

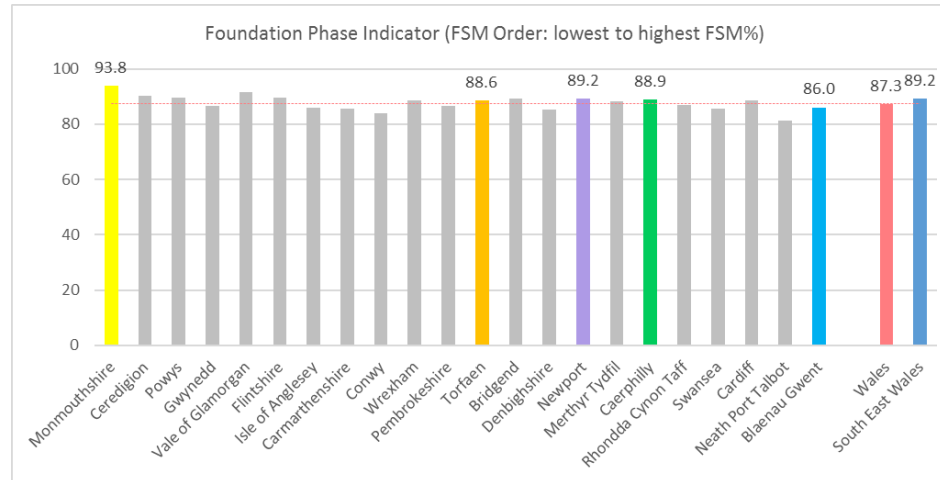
Local Authority Specific Annex 2017-2018

Local Authority: Newport

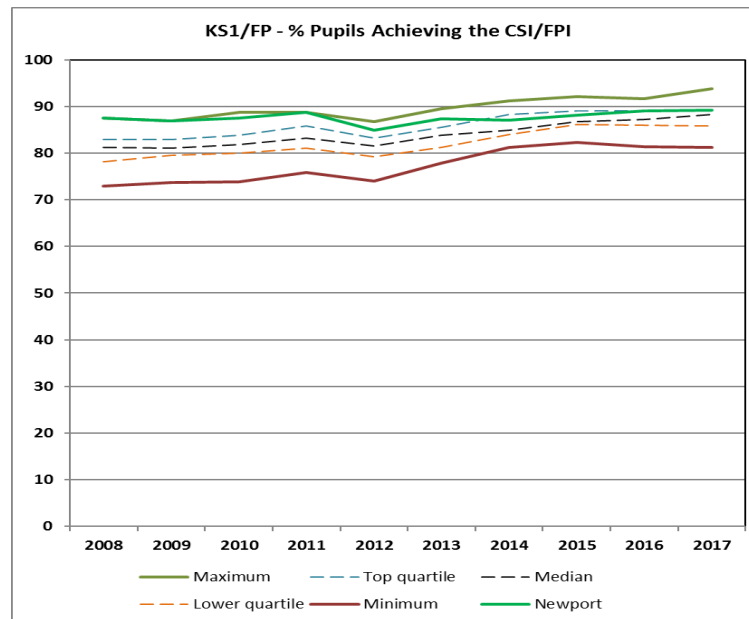
Review of LA level performance set against target and previous performance

Foundation Phase										
All Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target		FSM Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target
FPI	89.1	89.2	↑	88.4		FPI	76.4	82.0	↑	79.8
LLC English O5+	90.4	90.5	↑	89.7		LLC English O5+	80.3	85.2	↑	82.9
LLC Welsh O5+	97.7	94.5	↑	93.5		LLC Welsh O5+	92.3	88.2	↑	76.5
Math Dev.O5+	91.3	91.3	↑	90.3		Math Dev.O5+	81.3	84.3	↑	83.1
PSD O5+	95.2	94.7	↑	94.6		PSD O5+	90.2	91.0	↓	91.0
LLC English O6	40.2	42.8	↑	40.5		LLC English O6	21.8	24.2	↑	23.5
LLC Welsh O6	46.5	47.3	↑	45.7		LLC Welsh O6	38.5	17.6	→	17.6
Math Dev. O6	37.4	39.7	↑	38.4		Math Dev. O6	21.0	21.3	↓	21.7
PSD O6	61.3	63.9	↑	60.0		PSD O6	37.6	44.2	↑	41.7

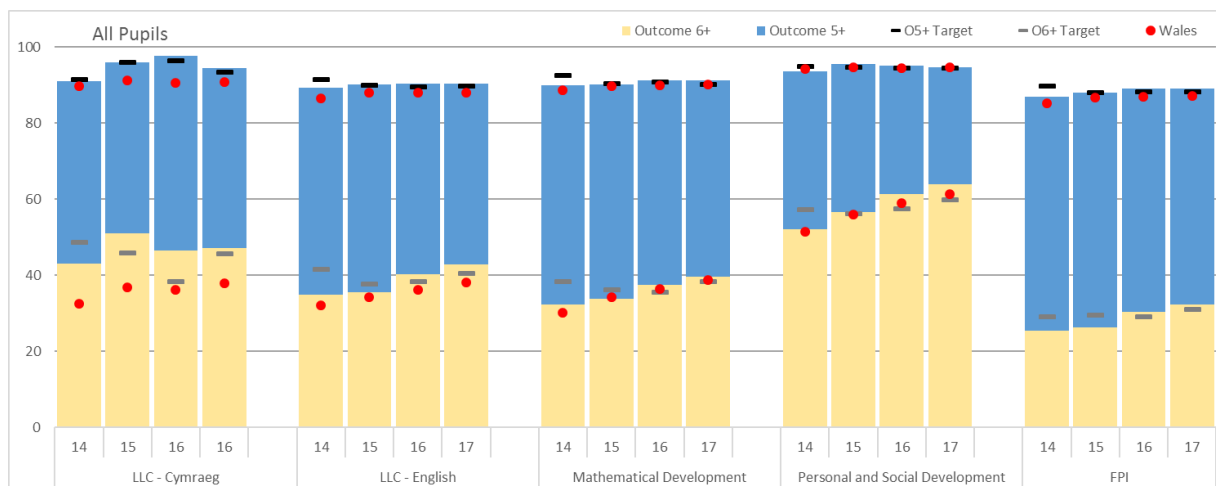
Performance in the foundation phase improved slightly from 89.1% in 2016, to 89.2% pupils achieving the foundation phase indicator (FPI) in 2017, an increase of 0.1 percentage points. Newport currently remains ranked 6th in Wales for the FPI when compared with other local authorities, which is above the LA's FSM ranking (15th, 2017 PLASC data).



10 Year Performance Summary – FPI / CSI (before 2012)



There have been improvements at the expected level (outcome 5+) in all areas except LLC Welsh and PSD. At the higher outcome (outcome 6+) there have been improvements in all areas.



