

REPORT TO:	Lifelong Learning Scrutiny Committee
REPORT NO:	COEEI/22/19s
DATE:	14 November 2019
LEAD MEMBER:	Councillor Phil Wynn (People – Education)
CONTACT OFFICER:	Ian Roberts (Chief Officer Education and Early Intervention) – Tel: 295401
SUBJECT:	Performance of Wrexham pupils/schools in the academic year 2018-19
WARD:	All

1. PURPOSE OF THE REPORT

1.1 To provide Members with a report in respect of the outcomes of Wrexham pupils/schools during the academic year 2018-19. This includes:

- Performance in the Foundation Phase.
- Performance at Key Stage 2.
- Performance at Key Stage 3.
- School inspection outcomes.

2. EXECUTIVE SUMMARY

2.1 Following a written statement by the Minister for Education in July 2018 and a consultation which ended in January 2019, teacher assessment data is no longer published at a school, local authority and consortia level from **Foundation Phase to key stage 3**.

2.2 In addition, the Minister for Education Kirsty Williams AM 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.**’*

- 2.3 It is not possible at this stage to address the request of the Committee to include in the report any further information in respect of variation, progress and value added as beyond the all Wales average there is no comparative data available. The information in this report is what is available at the time of presentation to committee.
- 2.4 This is a significant move away from gathering information about young people's performance on a school by school basis for accountability purposes. Consequently the prime purpose of teacher assessments has started to shift back to individual learners and away from holding schools to account. Therefore, aggregating performance to a local authority level is in essence restricted in its value and should be used for the purpose of scrutinising the trajectory rather than for comparative purposes.
- 2.5 This year's results could be a reflection of these changes, where across Wales, the percentage of pupils achieving at least the expected level was lower than in 2018 in nearly all Areas of Learning/core subjects at the end of the Foundation Phase and for both key stages 2 and 3.
- 2.6 In Wrexham in 2018-19 there was a decrease in performance in a number of **Foundation Phase** indicators. 82.5% achieved the Foundation Phase Indicator (FPI), a decrease of -3pp from the previous year. The Wales average was 80%, a -2.6pp decrease. The level of decrease was broadly similar to the Wales average decrease in all Areas of Learning (AOLS), with the exception of Language, Communication Welsh (LCW). Wrexham performance is above the Wales average in all AOLS.
- 2.7 At **key stage 2**, the decrease in performance was similar to the Wales average decrease in English, mathematics and science with performance in Welsh improving, evidencing impact of the focus of support for this subject. Wrexham performance is above the Wales average at the CSI and in all core subjects.
- 2.8 At **key stage 3**, over a number of years there has been an upward trajectory but performance has been below the expected level. However, since 2017-18 performance has improved to, at, or above the Wales average in a number of the main indicators evidencing the impact of support of the local authority and GwE.
- 2.9 In 2018-19, similar to the Wales trend, with the exception of English, performance decreased in all subjects and the CSI. However, for the first time performance is at or above the Wales average in the CSI and all subjects at the expected level.
- 2.10 Eleven **primary schools** were inspected during 2018-19. The inspection profile was good overall with one school requiring Estyn review.
- 2.11 All schools in an Estyn category from previous years were removed from the category demonstrating timely improvement. This included the one school, Acton Primary School which was in the statutory category of requiring "significant improvement".
- 2.12 Three **secondary schools** were inspected during 2018-19 with two requiring Estyn review (Darland and the Maelor) and one significant improvement (Ysgol

Rhosnesni). Appropriate plans are in place in all schools to address the Estyn recommendations and to secure the necessary improvements.

- 2.13 Two schools in the statutory Estyn category of “requiring significant improvement” were removed from the category, namely Ysgol y Grango (October 2018) and Ysgol Morgan Llwyd (June 2019).
- 2.14 Key stage 4 and key stage 5 performance will be presented to the Committee in March 2020 following verification of exam outcomes.

3. RECOMMENDATIONS

- 3.1 That Members of the Committee formulate their conclusions and recommendations based on the information in the report and the discussion at the meeting.**

REASONS FOR RECOMMENDATIONS

- (i) To monitor and challenge the performance of Wrexham Schools.
- (ii) To monitor and challenge the impact of the LA and GwE.

