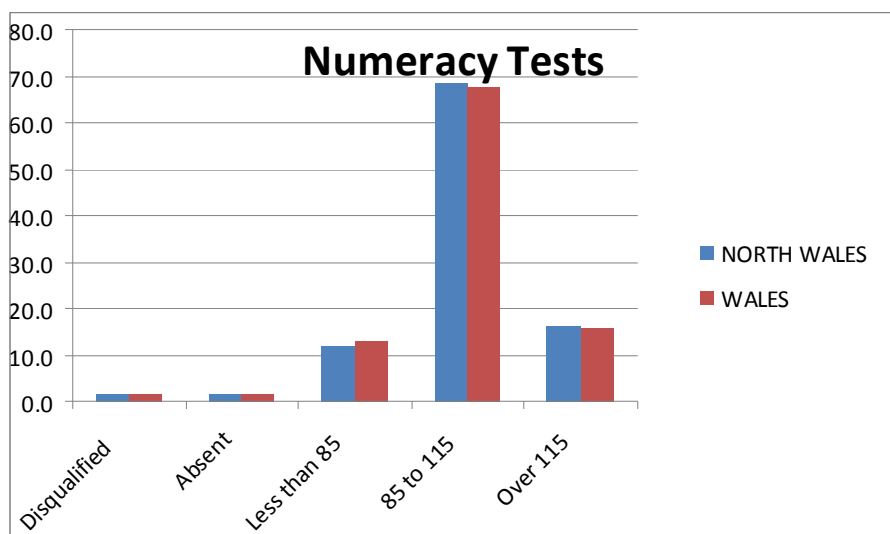
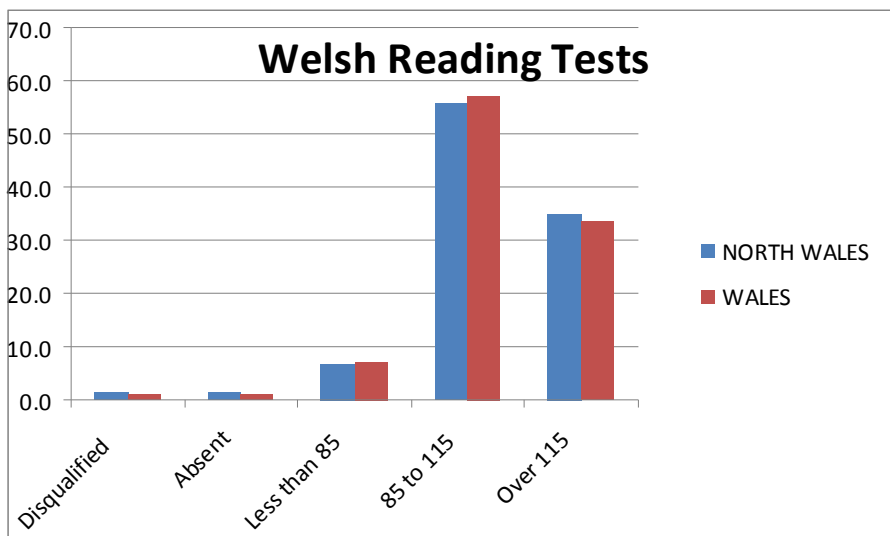
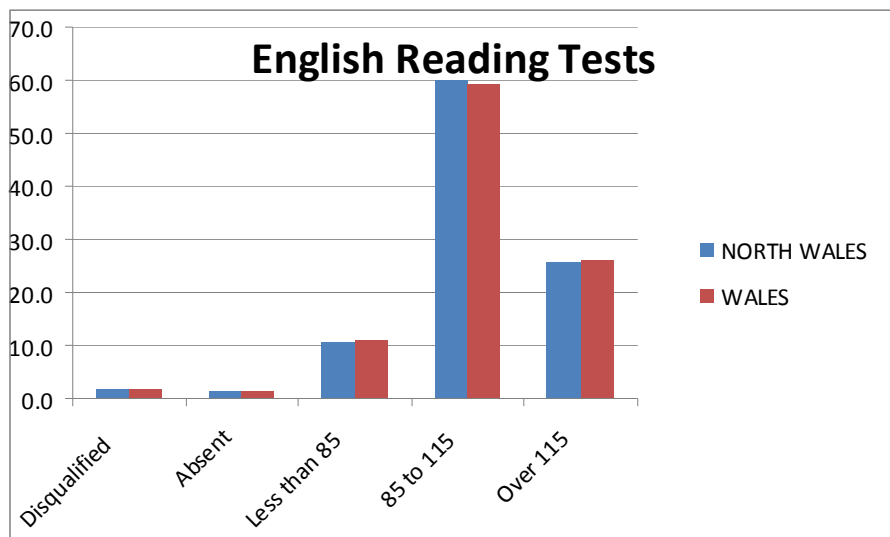




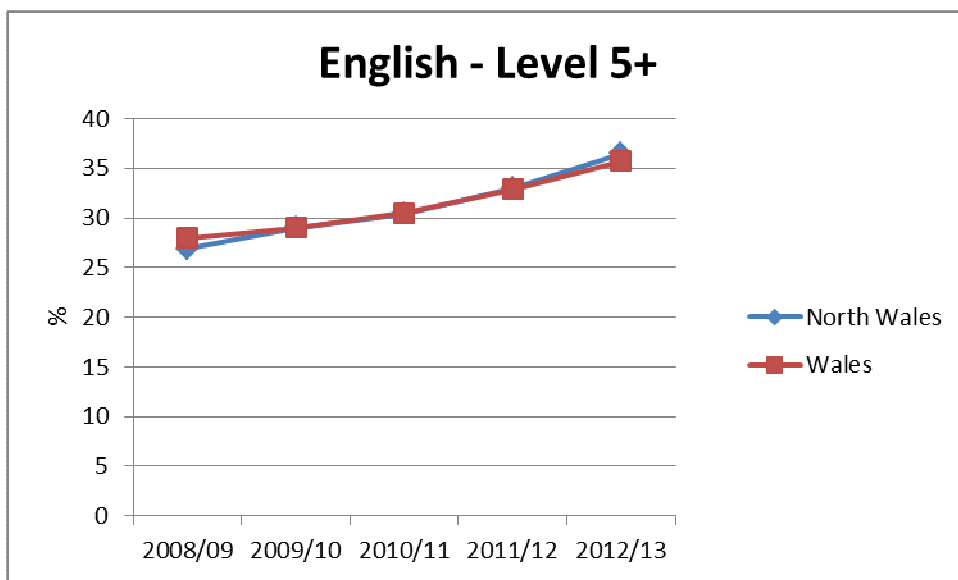
