

Education Report Wales

January 2019

Headline indicators

As in many of the best-performing education systems in the world, robust and continuous self-evaluation provides the mechanism to identify how the Welsh education system is doing, where it is succeeding and priorities for improvement.

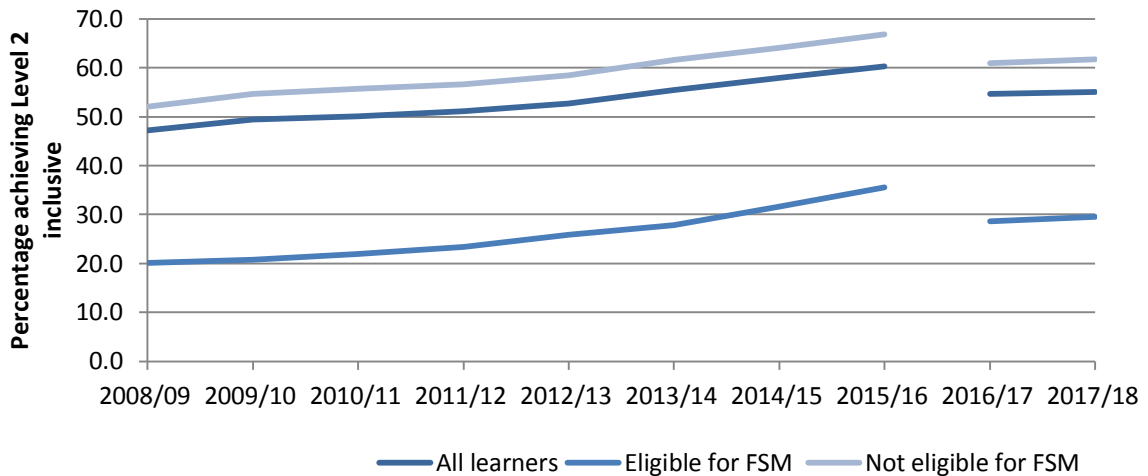
The Education Directorate has carried out its own self-evaluation, taking on board the recommendations from the last OECD country review. They shared their findings with the Atlantic Rim Collaboratory – leaders in the field of education – who provided their feedback. The Minister for Education provided her reflections on the outcomes of this in her video update.

The self-evaluation was informed by – but not driven by – some headline indicators. It is crucial to note that these are **not** high-stakes measures. As the evaluation and improvement arrangements develop alongside the broader education reform, some of these will change over time.

To accompany her report, the Education Directorate is publishing those indicators and these are available on the following pages.

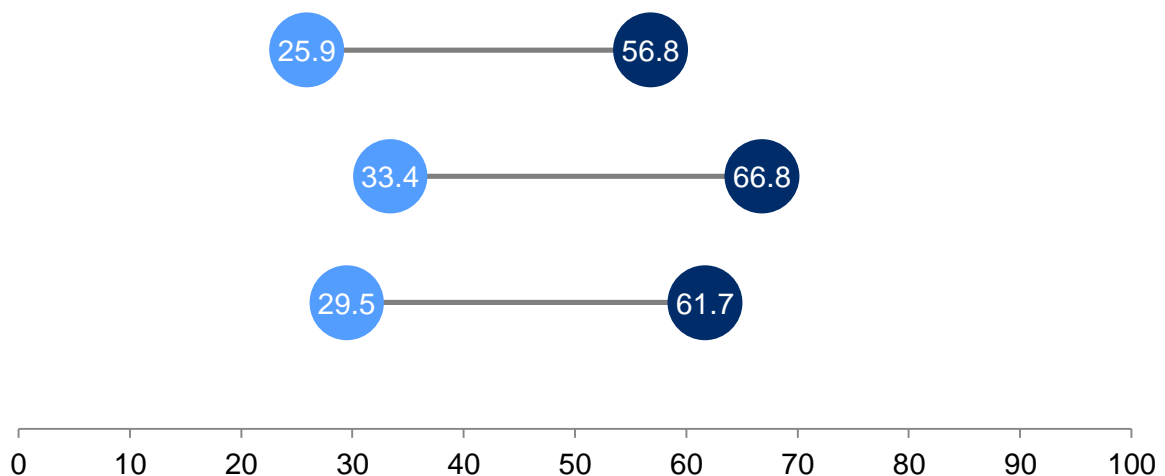
1. Level 2 inclusive percentage pass rates

Percentage of age 15/Year 11 learners achieving the Level 2 inclusive threshold by FSM status, 2008/09 – 2017/18