Percentage of pupils achieving Outcome 5+:

	FPI	LLC English	LLC Welsh	Mathematical Development	PSD
Newport 2017	89.2 ↑	90.5 ↑	94.5 ↓	91.3 ↑	94.7 ↓
Target	88.4	89.7	93.5	90.3	94.6
Newport 2016	89.1	90.4	97.7	91.3	95.2
Wales 2017	87.3	88.1	90.9	90.3	94.7

Percentage of pupils achieving Outcome 6+:

	LLC English	LLC Welsh	Mathematical Development	PSD
Newport 2017	42.8 ↑	47.3 ↑	39.7 ↑	63.9 ↑
Target	40.5	45.7	38.4	60.0
Newport 2016	40.2	46.5	37.4	61.3
Wales 2017	38.1	38.1	38.7	61.3

Performance in the Foundation Phase Indicator improved slightly by 0.1 percentage points and remains ranked 6th in Wales.

Performance in LLC English improved slightly by 0.1 percentage points at outcome 5+ and has improved by 2.6 percentage points at outcome 6+. Performance is ranked 5th in Wales at outcome 5+.

Performance in LLC Welsh has declined by 3.2 percentage points at outcome 5+ but has improved by 0.8 percentage points at outcome 6+. Performance is ranked 5th in Wales at outcome 5+.

Performance in mathematical development remains stable at 91.3% at outcome 5+, and has improved by 2.3 percentage points at outcome 6+. Performance is ranked 8th in Wales at outcome 5+.

Performance in PSDWCD has declined by 0.5 percentage point at outcome 5+ but has improved by 2.6 percentage points at outcome 6+. Performance is ranked 16th in Wales at outcome 5+.

Performance has exceeded schools' aggregate targets for each area of learning, except for LLC Welsh O5+, which was 1% within target.

Gender differences at outcome 5+ (boys' performance – girls' performance):

	FPI		LLC English		LLC Welsh		Mathematical Development		PSD	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Newport	-8.1	-6.9	-7.8	-7.1	-1.0	-2.6	-5.4	-4.1	-4.8	-5.4
Wales	-8.2	-7.1	-8.3	-7.2	-7.0	-6.0	-5.3	-4.1	-5.3	-5.0

At outcome 5+ gender differences have increased in LLC Welsh and PSD. The gender gap is broadly in line or below the national average in all indicators except PSD.

Gender differences at outcome 6 (boys' performance – girls' performance):

	LLC English		LLC Welsh		Mathematical Development		PSD	
	2016	2017	2016	2017	2016	2017	2016	2017
Newport	-9.0	-8.5	5.8	-25.5	2.8	0.9	-17.9	-19.5
Wales	-11.7	-12.7	-15.1	-13.7	0.1	-0.9	-18.3	-18.0

At outcome 6+ gender differences have increased in LLC Welsh and PSD. The gender gap is narrower than or in line with the national average for LLC English and MD.

Wales rankings:

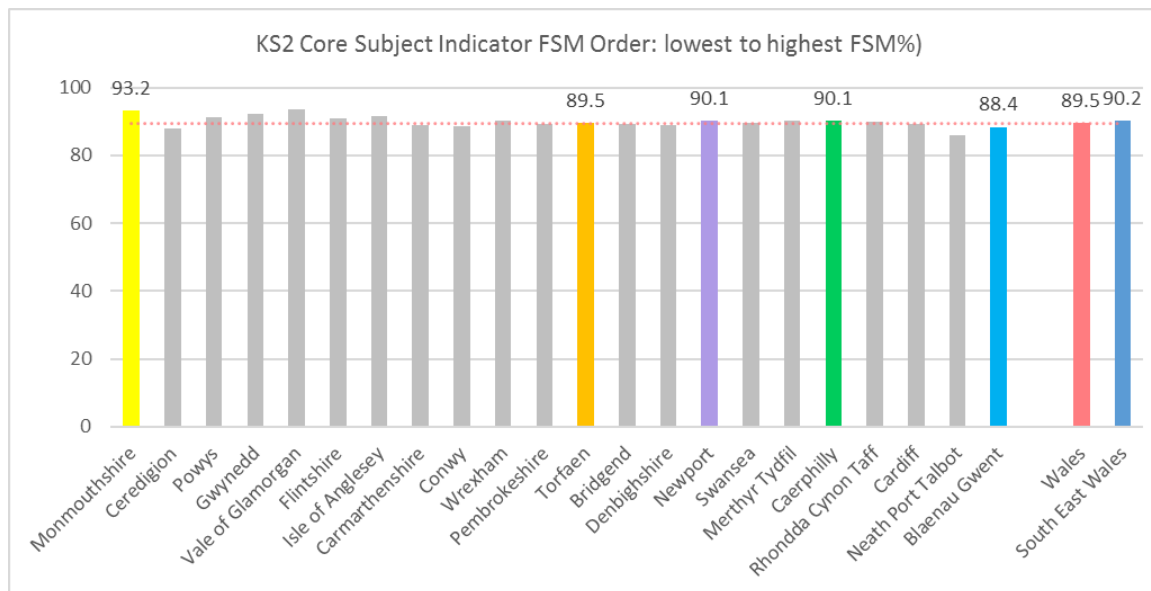
When compared with other LAs in Wales, performance in Newport is higher than could be expected for each area of learning except for PSDWCD. Ranks position has improved for MD and remained the same for FPI and LLC English.

	FPI	LLC English	LLC Welsh	Mathematical Development	PSDWCD
2017	6 →	5 →	5 ↓	8 ↑	16 ↓
2016	6 ↑	5 ↑	1 ↑	9 ↑	7 ↑
2015	8 →	7 ↓	2 ↑	10 ↓	9 ↑