4. BACKGROUND INFORMATION

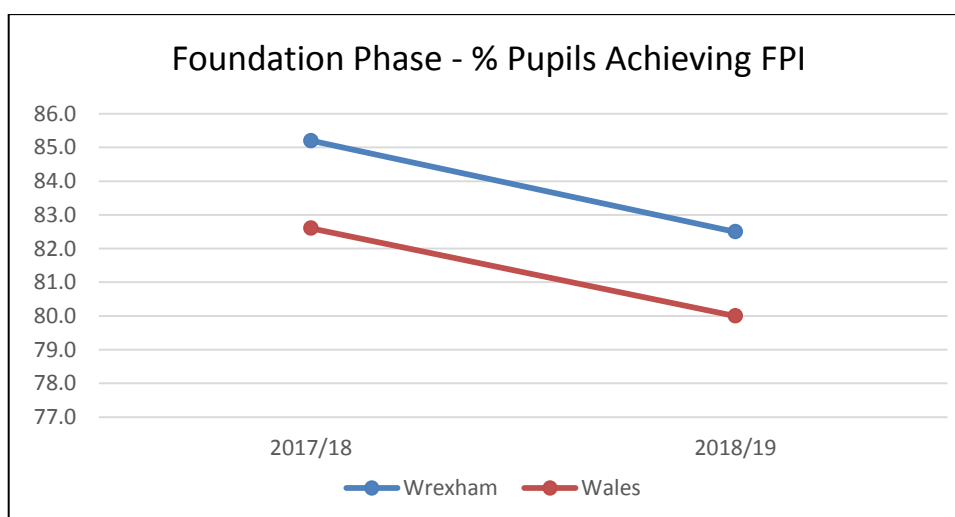
- 4.1 Following a written statement by the Minister for Education in July 2019, teacher assessment data is no longer published at a school, local authority and consortia level from **Foundation Phase to key stage 3**. This is a significant move away from gathering information about young people’s performance on a school by school basis for accountability purposes. Consequently the prime purpose of teacher assessments has started to shift back to individual learners and away from holding schools to account. This year’s results could be a reflection of these changes, where across Wales, the percentage of pupils achieving at least the expected level was lower than in 2018 in all areas of learning/core subjects at the end of the Foundation Phase and for both key stages.
- 4.2 Welsh Government emphasise that performance measures are designed for a specific purpose, which is to frame data in a manner appropriate for self-evaluation and as a starting point for analysis and planning. They are, therefore, limited by design in what they can convey and should not be used in isolation or out of context, nor presented as evidence of how effective a school is.
- 4.3 In using national comparative data, caution must be exercised, due to significant differences in context and demography of local authorities. Defined by the proxy indicator of eligibility for Free School Meals (eFSM), Wrexham is close to Welsh averages with 18.8% in the primary phase compared to a Wales average of 19% and 15.9% in the secondary sector compared to a Wales average of 16.7% .For primary, secondary and special schools the percentage is 18.0% compared to a Wales average of 18.3 %.This places Wrexham with the 12th highest percentage of eFSM of the 22 local authorities.

- 4.4 From the Foundation Phase to key stage 3, pupils are assessed by teachers against key performance indicators.
- 4.5 Pupils in Year 2 are assessed in the Foundation Phase Areas of Learning which are Language Communication English/ Language Communication Welsh (first language), Mathematical Development and Personal and Social Development.
- 4.6 Pupils in years 6 (end of key stage 2) and year 9 (end of key stage 3) are assessed in the core subjects of English/Welsh (first language), mathematics and science.
- 4.7 The general expectation is that at the end of year 2 in the Foundation Phase, a pupil will attain at least outcome 5 in each Area of Learning. At year 6, at the end of key stage 2, the general expectation is that a pupil will attain at least level 4 in each core subject with the expected level at the end of year 9 at key stage 3 being level 5.
- 4.8 At GCSE and A level, assessment is via external examinations. With changes to the performance indicators and uncertainty about what is published, outcomes at key stage 4 and 5 will be reported to Committee in March 2020 to enable effective scrutiny.

Summary of Performance

Foundation Phase

- 4.9 At the **Foundation Phase**, in 2018-19, 82.5% achieved the Foundation Phase Indicator (FPI), a decrease of -3pp from the previous year. The Wales average was 80%, a -2.6pp decrease. Performance continues to be above the Wales average.