Source: Welsh Examinations Database, Welsh Government (via awarding organisations and a contracted collection body)

Percentage of Year 11 learners achieving the Level 2 inclusive threshold, by FSM status and Gender, 2017/18 – eligible for FSM and not eligible for FSM



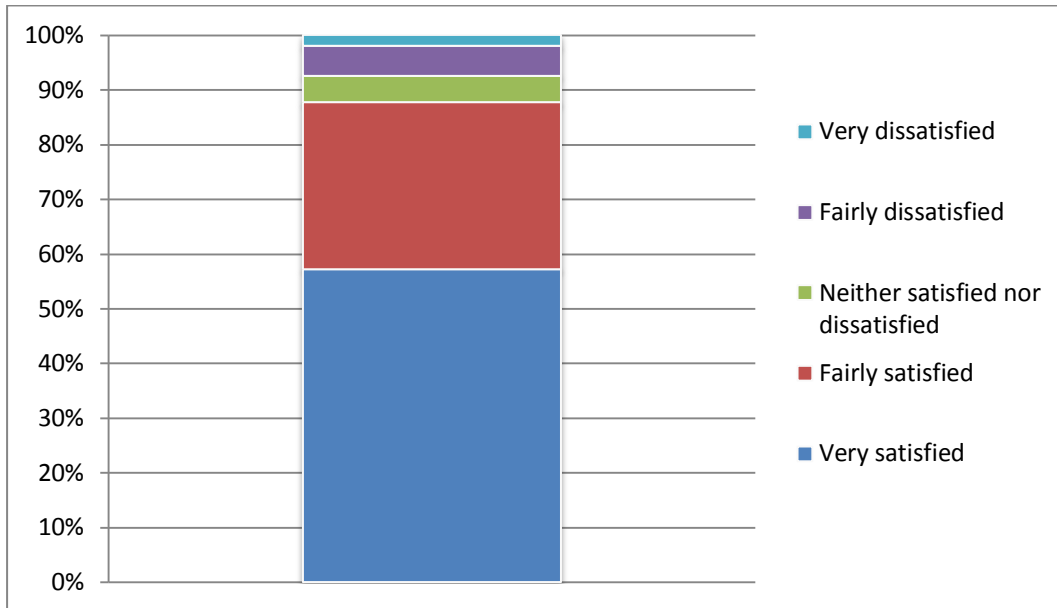
Source: Welsh Examinations Database, Welsh Government (via awarding organisations and a contracted collection body)

Please note: Following recommendations from independent reviews and policy changes announced by Welsh Government, several key changes have been implemented to the Key Stage 4 (KS4) performance measures data in recent years which impacts on comparisons over time. Such comparisons should be made with caution.

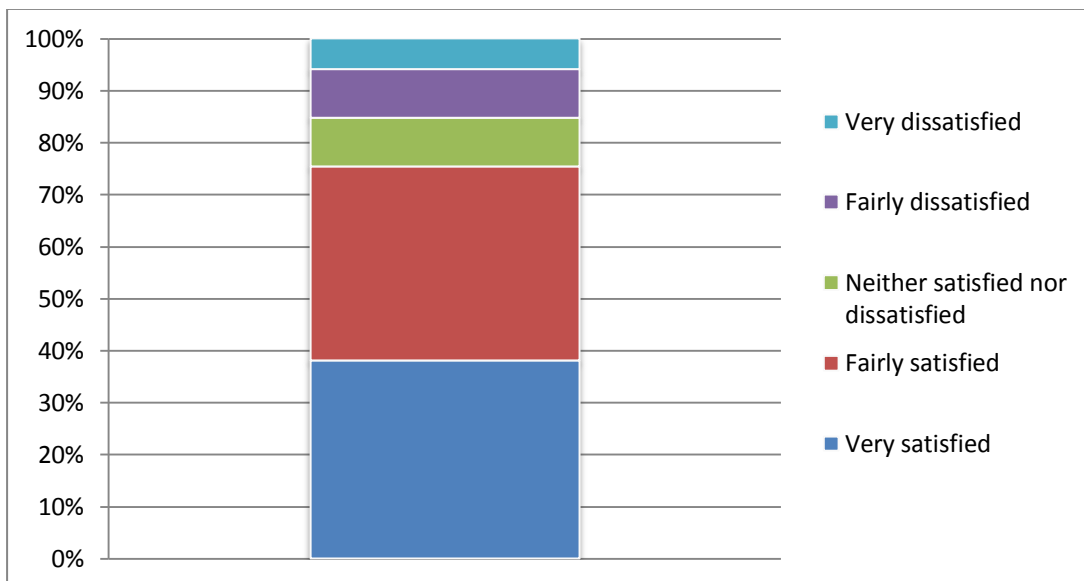
The Minister for Education has announced that from the summer 2019 results onwards only the first entry for each learner will be counted in official performance measures. Again we expect this to influence behaviour in schools in ways that cannot be measured.