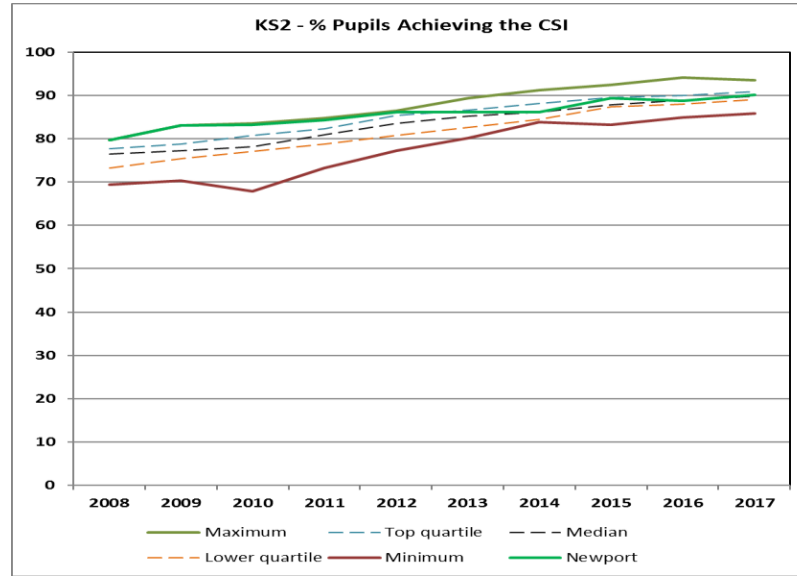
FPI		LLC - English		LLC - Welsh		Math. Dev.		PSD	
Monmouthshire	93.8	Monmouthshire	94.7	Monmouthshire	98.1	Monmouthshire	94.4	Monmouthshire	97.9
Vale of Glamorgan	91.4	Ceredigion	92.1	Blaenau Gwent	96.8	Vale of Glamorgan	93.7	Vale of Glamorgan	96.7
Ceredigion	90.2	Vale of Glamorgan	91.8	Vale of Glamorgan	96.6	Ceredigion	92.8	Flintshire	96.1
Powys	89.6	Torfaen	90.8	Powys	95.2	Bridgend	92.3	Ceredigion	96.0
Flintshire	89.5	Newport	90.5	Newport	94.5	Flintshire	92.2	Powys	96.0
South East Wales	89.2	South East Wales	90.4	Bridgend	94.4	Merthyr Tydfil	91.8	Bridgend	95.6
Newport	89.2	Flintshire	90.3	Flintshire	94.1	Powys	91.6	Gwynedd	95.3
Bridgend	89.1	Wrexham	90.0	Swansea	93.8	South East Wales	91.4	South East Wales	95.2
Caerphilly	88.9	Bridgend	90.0	Caerphilly	93.8	Newport	91.3	Cardiff	95.1
Torfaen	88.6	Powys	89.9	Merthyr Tydfil	93.3	Caerphilly	91.2	Wrexham	95.1
Cardiff	88.5	Caerphilly	89.6	South East Wales	92.4	Cardiff	91.2	Torfaen	95.1
Wrexham	88.4	Cardiff	89.1	Rhondda Cynon Taff	92.2	Wrexham	91.1	Caerphilly	95.0
Merthyr Tydfil	88.1	Merthyr Tydfil	89.1	Cardiff	92.1	Torfaen	90.7	Isle of Anglesey	94.9
Wales	87.3	Pembrokeshire	88.5	Ceredigion	91.8	Gwynedd	90.3	Merthyr Tydfil	94.8
Rhondda Cynon Taff	86.9	Wales	88.1	Wales	90.9	Wales	90.3	Cardmarthenshire	94.8
Pembrokeshire	86.6	Rhondda Cynon Taff	87.7	Denbighshire	90.6	Rhondda Cynon Taff	90.2	Swansea	94.7
Gwynedd	86.6	Blaenau Gwent	86.8	Cardmarthenshire	90.5	Blaenau Gwent	90.0	Newport	94.7
Blaenau Gwent	86.0	Denbighshire	86.4	Isle of Anglesey	90.3	Cardmarthenshire	89.6	Wales	94.7
Isle of Anglesey	85.8	Swansea	85.8	Neath Port Talbot	89.2	Pembrokeshire	89.3	Denbighshire	94.4
Cardmarthenshire	85.6	Conwy	85.7	Wrexham	88.7	Isle of Anglesey	89.1	Conwy	94.3
Swansea	85.5	Isle of Anglesey	84.1	Gwynedd	88.3	Swansea	89.0	Blaenau Gwent	94.2
Denbighshire	85.3	Neath Port Talbot	82.5	Conwy	87.2	Denbighshire	88.8	Rhondda Cynon Taff	93.8
Conwy	84.0	Cardmarthenshire	82.1	Pembrokeshire	86.3	Conwy	87.4	Pembrokeshire	93.4
Neath Port Talbot	81.2	Gwynedd	57.9	Torfaen	83.8	Neath Port Talbot	85.4	Neath Port Talbot	91.3

Key Stage 2													
All Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target	2018 LA Target	2019 LA Target	FSM Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target	2018 LA Target	2019 LA Target
CSI	88.8	90.1	↓	90.7	89.8	89.6	CSI	79.9	78.0	↓	81.3	79.1	81.1
English L4+	91.7	93.0	↑	92.3	91.6	91.7	English L4+	84.1	85.5	↑	83.8	81.8	84.3
Welsh (1st) L4+	94.6	90.1	↓	91.4	93.2	92.7	Welsh (1st) L4+	83.3	69.2	↓	75.0	71.4	86.7
Maths L4+	91.3	91.9	↓	92.1	91.3	91.0	Maths L4+	84.7	81.1	↓	83.4	81.5	83.3
Science L4+	93.2	93.4	↓	93.6	93.2	92.9	Science L4+	84.4	84.0	↓	86.3	84.8	86.3
English L5+	49.5	51.0	↑	50.3	48.7	45.7	English L5+	25.1	28.0	↓	28.1	29.3	28.2
Welsh (1st) L5+	52.7	49.3	↓	50.0	50.7	50.0	Welsh (1st) L5+	58.3	46.2	↓	50.0	14.3	26.7
Maths L5+	49.6	51.4	↑	50.3	45.8	43.5	Maths L5+	31.6	28.0	↓	29.1	24.5	27.2
Science L5+	51.5	54.8	↑	51.9	48.1	46.9	Science L5+	33.9	31.4	↑	29.4	26.9	29.4

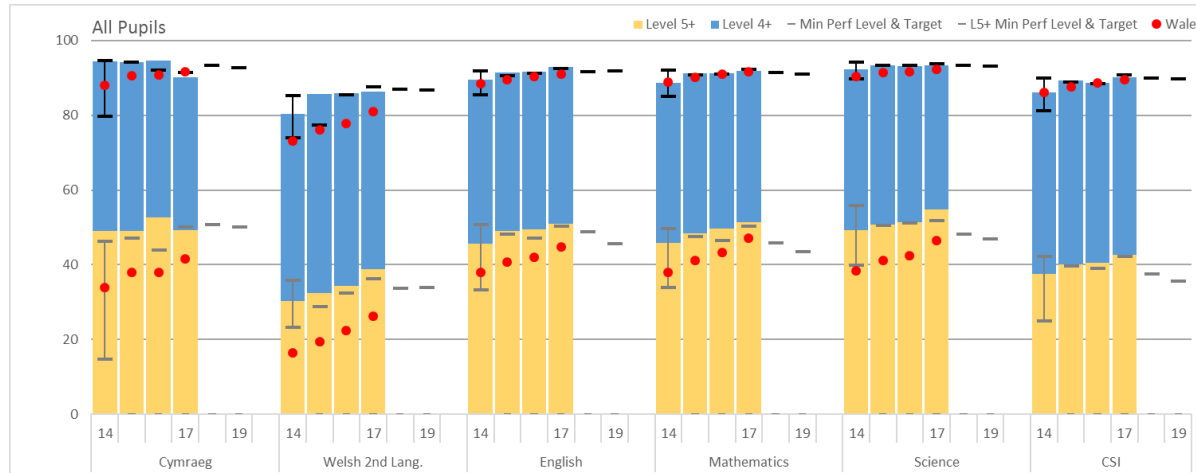
Performance improved in 2017, with 90.1% pupils achieving the core subject indicator (CSI), 1.3 percentage points above 88.8% in 2016. Newport is ranked 9th in Wales, which is higher than could be expected given the LA's FSM ranking.