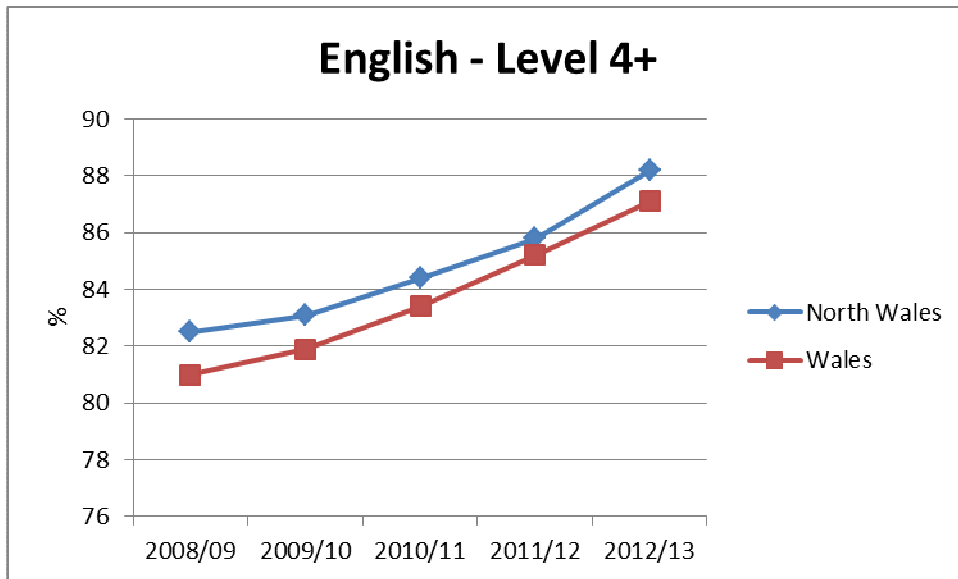




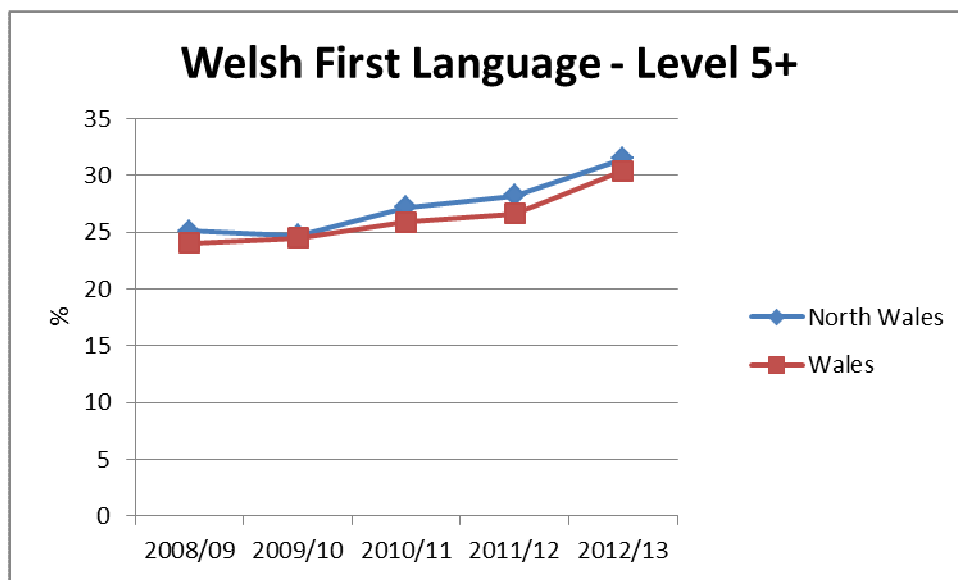
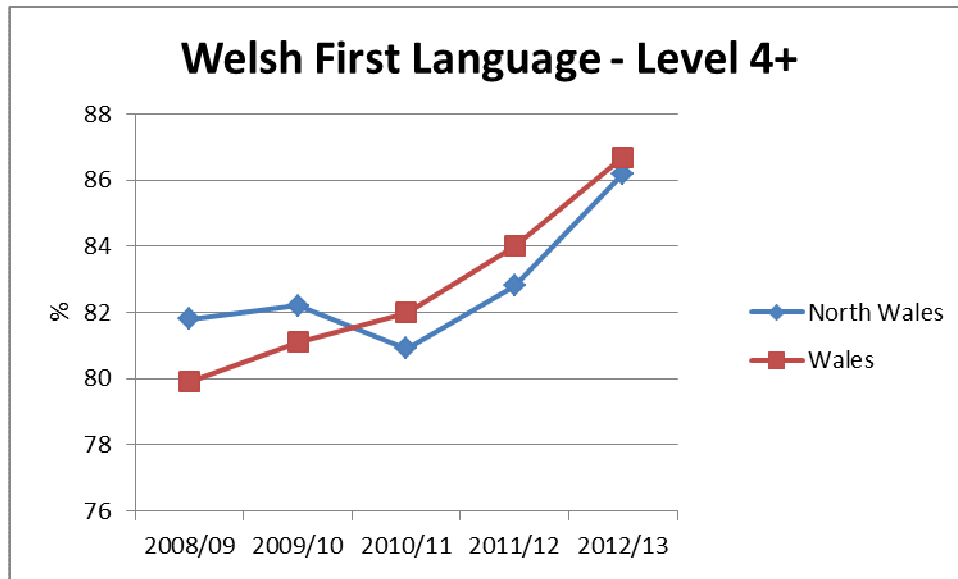
