



Literacy and Numeracy Strategy 2014 – 2016

'Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools'

Qualified for Life – WG – October 2014

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Part 1: Background and context

Raising standards in literacy and numeracy is at the top of the Welsh Government's improvement agenda. The 'Improving Schools' document (2012) sets the baseline; the task is not an easy one, nor one that can be attained overnight. Continuous efforts by a number of key partners will be required to achieve the aim. As noted in the National Literacy Programme (2012):

'The Welsh Government cannot raise standards of literacy alone. Literacy standards will only improve if there is commitment from regional school improvement consortia, local authorities, governing bodies, headteachers, teachers and support staff'

And in the National Numeracy Programme (2012) the Welsh Government envisages:

'...that the NNP will encourage greater collaboration within and across local authorities, sharing best practice, development and opportunities. Individual schools, practitioners, parents/carers, local authorities and consortia all have a part to play'

GwE is fully committed, alongside its partners, to play a full part in achieving the Minister's requirements within the set timetable.

What needs to be done is very clear. The Welsh Government has set out the aims in the National Literacy and Numeracy Programmes, namely:

- **Improve the teaching of numeracy and literacy skills across all subjects and in a range of contexts**
- **Identify learners who are considered to be falling behind their peers and support them to achieve their potential**
- **More able and talented learners are appropriately challenged and developed**
- **Reduce variability of practice and performance across Wales**

In his report, 'Future delivery of education services in Wales' (January 2013), Robert Hill supports the focus on the quality of teaching:

'The only way for schools in Wales to raise standards of achievement is to improve the quality of teaching and learning in the classroom. It is the quality of teaching that is the strongest within-school effect on pupils' achievement'

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At present, there is much room for improvement. Estyn reports that around half of all primary and secondary schools require a follow-up visit following an inspection. Her Majesty's Chief Inspector of Education and Training has highlighted significant problems with writing, phonics and the quality of Welsh- language teaching. Around a quarter of primary schools need to raise numeracy standards and in half of secondary schools planning for progression in mathematical skills is weak.

The Hill report provides clear guidance on how to achieve this.

Firstly:

'Schools must take responsibility for their own improvement and foster a culture of open classrooms where teachers can observe and learn from each other's practice as a matter of course. The role of school leaders should be focused not on meetings and administration but on instruction and supporting improvement in the classroom'.

Any support programme to improve standards in literacy and numeracy must therefore be part of a much broader cultural change; it cannot stand alone. Therefore, GwE's strategy for developing school-to-school support along with its Leadership Development Programme is an integral part of its Literacy and Numeracy strategy.

Secondly:

'Professional development programmes should increasingly be based on coaching that improves classroom practice rather than going on training courses. School-to-school working should become the norm with schools and teachers collaborating to share lesson planning, lesson study, learning walks and other action research approaches'.

Good understanding of best practice in literacy and numeracy is therefore necessary so that it may be identified and utilised, as well as the ability to develop these practitioners to mentor others effectively. Therefore, outstanding/designated literacy and numeracy teachers are central to GwE's literacy and numeracy strategy.

And thirdly:

'...the best professional development comes through practitioners sharing their practice. External training is much more likely to be effective if it is linked to joint lesson planning, joint lesson study, joint learning walks, peer lesson observation and evaluation,

coaching or being coached or participating in a professional learning community. In other words the emphasis is on applying the learning and improving classroom practice. Ideally the joint learning takes place across schools as well as within schools'.

Opportunities must be provided therefore for leaders, teachers and classroom assistants to share the most effective practice through collaboration, joint evaluation and joint investigation. Therefore, developing partnerships and networks will be the foundation of this strategy

The recommendations of the Hill report will underpin the work, namely:

- Tailor training to meet the needs of every school, which is based on improving lesson plans, classroom practice and formative assessment - especially providing effective feedback.
- Use high-quality schemes of work from excellent schools to help weaker schools plan and implement the National Literacy and Numeracy Framework
- Encourage, equip and empower teachers to plan lessons together, observe each other's practice and assess in a disciplined manner the impact of innovative approaches to teaching and learning.
- Ensure that literacy and numeracy training is focused on improving classroom teaching, including effective teaching of phonics, reading recovery, writing and numeracy skills, and that delivery is closely co-ordinated between GwE and the NSP
- Ensure a standardised tracking system for literacy and numeracy on a pupil level that enables schools to ensure that all pupils achieve their potential.
- Make extensive use of the Improving Teacher Programme and the Outstanding Teacher Programme
- Ensure a quality range of materials and resources in Welsh to support the application of the National Literacy and Numeracy framework across the curriculum.