10 Year Performance Summary – Key Stage 2 CSI



Performance at the expected level (4+) and expected level+1 (5+) has improved in all areas except Welsh first language L4+ & L5+.



Percentage of pupils achieving level 4+:

	CSI	English	Welsh (First Language)	Mathematics	Science
Newport 2017	90.1 ↑	93.0 ↑	90.1 ↓	91.9 ↑	93.4 ↑
Target	90.7	92.3	91.4	92.1	93.6
Newport 2016	88.8	91.7	94.6	91.3	93.2
Wales 2017	89.5	91.1	91.6	91.6	92.2

Percentage of pupils achieving level 5+:

	English	Welsh (First Language)	Mathematics	Science
Newport 2017	51.0 ↑	49.3 ↓	51.4 ↑	54.8 ↑
Target	50.3	50.0	50.3	51.9
Newport 2016	49.5	52.7	49.6	51.5
Wales 2017	44.7	41.5	47.0	46.4

Performance in the CSI has improved by 1.3 percentage points and is ranked 9th in Wales.

Performance in English at the expected level 4+ has improved by 1.3 percentage points and is ranked 5th in Wales. Performance at the higher level 5+ has improved by 1.5 percentage points.

Performance in Welsh (first language) at the expected level 4+ has declined by 4.5 percentage points and is ranked 15th in Wales. Performance in Welsh (first language) at the higher level 5+ has declined by 3.4 percentage points.

Performance in mathematics at the expected level 4+ has improved by 0.6 percentage points and is ranked 10th in Wales. Performance in mathematics at the higher level 5+ has improved by 1.8 percentage points.

Performance in science at the expected level 4+ has improved slightly by 0.2 percentage points and is ranked 7th in Wales. Performance in science at the higher level 5+ has improved by 3.3 percentage points.

Performance at the expected level 4+ and expected level +1 (5+) for all indicators met or exceeded all of the school aggregate targets.

Gender differences at level 4+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Newport	-5.1	-3.4	-5.6	-2.7	-6.0	-8.7	-3.3	-1.6	-2.3	-2.3
Wales	-5.2	-4.5	-5.6	-5.0	-5.2	-6.0	-3.2	-2.8	-3.6	-3.4

At level 4+ gender differences have decreased or remained the same in each subject area except Welsh first language. Gender differences are wider than the national gender differences in Welsh.

Gender differences at level 5+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Newport	-11.1	-10.0	-34.9	-11.0	0.8	-1.4	-3.2	-3.7
Wales	-12.0	-12.9	-13.8	-17.3	0.7	-0.8	-3.6	-5.2

At level 5+ gender differences have decreased for English and Welsh. The gender gap is wider than the national average in mathematics.

Wales rankings:

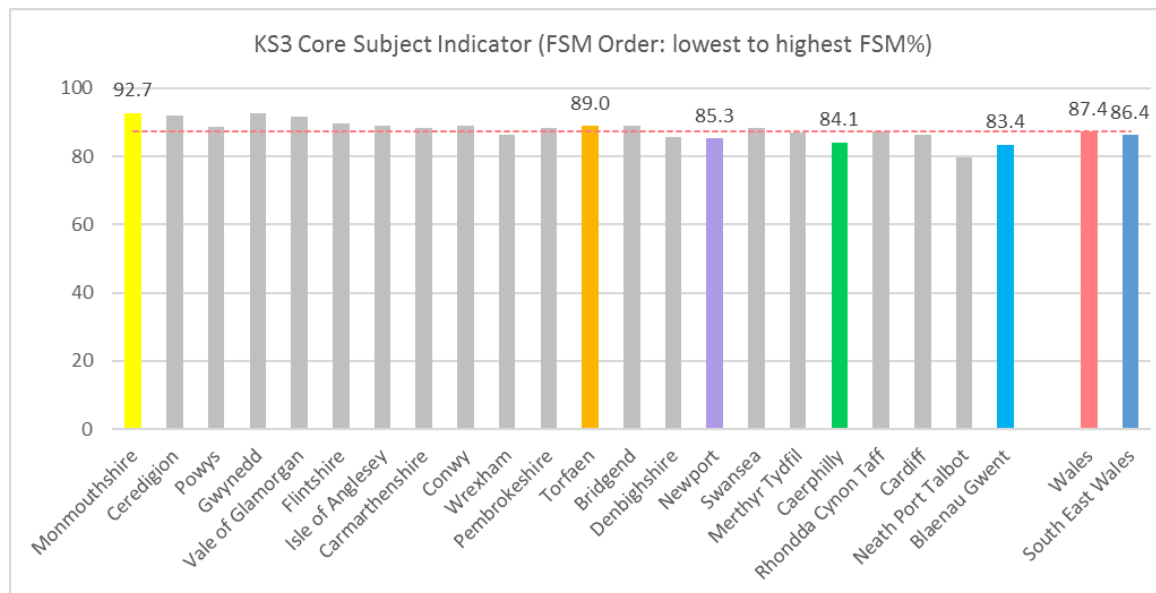
LA's rankings against other LAs in Wales have increased for CSI and maths, and are higher than could be expected for all indicators given the LA's FSM ranking.

	CSI	English	Welsh (first language)	Mathematics	Science
2017	9	5	15	10	7
2016	12	4	7	11	5
2015	7	5	5	8	5

