

Date written: 16/09/19

Report author: Sarah Corcoran and Caryl Stokes

Date of meeting where the report is being considered: 25/9/2019

Appendices attached: CSC Presentation for LA Scrutiny Committee

CSC Report: Headline Performance FP-KS5 September 2019

Draft Statement 2019 – Discussion paper for WG and WLGA meeting

## **CSC Performance Update 2019**

### **Summary**

Changes to the publication of data below National level by Welsh Government over the last two years for foundation phase, key stage 2 and key stage 3 has resulted in changes to the information reported by Central South Consortium and local authorities to scrutiny committees and other public groups.

In 2019, changes to key stage 4 performance measures means that comparisons are no longer available with data from previous years, and this has resulted in a change on the information available to be made public by Central South Consortium and local authorities for this key stage.

The directors of the five local authorities within Central South Consortium have agreed that data for foundation phase, key stage 2 or key stage 3 will not be made available in the public domain, and for key stage 4 only the new interim performance measures will be made available for 2019 onwards.

### **Background**

Welsh Government (WG) consulted with all stakeholders during the previous academic year on amending the regulations relating to teacher assessment data and Welsh National Test (WNT) data. Following the closure of this consultation<sup>1</sup>, WG amended the regulations in August 2018 meaning that information published by WG for teacher assessment data and WNT data will not be published below the national level. This came into force for 2018 teacher assessment and WNT data, where only national data was published for September 2018.

As part of the same changes, WG have ceased publication of teacher assessment and WNT data in the All Wales Core Data Sets, School Comparative Reports, WG statistical releases, StatsWales and also removed this data from the My Local School website.

In Bulletin 5<sup>2</sup>, WG states that: *“Schools, governing bodies and local authorities will continue to have access to their own data held on their own systems, alongside national level data for self-evaluation*

---

<sup>1</sup> Welsh Government Consultation: <https://gov.wales/education-amendments-relating-teacher-assessment-information-wales-regulations-2018>

<sup>2</sup> <https://gov.wales/sites/default/files/publications/2018-08/school-performance-reporting-bulletin-5.pdf>

*and planning purposes. However, routine data publications for the Welsh Government to schools and local authorities will be simplified and will help shift the focus back to pupil assessment.”*

In the WG consultation response document<sup>3</sup> it is stated that “*Teacher Assessment can be used for information purposes e.g. to develop school improvement policies etc. but not for school accountability purposes below national level.*” This message has been re-iterated at various conferences over the last academic year by WG officers, with accountability being at national level only with WG publishing this data for Wales only.

The WG bulletin 6<sup>4</sup>, which focuses on key stage 4 performance measures also states: “*The Welsh Government alongside several partners and experts has undertaken a fundamental review of the accountability system for schools in Wales. Findings highlighted that the existing system and its use of performance measures has many negative unintended consequences, such as narrowing curriculum choice, disproportionate focus on particular groups of learners, the way in which benchmarking is used driving competition between schools rather than encouraging collaboration, an increased and unnecessary workload for teachers and others in the system, without the necessary impact or benefit for learners, and an aggregation of data for accountability purposes where it was designed for **improvement** purposes. As a result, schools have heard conflicting messages from the various parts of the system about what matters. This has often diverted effort from learning and teaching and moved us towards a culture of compliance and bureaucracy.*

A joint communication from Welsh Government, the WLGA and Estyn to Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers, and Managing Directors of Regional Educational Consortia, published on 16<sup>th</sup> July 2019 stated that:

*“It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve. We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.*

*Collectively, we have agreed that this is the right approach to take and strongly advise you to use a broad range of un-aggregated data and information to enable you to discharge your duties when reporting on school performance. Evaluating the performance of individual schools rather than generating aggregated data at local authority level will be more helpful to supporting and challenging individual schools with their improvement.”*

A draft paper is due to be shared and discussed at the Welsh Government and WLGA meeting on the 19<sup>th</sup> and 20<sup>th</sup> September 2019. The paper provides details on the adoption of a consistent approach on the publication of information by all four Regional Educational Consortia. Further updates on this approach will be provided following the holding of this meeting and the communication of the approach to be adopted.

---

<sup>3</sup> <https://gov.wales/sites/default/files/consultations/2018-05/education-regulations-2018-summary-of-responses-v2.pdf>

<sup>4</sup> [https://gov.wales/sites/default/files/publications/2019-02/school-performance-reporting-bulletin-6\\_0.pdf](https://gov.wales/sites/default/files/publications/2019-02/school-performance-reporting-bulletin-6_0.pdf)

### **Implementation issues – cost, timescale etc.**

We need to ensure that there is a consistency of approach on the publication of data within Central South Consortium, as already agreed with the five local authority directors' of education, whilst discussions are ongoing regarding a consistent approach across all four regional educational consortia.

Training implications for elected members/scrutiny committees on the removal of data from reports. WG held a conference on the direction of travel with the removal of accountability measures, but not aware of future training/information events for all stakeholders from WG to further discuss this.

### **Links to CSC Business Plan and Risks**

- Objective 4.1
- Objective 6 (Effectiveness and Efficiency?)

### **Background papers**

[Paper to Joint Committee \(June 2018\) "Changes to Reported Performance Measures"](#)

[WG Bulletin 5](#)

[WG Bulletin 6](#)

[WG Consultation on Teacher Assessment](#)

[WG Responses to Consultation on Teacher Assessment](#)

[Welsh Statutory Instruments: The Education \(Amendments Relating to Teacher Assessment Information\) \(Wales\) Regulations 2018](#)

[WG Consultation "Our National Mission: A Transformational Curriculum"](#)



# Newidiadau i fesurau perfformiad ar gyfer 2019

## Change to performance measures for 2019

Haf 2019 / Summer 2019

- **Cenhadaeth ein Cenedl a Chynllun Busnes Consortiwm Canolbarth y De 2019/20**
- **Newidiadau ar gyfer adrodd ar asesiadau athrawon yn y Cyfnod Sylfaen, Cyfnod Allweddol 2 a Chyfnod Allweddol 3**
- **Mesurau perfformiad interim yng Nghyfnod Allweddol 4**
- **Datblygiadau cenedlaethol yn y dyfodol**
- **Our National Mission and CSC Business Plan 2019/20**
- **Changes for Teacher Assessment Reporting at foundation phase, key stage 2 and key stage 3**
- **Interim Performance Measures at key stage 4**
- **Future national developments**