Appendix 3: National Literacy and Numeracy Tests (KS2 2013)



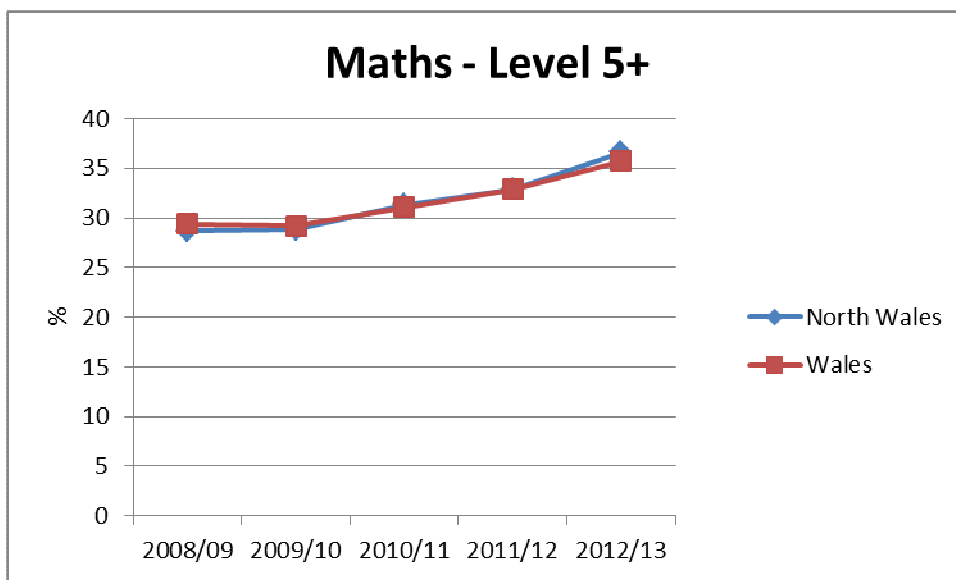
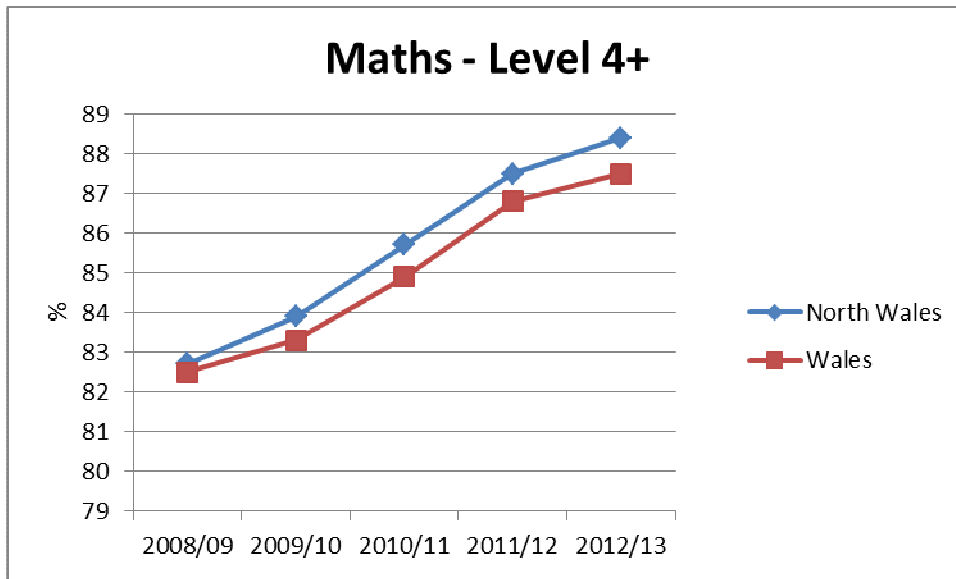