GwE Business Plan

The GwE Business Plan 2015-18 outlines the action, timetable and outcomes for our key priorities

- Raising standards of teaching and learning for every learner across the region consistently across all phases
- Improve the quality and impact of leadership
- Develop a self improving school system
- Improve internal structures to ensure an effective monitoring and challenging service which is consistent across the region.

The Senior Challenge and Support Adviser for Literacy and Numeracy will co-ordinate and lead this work in order to:

- Support the work of the Challenge Advisers by conducting regular sessions with a focus group in order to share information about ways of working, training and the progress of schools
- Develop literacy and numeracy leadership by:
 - Providing termly training for literacy and numeracy leaders in primary, secondary and special schools, which will be a combination of developing leadership skills and subject specific knowledge.
 - Providing training packs to be used to upskill teachers and class assistants in their schools
 - Sharing the most effective practices across the region by means of networking meetings and the website
 - Mentoring literacy and numeracy leaders in red/amber schools
- Provide intensive support for red and amber schools by working with the literacy/numeracy leader to train teachers and class assistants, advise on resources and effective strategies and monitoring the school's progress against improvement priorities.

Part 2: Priorities for action 2015 - 16

1. Develop a system of self-improving schools by:

- Providing support and training for literacy and numeracy leaders in primary, secondary and special schools in order to ensure effective leadership and management on a school level
- Ensure that the best practice is shared across the region and nationally

2. Providing intensive support for specific schools by:

- Working closely with Challenge Advisers in order to ensure an appropriate level of challenge for school leaders with regard to standards and provision for literacy and numeracy
- Mentoring literacy and numeracy leaders in those schools
- Exploring the inter-relationship between teacher assessment and the WNT results in reading and numeracy in order to target support more effectively.

Priority 1 – Developing a system of self-improving schools

What GwE and the Local Authorities will do:

- Ensure that all literacy and numeracy leaders have a sound understanding of their school's performance in literacy and numeracy and that they have good knowledge of what constitutes excellent teaching in the context of literacy and numeracy.
- Ensure that raising standards and improving literacy and numeracy provision is a fundamental part of every school's improvement plan and that this is based on a thorough and detailed analysis of the school's performance data, including national tests data.
- Monitor the school's use of its budget, especially the EIG, to respond effectively to its priorities for action.
- Ensure that all Governing Bodies have the necessary knowledge and understanding to challenge the performance of schools and to intervene when this does not take place effectively.

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- Ensure that school leaders and Challenge Advisers know how to broker additional external support where appropriate
- Ensure that schools' tracking systems track learners' progress in literacy and numeracy; that learners with ALN and MAT learners are identified early and that appropriate programmes are provided for them
- Promote networks of schools that share similar priorities for improvement, providing specialist input where required.
- Provide training packs for literacy and numeracy leaders to use to upskill teachers and class assistants in their schools
- Identify literacy and numeracy co-leading schools to share their most effective practices by providing an input in training sessions/networking meetings and making contributions to the website.
- By means of networking meetings and regional conferences, ensure that schools in the region have access to the best practices of the other 3 regions, and facilitate access for ERW, EAS and CSC to the best practice in GwE schools.