2. National survey result for parental satisfaction

Parental satisfaction with child's primary school

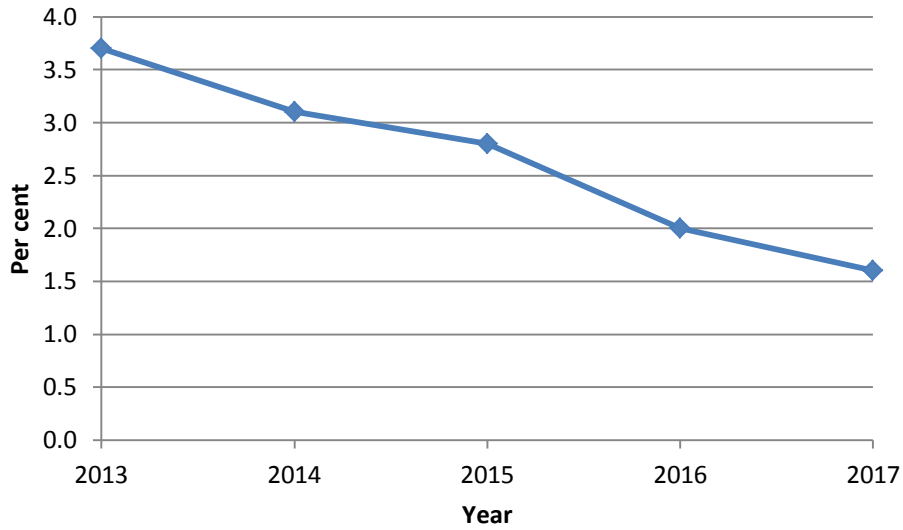


Parental satisfaction with child's secondary school



3. Young people not in education, employment or training (NEETs)

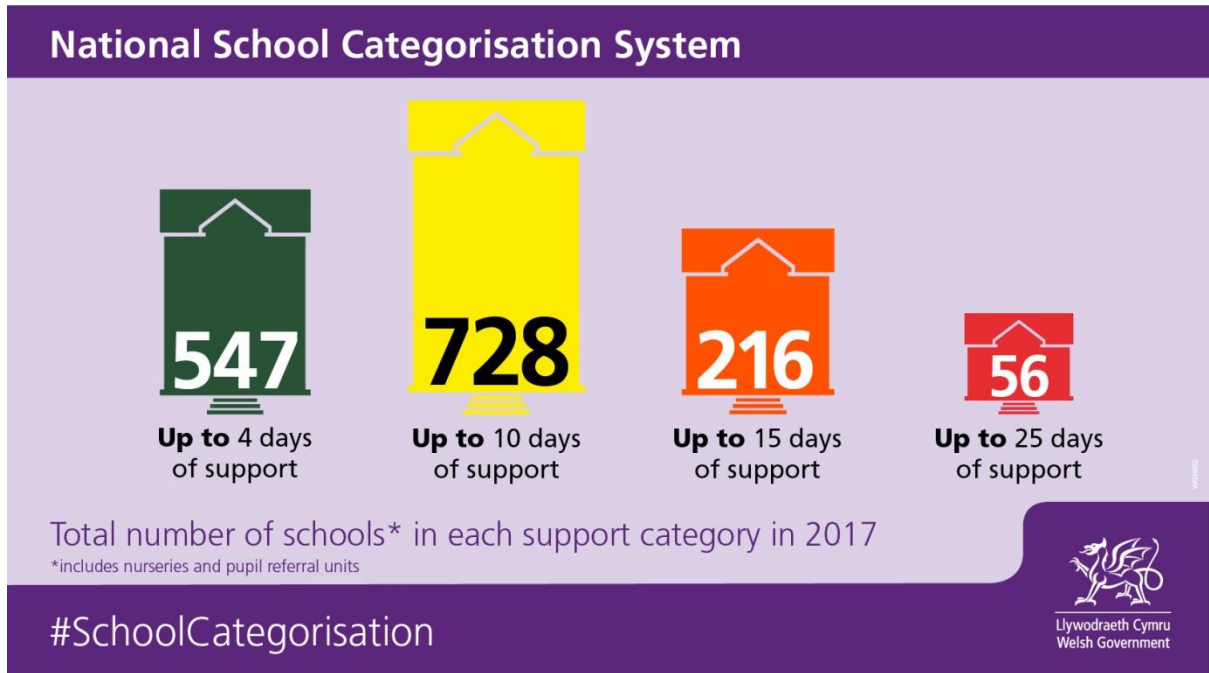
Year 11 leavers from schools in Wales known to be not in education, employment or training, Wales