FP FPI	2017/18	2018/19
Wrexham	85.2	82.5
Wales	82.6	80.0

- 4.10 The level of decrease was broadly similar to the Wales average decrease in nearly all areas of learning, with the exception of Language, Communication Welsh where the decrease was greater (LCW).
- 4.11 With the exception of Welsh, performance is above the Wales average in the areas of learning.

	2018-19		Difference from 2017 - 18	
	Wrexham	Wales	Wrexham (pp)	Wales (pp)
LCW	80.7	82.2	-6.5	-3.9
LCE	85.2	82.0	-1.2	-2.0
MDT	86.8	84.7	-1.1	-1.9
PSD	93.0	92.2	-0.6	-1.2
FPI	82.5	80.0	-3	-2.6

- 4.12 Performance at the higher outcome (6+) decreased in all AOLs with the exception of LCE at which performance increased by +2.1%. LCW decreased at a greater rate than the Wales average. Performance is above the Wales average in all indicators.

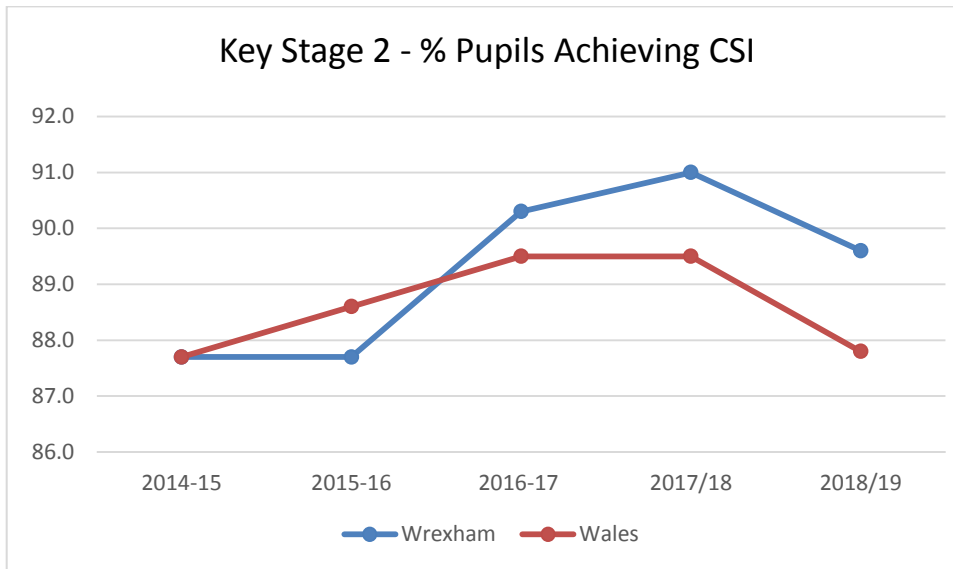
	2018-19		Difference from 2017 - 18	
	Wrexham	Wales	Wrexham (pp)	Wales (pp)
LCW	30.9	30.1	-9.5	-2.4
LCE	40	32.5	+2.1	-3.0
MDT	36.2	32.3	-2.0	-1.6
PSD	60.6	57.4	-1.1	-2

- 4.13 In **2018-19**, at the expected outcome girls' performance was above Wales averages in all areas of learning.

18-19	FPI		LCE		LCW		MDT		PSD	
	B	G	B	G	B	G	B	G	B	G
Wrexham	76.2	89.3	79.3	90.3	74.4	86.9	82.1	91.8	88.8	97.6
Wales	75.7	84.5	77.6	86.7	78.0	86.3	82.5	86.6	89.2	95.4

Key Stage 2

- 4.14 In 2018-19, the decrease in performance was broadly similar to the Wales average decrease in nearly all subjects, with performance in Welsh improving. Performance is above the Wales average at the CSI and in all subjects.



KS2 CSI	2013-14	2014-15	2015-16	2016-17	2017/18	2018/19
Wrexham	84.2	87.7	87.7	90.3	91.0	89.6
Wales	86.1	87.7	88.6	89.5	89.5	87.8

	2018-19		Difference from 2017 - 18	
	Wrexham	Wales	Wrexham (pp)	Wales (pp)
English	90.9	89.7	-1.8	-1.4
Cymraeg	93.4	88.4	+4.2	-1.3
Maths	92.6	90.7	-0.9	-1.1
Science	93.0	90.8	-0.8	-1.3
CSI	89.6	87.8	-1.4	-1.7

4.15 Performance at the higher levels(L5+) was higher than the Wales average in nearly all subjects except for Cymraeg with a broadly similar decrease across all subjects.