# Y cyfeiriad a chynllun strategol



  
 Llywodraeth Cymru  
 Welsh Government

## Addysg yng Nghymru: Cenhadaeth ein cenedl

Cynllun gweithredu 2017-21



  
 Gwasanaeth Addysg ar y Cyd  
 Joint Education Service

## Cynllun Busnes 2019 - 2020

Grymuso ysgolion i wella deilliannau i bob dysgwr









# The strategic plan and direction


**ADDYSG CYMRU**  
**EDUCATION WALES**  
canhadaeth ein cenedl | our national mission

  
 Llywodraeth Cymru  
 Welsh Government

## Education in Wales: Our national mission

Action plan 2017–21




**Consortiwm Canolbarth y De**  
 Central South Consortium  
Gwasanaeth Addysg ar y Cyt  
 Joint Education Service

## Business Plan 2019 - 2020

Empowering schools to improve outcomes for all learners















# Blaenoriaethau Cynllun Busnes Consortiwm Canolbarth y De ac amcanion galluogi Llywodraethu Cymru

Cytunwyd y blaenoriaethau cyffredinol ar gyfer 2019/20 â'r Cychwylgor ar 19 Rhagfyr 2018.

1. Datblygu proffesiwn addysg o ansawdd uchel
2. Datblygu arweinwyr ysbrydoledig i hwyluso cydweithio i godi safonau
3. Datblygu ysgolion cryf a chynhwysol sydd wedi ymrwymo i sicrhau lles, tegwch a rhagoriaeth
4. Datblygu trefniadau asesu, arfarnu ac atebolrwydd cadarn sy'n ategu systemau hunanwella
5. Darparu cyfleoedd dysgu proffesiynol i ategu'r cwricwlwm i Gymru
6. Gwella effeithiolrwydd ac effeithlonrwydd Consortiwm Canolbarth y De

Ar gyfer pob un o'r blaenoriaethau hyn, ceir cynllun gweithredol manwl sy'n amlinellu sut a phryd y caiff yr agweddau ar bob blaenoriaeth eu cyflawni. Mae'r rhai yn cynnwys meini prawf meintiol ac ansoddol allweddol i fesur cynnydd.

Mae Blaenoriaethau 1-4 Cynllun Busnes Consortiwm Canolbarth y De yn cyd-fynd â'r pedwar amcan galluogi yn nogfen "Cenhadaeth ein Cenedl" Llywodraeth Cymru.

The overarching priorities for CSC for 2019/20 were agreed with the Joint Committee on the 19th December 2018.

1. **Develop a high quality education profession**
2. **Develop inspirational leaders to facilitate working collaboratively to raise standards**
3. **Develop strong and inclusive schools committed to wellbeing, equity and excellence**
4. **Develop robust assessment, evaluation and accountability arrangements supporting self-improving systems**
5. **Provide professional learning opportunities to support the curriculum for Wales**
6. **Improve the effectiveness and efficiency of Central South Consortium**

For each of the priorities there is a detailed operational plan that outlines how and when the aspects of each priority will be delivered. These include key quantitative and qualitative success criteria against which progress is measured.

The CSC Business Plan Priorities 1-4 align directly to the four enabling objectives in WG “Our National Mission”.

# Cyfnod Sylfaen, Cyfnod Allweddol 2 a Chyfnod Allweddol 3

## Foundation phase, key stage 2 and key stage 3

• Prif newidiadau:

- Gellir defnyddio aseidiadau athrawon at ddibenion gwybodaeth, e.e. i ddatblygu polisiau gwella ysgolion ac ati, **ond ddim at ddibenion atebolrwydd ysgolion islaw'r lefel genedlaethol.**
- **Nid oes newid** i'r broses gasglu, na'r wybodaeth a fydd gan Lywodraeth Cymru felly.
- Caiff data am aseidiadau athrawon islaw'r lefel genedlaethol ei dynnu o'r holl ffynonellau data sydd ar gael i'r cyhoedd:
  - Fy Ysgol Leol
  - Gwefan StatsCymru
  - Ystadegau a ryddheir
- Ni fydd data cymharol ar gyfer awdurdodau lleol a chonsortia rhanbarthol ar gael.

• Main Changes:

- Teacher assessment can be used for information purposes e.g. to develop school improvement policies etc. **but not for school accountability purposes below national level.**
- There is **no change** to the collection process or, therefore, the information that WG will hold.
- Teacher assessment data below National level will be removed from all publicly available data sources:
  - My Local School
  - StatsWales website
  - Statistical Releases
- Comparative data for local authorities and regional consortia will not be available.

### Ni fydd y wybodaeth ganlynol bellach ar gael:

- Adroddiadau Cymharol DEWi
- Setiau Data Craidd Gymru Gyfan (AWCDS)
- Data Meincnodi Cenedlaethol (Cyfnod Sylfaen, CA2 ac CA3)
- Cymariaethau cyfartalog o fewn teulu (fel y cynhwysir eisoes yn AWCDS)

### Gwybodaeth i ysgolion o 2018/19

- Ar gyfer 2018/2019, bydd Consortiwm Canolbarth y De yn cynnig gwerthusiad interim o ysgol – “Ysgol ar dudalen Consortiwm Canolbarth y De” – a fydd yn cynorthwyo ac yn cefnogi gweithgareddau hunanwerthuso ysgolion lle bo angen.

### The following information will no longer be available:

- DEWi Comparative Reports
- All Wales Core Data Sets (AWCDS)
- National Benchmarking Data (FP, KS2 and KS3)
- Family average comparisons (as previously included in AWCDS)

### Information for schools from 2018/19

- For 2018/2019 the CSC will provide an interim evaluation of a school – “CSC *School on a page*” which will assist and support, where needed, school self-evaluation activities.