What schools will do:

- Ensure a whole school strategy for literacy and numeracy and a suitable individual identified to lead on it. Make appropriate use of PM processes to develop the skills of these individuals.
- Complete a detailed analysis of the school's literacy and numeracy performance data, using this as part of the self-evaluation and to determine priorities for the School Improvement Plan.
- By means of the above analysis, identify any common areas for development and ensure that appropriate opportunities are provided to improve the skills of teachers and support staff in these areas.
- Use performance data on an individual learner level to target additional support and deliver suitable interventions
- Have a consistent and current knowledge of practice within the school by implementing effective monitoring systems. Use the PM process to support staff and to ensure that the quality of teaching in the school is good or better.
- Give appropriate consideration to guidelines and guidance on literacy and numeracy published by the WG and share the key messages with all the staff.
- Make the best effective use of tracking systems to track the progress of all learners, including FSM learners, and respond promptly and appropriately to any underperformance.
- Be willing to share effective practice with other schools in the region

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- Ensure there are effective transition arrangements in place for learners from one key stage to the next, avoiding a fall in the performance and attainment of groups of learners.
- In secondary schools, ensure cohesive provision with regard to literacy and numeracy and close collaboration between the literacy co-ordinator / leader and the Head of the Welsh/English department and the numeracy co-ordinator / leader and the Head of the Mathematics department.

Priority 2 - Providing intensive support for specific schools

What GwE and the Local Authorities will do:

- Ensure that there is an improvement plan in place for these schools, which will be monitored on a regular basis, and that schools' literacy /English/Welsh and numeracy / Mathematics needs are identified within this document
- Ensure that the internal communication within GwE and between GwE and the LA is more effective, so that the information about the support available for literacy / English / Welsh and numeracy /Mathematics is shared
- Provide and arrange training appropriately targeted to the needs of schools, which will have been identified in Challenge Advisers' visits. Ensure follow-up to this training for individual teachers in the classroom, where required.
- The Associate Partners will mentor individual teachers and literacy and numeracy leaders in some instances by modelling the best teaching practices in the classroom.
- Ensure that schools are aware of Estyn recommendations as set out in national reports on literacy and numeracy and that they respond to them
- Facilitate regional and sub-regional networks so that the latest information and the best practice on a local, national and international level are shared effectively.
- Ensure access to support from a literacy and numeracy co-leading school, where appropriate.
- During their monitoring visits, ensure that Challenge Advisers place an appropriate focus on excellent teaching in literacy / English / Welsh and numeracy / Mathematics providing recommendations that will lead to improvements and monitor the school's progress appropriately.

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What schools will do:

- Through collaboration with GwE and the co-leading schools, develop a good and current knowledge and understanding of what constitutes excellent teaching in literacy / English / Welsh and numeracy/ Mathematics and by means of regular monitoring processes, know where strengths lie and what the areas for development within the school are.
- Share best practice within the school and eradicate any inconsistency with regard to standards in teaching.
- Have a range of appropriate interventions to meet the specific needs of ALN pupils, including MAT pupils. Ensure that staff have received training to deliver intervention programmes so that learners make the best possible progress, and that these individuals receive continuous support from a line manager who has a full understanding of the requirements of such programmes.
- Ensure that teachers make the most effective use of the best resources available to develop literacy /English / Welsh and numeracy / Mathematics and that they are making effective use of the GwE website amongst others.
- Ensure that lessons meet the needs of every individual learner - that MAT pupils are sufficiently challenged to develop higher order skills and that those requiring additional support make progress appropriate to their ability.

Part 3: Performance Data

Table 2: National Reading Test results, by LA and result, 2015

Note: Results have been standardised separately for the English and Welsh versions of the National Reading Test and should not be compared to assess the reading ability of pupils.

