

## **Appendix 1**

### **Report on Standards for Denbighshire LA**

#### **Standards in Foundation Phase in Denbighshire LA**

Overall, taking into account learner progress and ESTYN inspection outcomes, standards in the Foundation Phase in Denbighshire are good. The percentage of pupils achieving the Foundation Phase Indicator (FPI) is below the national average, whereas previously it was generally above. As widely anticipated, following the implementation of the new Foundation Phase Framework, the percentage of pupils achieving the expected outcomes across Wales decreased in 2018-19, the Local Authority's performance reflected this in the FPI and in all Areas of Learning.

The number of learners achieving the higher outcomes also decreased nationally and again this was reflected in Denbighshire LA schools' outcomes. Outcomes in Denbighshire schools were slightly below the national average in all Areas of Learning except for with Language and Communication with Welsh (LCW), which was slightly above.

As widely anticipated, the percentage of pupils eligible for FSM who achieved the expected outcomes across Denbighshire LA decreased in 2018-19, both in the FPI and Areas of Learning at both the expected and the higher than expected outcomes. The national averages show a similar decrease. Free School Meal (FSM) pupils in the foundation phase performed better than the national average in FPI, LCW and Personal and Social Development (PSD), but below the national average in Language and Communication with English (LCE) and Mathematical Development (MD).

Again, as anticipated, the national performance of both boys and girls decreased in the FPI and all Areas of Learning. This was reflected in Denbighshire with the exception of the performance in LCW at the higher outcome and the girls' performance in MD at the higher outcome. The difference in the national performance between boys and girls has remained similar to previous years with girls outperforming boys in all Areas of Learning, particularly in LCW and PSD. This is reflected in the Denbighshire performance. However, the gap in performance is slightly wider in most areas than the national average. The anomaly is in PSD, where the gap is narrower than the national average.

Welsh Government have made it clear that Value added progress between Baseline and End of Foundation Phase should be the focus when evaluating pupil achievement in Foundation Phase. Progress of matched pupils from Denbighshire's 2017 Reception cohort baseline to end of Foundation Phase 2019 is good with pupils making at least 3.35 outcomes of progress in all areas. The most progress is made in Welsh Language with pupils making on average 4.32 outcomes of progress. Pupils are expected to make 3.0 outcomes of progress during the Foundation Phase. This value added data confirm that the Local Authority's schools demonstrate an effective and sustained approach in supporting pupils to make progress throughout the Foundation Phase.

## **Emerging Questions**

- Why are Foundation Phase outcomes lower in all AoL, except LCW at the higher outcome, over the past two years?
- Why have FSM pupils' outcomes decreased in all AoL?
- Why has the gender gap in Denbighshire increased in all AOL except PSD at the expected level?
- Is end of Foundation Phase assessment accurate and robust in Denbighshire schools?
- Is baseline assessment accurate and robust in Denbighshire schools?

## **Standards in Key Stage 2 in Denbighshire LA**

Overall, taking into account learner progress and ESTYN inspection outcomes, standards in Denbighshire schools at Key Stage 2 are good.

The percentage of pupils achieving the Core Subject Indicator (CSI) is below the national average. Over the last four years, this has been a fluctuating picture. The 2019 cohort performed below the national average in all core subjects, except Welsh Language. Standards of attainment in Welsh second language is below the regional average. No National average is currently available for Welsh second language.

Performance of Denbighshire schools at the higher levels reflected performance at the expected levels, all below the national average except Welsh Language.

The percentage of pupils eligible for FSM who achieved the expected outcomes across Denbighshire LA decreased in 2019, both in the CSI and in all core subjects. This was a significant decrease in Welsh Language. The performance of the FSM pupils was below the national average for all subjects. At the higher levels, FSM pupils' performance improved in English, Mathematics and Science with more FSM pupils achieving the higher outcomes than the previous year. However, the number of FSM pupils achieving the higher outcomes in Welsh language decreased significantly. The number of FSM learners achieving the expected outcomes in Welsh second language increased. The attainment gap between the pupils eligible for FSM and those who are not is significant in all subjects at both the expected and the higher levels.