- Gall aelodau etholedig 2018/2019 ddisgwyl adroddiad craffu o safon is ar gyfer canlyniadau asesiadau athrawon. Y prif newidiadau yw:
  - Dileu data a gyhoeddir gan awdurdodau lleol, cymariaethau awdurdodau lleol a safleoedd cyfatebol;
  - Dileu'r safleoedd cryno ar sail crynodebau chwarter meincnodau;
  - Dileu unrhyw wybodaeth a gyhoeddir ar lefel ysgolion unigol ar gyfer asesiadau athrawon yn y Cyfnod Sylfaen, CA2 ac CA3 neu Brofion Cenedlaethol Cymru.
- For 2018/2019 elected members can expect a reduced standard scrutiny report for teacher assessment outcomes. The main changes are:
  - Removal of published LA data, LA comparisons and corresponding rank positions;
  - Removal of the summary positions based on benchmark quarter summaries;
  - Removal of any information published at individual school level for FP, KS2 and KS3 teacher assessment or Welsh National Tests.

- Bydd gwybodaeth ar gael am y canlynol:
  - Categoriâu Cymorth Categoriadau Cenedlaethol
  - Canlyniadau arolygu ysgolion Estyn
  - Cynnydd ysgolion yng nghategoriâu dilynol Estyn
  - Cynnydd ysgolion sy'n peri pryderon
  - Gwybodaeth am gynnydd disgyblion
  - Ymgysylltiad ysgolion â rhaglenni diwygio'r cwricwlwm
- Information will be available for:
  - National Categorisation Support Categories
  - Estyn inspection outcomes of schools
  - Progress of schools in Estyn follow-up categories
  - Progress of schools causing concerns
  - Pupil progress information
  - School engagement in the curriculum reform programmes

# Adrodd ar haf 2019


## Mesurau perfformiad interim Cyfnod Allweddol 4

### Summer 2019 Reporting

#### Interim key stage 4 Performance Measures


# Mesurau perfformiad Cyfnod Allweddol 4

Haf 2017




Trothwy Lefel 1  
Trothwy Lefel 2  
Trothwy Lefel 2, gan gynnwys C/S/M  
Sgôr 9 pwynt wedi'i chapio newydd (5 + 4 eraill)  
Saesneg/Cymraeg Lefel 2 (gorau) (iaith yn unig)  
Saesneg Lefel 2 (iaith yn unig)  
Cymraeg Lefel 2 (iaith yn unig)  
Mathemateg Lefel 2 (y radd orau o gymwysterau mathemateg neu fathemateg-rhifedd)  
Gwyddoniaeth Lefel 2 (gorau)

Haf 2018



Trothwy Lefel 1  
Trothwy Lefel 2  
Trothwy Lefel 2, gan gynnwys C/S/M  
Sgôr 9 pwynt newydd wedi'i chapio (5 + 4 eraill) (\*)  
Saesneg/Cymraeg Lefel 2 (gorau) (iaith yn unig)  
Saesneg Lefel 2 (iaith yn unig)  
Cymraeg Lefel 2 (iaith yn unig)  
Mathemateg Lefel 2 (y radd orau o gymwysterau mathemateg neu fathemateg-rhifedd)  
Gwyddoniaeth Lefel 2 (gorau) (\*)  
Tystysgrif Her Sgiliau (Sylfaenol a Chenedlaethol)  
Mesurau Bagloriaeth Cymru (Sylfaenol a Chenedlaethol)

Haf 2019 ymlaen




Pwyntiau llythrennedd cyfartalog (y radd orau o gymwysterau llenyddiaeth neu iaith (Cymraeg neu Saesneg))  
Pwyntiau rhifedd cyfartalog (y radd orau o gymwysterau mathemateg neu fathemateg-rhifedd)  
Pwyntiau gwyddoniaeth cyfartalog (gorau) (\*)  
Sgôr 9 pwynt cyfartalog a diwygiedig wedi'i chapio (3 + 6 eraill)  
Cyfartaledd pwyntiau Tystysgrif Her Sgiliau Bagloriaeth Cymru  
  
*Canlyniadau dyfarniad cyntaf y cymhwyster cyfan yn unig fydd yn cyfrif tuag at fesurau perfformiad.*

(\*) – gofynion 'TGAU yn unig' ar gyfer dangosyddion gwyddoniaeth a chydrrannau'r sgôr 9 pwynt wedi'i chapio


# Key Stage 4 Performance Measures

Summer 2017




- Level 1 Threshold
- Level 2 Threshold
- Level 2 Threshold inc EWM
- New Capped 9 Points Score (5 + 4 others)
- Level 2 English/Cymraeg (Best) (Lang only)
- Level 2 English (Lang only)
- Level 2 Cymraeg (Lang only)
- Level 2 Mathematics (Best of Maths or Maths-Num)
- Level 2 Science (Best)

Summer 2018



- Level 1 Threshold
- Level 2 Threshold
- Level 2 Threshold inc EWM
- New Capped 9 Points Score (5 + 4 others) (\*)
- Level 2 English/Cymraeg (Best) (Lang only)
- Level 2 English (Lang only)
- Level 2 Cymraeg (Lang only)
- Level 2 Mathematics (Best of Maths or Maths-Num)
- Level 2 Science (Best) (\*)
- Skills Challenge Certificate (Foundation and National)
- Welsh Baccalaureate Measures (Foundation and National)

Summer 2019 onwards



- Average Points Literacy (Best of Literature or Language (En or Cy))
- Average Points Numeracy (Best of Maths or Maths-Num)
- Average Points Science (Best) (\*)
- Revised Average Capped 9 Points Score (3 + 6 others)
- Average Points Welsh Baccalaureate Skills Challenge Certificate

*Only the results of the first awarding of a complete qualification will count towards performance measures.*

(\*) – 'GCSE only' requirements for science indicators and components of the Capped 9 points score



“Mae’r patrymau mynediad gwahanol yn debygol o gael effaith ar ganlyniadau terfynol cyffredinol Cymru yr haf hwn, felly mae angen cymryd fwy o ofal wrth wneud unrhyw gymariaethau arwyddocaol o un flwyddyn i’r llall.”