Local Authority	National Reading Test - English						National Reading Test - Welsh					
	Absent during test		Less than 85	Between 85 and 115	Greater than 115	Cohort	Absent during test		Less than 85	Between 85 and 115	Greater than 115	Cohort
	Disapplied	w window	%	%	%		Disapplied	w window	%	%	%	
%	%	%	%	%	%	%	%	%	%	%	%	
Isle of Anglesey	1.5	1.6	11.9	70.1	14.9	4,401	1.4	1.0	18.0	64.4	15.1	3,791
Gwynedd	1.4	1.2	12.7	68.9	15.7	7,310	1.1	0.9	12.5	65.8	19.8	9,137
Conwy	0.5	1.2	13.2	67.7	17.4	8,206	0.2	2.7	15.1	66.2	15.8	1,950
Denbighshire	1.8	1.9	13.7	68.4	14.2	8,351	0.5	1.1	10.3	68.9	19.2	1,999
Flintshire	1.0	1.5	12.3	68.4	16.8	13,300	0.3	0.4	12.7	71.4	15.3	747
Wrexham	2.0	1.9	14.4	66.7	15.0	10,997	0.2	1.3	18.3	69.2	10.9	1,235
Powys	2.0	0.8	10.7	66.5	20.1	10,031	0.5	0.5	10.8	69.3	18.9	1,692
Ceredigion	1.7	0.7	11.3	68.0	18.2	4,276	1.4	0.6	14.3	66.6	17.1	3,754
Pembrokeshire	2.0	1.3	11.8	66.6	18.3	9,423	0.5	0.6	15.9	68.0	15.1	1,776
Cardiganshire	1.6	0.9	12.3	68.2	16.9	13,269	1.1	0.7	14.0	66.1	18.2	7,760
Swansea	2.2	0.9	11.4	66.9	18.7	19,308	0.2	1.4	13.6	70.8	14.0	2,477
Neath Port Talbot	1.7	1.3	14.2	68.4	14.3	11,453	0.1	0.4	12.2	72.0	15.2	1,799
Bridgend	1.9	1.2	12.5	68.0	16.5	12,197	0.7	0.2	14.8	71.3	12.9	959
The Vale of Glamorgan	1.2	0.9	9.6	65.1	23.2	11,520	0.0	0.4	7.0	69.2	23.3	1,369
Rhondda Cynon Taf	2.0	1.3	15.1	68.5	13.1	20,151	0.2	1.1	15.7	71.8	11.2	4,088
Merthyr Tydfil	2.3	1.2	15.7	67.9	12.9	4,983	0.0	1.6	14.1	72.3	12.0	383
Caerphilly	0.8	1.1	16.4	67.6	14.1	15,514	0.2	0.9	17.7	69.3	11.9	2,395
Blaenau Gwent	2.3	1.6	19.0	67.8	9.3	5,428	0.0	2.4	40.0	54.1	3.5	170
Torfaen	1.2	1.7	15.3	67.4	14.5	8,222	0.0	0.9	16.0	70.4	12.6	967
Monmouthshire	1.7	0.8	8.9	63.8	24.9	6,694	0.5	0.9	9.5	60.7	28.4	211
Newport	1.9	1.5	14.9	66.6	15.1	13,512	0.8	0.8	18.9	70.5	9.0	376
Cardiff	1.6	1.2	13.9	64.8	18.4	27,938	0.5	0.5	8.7	64.6	25.8	4,133
Wales	1.8	1.3	13.4	67.0	16.6	247,597	0.7	0.9	13.8	67.5	17.1	53,187

Table 3: National Reading Test - English: progress measure, by LA, 2013 to 2015 (a) (b)