The performance of both boys and girls decreased nationally in all of the core subjects at both the expected and the higher level. The performance in Denbighshire reflects this with the exception of the girls' performance at the higher level in maths and science. Both boys' and girls' performance was below the national average in all core subjects except for Welsh Language and the boys' higher level science. Nationally, the girls outperformed the boys in all subjects at both the expected and the higher levels. Denbighshire's performance reflects this with the exception of higher level maths, where the boys outperformed the girls. The

difference in performance between the two genders in Denbighshire is getting wider in all subjects except for Welsh Language and science at the higher level.

As with Foundation Phase, Welsh Government have made it clear that Value Added progress between end of Foundation Phase and end of Key Stage 2 should be the focus when evaluating pupil achievement. Progress of matched pupils from Denbighshire's 2015 Foundation phase cohort to the end of key Stage 2 2019 is positive. Pupils made an average of at least 2.03 levels of progress in all Core Subjects. Pupils are expected to make 2.0 levels of progress during the Key Stage 2. This value added data confirm that the Local Authority's schools demonstrate an effective and sustained approach in supporting pupils to make progress throughout Key Stage 2.

Moderation has been verified as being accurate and robust in nearly all Denbighshire primary schools with only a very few schools having any disagreement on their levels. Individual primary schools track progress data thoroughly and hold staff to account for outcomes.

#### Emerging questions

- Why is performance in all subjects below the national average?
- Why has the performance of FSM pupils at the expected level decreased?
- Why has the attainment gap between FSM and non-FSM pupils increased?
- What has been identified as having an impact on the increase in attainment at the higher levels in English, maths and science?
- Why has the gap in performance between the genders increased?

#### Key Stage 3

This year's results are beginning to reflect the national changes, whereby the prime focus of teacher assessments has started to shift back to the progress and attainment of individual learners and away from aggregated data sets used to hold schools to account.

Nationally, the percentage of pupils achieving at least the expected level was lower than in 2018 in the CSI and in all core subjects.

The Denbighshire CSI is slightly lower than the national average with a decrease of -2.3% in comparison to 2018 performance [-1.9% nationally]. The 2019 cohort performed in line with national averages at the expected level for English and Science and 0.9% below for Mathematics, and -3.2% below for Welsh. Performance in Cymraeg declined by -3.2% from 95.7% in 2018 to 92.5% in 2019 in comparison to a national drop of -2.2% to 91.6%. With the exception of Cymraeg and Mathematics, performance in the core subjects falls below the national average for 2019. At the higher levels, performance was similar to 2018 in Mathematics and Science but decreased in English, Welsh and Cymraeg.

Performance of girls dropped slightly in the CSI and across all core subjects, mostly in line with slight drops nationally. The performance of boys fell slightly in the CSI and all core subjects, apart from English, which saw a 0.3% increase against a declining percentage nationally. At the higher levels, performance of boys fell in all core subjects, apart from a slight

increase at expected +2 in Science. At the higher levels, the performance of girls fell in all core subjects apart from an increase in Cymraeg. The gender gap increased across almost all indicators at the expected and higher levels.

The percentage of pupils eligible for FSM who achieved the expected outcomes across Denbighshire LA fell in 2019, in the CSI and core subjects, but by only 0.1% in Mathematics, in line with non-fsm pupils. Performance in English was broadly in line with 2018 performance, whilst Science dropped slightly. The most significant drop was of -12.5% in Cymraeg, compared to a drop of -2.6% for non-e fsm pupils. The gap in performance between eFSM and non-FSM pupils was narrowed in the CSI, Science and Mathematics. At the higher levels, the performance of eFSM pupils fell across all indicators with slight improvements in Welsh First Language.