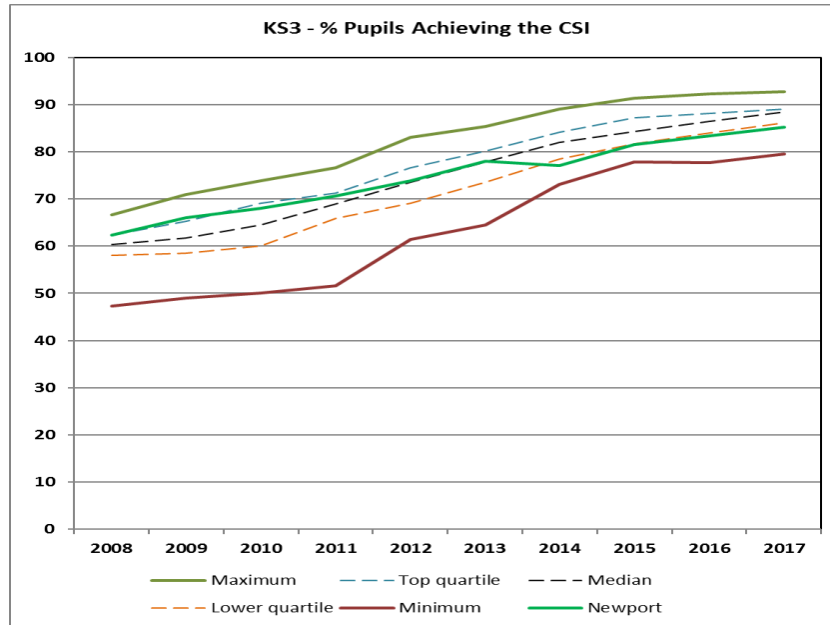
CSI		English		Welsh 1st Lang.		Mathematics		Science	
Vale of Glamorgan	93.5	Monmouthshire	95.3	Bridgend	98.3	Vale of Glamorgan	94.8	Monmouthshire	95.3
Monmouthshire	93.2	Vale of Glamorgan	94.2	Merthyr Tydfil	97.7	Monmouthshire	94.5	Vale of Glamorgan	94.9
Gwynedd	92.1	Gwynedd	93.2	Vale of Glamorgan	96.7	Gwynedd	93.3	Powys	94.3
Isle of Anglesey	91.4	Powys	93.2	Powys	95.9	Isle of Anglesey	93.1	Torfaen	93.8
Powys	91.2	Newport	93.0	Swansea	95.3	Flintshire	93.0	Isle of Anglesey	93.8
Flintshire	91.0	Isle of Anglesey	92.6	Caerphilly	94.7	Powys	92.8	Gwynedd	93.8
Wrexham	90.3	Flintshire	92.6	Neath Port Talbot	93.3	Wrexham	92.5	Newport	93.4
Merthyr Tydfil	90.2	South East Wales	92.3	Rhondda Cynon Taff	93.0	Rhondda Cynon Taff	92.2	South East Wales	93.3
South East Wales	90.2	Wrexham	92.0	Cardiff	92.8	South East Wales	92.1	Flintshire	93.2
Newport	90.1	Torfaen	92.0	Denbighshire	92.4	Caerphilly	92.1	Wrexham	92.9
Caerphilly	90.1	Caerphilly	91.8	South East Wales	92.3	Newport	91.9	Caerphilly	92.9
Rhondda Cynon Taff	90.0	Merthyr Tydfil	91.4	Wales	91.6	Denbighshire	91.8	Denbighshire	92.7
Wales	89.5	Rhondda Cynon Taff	91.4	Conwy	91.3	Swansea	91.7	Rhondda Cynon Taff	92.6
Torfaen	89.5	Swansea	91.3	Gwynedd	91.1	Wales	91.6	Swansea	92.4
Swansea	89.5	Wales	91.1	Carmarthenshire	90.6	Cardiff	91.6	Wales	92.2
Cardiff	89.4	Bridgend	90.8	Pembrokeshire	90.4	Torfaen	91.5	Merthyr Tydfil	92.0
Bridgend	89.4	Cardiff	90.8	Newport	90.1	Merthyr Tydfil	91.4	Carmarthenshire	91.7
Pembrokeshire	89.2	Pembrokeshire	90.7	Wrexham	89.7	Carmarthenshire	91.4	Cardiff	91.7
Denbighshire	88.9	Denbighshire	90.6	Torfaen	88.9	Bridgend	91.4	Bridgend	91.6
Carmarthenshire	88.8	Carmarthenshire	90.2	Blaenau Gwent	88.6	Pembrokeshire	91.3	Pembrokeshire	91.5
Conwy	88.4	Conwy	90.2	Isle of Anglesey	88.3	Blaenau Gwent	90.8	Conwy	91.2
Blaenau Gwent	88.4	Ceredigion	89.3	Ceredigion	87.2	Conwy	90.5	Blaenau Gwent	91.1
Ceredigion	87.9	Blaenau Gwent	88.9	Monmouthshire	86.8	Ceredigion	90.5	Ceredigion	91.0
Neath Port Talbot	85.9	Neath Port Talbot	87.4	Flintshire	86.6	Neath Port Talbot	87.6	Neath Port Talbot	89.4

Key Stage 3													
All Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target	2018 LA Target	2019 LA Target	FSM Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target	2018 LA Target	2019 LA Target
CSI	83.4	85.3	↓	89.0	88.4	90.0	CSI	62.3	67.4	↓	77.6	76.8	80.7
English L5+	88.3	89.3	↓	91.2	91.0	91.6	English L5+	75.4	74.2	↓	81.4	80.6	84.0
Maths L5+	89.0	90.6	↓	91.5	92.1	92.7	Maths L5+	72.4	80.4	↓	83.1	83.7	86.1
Science L5+	90.7	92.9	↑	92.9	92.9	93.2	Science L5+	77.4	85.6	↓	85.9	82.4	87.3
English L6+	55.4	58.8	↓	59.3	62.0	62.9	English L6+	31.3	30.9	↓	35.5	37.4	42.9
Maths L6+	64.3	66.6	↓	68.0	68.7	69.4	Maths L6+	37.4	38.1	↓	44.5	48.1	50.8
Science L6+	55.6	63.6	↑	61.8	67.4	66.2	Science L6+	29.0	37.1	↓	37.6	45.0	45.6

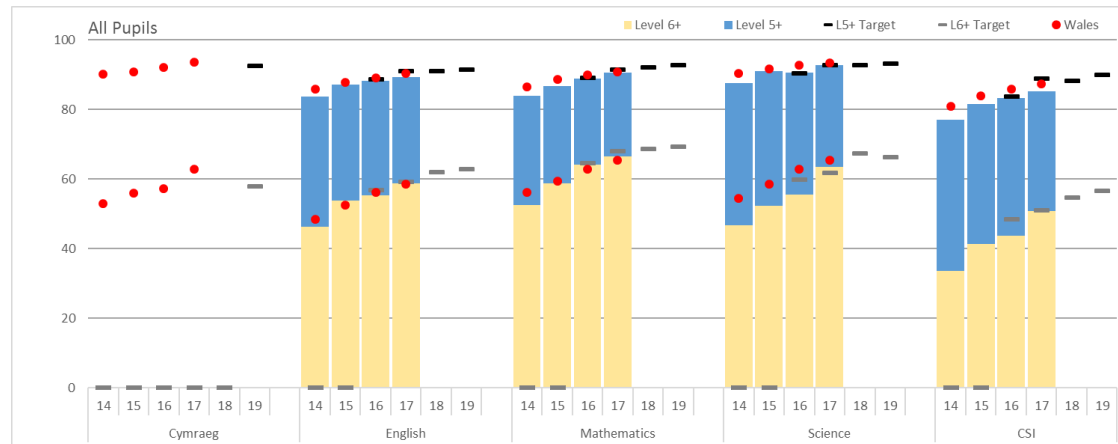
Performance has improved, with 85.3% pupils achieving the core subject indicator (CSI), an increase of 1.9 percentage points from 83.4% in 2016. Newport is ranked 19th in Wales.



10 Year Performance Summary – Key Stage 3 CSI



Performance has improved across all indicators at expected levels 5+, 6+ and 7+.