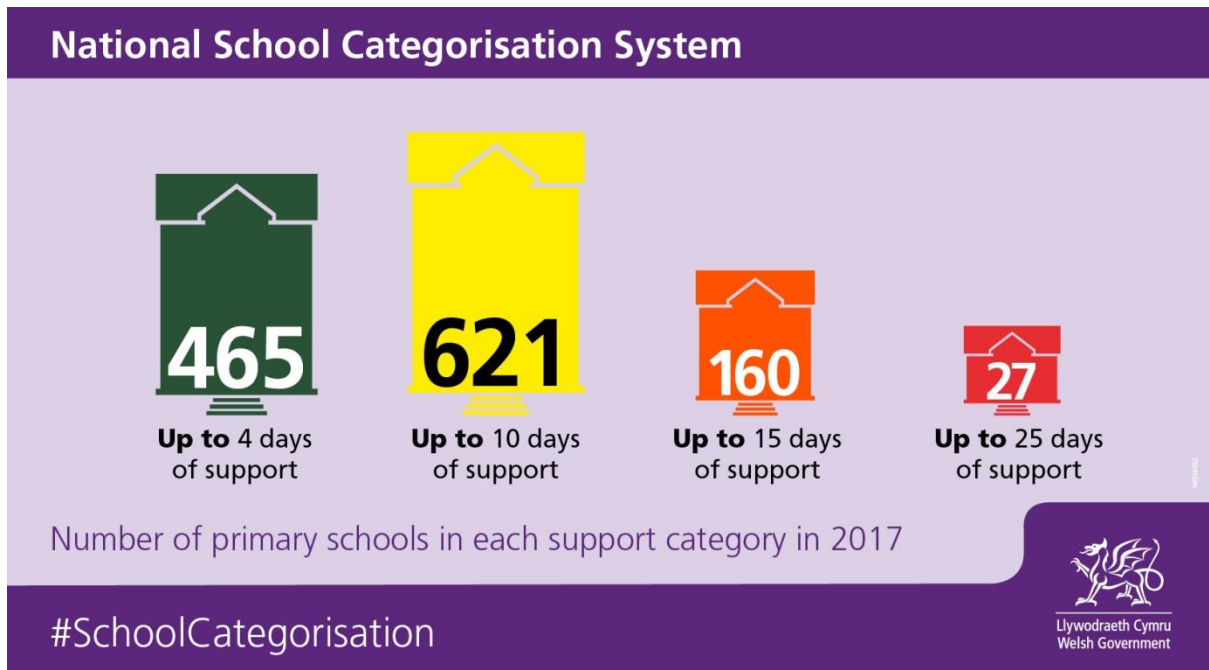
Source: Careers Wales learner destinations from schools in Wales