### **Emerging questions:**

- Why is performance at the expected and higher levels still below the national average for almost all core subjects?
- What can be identified as best practice in improving the performance of boys and girls at the higher levels?
- Why has the performance in languages dropped at the expected levels?
- Why has there been a dip in the performance of boys in all core subjects apart from Science at the expected and higher levels?
- What has been identified as having an impact on the improvement in eFSM pupil performance and especially at the higher levels?
- Why has the performance of eFSM learners dropped in most subjects and levels?
- What aspects of best practice in the highest performing departments/classrooms need to be cascaded and how best do we facilitate this process?

### **Key Stage 4**

#### **Context**

Year 11 school cohort for last year included:

- 83 pupils in PRU/EOTAS provision [performance of group included in all LA data??]
- 4 secondary schools have FSM % which are lower than the national average of 16.5%. 2 schools have a significantly higher percentage than the national average.
- There were 129 eFSM pupils in the Denbighshire Year 11 cohort 2019. Numbers in individual schools varied from 2 to 35. The size of the cohort should naturally be taken into consideration when analysing performance at individual school level.

#### **Capped 9**

The LA performance in the main indicator [Capped 9] is -28.5pt below the national average of 353.3pt. Performance in individual schools against the measure is generally good with 4 schools achieving a higher points score, and three below. 4 schools performed above the national average points score for the Capped 9 measure of 353 and 4 below, with School G performing significantly below and Schools F and H significantly above. The performance of both boys and girls is below the national average for 2019 by 17 points (boys) and 19 points (girls). There is a 33 point gap between boys and girls, which is slightly less than 2018. The gap in the performance of eFSM and non-FSM pupils is higher than the national average and is significant, 365.59 compared to 285.96, a gap of 79.63 points.

Of the 8 Denbighshire secondary schools, 4 have FSM % which are lower than the national average of 16.5%. 2 schools have a significantly higher percentage than the national average. Of the 4 schools whose average points score was below modelled expectations, 3 closed the

gap compared to 2018. School A closed the gap by 13.12 pts, and School D by 28.9pts. In School G the gap increased to -44.58pts. The performance of boys was higher than the national average of 337.3pt in 7 schools but below in School G. Performance of girls outscored the national average of 370.4pt in 5 schools. The gender gap was reduced in 3 schools [Schools A, B and F] but significantly increased in 4 Schools- C, D, E and G- with the widest gap in School E. The gender gap in Schools D and E is wider than the national average. Boys outperformed girls in one school, School H. The performance of e-FSM pupils was higher than the national average of 298.3pt in 4 schools but below in Schools A, D, F and G. The gap in performance between eFSM and non-FSM pupils was reduced in 4 schools but remains significant in Schools A, D and F.

#### ***Literacy Indicator***

The LA performance at 36.76 in the indicator is below the national average of 39.0p by -2.24 pts. The performance of both boys and girls is below the national average for 2019 [-2.4pt and -2.04pt respectively]. The gender gap is -5.58 which is slightly wider than the national gap of -5.47pts and marginally below the gap of 2018 (-5.60). The performance of eFSM and non-FSM pupils and the performance gap between them is to very similar the national average.

In Denbighshire, eFSM pupils performed slightly below their national counterparts by -1.45pt.. In Welsh First Language, performance exceeded the national average by +1.4pts and there was a gender gap of -4.8pt slightly higher in comparison to -4.0pt for Wales. eFSM pupils outperformed their national counterparts by +1.0pt. Welsh Literature average points score was slightly below the national figure by -0.2pt. eFSM pupils performed only slightly below the national average by-0.5pts.

For the Literacy measure, of the 8 secondary schools, 4 were above the national average with 2 of the 5 also above the expected performance [Schools A and C]. Only one school (School A) performed above modelled outcomes. Schools D, E and F performed very closely to the expected performance [less than -0.9pt gap] whilst School B was below by -2.6pt. Boys performed above the national average in 5 schools, and below in 3. The underperformance was significant, at 30.97pts compared to 36.3 nationally in one school, School G. Girls performed below the national average of 41.8pts in 3 schools and significantly above in 4. Performance of girls was particularly strong in schools C, F and H. The gender gap has reduced in 4 schools, most significantly School B, and increased in 4, most significantly School E. The gap is slightly wider than the national average of 5.5pt in 2 schools [D and E]. The performance of efsm pupils was slightly below the national figure, most significantly in three schools, A, F and G.