	2018-19		Difference from 2017 - 18	
	Wrexham	Wales	Wrexham (pp)	Wales (pp)
English	46.5	44.5	-0.4	-1.4
Cymraeg	31	38.3	-2.9	-2
Maths	49.4	45.8	-0.8	-2
Science	47.2	44.0	-1.6	-2.5

- 4.16 Over the three year period **2015-18**, there was generally a good rate of progress in the performance of boys and girls at the expected level. Performance was above the all Wales average in the CSI and all subjects in 2017-18 and also 2018-19.

3 year trend- Expected level 4+				
Boys			Girls	
	Wrexham %	Wales %	Wrexham	Wales
CSI	+3.9	+0.9	+2.8	+0.8
English	+3.0	+0.7	+2.4	+0.8
Welsh*	-7.3	-1.8	+0.7	-0.5
Mathematics	+3.7	+0.4	+8.6	+0.8
Science	+2.8	+0.1	+3.2	+0.5

- 4.17 The difference between girls' and boys' performance was broadly similar to Wales.

2018-19	CSI		Eng		Cym		Maths		Science	
	B	G	B	G	B	G	B	G	B	G
Wrexham	85.7	93.4	87.0	94.7	89.6	96.2	90.3	94.9	90.5	95.5
Wales	84.7	91.2	86.5	93.1	84.2	92.5	88.8	92.7	88.5	93.2

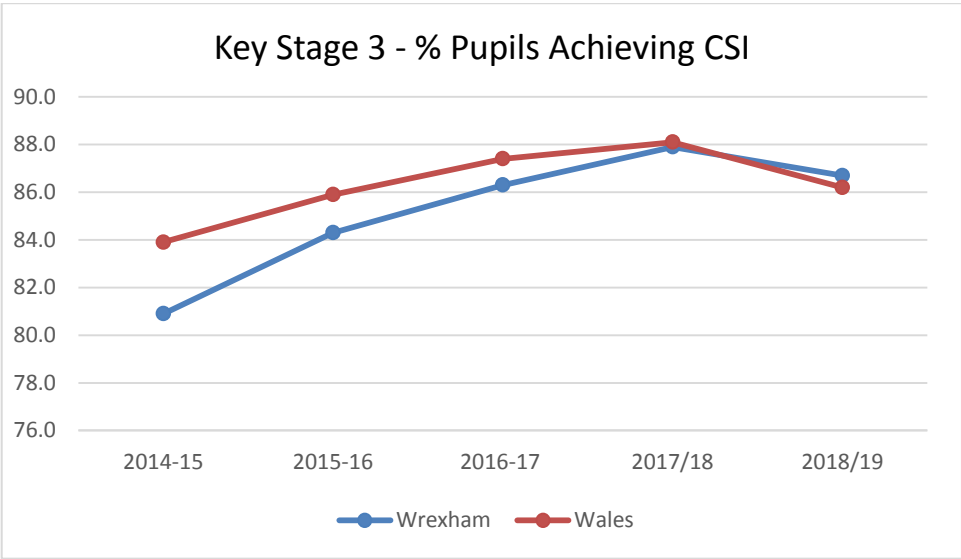
- 4.18 Standards in In Welsh second language (W2L) are good. The LA consistently performs above the Welsh average at the expected and higher levels with a good rate of improvement over a three year period.

		Welsh Second Language			
		2015/16	2016/17	2017/18	2018-19
Expected level	Wrexham	80.3	87.2	90.3	86.5
	Wales	77.9	80.9	81.3	80.9
Higher level 5+	Wrexham	26.2	29.6	36.1	34.7
	Wales	22.4	26.3	27.7	28.1

- 4.19 Progress of matched pupils from baseline to end of Foundation Phase is consistently good with pupils making over 3.5 outcomes of progress in all areas. This is above the regional average in all aspects. The most progress is made in LCW with pupils making on average nearly 3.5 outcomes of progress.
- 4.20 Progress from Foundation Phase to key stage 2 is equally positive. Pupils make an average of 2.2 outcomes of progress in English and Maths and just under 2 outcomes of progress in Cymraeg. The progress is above the regional average for English and Maths and slightly below for Cymraeg.

