

Appendix 2: Report to GwE Joint Committee- part

Key Stage 4 Level 2+ Progress towards 2016 targets

January 2016

Key Stage 4 Level 2+ Progress towards 2016 targets

Context and rationale

The performance of secondary school across the region in the key indicator of Level 2 threshold including Mathematics and English or Welsh First Language [L2+] showed only a slight improvement in 2015. This was significantly less than the improvement seen on a national level [+2.5%]. Some individual schools have seen significant improvements. However, there has been significant underperformance in individual schools which had strong historical performance. The majority of schools across the region have seen oscillation in performance over three year period. This is a cause for concern and especially so in schools with large cohorts. In many of the schools there has been a significant difference between targets, final estimates and actual performance.

In this current academic year, there will be a systematic centralised collection of progress data. Assessment, recording and reporting systems will be probed and tested in terms of the accuracy of the assessment and reporting processes. It is vital that this data is checked for accuracy so that GwE and the local authorities are confident in the veracity and validity of the information which is received. It is the role of the Challenge Advisers and the Senior Challenge Advisers to check that all schools have robust tracking systems in place. A specific additional Challenge Adviser visit has been arranged for the Spring Term to challenge Key Stage 4 targets and 2016 projections. The work within and between the two key departments of Maths and English is crucial as is the role of Senior Leaders in challenging the assessment and reporting process of each department. GwE has appointed Subject Challenge Advisers on secondment to challenge and support Maths and English Departments with this important area.

The flowchart in the Appendix summarises the strategy that has been implemented to improve the regional L2+. This report provides an update on the current progress of the region's secondary schools towards their 2016 target for the L2+.

L2+ Progress Update

Target: set by the school based on specific performance measures (such as FFT estimates, CAT test scores, national test results, TA data, progress information, local and national benchmarks).

Projection: the projected outcome at the end of the KS4 based on current assessment and tracking data.

Autumn Term: 2016 Aggregated School Targets and Projections									
Authority	L2+			Maths			English		
	Target	Projection	Diff.	Target	Projection	Diff.	Target	Projection	Diff.
Ynys Môn	67.8%	62.7%	-5.0%	73.6%	69.0%	-4.7%	73.6%	68.6%	-5.0%
Gwynedd	70.3%	67.6%	-2.7%	73.4%	70.4%	-3.0%	77.4%	76.1%	-1.3%
Conwy	65.1%	61.0%	-4.1%	72.8%	68.1%	-4.7%	74.3%	72.5%	-1.8%
Denbighshire	65.5%	61.9%	-3.6%	73.8%	66.1%	-7.7%	74.0%	69.5%	-4.5%
Flintshire	68.1%	66.4%	-1.7%	73.2%	72.4%	-0.8%	74.5%	72.9%	-1.6%
Wrexham	62.4%	59.4%	-3.0%	69.2%	66.1%	-3.1%	70.6%	67.4%	-3.2%
GwE	66.5%	63.4%	-3.1%	72.6%	68.8%	-3.8%	74.1%	71.5%	-2.6%

The next centralised collection of progress data will be at the end of February and subsequently at the end of April 2016.

Flintshire

Eleven of the twelve schools have set targets for the L2+ above their FSM benchmark median. The remaining school (Ysgol A) has set a target just below the median, but that would still represent a significant improvement on last year's performance. Two schools set a target that was slightly lower than last year's results, but in both cases this was because last year's results were at high level for the school and this year's cohort are not quite as strong (Ysgol B and Ysgol C). Therefore, in the case of all schools, the targets that have been set are realistically aspirational.

The aggregate target for the LA from all schools is 68.1%, which would represent a significantly higher performance than the L2+ figure for 2015, which was 60.0%. In December a projection against the target was reported by all schools and this aggregated to 66.4% for the LA.

For 8 out of the 12 schools the projections appear to represent a realistic picture after one term of Year 11, although two schools (Ysgol D and Ysgol E) gave projections that appeared a little low at 70% against targets of 75%. However, after the Mathematics results in January, both schools now report that they are on target. Two schools have set targets and have projections that are very aspirational on the basis that to maintain last year's level of performance with current more challenging cohorts would represent a very good performance (Ysgol F and Ysgol C).

Therefore, on the basis of the most up to date information from all schools, the projection of performance for the LA of 66.4% appears realistic. However, for the LA to have greater confidence in being able to reach the target would take more secure information, such as good results on the English module papers that were taken in January with results due in March.

The FSM target at L2+ was 52.2%. However the projection in December was 46.0% which seems much more in line with expected outcomes as last year's LA figure was only 35%.

One of the schools (Ysgol G) is part of Schools Challenge Cymru and therefore receiving support through a designated Challenge Adviser working as part of the national programme. The remaining eleven schools are each supported by one of GwE's own Challenge Advisers. Four of these schools (Ysgol H, Ysgol A, Ysgol I, Ysgol C) are receiving support that includes an allocated Challenge Adviser and access to additional specialist support, for example in English and mathematics. In the cases of the first three of these schools, this support also includes a more intensive level of input from their Challenge Adviser that reflects concerns about a lack of progress with GCSE results last summer.

The remaining schools have a track record of good performance and are being supported to share their good practice in small groups of partner schools within the LA and three neighbouring LAs, as well as having access to specialist support as appropriate. Two of these schools are also providing more intensive support to partner schools in a neighbouring LA (Ysgol D and Ysgol B).

All schools are currently planning intensive intervention activities for Year 11 pupils, sometimes in line with previous practice, and in some schools as a result of advice provided by GwE advisers. No school in the LA is currently in any form of statutory post-inspection follow-up by Estyn.

Appendix: Summary of strategies implemented to improve the regional L2+