Percentage of pupils achieving level 5+

	CSI	English	Welsh (First Language)	Mathematics	Science
Newport 2017	85.3 ↑	89.3 ↑	- →	90.6 ↑	92.9 ↑
Target	89.0	91.2	-	91.5	92.9
Newport 2016	83.4	88.3	-	89.0	90.7
Wales 2017	87.4	90.5	93.5	90.8	93.5

Percentage of pupils achieving level 6+

	English	Welsh (First Language)	Maths	Science
Newport 2017	58.8 ↑	- →	66.6 ↑	63.6 ↑
Target	59.3	-	68.0	61.8
Newport 2016	55.4	-	64.3	55.6
Wales 2017	58.7	58.7	65.5	65.6

Percentage of pupils achieving level 7+

	English	Welsh (First Language)	Maths	Science
Newport 2017	19.2 ↑	- →	31.7 ↑	25.0 ↑
Newport 2016	16.5	-	28.0	18.7
Wales 2017	20.7	20.7	30.8	26.5

Performance in the CSI has improved by 1.9 percentage points and remains ranked 19th in Wales.

Performance in English at the expected level 5+ has improved by 1 percentage point and is ranked 19th in Wales. Performance in English at level 6+ and level 7+ has improved by 3.4 and 2.7 percentage points respectively.

Performance in mathematics at the expected level 5+ has improved by 1.6 percentage points and is ranked 16th in Wales. Performance in mathematics at level 6+ and level 7+ has improved by 2.3 and 3.7 percentage points respectively.

Performance in science at the expected level 5+ has improved by 2.2 percentage points and is ranked 15th in Wales. Performance in science at level 6+ and level 7+ has improved by 8 and 6.3 percentage points respectively.

Performance at the expected level 5+ and level 6+ was within 4 percentage points.

Gender differences at level 5+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Newport	-4.6	-7.7	-6.8	-6.1	-	-	-1.1	-4.8	-3.6	-4.2
Wales	-7.4	-7.4	-8.0	-7.3	-5.8	-4.9	-3.7	-4.5	-4.4	-4.4

Gender differences have increased for all indicators except English. Gender gaps are narrower than the Wales average gender difference in English and science.

Gender differences at level 6+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Newport	-11.4	-16.2	-	-	-3.1	-4.3	-6.3	-9.3
Wales	-18.4	-18.6	-18.8	-19.2	-5.0	-7.3	-11.0	-12.2

Gender differences have increased for all subjects. All subject gender gaps are narrower than the Wales average gender difference.

Gender differences at level 7+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Newport	-9.5	-13.9	-	-	-0.6	-5.8	-5.7	-10.1
Wales	-11.0	-12.7	-10.5	-12.0	-3.6	-4.1	-8.3	-8.1

Gender differences have increased for all subjects, and are wider than the Wales average gender difference in all subjects.

Wales rankings:

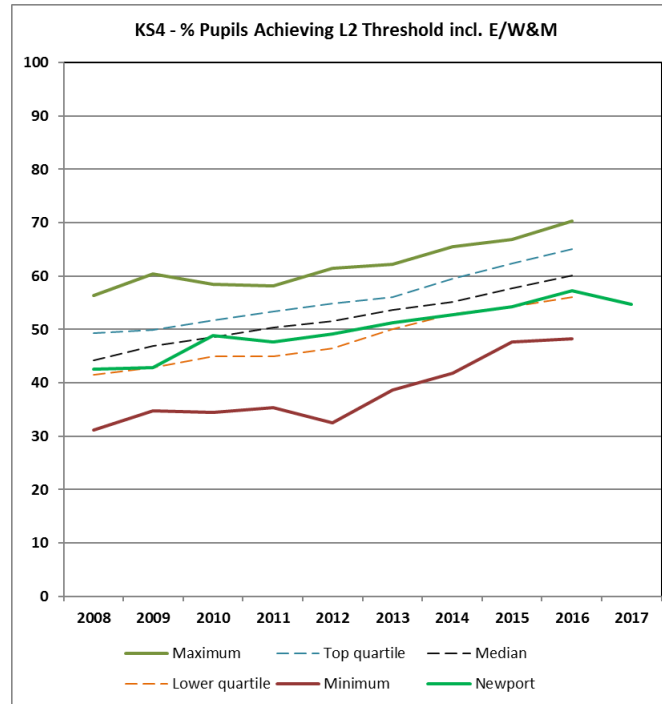
Newport's rankings have improved in mathematics and science, and remains the same as the previous year for CSI.

	CSI	English	Mathematics	Science
2017	19 →	19 ↓	16 ↑	15 ↑
2016	19 ↓	15 ↓	17 →	19 ↓
2015	18 ↑	14 ↑	17 ↑	15 ↑

CSI		English		Welsh 1st Lang.		Mathematics		Science	
Gwynedd	92.8	Ceredigion	95.2	Pembrokeshire	99.3	Gwynedd	94.8	Monmouthshire	97.0
Monmouthshire	92.7	Monmouthshire	94.5	Wrexham	96.6	Monmouthshire	94.5	Gwynedd	96.8
Ceredigion	91.9	Vale of Glamorgan	93.9	Powys	96.3	Vale of Glamorgan	93.4	Ceredigion	96.6
Vale of Glamorgan	91.8	Gwynedd	93.6	Vale of Glamorgan	95.6	Ceredigion	93.3	Vale of Glamorgan	95.7
Flintshire	89.5	Isle of Anglesey	92.9	Cardiff	95.4	Flintshire	92.7	Bridgend	95.5
Bridgend	89.0	Flintshire	92.5	Swansea	95.4	Carmarthenshire	92.4	Conwy	95.4
Torfaen	89.0	Powys	92.3	Flintshire	95.1	Torfaen	92.4	Isle of Anglesey	95.3
Conwy	88.9	Bridgend	91.6	Isle of Anglesey	95.0	Conwy	92.1	Powys	95.2
Isle of Anglesey	88.9	Conwy	91.2	Rhondda Cynon Taff	94.1	Bridgend	92.1	Torfaen	95.2
Powys	88.6	Swansea	91.2	Gwynedd	93.7	Pembrokeshire	91.6	Flintshire	95.1
Pembrokeshire	88.4	Pembrokeshire	90.8	Wales	93.5	Powys	91.2	Carmarthenshire	94.1
Carmarthenshire	88.4	Cardiff	90.8	Ceredigion	93.0	Swansea	91.0	Denbighshire	93.8
Swansea	88.2	Torfaen	90.7	Bridgend	92.7	Isle of Anglesey	91.0	Cardiff	93.7
Rhondda Cynon Taff	87.4	Merthyr Tydfil	90.7	Denbighshire	92.4	Wales	90.8	Wales	93.5
Wales	87.4	Wales	90.5	Conwy	92.2	South East Wales	90.7	Rhondda Cynon Taff	93.3
Merthyr Tydfil	87.1	Rhondda Cynon Taff	90.4	Carmarthenshire	92.1	Rhondda Cynon Taff	90.7	South East Wales	93.0
South East Wales	86.4	Carmarthenshire	90.0	Neath Port Talbot	91.6	Denbighshire	90.7	Newport	92.9
Wrexham	86.3	Denbighshire	90.0	Torfaen	89.9	Newport	90.6	Pembrokeshire	92.8
Cardiff	86.2	Wrexham	89.8	South East Wales	88.0	Cardiff	89.3	Merthyr Tydfil	92.6
Denbighshire	85.6	Newport	89.3	Caerphilly	86.6	Wrexham	89.2	Swansea	91.6
Newport	85.3	South East Wales	89.0	Merthyr Tydfil	-	Blaenau Gwent	89.1	Blaenau Gwent	91.4
Caerphilly	84.1	Blaenau Gwent	86.3	Blaenau Gwent	-	Caerphilly	88.9	Wrexham	91.4
Blaenau Gwent	83.4	Caerphilly	86.2	Monmouthshire	-	Merthyr Tydfil	88.6	Caerphilly	90.7
Neath Port Talbot	79.6	Neath Port Talbot	85.6	Newport	-	Neath Port Talbot	84.4	Neath Port Talbot	89.0

Key Stage 4 (PROVISIONAL)

Please note that this section is compiled using provisional data provided by schools on exam results day. This data is subject to a validation process throughout September and October. Final confirmed data is not likely to be available until December 2017. A full analysis will be provided on the final validated data set.