6 of the 8 schools performed above the national average in English Language and 5 in English Literature. The gender gap was higher than the national average in School D only, for Language and in Schools D and A only for Literature. The gap between the performance of FSM and e fsm pupils in Language was wider in 2 schools, D and A, and wider for Literature only in School A. For eFSM pupils, 6 schools were above the national average in Language and Literature. In School A performance of eFSM pupils was below the national average for both indicators.

#### ***Numeracy Indicator***

The LA performance in the indicator is -1.49pt below the national average of 37.1pt and very slightly below the expected performance by -0.59pt. The performance of both boys and girls is slightly below the national average for 2019 [-1.48pt and -1.45pt respectively]. The gender gap has decreased slightly in 2019 to -1.48pt but is higher than the national average of -1.4pt. The performance of eFSM is higher than the national average of 29.4pt by +1.27pt and the gap in performance between eFSM and non-FSM pupils is lower than the national average [-8.61pt in comparison to -10.3pt nationally].

In the average points score for Mathematics, performance was -1.3pt below the national average with a gender gap of -2.0pt in comparison to the national average of -2.1pt. eFSM pupils performed above the Wales average of 27.3pt at 28.0pts and the gap in performance between eFSM and non-FSM pupils was slightly narrower in Denbighshire than in Wales. In Maths-Numeracy, the authority performed slightly above the national average of 34.2pt with the performance of boys slightly higher than their national counterparts and girls very slightly lower. eFSM pupils performed +1.6pts above the national average of 26.1pt.

Of the 8 secondary schools for the Numeracy indicator, 5 were above the national average. 5 schools [A,B,F,G,H] performed above the expected performance whilst school E was within 0.3pt of the modelled outcome. Schools C and D were below by -2.5pt and -2.7pts. The performance of boys was just below the national average of 36.4pt. Boys performed less well than the national average in Schools D and G. In Schools B F and H boys performed significantly above national averages.

The performance of girls was higher than the national average of 37.8pt in 4 schools [Schools B, C, E, F, and H] but significantly below in School G. The gender gap has decreased in 7 of the 8 schools and is only 0.3pts above the national average. In Schools A, B, F, G and H boys outperform the girls.

The performance of e-FSM pupils was higher within Denbighshire than the national average of 29.4p, and was higher in 6 schools. The lowest performance was in School D where it was -2.88pt below the Welsh average. The gap in performance between eFSM and non-FSM pupils is less than the national average of -10.3pt in 7 of the 8 schools.

In the average points score for Mathematics, 5 school were above the national average of 35.4pt [Schools A, B and G below]. Performance of boys saw all schools above the Wales average with the exception of School E. Performance of eFSM pupils in Schools H, G and C was above the national average. The widest gap between FSM and eFSM pupils was in school F, with a 13pt gap. In Maths-Numeracy 6 of the 8 schools performed above the national average of 34.2pt. The gender gap was only slightly higher than the national average in 3 schools, with girls performing 4.0points ahead of boys in schools B and H. Performance of eFSM pupils was also higher than the national average in all schools except School A.

### **Science Indicator**

The LA performance in the indicator is slightly below the national average of 36.8pt at 34.16pts, with the performance of boys falling -2.59pt short of their national counterparts and girls by -2.57pts. The gender gap however, is the same as the national average of -2.7pt. The performance of eFSM is +0.18pt higher than the national average of 28.2pt and the gap in performance between eFSM and non-FSM pupils is also better than the national average [-9.8pt in comparison to -11.6pt nationally].

Of the 8 secondary schools, 3 were above the national average. School B was below by -8.4pt. The performance of boys was higher than the national average of 35.5pt in 5 schools but lower in Schools A, D and G. The greatest gap with the national average is seen in School G. The performance of girls was higher than the national average of 38.2pt in 4 schools and significantly lower in School A (-4pt) and School G (-9pt). Boys outperform girls in Schools A and H, but the gender gap [girls outperforming boys] has increased in 3 schools since 2018. The performance of e-FSM pupils was higher than the national average of 28.2pt in 5 of the 8 schools [School F being lower by -18.92pt]. The gap in performance between eFSM and non-FSM pupils is also lower than the national average in all schools with the exception of School A and F.