4. School categorisation 2017

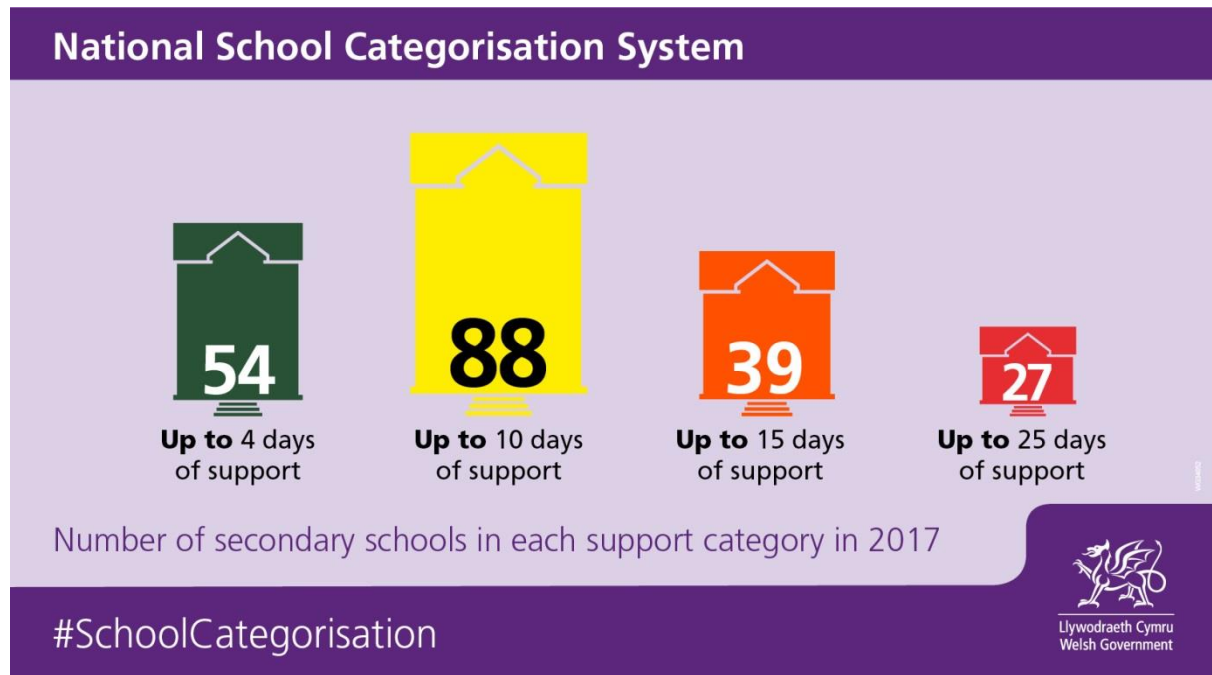
Number of schools in each support category



Number of primary schools in each support category, 2017

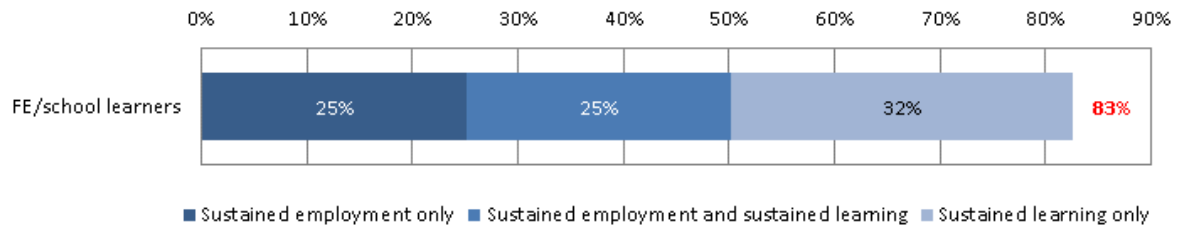


Number of secondary schools in each support category, 2017



5. Performance measures for post-16 learning

Learner destinations – baseline data – further education and sixth form learners who left in 2015/16



Sources: LLWR, HESA, HMRC

Please note: A learner's destination relates to their activity in the following academic year. The measure looks at the proportion of learners that go on to:

- sustained employment – a learner must be in paid PAYE employment for **at least one day a month in five out of the six months** between October 2015 and March 2016; or completed a self-assessed return for tax year 2015/16 stating that they have received income from self-employment
- sustained learning – a learner must be in learning for at least **one day in each of the six months** between October 2015 and March 2016, at the same or higher level than their terminated programme
- sustained positive destination – sustained employment, sustained learning or a combination of both.

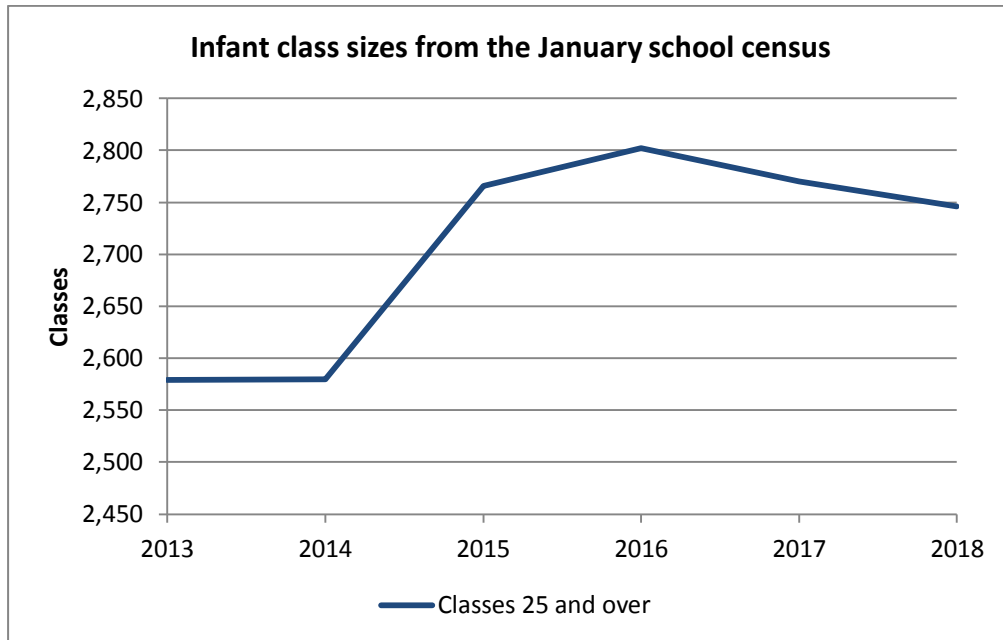
General education programmes: attainment of three A levels – baseline data – further education and sixth form learners, 2016/17