	Cohort Number	% L2 E,W+M		
School	2017	2016	2017	2017 Target
Newport	1,621	57.3	54.7	62.0
EAS - South East Wales	6,025	55.5	52.1	59.2

Wales

60.3

Primary Attendance

Note: 2017 attendance data is available Dec 2017

Pupil Attendance				
	2016 Actual	2017 Target	2018 Target	2019 Target
LA	94.5	95	95.1	95.2

Secondary Attendance

Pupil Attendance				
	2017 Actual	2017 Target	2018 Target	2019 Target
LA	93.6	93.7	93.8	93.9

Summary of National Categorisation of schools in the Local Authority in 2014-2015, 2015-2016 and 2016-2017

Step 1 – Primary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Newport	14-15	3	7	17	15	7%	17%	40%	36%
	15-16	0	7	16	21	0%	16%	36%	48%
	16-17	0	5	14	25	0%	11%	32%	57%
South East Wales	14-15	7	52	88	49	4%	27%	45%	25%
	15-16	2	25	90	82	1%	13%	45%	41%
	16-17	2	19	63	115	1%	10%	32%	58%

Step 2 - Primary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Newport	14-15	2	5	17	20	5%	11%	39%	45%
	15-16	0	5	18	21	0%	11%	41%	48%
	16-17	1	2	16	25	2%	5%	36%	57%
South East Wales	14-15	9	45	101	44	5%	23%	51%	22%
	15-16	4	29	116	50	2%	15%	58%	25%
	16-17	3	18	109	64	2%	9%	56%	33%

Step 3 - Primary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Newport	14-15	2	7	16	19	5%	16%	36%	43%
	15-16	0	5	16	23	0%	11%	36%	52%
	16-17	1	2	18	23	2%	5%	41%	52%
South East Wales	14-15	9	50	100	40	5%	25%	50%	20%
	15-16	5	31	111	52	3%	16%	56%	26%
	16-17	5	18	111	60	3%	9%	57%	31%

Step 1 - Secondary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Newport	14-15	2	3	2	1	25%	38%	25%	13%
	15-16	1	5	1	1	13%	63%	13%	13%
	16-17	2	2	2	2	25%	25%	25%	25%
South East Wales	14-15	10	14	10	3	27%	38%	27%	8%
	15-16	3	22	6	4	9%	63%	17%	11%
	16-17	3	19	8	5	9%	54%	23%	14%

Step 2 – Secondary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Newport	14-15	0	6	2	0	0%	75%	25%	0%
	15-16	2	3	2	1	25%	38%	25%	13%
	16-17	1	3	3	2	11%	33%	33%	22%
South East Wales	14-15	0	25	11	1	0%	68%	30%	3%
	15-16	3	18	14	1	8%	50%	39%	3%
	16-17	6	9	17	4	17%	25%	47%	11%

Step 3 - Secondary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Newport	14-15	0	5	2	1	0%	63%	25%	13%
	15-16	2	4	1	1	25%	50%	13%	13%
	16-17	1	3	3	2	11%	33%	33%	22%
South East Wales	14-15	5	19	10	3	14%	51%	27%	8%
	15-16	6	18	11	1	17%	50%	31%	3%
	16-17	6	12	15	3	17%	33%	42%	8%

LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection	Current Follow-up status
Primary	Maesglas Primary	01/11/2016	06/01/2017	Estyn	Estyn
Primary	Alway Primary*	01/11/2016	13/01/2017	Estyn	Estyn
Primary	Llanmartin Primary*	01/06/2016	16/08/2016	Estyn	Estyn

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection	Current Follow-up status
Secondary	Llanwern High	01/01/2017	21/03/2017	SI	SI
Secondary	Caerleon Comprehensive	01/11/2016	06/01/2017	Estyn	Estyn
Secondary	St Julians School*	01/12/2014	06/02/2015	SI	SM

Changed to SM June 2017

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection	Current Follow-up status
Special	Maes Ebbw Special	01/03/2016	13/05/2016	Estyn	Estyn

Pupil outcomes

A high level analysis of pupil outcomes for the Local Authority indicates that the following aspects require improvement over the next phase of the Business Plan:

- Continue to close the gap in performance at KS4 for the L2+.
- Improve performance in L2 Maths, English and science.
- Improve performance in L2.
- Improve KS3 outcomes, particularly at the expected level +1.
- Improve the gender gap at the expected level +1 in FP and KS2.

Schools requiring Improvement 2016-2017 (Amber and Red Overall Categories of support)

The information below indicates the additional support that will be given to schools in the overall category of Amber or Red in the Local Authority in the academic year 2016-2017. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2016-2017. Each of these schools will have a detailed Intervention or Support Plan, the progress each school makes over the next academic year will be captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

School	National Categorisation 2016-2017			Draft National Categorisation 2017-2018 (Confidential)		Overall judgement on progress made against detailed actions *
	Step 1	Step 2	Step 3	Step 2	Step 3	
Caerleon Comprehensive School	3	C	Amber	B	Yellow	Strong progress
Llanwern High School	3	C	Amber	D	Red	Limited progress (new plan Summer 2017)
Newport High School	4	C	Amber	D	Red	Limited progress
Maesglas Primary School	1	C	Amber	C	Amber	Satisfactory progress
Somerton Primary School	2	C	Amber	C	Amber	Strong progress
St Julian's Comprehensive School	4	D	Red	D	Red	Limited progress (new plan Summer 2017)
Maes Ebbw Special School	N/A	D	Red	D	Red	Satisfactory progress

Milton Junior School	2	D	Red	C	Amber	Satisfactory progress
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Local Authority specific activity financial year 2017-2018

The section below indicates additional school improvement activity that will be undertaken in the Local Authority through this financial year (2017-2018). The additional activity is linked to specific need arising from pupil outcomes.

A detailed programme delivery plan is available. Progress towards each of the additional interventions will be measured at the end of each term.