### **Welsh Bacc SCC Indicator**

The LA performance in the indicator is -2.59pt below the national average of 36.4pt and very slightly below the expected performance by -0.2pt. The performance of boys and girls are slightly below the national averages of 33.46 pts boys (-2.64pts) and 39.5pt girls (-2.28pts). The gender gap has slightly increased in 2019 by 0.31pt and is only very slightly higher than the national average of -5.6pt. The performance of eFSM is lower than the national average of 29.5pt by -3.06pt and the gap in performance between eFSM and non-FSM pupils is higher than the national average [-11.59pt in comparison to -9.6pt nationally].

Of the 8 secondary schools, 5 were above the national average -Schools A, B, C, F and H. The performance of boys was higher than the national average of 33.5pt in 5 schools with the lowest performance in School G. The performance of girls was higher than the national average of 39.5pt in 4 schools, with performance of girls in School G being the lowest. The gender gap is greater than the national average in 2 school and greatest in Schools E and G [-9.41pt and -7.51pts respectively]. The gender gap decreased in 4 schools [B,C,D and F]. The performance of e-FSM pupils was lower than the national average of 29.5pt in 5 schools [School F being lower by-19.00 pt] and the gap in performance with non-FSM pupils was also better than the national average in 5 schools.

### **Emerging Questions:**

#### **Whole schools:**

- Why are there such great variances in performance between individual schools in Denbighshire?
- How confident are we that all Denbighshire schools effectively evaluate the impact and contribution of individual non-core subjects into the revised C9 measure and to what extent do their accountability processes robustly challenge *In School Variance*?
- What are the effective actions currently being taken by leaders with departments that are outperforming the school average and with those that are underperforming and how can we best ensure that schools learn from each other?
- To what extent do individual departments within schools forensically analyse the data shared by WJEC on subject performance and 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?
- How appropriate is the provision across schools for boys and particularly those in danger of becoming disengaged?
- 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?
- Within Denbighshire, the PRU/EOTAS Y11 cohort is significant. How can we effectively ensure that 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?

#### **Literacy:**

- How effectively do all schools develop 'higher-order writing skills' to improve performance?
- How can we best support classroom teachers and departments in improving the teaching of identified examination skills?
- What are the most effective strategies to further reduce the gender gap?
- Do all departments have a common and effective approach to the teaching of writing?
- How can we further empower Heads of Departments to lead teaching and learning?
- How can we improve the quality of Literacy Intervention at KS3 , particularly that aimed at FSM learners?

- How can we support departments in increasing the level of challenge at KS3?

**Numeracy:**

- How can we best support classroom teachers and departments in improving the teaching of identified examination skills?
- What are the most effective strategies to further reduce the gender gap?
- How can we support departments in increasing the level of challenge at KS3?
- How can we further improve the teaching of numeracy and mathematics at KS3?
- How can we best support collaborative working at KS4?
- Schools have effectively engaged with the MEI TGM programme over the past few years. How can we further support teachers within the county?

**Science:**

- How can we more effectively support the development of numeracy skills (30% assessment of mathematical skills in Science across the GCSEs)?
- How can we more effectively develop literacy skills in Science to support lowest ability learners to deal with the high volume of text across the examinations papers?
- What are the most effective strategies to further reduce the gender gap?
- How can we implement more effective action research within classrooms to improve teaching and learning?
- What are the best strategies for engaging boys in Science?
- What are the best strategies for engaging girls in Science?
- What is this most effective way to start a Science lesson? (linked to EEF research project)
- How can we use modelling to raise attainment in Science?