Appendix 4.1: English Results (KS2 2013)



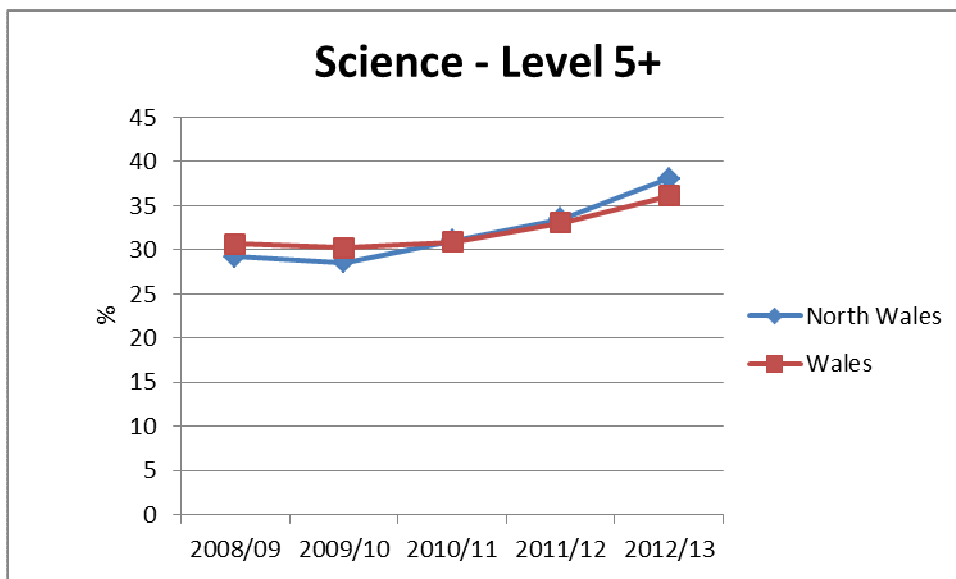
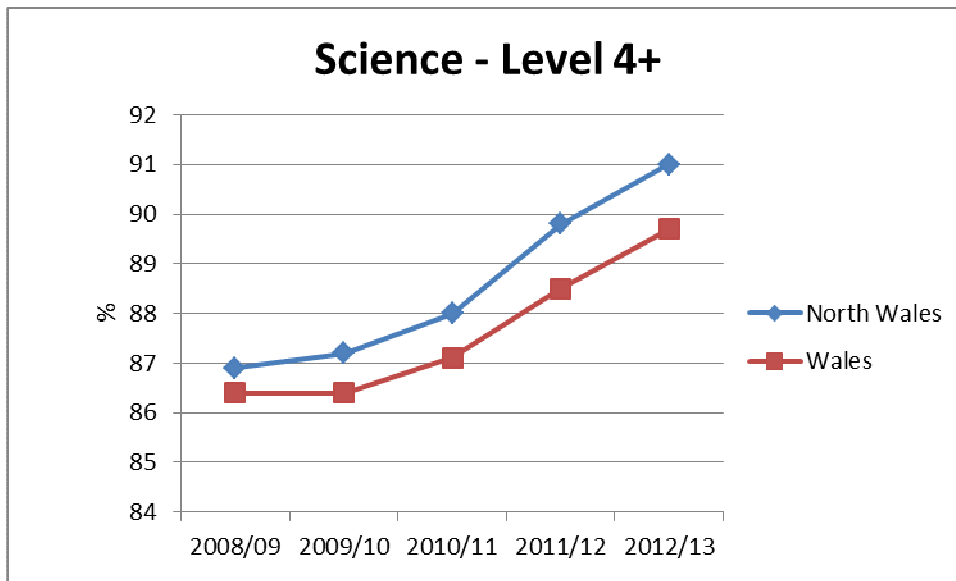
Appendix 4.2: Welsh (First Language) Results (KS2 2013)



Appendix 4.3: Mathematics Results (KS2 2013)



Appendix 4.4: Science Results (KS2 2013)



Appendix 4.5: Free School Meals Pupils 2013