Ffynhonnell: Blog Senedd a ysgrifennwyd gan Jo Richards, Cyfarwyddwr Gweithredol Rheoleiddio Cymwysterau Cymru, Gorffennaf 2019

“These different entry patterns are likely to impact on the final overall Wales results this summer, so care should be taken to make any meaningful year-on-year comparisons”

Source: Senedd blog written by Jo Richards, Executive Director of Regulation at Qualification Wales July 2019

# Mesurau perfformiad hanesyddol

## Historical Performance Measures

- Ni chaiff gwybodaeth am fesurau perfformiad hanesyddol ei chyhoeddi bellach gan Lywodraeth Cymru.
- Information for historical performance measures will no longer be published by WG.
- Mae hyn yn cynnwys:
  - % Trothwy Lefel 1
  - % Trothwy Lefel 2
  - % Trothwy Lefel 2+
  - % 5A\*-A
- This includes:
  - % Level 1 Threshold
  - % Level 2 Threshold
  - % Level 2+ Threshold
  - % 5A\*-A

- Bydd y mesurau interim yn seiliedig ar bwyntiau yn hytrach nag yn canolbwyntio ar y ganran o fyfyrwyr sy'n cyrraedd gradd/lefel trothwy penodol. Dyma'r mesurau a gyhoeddir:
  - Mesurau sgôr 9 pwynt wedi'i chapio (3+6)
  - Mesur llythrennedd (y radd orau o gymwysterau iaith/llenyddiaeth)
  - Mesur rhifedd (y radd orau o gymwysterau mathemateg/rhifedd)
  - Mesur gwyddoniaeth (y radd orau o gymwysterau gwyddoniaeth)
  - Mesur Tystysgrif Her Sgiliau Bagloriaeth Cymru
- The interim measures will be points based rather than focused on the percentage of pupils attaining a particular threshold grade/level. The measures published will be:
  - The Capped 9 measures (3+6)
  - Literacy measure (best of Language / Literature)
  - Numeracy measure (best of mathematics / numeracy)
  - Science measure (best of science)
  - Welsh Baccalaureate Skills Challenge Certificate measure

Dyma'r hyn sy'n gyfwerth â sgoriau pwyntiau:  
A\*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16

Points Score equivalents are:  
A\*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16

# Sgôr 9 pwynt wedi'i chapio (3+6)

- Bydd y 'sgôr 9 pwynt wedi'i chapio' bellach yn cynnwys tri mesur craidd yn unig yn ogystal â'r chwe chymhwyster gorau arall (ac eithrio'r rhai sydd eisoes yn cyfrannu at y tri slot craidd). Nodir y tri mesur craidd isod:

Meysydd pwnc	Mesur dysgu
<b>Llythrennedd</b>	Y radd orau o'r cymwysterau iaith Saesneg, Cymraeg iaith gyntaf, llenyddiaeth Saesneg neu llenyddiaeth Gymraeg
<b>Rhifedd</b>	Y radd orau o'r cymwysterau mathemateg neu fathemateg-rhifedd
<b>Gwyddoniaeth</b>	Y radd orau o'r cymwysterau gwyddoniaeth

# Capped 9 Points Score (3+6)

- The 'Capped 9' will now include only 3 core measures plus any other best 6 qualifications (other than those already contributing to the 3 core slots).
- The three core measures are given below:

Subject Areas	Learning Measure
<b>Literacy</b>	Best of English Language, Welsh First Language, English Literature or Welsh Literature
<b>Numeracy</b>	Best of mathematics or mathematics-numeracy
<b>Science</b>	Best of science



## Interim Key Stage 4 Performance Measures

- *“Mae’r mesurau interim yn drefniadau trosiannol i bob pwrpas wrth i ni symud tuag at y trefniadau gwerthuso a gwella newydd.”*
- *“Ni fydd cyrhaeddiad yn erbyn mesurau Lefel 2 cynhwysol a Lefel 1 yn cael ei gyhoeddi mwyach o 2019 ymlaen... Felly, er mwyn cynorthwyo ysgolion i fonitro cynnydd yn erbyn targedau a osodwyd ar gyfer cyrhaeddiad Lefel 2 cynhwysol a Lefel 1, yn hydref 2019 byddwn yn darparu data cyrhaeddiad Lefel 2 cynhwysol a Lefel 1 yn ogystal â data’r mesurau interim i ysgolion.”*
- [Ffynhonnell: Bwletin 6 Llywodraeth Cymru i Awdurdodau Lleol a Llythyr Llywodraeth Cymru i Benaethiaid](#)
- *“The interim measures are very much transitional arrangements as we journey towards the new Evaluation and Improvement arrangements.”*
- *“Attainment against the Level 2 inclusive and the Level 1 measures will no longer be published for 2019... Therefore, in order to assist schools with monitoring progress against targets set for Level 2 inclusive and Level 1 attainment, in autumn 2019 we will provide schools with Level 2 inclusive and Level 1 attainment data in addition to the interim measures.”*
- [Source: WG LA Bulletin 6 and WG Letter to Headteachers](#)

## The future of performance measures

*“Mae’r modd y bydd mesurau perfformiad, neu unrhyw fath o ddangosyddion sy’n rhoi gwybodaeth, yn cael eu defnyddio, a sut olwg fydd arnynt, yn cael ei adolygu’n llawn a byddant yn cael eu datblygu yn yr un modd.*

*Mae hyn yn angenrheidiol er mwyn sicrhau’r newid o ran diwylliant sydd ei angen i gefnogi’r gwaith o weithredu a gwireddu’r cwricwlwm newydd.*

*Gall y mesurau fod yn feintiol ac yn seiliedig ar ddata ynghylch cyrhaeddiad, neu’n ansoddol, ond ni waeth pa fath o fesurau ydynt, byddant wedi’u cynllunio i’n helpu i gyrraedd ein nod, sef galluogi’r holl ddysgwyr i gyflawni eu potensial.”*

*“How performance measures, or any type of informative indicators, will be used and what they will look like is being fully reviewed and will be developed in the same vein.*

*This is necessary to bring about the cultural change needed to support the implementation and realisation of the new curriculum.*

*Measures may be quantitative and based on attainment data, or qualitative, but regardless of type they will be designed to help us secure our aim of enabling all learners to achieve their potential.*

[Ffynhonnell: Bwletin 6 Llywodraeth Cymru i Awdurdodau Lleol](#)

[Source: WG LA Bulletin 6](#)

## The future of performance measures

*Byddwn yn adolygu ac yn ystyried elfennau allweddol wrth inni symud ymlaen, gan gynnwys:*

- sut i rannu mesurau atebolrwydd a data ar gyfer hunanwerthuso*
- sut i reoli llwyth gwaith athrawon wrth inni ddatblygu'r gwaith*
- pennu unrhyw fesurau cynnydd â llinellau sylfaen dibynadwy*
- rhoi ystyriaeth i werth mesurau ysbeidiol yn hytrach na mesurau diwedd gyrfa*