**Key Stage 5**

The total number of entries at A-level in Denbighshire in 2019 was 814, a number slightly lower than 832 in 2018. Outcomes increased at both A\*-C and A\*-E. At A\*-C outcomes rose to 62.7% compared to 57.6% nationally, and at A\*-E fell from 97.9% to 97.6%, which compares to 97.8% nationally. The percentage of students achieving 3 A\*/A grades at A Level for Denbighshire has increased, at 12.9% compared to 13.1% nationally. At A\*, A\*-A grade and at A\*-B grades there was a slight increase in performance against that in 2018. The % of A\* grades was 3.4% improved on 2018; A\*-A grades was improved on 2018 by 6.3% and at A\*-B by 9.7%.

ALPS data suggests that on the 'T' score, in the three year ALPS trend for value added , Denbighshire schools performed in the top 50% of schools within the data base of schools across both England and Wales. None of the six schools similarly were classified in the top 25% of performers. Based on AS entries, the 'T' score is a 5, suggesting progress made by students is in line with expectations. ALPS similarly indicates that progress made by the fewer vocational students on Applied/BTEC courses within 3 schools is in line with expectations.

Year	LA/Wales	No Inspected	Not in follow-up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
2017-2018	Denbighshire	9	88.9	8	11.1	1	0.0	0	0.0	0
2017-2018	Wales	237	75.1	178	17.3	41	4.6	11	3.0	7
2018-2019	Denbighshire	10	80.0	8	20.0	2	0.0	0	0.0	0
2018-2019	Wales	227	75.8	172	19.8	45	1.8	4	2.6	6

Judgements all schools 2018-19

	Standards		Wellbeing		Teaching		Support		Leadership	
	Denbighshire	Wales								
Excellent	40.00	11.45	50.00	19.82	30.00	11.89	50.00	18.94	60.00	17.18
Good	50.00	65.20	50.00	67.40	50.00	62.11	50.00	70.93	20.00	58.59
Adequate	10.00	21.15	0.00	12.33	20.00	24.23	0.00	8.37	20.00	20.70
Unsatisfactory	0.00	2.20	0.00	0.44	0.00	1.76	0.00	1.76	0.00	3.52