Age	Two-year completion rate	% Learners achieving 3 or more A2 at A*–A	% Learners achieving 3 or more A2 at A*–C	% Learners achieving 3 or more A2 at A*–E
16	62%	6%	35%	55%
17+	44%	2%	18%	34%
All ages	60%	6%	33%	52%

Sources: LLWR, HESA, HMRC

6. Infant class sizes

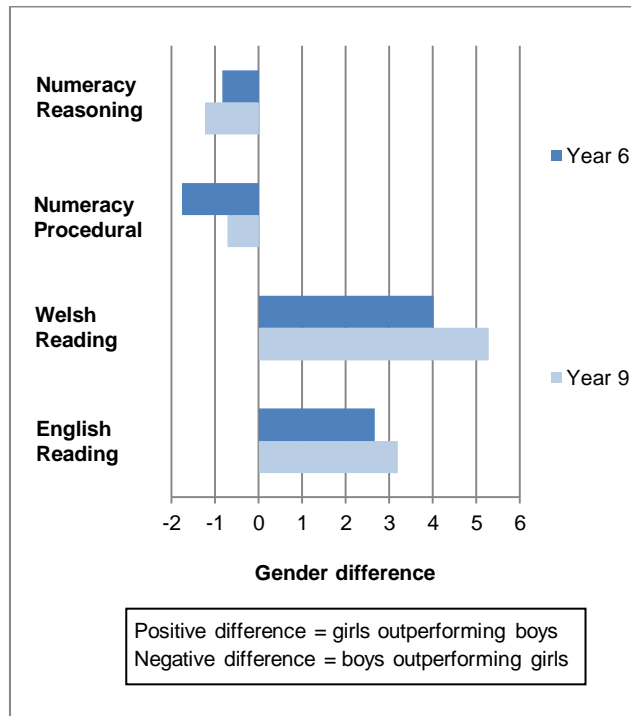
Infant classes in primary and middle schools: classes with 25 or more learners



Source: Pupil Level Annual School Census (PLASC), Welsh Government

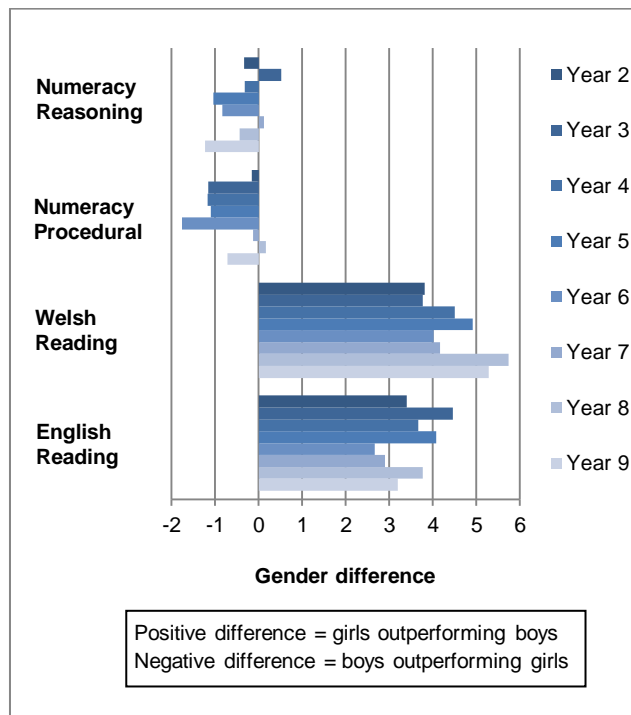
7. National Reading and Numeracy Test results