Local Authority	2013					2014					2015				
	Absent during test		Below average	Within average	Above average	Absent during test		Below average	Within average	Above average	Absent during test		Below average	Within average	Above average
	Disapplied	window				Disapplied	window				Disapplied	window			
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Isle of Anglesey	1.6	1.4	13.6	64.4	19.1	1.5	1.8	16.0	62.1	18.6	1.5	1.6	11.8	70.0	15.1
Gwynedd	1.4	1.1	17.8	63.9	15.8	1.7	1.1	16.6	62.2	18.5	1.4	1.2	12.7	68.5	16.1
Conwy	1.2	1.2	18.6	63.9	15.1	1.5	1.4	17.2	63.4	16.4	0.5	1.2	13.5	67.7	17.1
Denbighshire	2.8	0.9	16.2	64.5	15.7	2.1	1.9	17.1	63.3	15.5	1.8	1.9	13.6	68.1	14.5
Flintshire	1.2	1.7	17.5	63.5	16.1	1.1	2.0	17.3	62.5	17.2	1.0	1.5	12.2	68.9	16.4
Wrexham	2.9	2.4	17.1	62.0	15.5	2.2	1.8	18.7	61.6	15.8	2.0	1.9	14.2	67.6	14.3
Powys	1.4	0.9	14.6	63.3	19.9	2.0	0.8	14.0	61.9	21.2	2.0	0.8	10.7	66.6	20.0
Ceredigion	1.4	0.8	15.0	62.5	20.3	2.0	1.1	13.2	61.2	22.4	1.7	0.7	11.2	68.1	18.2
Pembrokeshire	1.5	1.3	16.6	62.2	18.4	1.5	1.7	15.4	61.9	19.5	2.0	1.3	11.8	66.8	18.0
Carmarthenshire	1.5	1.6	17.1	64.0	15.8	1.9	1.8	16.3	62.1	17.9	1.6	0.9	12.7	67.8	17.0
Swansea	2.6	1.4	16.3	63.0	16.7	2.1	1.7	15.3	62.5	18.3	2.2	0.9	11.4	67.2	18.4
Neath Port Talbot	2.1	1.3	19.3	64.2	13.1	1.9	2.1	18.2	63.0	14.7	1.7	1.3	14.4	68.3	14.2
Bridgend	2.3	1.8	16.5	63.7	15.7	2.2	1.4	16.8	62.9	16.7	1.9	1.2	12.4	68.3	16.3
The Vale of Glamorgan	1.3	1.4	13.5	62.0	21.8	1.4	1.3	13.3	61.2	22.9	1.2	0.9	9.6	65.7	22.6
Rhondda Cynon Taf	2.0	1.5	19.9	62.5	14.1	2.1	1.6	20.6	62.6	13.2	2.0	1.3	15.3	68.5	12.9
Merthyr Tydfil	2.0	0.8	23.0	62.2	12.0	2.0	1.5	21.7	62.5	12.3	2.3	1.2	15.5	68.5	12.5
Caerphilly	0.8	1.6	22.0	62.4	13.3	1.0	1.3	22.4	62.0	13.2	0.8	1.1	16.6	67.6	14.0
Blaenau Gwent	1.7	2.2	23.3	62.8	10.1	1.5	1.8	24.9	61.3	10.5	2.3	1.6	19.6	67.4	9.2
Torfaen	1.0	2.0	20.3	63.4	13.3	1.0	2.5	19.7	62.4	14.4	1.2	1.7	15.7	67.3	14.1
Monmouthshire	1.1	1.0	12.2	62.0	23.8	1.2	0.6	13.1	61.3	23.8	1.7	0.8	8.9	64.3	24.4
Newport	2.5	1.7	17.7	61.9	16.3	2.0	2.1	18.7	61.5	15.7	1.9	1.5	15.0	66.8	14.8
Cardiff	1.5	1.5	18.9	60.7	17.4	1.7	1.7	17.8	60.2	18.6	1.6	1.2	14.0	65.1	18.0
Wales	1.9	1.5	17.8	62.6	16.2	1.9	1.6	17.7	61.8	17.0	1.8	1.3	13.5	67.1	16.3

(a) Does not include optional English reading test results for pupils in year 3 studying Welsh first language.

(b) Each test will generally reflect a similar distribution of standardised scores within the set ranges. However, due to the range of marks available and the nature of the tests, results may not present a normal distribution. The data should be used to compare the relative performance of local authorities across years rather than to assess overall performance against a particular indicator.

Table 4: National Reading Test - Welsh: progress measure, by LA, 2013 to 2015 (a)