Key Stage 3

4.21 Over a number of years, there has been an upward trajectory but performance below the expected level. However, since 2017-18, performance has improved to, at or above the Wales average in a number of the main indicators, evidencing the impact of support of the Local Authority and GwE, the regional school improvement service. In 2018-19, similar to the Wales trend, with the exception of English, performance decreased in all subjects and the CSI. However, for the first time, performance is at or above the Wales average in the CSI and all subjects at the expected level.



CSI	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Wrexham	78.4	80.9	84.3	86.3	87.9	86.7
Wales	81.0	83.9	85.9	87.4	88.1	86.2

	2018-19		Difference from 2017 - 18	
	Wrexham	Wales	Wrexham (pp)	Wales (pp)
Eng	90.6	90.1	+0.2	-1.1
Cym	98.5	91.6	=	-1.2
Maths	90.6	90.3	-0.7	-1.3
Science	92.4	92.4	-1.0	-1.3
CSI	86.7	86.2	-1.2	-1.9

4.22 At the higher levels, 6+ performance is varied with Science and Cymraeg being above Wales averages. Performance at the higher levels is a continued area of focus.

L6+	2018-19		Difference from 2017 - 18	
	Wrexham	Wales	Wrexham (pp)	Wales (pp)
Eng	56.9	60.6	-2.9	-1
Cym	72.5	61.3	-1.7	-1.5
Maths	64.5	65.4	-2.1	-0.9
Science	69.7	66.1	+6.2	-0.9

4.23 At level 7+, performance is varied with gains in maths and science with Cymraeg and science now above Wales averages.

L7+	2018-19		Difference from 2017 - 18	
	Wrexham	Wales	Wrexham (pp)	Wales (pp)
Eng	16	22.6	-4.5	-0.8
Cym	25.2	19.0	-3.6	-3.5
Maths	29.1	31.4	+1.2	-1.3
Science	28.5	27.6	+2.5	-0.4

4.24 Between 2015 and 2018, there was generally an adequate rate of progress, albeit from a low baseline in the performance of both boys and girls at the CSI and all subjects at the expected level. The gap to the all Wales average reduced.

However, with the exception of Welsh, boys' performance remained below the all Wales average.

3 year trend in pp (2015-16 to 2017-18)- Expected level 5+					
Boys				Girls	
	Wrexham	Wales		Wrexham	Wales
CSI	3.5	2.4		3.9	2.0
English	3.2	2.5		1.8	1.5
Welsh*	0.2	0.9		0.6	1.7
Mathematics	3.9	1.4		2.9	1.6
Science	1.7	0.8		1.4	1.0

4.25 In **2018-19**, at the CSI and in all subjects the difference between boys' and girls' performance was broadly similar to the Wales average with the exception of Welsh where the performance of boys was higher. This evidences impact of the support of the LA and GwE.

2018-19	CSI		Eng		Cym		Maths		Science	
	B	G	B	G	B	G	B	G	B	G
Wrexham	82.9	90.6	86.1	95.2	98.3	95.9	88.8	92.4	90.4	94.3
Wales	82.4	90.1	86.5	93.9	87.2	95.9	88.3	92.5	90.0	94.9

4.26 In Welsh second language, at the expected level over a three year period, there has been a good improvement at both the expected level and higher level (6+).

		2015/16	2016/17	2017/18	2018-19
Expected level	Wrexham	78.1	81.6	83.4	82.1
	Wales	81.9	83.8	84.6	83.2
Higher level 6+	Wrexham	31.6	45.0	45.2	TBC
	Wales	44.6	48.4	49.6	TBC

School Inspection outcomes

- 4.27 In September 2017, Estyn implemented a new inspection framework. Schools are no longer awarded grades for current performance and prospects for improvement, with the previous three key questions focussing on standards, provision and leadership being replaced with the 5 inspection areas identified in the table below.
- 4.28 Individual school reports can be accessed through the Estyn website www.estyn.gov.uk
- 4.29 Between September 2017 and July 2019, 22 **primary schools** were inspected. Standards, well-being and attitudes to learning, care support and guidance and leadership and management were judged to be good or better in nearly all schools. During this period no school was judged to be unsatisfactory in any inspection area.