Gender difference in mean age-standardised score, Year 6



Source: Welsh National Tests, Welsh Government

Gender difference in mean age-standardised score, Year 9

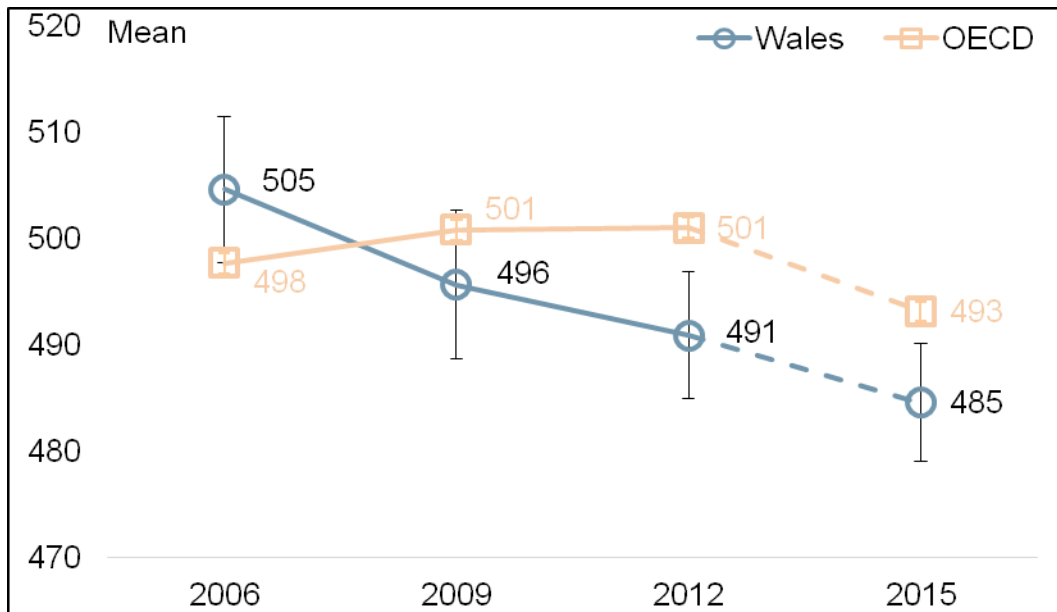


Source: Welsh National Tests, Welsh Government

Please note: Results are re-standardised every year, therefore progress over time is not shown as broadly speaking, the proportions above and below the average will be the same.

8. PISA (2015)

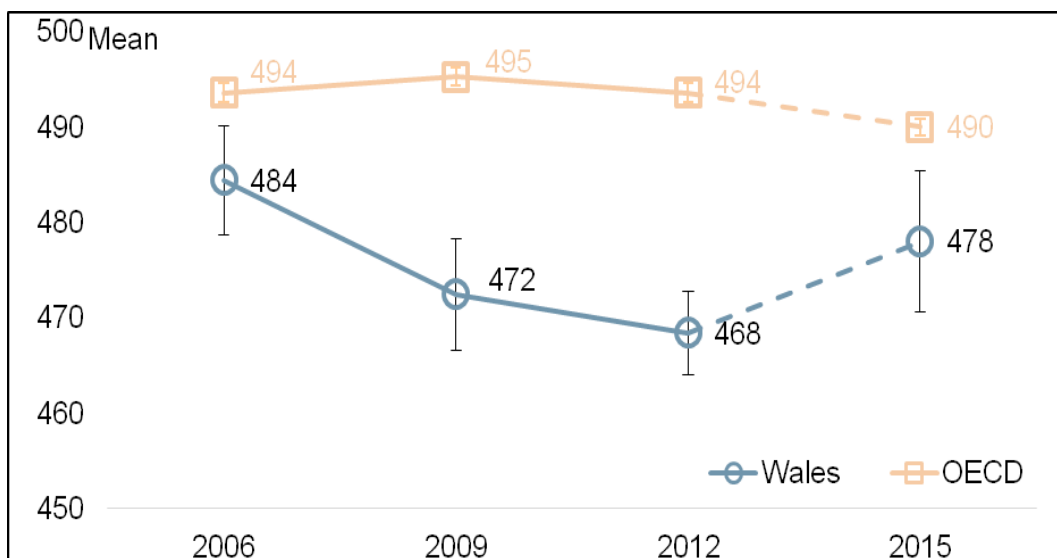
Science score in Wales v OECD average, PISA 2006 to 2015