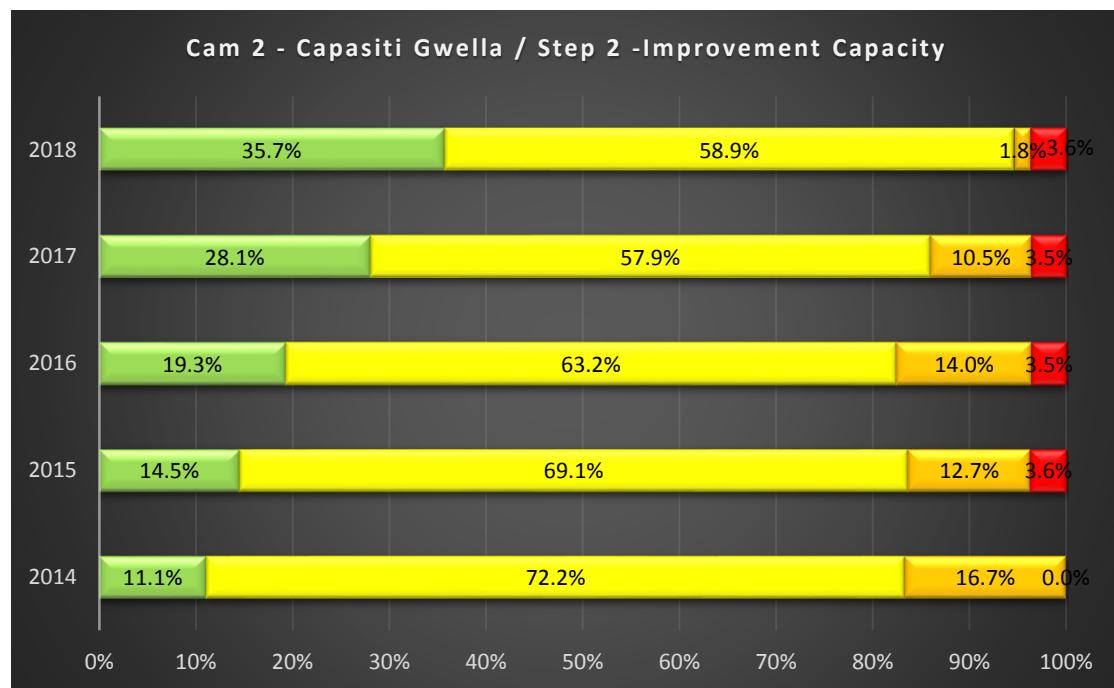
Secondary / All-age school

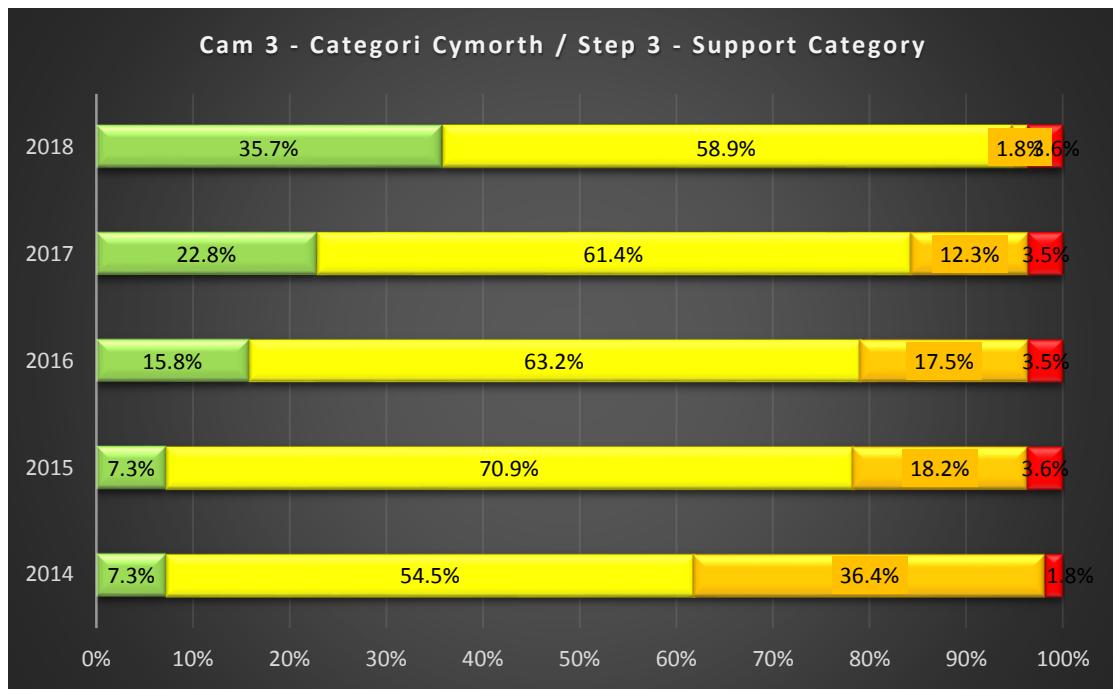
Year	Region	No Inspected	Not in follow-up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
2017-2018	Denbighshire	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0
2017-2018	Wales	30	50.0	15	33.3	10	10.0	3	6.7	2
2018-2019	Denbighshire	1	0.0	0	100.0	1	0.0	0	0.0	0
2018-2019	Wales	32	43.8	14	40.6	13	9.4	3	6.3	2

Secondary / All-age school

	Standards		Wellbeing		Teaching		Support		Leadership	
	Denbighshire	Wales								
Excellent	0.00	12.50	0.00	18.75	0.00	9.38	0.00	21.88	0.00	9.38
Good	0.00	34.38	100.00	40.63	0.00	40.63	100.00	43.75	0.00	34.38
Adequate	100.00	40.63	0.00	37.50	100.00	43.75	0.00	31.25	100.00	46.88
Unsatisfactory	0.00	12.50	0.00	3.13	0.00	6.25	0.00	3.13	0.00	9.38

### Denbighshire - All schools





#### Secondary