*We will review and consider key aspects as we move forward, including:*

- how to split accountability measures from data for self-evaluation*
- how to manage teacher workload as we develop the work*
- determining any progress measures with dependable baselines*
- giving consideration to the value of intermittent rather than end of career measures”*

[Ffynhonnell: Bwletin 6 Llywodraeth Cymru i Awdurdodau Lleol](#)

[Source: WG LA Bulletin 6](#)

Nododd datganiad ar y cyd gan **Lywodraeth Cymru, Cymdeithas Llywodraeth Leol Cymru ac Estyn** i Gadeiryddion Craffu, Aelodau'r Cabinet, Cyfarwyddwyr Addysgu, Prif Swyddogion Gweithredol a Chyfarwyddwyr Rheoli'r Consortia Addysg Cenedlaethol (**16 Gorffennaf 2019**) y canlynol:

*“Mae'n wrthgynhyrchiol rhoi ysgolion o dan bwysau anghymesur ar sail mesurau unigol. Nid yw er budd gwella ysgolion ac yn peryglu tanseilio'r newid parhaus mewn diwylliant yr ydym yn gweithio gyda'n gilydd i'w gyflawni.*

*“Byddwn yn disgwyl i awdurdodau lleol a chonsortia rhanbarthol gynorthwyo ysgolion i wneud penderfyniadau addas ynglŷn â'u cwricwlwm er mwyn osgoi lleihau'r dewis i ddysgwyr...*

A joint communication from **Welsh Government, the WLGA and Estyn** to Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers and Managing Directors of Regional Education Consortia (**16<sup>th</sup> July 2019**) stated that:

*“It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve.*

*We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners...*

*“...Gyda'n gilydd, rydym wedi cytuno mai dyma'r dull cywir i'w ddilyn ac yn eich cynghori'n gryf i ddefnyddio ystod eang o ddata a gwybodaeth nad ydynt wedi'u cydgasglu i'ch galluogi i gyflawni'ch dyletswyddau wrth adrodd ar berfformiad ysgolion.*

*“Bydd gwerthuso perfformiad ysgolion unigol yn hytrach na data a gydgesglir ar lefel awdurdodau lleol yn fwy defnyddiol wrth gefnogi a herio ysgolion lleol i wella.”*

*...Collectively, we have agreed that this is the right approach to take and strongly advise you to use a broad range of un-aggregated data and information to enable you to discharge your duties when reporting on school performance.*

*Evaluating the performance of individual schools rather than generating aggregated data at local authority level will be more helpful to supporting and challenging individual schools with their improvement.”*

# Datblygiadau cenedlaethol yn y dyfodol

## Future National Developments

- Rôl Estyn yn y trefniadau gwerthuso a gwella newydd mewn ysgolion. Atal arolygu ysgolion a gynhelir yn rhannol o bosibl rhwng mis Medi 2020 a mis Awst 2021.
- Adnodd Cenedlaethol ar gyfer Gwella Ysgolion – yn cael ei ddatblygu gydag Estyn, y Sefydliad ar gyfer Cydweithrediad a Datblygiad Economaidd (OECD) a'r proffesiwn. Canllawiau drafft yn ystod hydref 2019. Proses wella derfynol yn 2020.
- Estyn's role in the new evaluation and improvement arrangements in schools. Possible partial suspension of inspection for maintained schools from September 2020 to August 2021.
- National Resource for School Improvement: Being developed with Estyn, OECD and the profession. Draft guidance Autumn 2019. Final improvement process in 2020.



# Datblygiadau cenedlaethol yn y dyfodol

## Future National Developments

- Cyhoeddwyd canlyniadau Ymgynghoriad Pennu Targedau Llywodraeth Cymru a dylai'r newidiadau i ofynion Cyfnod Allweddol 4 ddod i rym o fis Medi 2019.
- TGAU – Cymwysterau Cymru (\*) “Wrth i’r cwricwlwm drafft gael ei lunio, rydym wedi bod yn ystyried sut y gallwn sicrhau bod cymwysterau yn parhau i ddiwallu anghenion pobl ifanc 16 oed unwaith y caiff y cwricwlwm newydd ei gyflwyno. Bydd cyflawni nodau Cenhadaeth ein Cenedl yn golygu y bydd angen sicrhau bod cymwysterau newydd ar gael i’w haddysgu o fis Medi 2025.”
- Outcomes of the WG Target Setting Consultation has been published and changes to Key Stage 4 requirements should be effective from September 2019.
- GCSE – Qualifications Wales (\*) “As the draft curriculum has taken shape, we have been considering how we can make sure that qualifications continue to meet the needs of 16-year-olds once the new curriculum is introduced. Meeting the aims of the National Mission will require new qualifications to be available for first teaching from September 2025.”

[\(\\*\) Llythyr o Cymwysterau Cymru i Lywodraeth Cymru 12\\_2\\_2019](#)

[\(\\*\) Letter from QW to WG 12\\_2\\_2019](#)

# Unrhyw gwestiynau eraill?

## Any other questions?

The Welsh Government Statistical First Release “Academic Achievement of Pupils Aged 4 to 14 in Core Subjects, 2019” “SFR 61/2019” includes the following statement in relation to the decrease in National 2019 data when compared to 2018 data.:

*“Following a written statement by the Minister of Education in July 2018 and a consultation which ended in January 2018, teacher assessment data is no longer published at a school, local authority and consortia level. This is a significant move away from gathering information about young people’s performance on a school by school basis for accountability purposes.*

*This year’s results could be a reflection of these changes, whereby the prime purpose of teacher assessments has started to shift back to individual learners and away from holding schools to account.”*

## Foundation Phase

***Please note that due to revisions to the Foundation Phase Areas of Learning (AOL) for LLC and MDT in October 2014, which aligned them against the LNF and also made them more demanding, comparisons with previous years should be treated with caution, as they are not measured on a comparable basis.***

- Regional performance remains above the National average at all levels, with the only exception being LCW O6+, in the most recent year. However, performance has declined for nearly all performance measures in the most recent year for the Region.
- Larger falls in performance are seen Regionally for LCE O5+, LCE O6+ and MDT O6+ than are seen Nationally in the most recent year.
- However, the performance measures of MDT O5+, MDT O6+, PSD O6+, LCW O5+ and LCW O6+ all saw a smaller decrease Regionally than that seen Nationally in the most recent year, with the Regional performance of LCW O6+ increasing in the most recent year.
- Over the latest three-year period the fall in performance seen Regionally is smaller than that seen Nationally for the Foundation Phase Outcome Indicator.