Source: Programme for international student assessment (PISA)

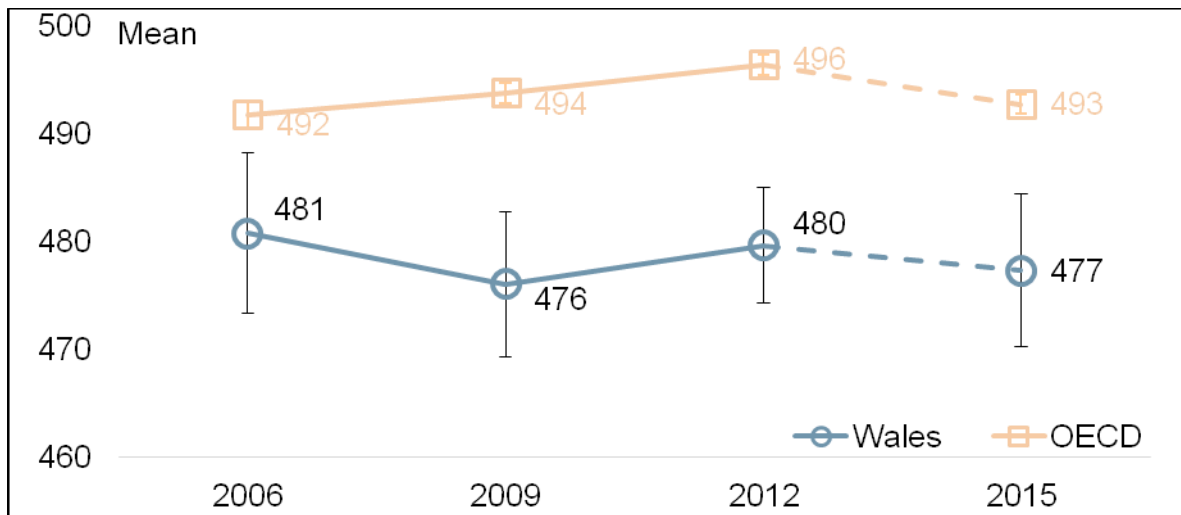
Please note: The dashed line between 2012 and 2015 refers to the introduction of computer based testing. Thin black line through each data point refers to the estimated 95 per cent confidence interval.

Mathematics score in Wales v OECD average, PISA 2006 to 2015



Source: Programme for international student assessment (PISA)

Reading score in Wales v OECD average, PISA 2006 to 2015



Source: Programme for international student assessment (PISA)

Key priorities

Our national mission gives the vision and commitment to reforming education until 2021. Within that vision, reflecting on the headlines and the self-evaluation, we have made the following areas a priority for future years.

1. Curriculum publication, engagement and feedback

This year we will publish drafts of the curriculum as well as the Assessment and Evaluation Framework, which will describe the whole system of learning and teaching. This is highly complex area, and we must ensure that this is coherent and manageable. We must also ensure that this change is communicated clearly, responding to questions from the sector.

2. Develop a new way to measure, to inform policy, learner well-being

We said we would work with partners, in Wales and beyond, on effective measurements of learner well-being. We're still not there but it's an issue that'd proven difficult across education and in other areas to agree the best ways of doing this. We will continue to work towards this. We will continue to capture and distil new and emerging research on well-being, and work with international partners to take forward.

3. Work with the profession to reduce bureaucracy and reduce workload

It is clear that current workload pressures are affecting teacher retention and classroom learning. We are taking short term steps (including piloting school business managers across Wales) and longer term steps (reforming and simplifying curriculum and accountability to prioritise learning, teaching and self-evaluation).

4. Continue to raise attainment for all, tackling link between deprivation and attainment

We recognise that some of the shorter term changes to measure have had a negative impact on some current key performance measures (e.g. science), but in the longer term, this will mean that all learners are stretched to a level that is genuinely more beneficial. The new approach to self-evaluation should acknowledge the broader benefits to these learners as well as seek to ensure that they get the education they deserve.

5. Continued focus on professional learning, giving teachers the tools to raise standards for all

The success of the new curriculum is hugely dependent on the teaching profession being confident and capable. The National Approach to Professional Learning (NAPL) was launched in the autumn with a commitment of £24 million of additional funding to support professional learning over the next 18 months, which will go straight to schools. We have invested additional resources to reduce the bureaucratic burden on teachers with the appointment of additional school business managers.