Inspection Area	U	A	G	E	Good or better
Inspection Area 1 – Standards	-	5%	86%	9%	95%
Inspection Area 2 – Well-being and attitudes to Learning	-	5%	72%	23%	95%
Inspection Area 3 – Teaching and learning experiences	-	23%	77%		77%
Inspection Area 4 – Care, support and guidance	-	5%	81%	14%	95%
Inspection Area 5 – Leadership and management	-	5%	77%	18%	95%

4.30 Inspection outcomes for individual primary schools:

	Standards	Well being and attitudes to learning	Teaching and learning experiences	Care, support and guidance	Leadership and management	Follow up
Rhosymedre	Good	Excellent	Good	Excellent	Good	
Maes y Llan	Good	Good	Adequate	Good	Good	
The Rofft	Good	Good	Good	Good	Good	
Eyton	Good	Good	Good	Good	Good	
St Pauls	Good	Good	Adequate	Good	Good	
Borderbrook	Good	Good	Adequate	Good	Good	
Borras	Good	Good	Adequate	Good	Good	
Rhostyllen	Good	Good	Good	Good	Good	
Heulfan	Excellent	Excellent	Good	Excellent	Excellent	
Wat's Dyke	Good	Excellent	Good	Good	Excellent	
Bronington	Good	Good	Good	Good	Good	
Acrefair	Good	Good	Good	Good	Good	
St Marys, Brymbo	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn review
Bodhyfryd	Good	Good	Good	Good	Good	
ID Hooson	Good	Good	Good	Good	Good	
Brynteg	Good	Good	Good	Good	Good	
St Annes	Good	Good	Good	Good	Good	
Victoria	Good	Good	Good	Good	Good	
Rhosddu	Good	Good	Good	Good	Good	
St Peters Rosset	Good	Good	Good	Good	Good	
Bryn Tabor	Good	Excellent	Good	Excellent	Excellent	
St Marys RC	Excellent	Excellent	Good	Good	Excellent	
22 schools	5% adequate 86% good 9% Excellent 95% good or better	5% adequate 72% good 23% excellent 95% good or better	23% adequate 77% good	5% adequate 81% good 14% excellent 95% good or better	5% adequate 77% good 18% excellent (95% good or better)	1 in Estyn review
	110 judgements- 8% Adequate, 79% good 13% excellent , 92% good or better					

4.31 All primary schools in follow up activity, monitored in the period 2017-19 academic years have been removed from the category.

4.32 Four **secondary schools** have been inspected since 2017.

	Standards	Well being and attitudes to learning	Teaching and learning experiences	Care, support and guidance	Leadership and management	Follow up
Bryn Alyn	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	SM
Rhosnesni	Unsatisfactory	Adequate	Adequate	Adequate	Adequate	SI
Darland	Adequate	Adequate	Adequate	Good	Adequate	ER
Maelor	Adequate	Good	Adequate	Good	Adequate	ER

4.33 Three secondary schools have been removed from a statutory category since 2017, Ysgol Rhiwabon (special measures) in November 2017, Ysgol y Grango (significant improvement) in October 2018 and Ysgol Morgan Llwyd (significant improvement) in June 2019).

4.34 Post Inspection Action Plans and Local Authority / GwE support plans are in place for all schools in a statutory follow up category.

4.35 A list of Estyn recommendations can be found at appendix 1.

5. IMPLICATIONS

5.1 Policy Framework - This report relates directly to the following Council priorities:

Pe1- Supporting people to have positive aspirations, learn and achieve their potential

reflected in the Wrexham Education Partnership purpose statement developed with schools in the autumn 2017;

“working together to provide an excellent and inclusive school for every child and young person in Wrexham – working together for excellence”.

5.2 Budget - Any costs with action arising from this report will be met from the Departmental budget, GwE budget and delegated school budgets including the Education Improvement Grant and Pupil Development Grant.

5.3 Legal - No legal issues arise from this report.

5.4 Staffing - No staffing issues arise from this report.

5.5 Equality/Human Rights

Members are advised of their duty to consider the full Equality Impact Assessment which is available at <http://vmwinsgld/equalityisalive/Menu.aspx> report number [E&EI/EIA00067/2019]. Members of the public can request a copy of the full Equality Impact Assessment from the Contact Officer named in the header box of this report.

A summary of the Equality Impact Assessment is attached as Appendix 2.

There are no specific equality or human rights issues arising out of the report.

5.6 Risks – N/A.

6. CONSULTATION

6.1 Self-evaluation is an on-going process in the Education Department and schools and other key stakeholders are engaged in self-evaluation processes of the department.