Nature of Additional Activity	Expected Outcomes	Update
<p>Accelerating Achievement: A Newport Schools initiative. To involve the development of a Seamless Learning Pathways Coordinator role. The role will be 3 days per week via the secondment of a Newport Head teacher. It will sit within the line management structure of the Local Authority.</p> <p>Schools in Newport have identified a slowing in the rate of improvement in standards for pupils across key stages 2-3. There is significant variation in schools and between schools and variation from year to year.</p> <p>All stakeholders are seeking a better understanding of the factors which impact on sustained progress for pupils, particularly over the transition from primary to secondary and from secondary into post compulsory education.</p> <p>All schools in Wales are, in addition, facing the</p>	<ul style="list-style-type: none"> To develop cluster level target-setting from Years 5-8. To focus on the development of numeracy skills across the two key stages. To gather and share good practice across all Newport schools in curriculum planning and pedagogy that secures strong progress for learners in maths. To ensure that two Newport Pioneer Schools are involved in the project and that appropriate links are made into their pioneer work, particularly in relation to capturing and sharing good practice. To include a research element which will enable the project to trial innovative and new approaches to cross phase work, which can be tested for impact as part of the project plan and drawn up as meaningful case studies. To recognise and develop good practice in social and emotional transition which 	<ul style="list-style-type: none"> The focus of the project has been further refined by the LA to 'Development of a seamless learning pathway between primary and secondary with a focus on wellbeing and mathematics.' The SLP coordinator has organised 2 cluster conferences to capture good practice in developing curriculum pathways, common assessment and smoothing transition arrangements, e.g. a Common Pupil Transfer Record. There was some overlap in service due to the LA also scrutinising the cluster development plans, but this will be addressed in the coming round. Cluster work is assessed as 'green' in the LA project plan, with all clusters engaged currently in

challenge of implementing new curriculum and assessment arrangements as set out in Successful Futures.

This provides an opportunity to look at how achievement can be accelerated and that acceleration sustained over time.

This is a programme which will:

- Involve 2 clusters of primary and secondary schools working together;
- Gather, analyse and understand data from a range of sources that are linked to these factors;
- Examine in-school, between school and community factors which promote or inhibit improved attainment;
- Use 'evidence based' research – e.g UNESCO, OECD, Sutton Trust, John Hattie, Harvard CGI research base to get a better understanding of the factors which are prevalent in the locality;
- Use this research to identify interventions which will have a long term impact on the progress of young people as they move between Year 5 and Year 8.
- Explore strategies for curriculum planning, progression and assessment of the curriculum for all pupils but particularly for those groups and individuals that are underperforming.

The programme will be led by the schools

can be shared across the city.

the delivery of their plans. They are producing Case Studies to follow progress. One example is the Llanwern cluster focus on vulnerable children with new and robust transfer arrangements in place.

- Governing Bodies have been briefed and updated on the project and had an opportunity to discuss how they can support.
- The LA has introduced a Common Induction Day Summer 2018 – This has been agreed with all secondary schools as 6th July 2018.
- The LA has provided schools with a Core Brief for Cluster Working – to provide clusters with some key learning points which might support cluster discussion and move them on in terms of close collaboration.
- A calendar of events is also being provided to schools to enable smoother transfer.

involved. There will be a project Board to support the programme with the project coordinator (Ann Price), The Chief Education Officer, the Strategic Lead for People, the Deputy Chief Education Officer and the PCA for Newport to track impact and evaluate the outcomes.

It is envisaged that the programme will continue to operate over a three-year period: (2016-2019).

Funding: £5000

Developing effective practice in supporting EAL learners:

A further development of the 2016-2017 project involving GEMs, a wider group of NCC schools/HTs in order to:

- capture good practice in supporting learners at both the early language acquisition and the later stages of learning English.
- develop resources to support schools in developing provision in this area.
- identify and share the characteristics of strong leadership of this area.
- develop a model of school to school support.
- produce case studies exemplifying the approaches, which can be shared more widely in Newport and the region.

Funding: £7983

- Schools are clear about effective practice in supporting new learners of English (particularly those migrants from countries which schools may not have experience with to date).
- New learners of English are well supported in developing their language skills.
- School leadership teams are clear about what steps to take to ensure that provision and practice are developed appropriately.
- School to school support works effectively to capture and spread effective practice and provide targeted CPD to leaders and teachers.

- The toolkit was completed at the end of the Summer 2017 and is now available to all schools.
- The group has been upscaled to include 2 secondary schools for 2017-2018 (Llisbury High School and The John Frost School).
- The Headteacher of Pillgwenlly Primary School will coordinate the project in the coming two terms.
- The focus of the project this year will be to: update the toolkit to include support for more advanced learners of English; develop the regional Professional Learning Offer for the Spring term; provide school to school support on request; attend Newport clusters to share and promote the toolkit; present to the Newport CEO meeting with HTs (promotion of the toolkit); agree how the support for

		<p>EAL will be shared across the region; support the regional development of finer tracking of the progress of pupils who are EAL and those who are from minority ethnic groups.</p>
<p>Curriculum Deputies' Network: Driving Improvements at Key Stage 3</p> <ul style="list-style-type: none"> • Develop a network of curriculum deputies from all Newport Secondary schools to share, grow and sustain excellent practice in improving provision and practice at KS3; in order to drive improvements in standards across all national curriculum subjects. • Group to meet 1 day per term in the Summer, Autumn and Spring terms to identify and share best practice. • Gap tasks to be completed by all school leaders between the sessions which enable further building of practice in subsequent meetings. • PCA and Deputy Chief Education Officer to jointly plan and facilitate the sessions. • PCA and Deputy Chief Education Officer to monitor the impact of the sessions on provision, practice and pupil outcomes. • PCA and DCEO to facilitate a session to support succession planning (coaching individually as well as the whole group) to support continued career development into Headship. Possible use of external 	<ul style="list-style-type: none"> • Best practice in improving provision and practice is identified, shared and impacting as appropriate across all Newport secondary schools. • There is a consistent approach to pupil level target setting and tracking, between key stage 3 and 4. • Pupils meet statutory targets at KS3. • KS3 performance across the LA improves so that it is at least in line with similar LAs. • Progress at KS3 can be judged to be good across the majority of schools and at least satisfactory across all schools. • Performance in the national tests is good across the majority of schools and at least satisfactory across all schools. • Strategic leadership and systems leadership of KS3 (at senior and middle leader level) can be judged to be at least good in the majority of schools and at least satisfactory in all schools. 	<ul style="list-style-type: none"> • This project was not implemented, at the request of the LA. The funding has been diverted into the Seamless Learning Pathways project.

consultancy. Funding: £4000		
Ongoing arrangement in which the Authority receives bespoke support from the EAS Learning Intelligence team with central data collection and reporting.	<ul style="list-style-type: none"> The LA receives the required range of performance information across the range of indicators, in line with the agreed reporting channels and reporting calendar. 	<ul style="list-style-type: none"> This service continues and is an ongoing arrangement.

The content of this LA Annex has been agreed by:

LA Director / Chief Education Officer:

Mr James Harris

Cabinet Member for Education:

Cllr Gail Giles

EAS Managing Director



Ms. Debbie Harteveld