Local Authority	2013					2014					2015				
	Absent during test		Below average	Within average	Above average	Absent during test		Below average	Within average	Above average	Absent during test		Below average	Within average	Above average
	Disapplied	window	%	%	%	Disapplied	window	%	%	%	Disapplied	window	%	%	%
Isle of Anglesey	1.7	1.0	17.9	64.7	14.8	1.2	1.5	21.0	62.5	13.8	1.4	1.0	18.3	65.2	14.1
Gwynedd	1.5	1.8	15.0	65.7	16.1	1.3	0.7	16.3	64.0	17.8	1.1	0.9	12.6	66.5	16.9
Conwy	0.3	1.3	19.5	67.2	11.8	1.3	0.5	18.4	64.0	15.9	0.2	2.7	15.2	67.1	14.8
Denbighshire	1.0	0.4	13.6	69.9	15.2	0.8	1.3	14.4	66.4	17.1	0.5	1.1	10.4	69.8	18.3
Flintshire	1.1	0.3	20.7	63.3	14.7	-	0.7	19.4	68.3	11.6	0.3	0.4	13.1	72.4	13.8
Wrexham	1.3	1.5	22.6	66.4	8.3	0.2	1.0	23.3	62.4	13.1	0.2	1.3	19.2	68.8	10.4
Powys	0.4	0.8	15.1	68.3	15.4	0.9	0.6	16.1	65.9	16.5	0.5	0.5	10.6	70.3	18.0
Ceredigion	1.0	0.5	18.4	65.1	15.0	2.0	1.0	16.5	63.8	16.7	1.4	0.6	14.4	66.6	16.9
Pembrokeshire	0.7	0.3	19.4	68.0	13.4	0.8	0.6	17.1	68.8	14.7	0.5	0.6	15.7	69.1	14.2
Cardiganshire	1.2	1.6	18.9	65.8	12.5	1.3	1.3	17.6	64.8	14.8	1.1	0.7	14.1	66.6	17.5
Swansea	-	1.9	20.8	67.4	9.9	0.2	1.4	19.1	66.0	13.3	0.2	1.4	13.4	71.4	13.6
Neath Port Talbot	0.4	1.6	23.5	65.1	9.8	0.5	1.0	19.2	66.8	12.6	0.1	0.4	12.3	72.9	14.2
Bridgend	0.3	1.1	21.3	68.1	9.1	-	1.3	22.5	65.0	11.2	0.7	0.2	15.0	71.4	12.6
The Vale of Glamorgan	-	1.3	11.3	70.2	17.2	0.1	0.7	10.8	68.9	21.6	-	0.4	6.9	69.6	23.1
Rhondda Cynon Taf	0.4	1.4	21.8	67.4	9.0	0.3	1.8	24.6	64.3	9.0	0.2	1.1	16.1	71.6	11.0
Merthyr Tydfil	-	1.2	14.5	73.0	11.2	-	1.6	14.6	71.4	12.4	-	1.6	14.9	72.1	11.5
Caerphilly	1.0	1.0	22.3	65.1	10.6	0.1	1.2	24.8	63.1	10.6	0.2	0.9	16.2	69.1	11.6
Blaenau Gwent	-	0.7	35.3	60.8	3.3	-	0.6	46.1	50.0	3.2	-	2.4	41.8	52.9	2.9
Torfaen	0.1	0.6	22.3	65.1	11.9	0.1	1.3	21.6	65.0	11.6	-	0.9	15.5	71.4	12.2
Monmouthshire	0.5	1.1	13.0	65.8	19.6	0.5	1.0	11.9	64.3	22.4	0.5	0.9	10.9	62.6	25.1
Newport	0.3	-	31.8	59.8	8.1	0.3	0.9	28.0	62.5	8.3	0.8	0.8	20.2	69.7	8.5
Cardiff	0.4	1.0	13.2	65.4	19.9	0.4	1.0	14.2	62.1	22.4	0.5	0.5	6.6	65.4	24.8
Wales	0.9	1.2	18.1	66.2	13.6	0.9	1.1	18.4	64.4	15.3	0.7	0.9	13.9	68.0	16.4

(a) Each test will generally reflect a similar distribution of standardised scores within the set ranges. However, due to the range of marks available and the nature of the tests, results may not present a normal distribution. The data should be used to compare the relative performance of local authorities across years rather than to assess overall performance against a particular indicator.