BACKGROUND PAPERS	LOCATION	WEBSITE INFO
Welsh Government statistical releases	Welsh Government Website	http://gov.wales
School Inspection reports	Estyn website	www.estyn.gov.uk

Glossary

Term or Abbreviation	Definition / Explanation
Foundation Phase (FP)	Educational provision for 3 – 7 year old learners (Infants)
AOLs	Areas of Learning- the curriculum followed in the Foundation Phase
Key Stage 2 (KS2)	Educational provision for 8 - 11 year old learners (Juniors)
Key Stage 3 (KS3)	Educational provision for 12 – 14 year old learners
Key Stage 4 (KS4)	Educational provision for 15 – 16 year old learners
Key Stage 5 (KS5)	Educational provision for 17 – 18 year old learners (6 th Form)
Expected level	<p>This is the nationally defined level of performance expected by an average learner at the specified point in their learning journey.</p> <p>For the respective phases of education, the expected level is:</p> <p>Foundation Phase – Outcome 5</p> <p>Key Stage 2 – National Curriculum Level 4 or above (L4+)</p> <p>Key Stage 3 – National Curriculum Level 5 (L5+)</p>
Foundation Phase Indicator (FPI)	This is a measure of how many learners achieved the expected level in each of the areas of learning in combination. The areas of learning are Language, Literacy and Communication Skills in English / Language, Literacy and Communication Skills in Welsh, Mathematical Development and Personal and Social Development
LCE	Language, Literacy and Communication Skills in English
LCW	Language, Literacy and Communication Skills in Welsh
MDT	Mathematical Development
PSD	Personal and Social Development
Core Subject Indicator (CSI)	This is a measure of how many learners achieved the expected level in each of the core subjects (i.e. English or Welsh, mathematics and science) in combination
En	English
We1	Welsh as a first language – in Wrexham, this only applies to our designated Welsh-medium schools
We2	Welsh as a second language – in Wrexham, this applies to all of our schools, with the exception of our Welsh-medium schools

Ma	Mathematics
Sc	Science
IT	Information Technology
PE	Physical Education
Hi	History
Ge	Geography
Mu	Music
MfL	Modern Foreign Languages
RE	Religious Education
DT	Design Technology
Ar	Art
GCSE	General Certificate of Secondary Education; External examination at the end of year 11. Some schools enter pupils in year 10 for certain subjects
Grade Boundaries	The mark a pupil requires to attain a certain grade
Level 1 Threshold (L1)	A volume of qualifications at Level 1 equivalent to the volume of 5 GCSEs at grade A*-G.
Level 2 Threshold (L2)	A volume of qualifications at Level 2 equivalent to the volume of 5 GCSEs at grade A*-C
Level 2 Inclusive Threshold (L2+)	A volume of qualifications at Level 2 equivalent to the volume of 5 GCSEs at grade A*-C, including English or Welsh first language and mathematics
Capped 9 Points Score	This includes the best nine results from all qualifications approved for use in Wales at the age of 16
LENQ	The percentage of pupils that leave compulsory education without an approved external qualification.
Level 3 Threshold (L3)	a volume of qualifications at Level 3 equivalent to the volume of 2 A levels at grade A-E
eFSM	Eligible for Free School Meals
LAC	Looked After Children – children who are in the care of the local authority
NEET	Not in Education, Employment or Training

Cohort size	This refers to the total number of learners in the respective year group under consideration. This is important when considering the context within which percentage changes are taking place and how significant they might be
Benchmarking	The performance of schools against schools with a similar context based on Free School Meal bands
GwE	North Wales Regional School Improvement Service
Estyn	Her Majesty's Inspectorate of Education in Wales
WAO	Welsh Audit Office
PRU	Pupil Referral Unit
EAL	English as an Additional Language
TSI	Target, Support and Intervention
PDG	Pupil Development Grant (previously pupil deprivation grant)
pp	Percentage point. The difference between two percentages
ALN	Additional Learning Needs
SEN	Special Educational Needs
NEET	Not in Education, Employment or Training
NQT	Newly Qualified Teacher
NPQH	National Professional Qualification for Headteachers
EOTAS	Educated other than at school
EHE	Elective Home Education- where a parent chooses to educate a pupil at home
WASH	Wrexham Association of Secondary Headteachers
PHF	Primary Headteachers' Federation
LGES	Local Government Education Services