## Gender

- The gender gap in performance has increased for nearly all indicators in the most recent year and is wider than the gap seen Nationally for nearly all measures.
- The widening of this gap is due to the performance of boys falling at a faster rate than the corresponding fall seen for girls.
- For LCW O6+ performance for boys and girls has increased but girls' performance has increased at a faster rate than boys' performance resulting in a widening of the gap for this measure also.

## eFSM

- The gap in performance between eFSM and nFSM pupils has widened for all performance measures at both expected and above-expected levels (except for LCE O6+) in the most recent year.
- Performance of eFSM pupils has fallen for all performance measures at both the expected and above-expected levels between 2018 and 2019.
- A similar pattern is evident for nFSM pupils, except for LCW O6+ where the performance of nFSM pupils has increased.

## Acquisition of English as an Additional Language

- The performance of pupils with acquisition of English as an Additional Language (development stages A-E) continues to decrease in the most recent year for all performance measures at the expected level and above-expected level (apart from LCW O5+ and O6+ where performance has increased).
- The gap between the performance of pupils with English as an Additional Language (development stages A-E) compared to those pupils where EAL is not applicable continues to widen at the expected level and above-expected level for all performance measures (apart from LCW O5+ and O6+ where the gap has narrowed to a point where the gap is now positive).

## Special Educational Need Provision

- At the expected level, the performance of pupils on the SEN register (SA, SA+ or Statement of Educational Need) has decreased for the third consecutive year for all performance measures except MDT which has fallen for the second consecutive year.
- The gap in performance between pupils who are on the SEN register and those that are not on the SEN register has increased for all performance measures except LCW which has narrowed slightly.

- At the above-expected level, the performance of pupils on the SEN register has decreased for all performance measures. The gap in performance between pupils who are on the SEN register and those that are not on the SEN register has decreased for LCE and MDT, but increased for LCW and PSD.

## Key Stage 2

- The Region continues to exceed the National average for all performance measures at the expected level.
- However, at the expected level performance has fallen in the most recent year for all performance measures except for Cymraeg.
- A decrease in results can be seen over the latest three-year period for all performance measures at the expected level.
- Regional performance at the above-expected level continues to exceed the National average for all performance measures in the most recent year.
- However, at the above-expected level performance has fallen for all performance levels in the most recent year.
- Improvements can be seen over the latest three-year period for all performance measures at the above-expected level.
- At the expected level, Cymraeg is the highest performing core subject in 2019 for the Region, followed by Mathematics, Science and lastly English.
- At the above-expected level, the highest performing core subject is Mathematics, with Cymraeg being the lowest performing core subject at this level.
- Writing, for both English and Cymraeg, continues to be the weakest element for language at a Regional level in 2019 at both the expected and above-expected levels.
-

## Gender:

- At the expected level, that gap in performance between boys and girls has widened for all performance measures. In most cases this widening of the gap is due to boys' performance falling at a faster rate than that seen for girls.
- At the above-expected level, the gap in performance between boys and girls has widened for all performance measures except for Cymraeg, which has narrowed due to improvements being made by boys against a fall in performance for girls.

## eFSM:

- At the expected level the gap in performance between eFSM and nFSM pupils has widened for all performance measures in the most recent year.
- The widening of the gap is due to the performance of eFSM pupils falling at a faster rate than the fall in performance for nFSM pupils.
- At the above-expected level, the gap in performance between eFSM and nFSM pupils has narrowed for English but has increased for all other performance measures.
- The narrowing of the gap for English L5+ is due to the performance of nFSM pupils falling at a faster rate than eFSM pupils.

## Acquisition of English as an Additional Language:

- The performance of pupils with acquisition of English as an Additional Language (development stages A-E) continues to decrease in the most recent year for most performance measures at the expected level, and for Mathematics and Science at the above-expected level.
- The gap between the performance of pupils with English as an Additional Language (development stages A-E) compared to those pupils where EAL is not applicable continues to widen at the expected level and above-expected level for all performance measures (apart from English L5+ and Mathematics L5+ where the gap has narrowed).

## Special Educational Need Provision:

- At the expected level, the performance of pupils on the SEN register (SA, SA+ or Statement of Educational Need) has decreased in the most recent year for all performance measures.
- The gap in performance between pupils who are on the SEN register and those that are not on the SEN register has increased for all performance measures at the expected level.



- At the above-expected level, the performance of pupils on the SEN register has decreased for all performance measures. The gap in performance between pupils who are on the SEN register and those that are not on the SEN register has decreased for Mathematics and Science, but increased for English and Cymraeg.

## Key Stage 3

- The Region continues to exceed the National average for all performance measures at the expected level.
- However, at the expected level performance has fallen in the most recent year for all performance measures.
- A decrease in results can be seen over the latest three-year period for most performance measures at the expected level, with the exceptions being Science and Core Subject Indicator.
- Regional performance at the above-expected level continues to exceed the National average for all performance measures in the most recent year.
- However, performance has fallen for all performance levels in the most recent year at the above-expected level.
- Improvements can be seen over the latest three-year period for all performance measures at the above-expected level except for Cymraeg.
- At the expected level +2, performance has decreased for all performance measures except Science in the most recent year.
- Regional performance at Level 7+ is above the National average for all subjects except Cymraeg.
- Performance over the latest three-year period at Level 7+ is positive for three of the four core subjects.
- At the expected level, Cymraeg is the highest performing core subject in 2019 for the Region, followed by Science, Mathematics and lastly English.
- At Level 6+, the highest performing core subject is Science with Cymraeg being the lowest performing core subject at this level.
- At Level 7+, the highest performing core subject is Mathematics with Cymraeg being the lowest performing core subject at this level.

- Writing, for both English and Cymraeg, continues to be the weakest element for language at a Regional level in 2019 at Level 5+, Level 6+ and Level 7+.

## Gender:

- Performance for boys has decreased for all performance measures at all levels in the most recent year. A similar picture is evident for the performance of girls with the only increases in 2019 being seen for Mathematics L6+ and Science Level 7+.
- At the expected level, the gap in performance between boys and girls has widened for all performance measures except Cymraeg. In most cases this widening of the gap is due to boys' performance falling at a faster rate than that seen for girls.
- At the above-expected level, the gap in performance between boys and girls has widened for English and Mathematics but narrowed for Cymraeg and Science.
- At Level 7+, the gap in performance has widened for English and Science, but narrowed for Mathematics and Cymraeg.

## eFSM:

- Performance for both eFSM and nFSM has decreased for all performance measures for all levels in the most recent year with the following exceptions:
  - eFSM: English L6+ Cymraeg L5+ and L6+, Science L7+
  - nFSM: Science L7+
- At the expected level the gap in performance between eFSM and nFSM pupils has widened for all performance measures in the most recent year except for Cymraeg.
- The widening of the gap is due to the performance of eFSM pupils falling at a faster rate than the fall in performance for nFSM pupils.
- At Level 6+, the gap in performance between eFSM and nFSM pupils has narrowed for English, Cymraeg and Science but has increased for all Mathematics.
- The narrowing of the gap for English L5+ is due to the performance of nFSM pupils falling at a faster rate than eFSM pupils.
- At Level 7+, the gap in performance between eFSM and nFSM pupils has narrowed for Mathematics, but has widened for all other core subjects.

## Acquisition of English as an Additional Language:

- The performance of pupils with acquisition of English as an Additional Language (development stages A-E) has increased for most performance measures at all levels in the most recent year. However, the performance of pupils where EAL is not applicable has fallen for all but one performance measure at all levels in the most recent year.
- The gap between the performance of pupils with English as an Additional Language (development stages A-E) compared to those pupils where EAL is not applicable has narrowed for nearly all performance measures at all levels in the most recent year, with gap widening for Cymraeg L6+, Mathematics L5+ and Science L5+ only.

## Special Educational Need Provision:

- The performance of pupils on the SEN register (SA, SA+ or Statement of Educational Need) has decreased in the most recent year for all performance measures at all levels. A similar pattern is evident for pupils who are not on the SEN register in the most recent year, with only Science L7+ improving in the most recent year.
- The gap in performance between pupils who are on the SEN register and those that are not on the SEN register has increased for most performance measures at the expected level, with only Cymraeg L5+ seeing a narrowing of the performance gap.
- At Level 6+, the gap in performance between pupils who are on the SEN register and those that are not on the SEN register has decreased for Cymraeg and Science, but increased for English and Mathematics.
- At Level 7+, the gap in performance between pupils who are on the SEN register and those that are not on the SEN register has decreased for Cymraeg and Mathematics, but increased for English and Science.

## Key Stage 4

***Due to changes to the performance measures for reporting in Summer 2019, only limited information can be provided for KS4 2019 results at present. No references will be included for historical measures (Level 1 Threshold, Level 2 Threshold, Level 2+ etc.) as these will not be published for 2019 data by Welsh Governments as they are based on threshold measures and not average points. Further details will be available once Welsh Government publishes provisional information towards the end of September. The first-entry of a qualification will be applied to performance measures for summer 2019 reporting, which is the first time that this has been included in the data for KS4 reporting. Therefore, direct comparisons to data for previous years is not possible and should be treated with caution.***

## Main Headlines:

Early data received for KS4 results 2019 shows that the average points score for the new performance measures are within 2.5 points of the figures available for 2018, but the 2018 figures do not take first-entry into account.

The Capped 9 points score is within 8 points of the latest figure available for 2018, but again this is not directly comparable due to first-entry not being taken into account for 2018 data and also a change to the definition of this measures between 2018 and 2019.

## Summary of New Interim Performance Measures

	2018	2019
Av Pts Literacy	42.4	40.9
Av Pts Numeracy	41.2	39.0
Av Pts Science	40.2	38.9
Av Capped 9 Pts Score (3+6)	379.9	371.7
Av Pts WB SCC	40.1	38.8

WJEC pass rates for A\*-C and A\*-G improved again in 2019 for the region, by 0.9pp and 0.8pp respectively to 64.5% and 96.9%. The pass rate for the region for A\*-A grades fell by 0.3pp in 2019 to 20.3%, but still remains above the National pass rate for these grades.

Regional performance for A\*-C is also above the National pass rate, and whilst the pass rate for A\*-G remains below the National level, the gap has narrowed slightly in the most recent year.

## Key Stage 5

### Level 3 Threshold:

The Level 3 Threshold for the region has increased for the second consecutive academic year, and in 2019 has reached its' highest ever position.

Over the latest three-year period, the region has improved by 1.8pp, with all LAs in the Region also increasing for this performance measure over this same period. In addition, all LAs saw an improvement in the most recent year.

However, these figures need to be treated with an element of caution as Cardiff LA is currently showing as over 100% of pupils achieved this performance using the information submitted on results day from the schools.

## Average Wider Points Score

This information is currently being checked with schools due to possible errors in the information submitted on results day.

Data received to date indicates a fall for this performance measures for all LAs and Regionally in 2019

### 3A\*-A:

Improvements can be seen again for this performance measure Regionally, with early data showing the best ever performance for this measure in 2019.

Nearly one in every five pupils in Cardiff LA achieved 3 or more A\*-A grades in 2019, and improvement on the performance seen in 2018.

Only the Vale of Glamorgan saw a decrease for this measure in 2019, but all LAs have made at least 6pp improvement over the latest three-year period.

### 3 A\*-C:

There is a slight decrease in performance in 2019 for the Region, but the proportion of pupils achieving this performance measure is still over 60%.

Only Bridgend and Cardiff saw improvements for this performance measure in 2019.

However, all LA in the Region, and the Region overall are still below the highest ever performance seen in 2016.

### Gender:

Girls out-performance for all four performance measures at Key Stage 5.

The gap in performance has narrowed for Level 3 Threshold and 3A\*-C but has widened for AWPS and 3A\*-A in the most recent year

## Reporting on performance September 2019 onwards

The WG alongside several partners and experts has undertaken a fundamental review of the accountability system for schools in Wales.

Findings highlighted that the existing system and its use of performance measures has many negative unintended consequences, such as:

- narrowing curriculum choice;
- disproportionate focus on particular groups of learners;
- the way in which benchmarking is used driving competition between schools rather than encouraging collaboration;
- an increased and unnecessary workload for teachers and others in the system, without the necessary impact or benefit for learners; and
- an aggregation of data for *accountability* purposes where it was designed for *improvement* purposes.

As a result, schools have heard conflicting messages from the various parts of the system about what matters. This has often diverted effort from learning and teaching and moved us towards a culture of compliance and bureaucracy.

A joint communication from **Welsh Government, the WLGA and Estyn** to Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers, and Managing Directors of Regional Education Consortia, published on **16 July 2019** stated that:

*"It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve. We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.*

*Collectively, we have agreed that this is the right approach to take and strongly advise you to use a broad range of un-aggregated data and information to enable you to discharge your duties when reporting on school performance. Evaluating the performance of individual schools rather than generating aggregated data at local authority level will be more helpful to supporting and challenging individual schools with their improvement."*

The purpose of this paper is to explain how we will be reporting on performance across Central South Consortium from September onwards whilst adhering to the WG guidance.

### Teacher Assessments (Foundation Phase to Key Stage 3)

National changes in the reporting of teacher assessments has been introduced over the past two years. It supports the key objectives of the Welsh Government document: 'Our National Mission,' in delivering robust assessment, evaluation and accountability arrangements to support a self-improving system.

International evidence suggests that for all learners to achieve their full potential, there should be a coherent assessment and accountability system. The primary purpose of assessment is to provide information that guides decisions about how best to progress pupils' learning.

There is now a greater focus on the use of data in school self-evaluation. In the reformed system, schools are evaluated according to the difference they make to the progress of every child.



Data and information that is available to schools to measure this progress includes: end of key stage data, baseline entry data, pupil progress data over time, value added data between baseline and key stages, reading and numeracy diagnostic test data, action research and specific testing data as well as ESTYN inspection outcomes.

Data that has traditionally been aggregated upwards for comparison has been removed. All benchmarking, comparisons with other establishments, reading and numeracy test data, placing schools and Local Authorities in rank order is no longer acceptable or possible. As of last year, the only comparative data available to Local Authorities in these key stages are the National averages for end of these key stages.

In addition, the Minister for Education 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.'*

These recent changes in assessment reporting requirements will strengthen the accuracy of assessment. It will reduce inflated levels and gaming and will ensure that every school looks closely at every learner and not just borderline learners who influence whether a school achieves a narrow measure or not.

National arrangements will have a renewed emphasis on Assessment for Learning as an essential and integral feature of learning and teaching; it is a significant move away from gathering information about young people's performance on a school-by-school basis for accountability purposes.

Teacher assessment data and National Reading and Numeracy Test data at a school, local authority and consortia level will no longer be published. This applies to the Foundation Phase, Key Stage 2 and Key Stage 3 in all maintained primary and secondary schools.

Arrangements that will remain:

- National Reading and Numeracy Tests and Teacher Assessments for individual learners, however no national school level benchmark information will be published.
- Headteachers are required to report school performance to parents and adult learners each school year.
- Governing bodies are required to produce annual reports to parents, school prospectuses, school development plans, and set performance and absence targets.
- Schools, governing bodies and local authorities still have access to their own data (alongside national level data) for self-evaluation purposes.
- The Welsh Government continue to collect individual learner level data to ensure transparency at a national performance level and to inform policy.

Arrangements that will change:

- No comparative information about teacher assessments and tests, in relation to other schools within a local authority or 'family of schools', will be published.
- The Welsh Government no longer produce or publish School Comparative Reports and All Wales Core Data Sets for schools and local authorities in respect of teacher assessment data.
- The My Local School website no longer includes teacher assessment data below the national level (from 2018).

## KS4 results 2019

New interim KS4 measures have been introduced for 2019 as part of the significant education reform programme in Wales.

National data capture for individual schools will be based on first entry results. The data provided regionally for individual school and LAs will also be based on first entry results.

JCQ/WJEC have published their data and press release based on the 'best outcome' obtained by 16 year olds across both the November and summer series. There will be differences between first entry and best outcome data.

As a result, across several indicators, it will not be possible to compare 2019 figures with previous performance.

The table below shows the new interim measures and the methodology used for calculating. It also demonstrates the key differences with previous years.

Interim Measure	How it is calculated	Differences from previous years, and why comparisons cannot be made
Capped 9 (3+6)	<p>The Capped 9 Points Score is a performance measure calculating the average of the scores for the best awards for all individual pupils in the cohort, capped at a specified volume of GCSEs or equivalent qualifications.</p> <p>Three of the nine slots require the awards of specific subjects and qualifications in order to contribute any points towards the measure. These slots are each one GCSE in size, specifying requirements in literacy, numeracy and science GCSEs only.</p> <p>The best grade from any of the literature or first language Welsh or English GCSEs can contribute towards the literacy slot.</p> <p>The best grade from either of the mathematics or mathematics – numeracy GCSEs can contribute towards the numeracy slot.</p> <p>The best grade from a science GCSE can contribute towards the science slot (currently this is limited to awards in the WJEC suite of science GCSE qualifications currently available to learners: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award).</p> <p>The remaining six qualifications will include the pupil's best performance in either GCSE and/or vocational equivalent.</p>	<p>✓ Only a pupil's first entry will count</p>

Literacy measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from any of the literature or first language Welsh or English GCSEs awarded to a pupil.	New 2019 measure, first entry only will count, with Literature also accepted within this measure
Numeracy measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from either of the mathematics or mathematics – numeracy GCSEs awarded to a pupil	New 2019 measure, first entry only will count
Science measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from a science GCSE awarded to a learner (currently this is limited to awards in the WJEC suite of science GCSE qualifications available to learners: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award) - these are identified as being able to contribute towards science measures.	New 2019 measure, first entry only will count
The Welsh Baccalaureate Skills Challenge Certificate measure	Calculates the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual learners in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award.	Reported separately as a main indicator for the first time in 2019

In this context, the data should be analysed on a local level and as a starting point to question local priorities.

Although 2019 data is currently available on historical performance measures (L1, L2, L2+ and 5A\*-A), comparison with previous years is not valid because of the first entry counting rather than best outcome.