Table 8: National Numeracy Test results, by LA and result, 2015

Note: Age-standardised scores provide a measure of relative performance only. Therefore the data in this release should not be used to compare the relative performance across different cohorts as

Local Authority	National Numeracy Test - Procedural Component					Cohort	National Numeracy Test - Reasoning Component					Cohort
	Disapplied	Absent	Less than 85	Between 85 and 115	Greater than 115		Disapplied	Absent	Less than 85	Between 85 and 115	Greater than 115	
		during test window						during test window				
%	%	%	%	%	%	%	%	%	%	%		
Isle of Anglesey	1.4	1.2	10.3	70.3	16.7	5,452	1.4	1.7	9.0	67.4	20.4	5,452
Gwynedd	1.2	1.2	10.3	68.9	18.3	9,794	1.2	1.8	7.8	65.7	23.5	9,794
Conwy	0.5	0.9	15.3	69.6	13.8	8,790	0.5	1.5	12.1	70.4	15.6	8,790
Denbighshire	1.7	1.8	14.0	69.8	12.7	8,897	1.7	2.5	10.8	68.6	16.4	8,897
Flintshire	1.0	1.5	12.8	70.1	14.6	13,496	1.0	2.1	9.8	70.1	16.9	13,496
Wrexham	1.9	1.6	13.5	69.0	14.0	11,385	1.9	2.2	11.0	69.1	15.7	11,385
Powys	1.9	0.5	10.6	70.8	16.1	10,541	1.9	0.8	7.6	68.7	21.0	10,541
Ceredigion	1.5	0.5	9.0	69.9	19.1	5,264	1.4	1.1	7.2	68.0	22.2	5,264
Pembrokeshire	2.0	1.1	12.4	69.9	14.6	9,932	2.1	1.8	9.2	69.4	17.5	9,932
Cardiganshire	1.4	0.9	9.9	68.7	19.0	15,537	1.4	1.2	8.4	68.9	20.1	15,537
Swansea	2.1	1.1	10.1	66.4	20.3	20,072	2.1	1.3	8.3	67.7	20.6	20,072
Neath Port Talbot	1.6	1.4	12.9	69.0	15.1	12,012	1.6	2.0	11.6	70.6	14.2	12,012
Bridgend	1.8	0.9	12.5	67.7	17.1	12,481	1.9	1.5	10.8	68.8	17.1	12,481
The Vale of Glamorgan	1.1	1.1	9.2	66.6	21.9	11,957	1.2	1.7	7.7	66.9	22.3	11,957
Rhondda Cynon Taf	1.9	1.3	15.1	68.5	13.1	21,249	1.9	1.9	12.4	70.8	13.0	21,249
Merthyr Tydfil	2.3	1.2	13.7	69.7	13.2	5,152	2.3	1.9	13.1	71.1	11.6	5,152
Caerphilly	0.8	1.1	15.6	68.6	13.7	16,250	0.8	1.4	14.5	70.7	12.6	16,250
Blaenau Gwent	2.2	1.7	19.1	67.8	9.2	5,507	2.2	1.9	18.4	68.9	8.7	5,507
Torfaen	1.2	1.4	16.0	68.8	12.6	8,456	1.2	2.1	14.2	69.5	13.0	8,456
Monmouthshire	1.8	0.8	9.9	66.0	21.6	6,791	1.8	1.0	9.2	68.2	19.8	6,791
Newport	1.7	1.5	16.1	67.8	13.0	13,685	1.6	2.2	14.9	68.9	12.3	13,685
Cardiff	1.6	1.3	13.6	65.4	18.1	29,203	1.6	1.9	12.2	67.5	16.7	29,203
Wales	1.6	1.2	12.9	68.2	16.0	263,024	1.6	1.7	11.0	68.8	16.8	263,024

Table 9: National Numeracy Test - Procedural: progress measure, by LA, 2013 to 2015 (a)

Local Authority	2013					2014					2015				
	Absent during test		Below average	Within average	Above average	Absent during test		Below average	Within average	Above average	Absent during test		Below average	Within average	Above average
	Disapplied	window	%	%	%	Disapplied	window	%	%	%	Disapplied	window	%	%	%
Isle of Anglesey	1.6	1.2	10.2	60.4	26.6	1.3	2.5	12.5	62.8	20.9	1.4	1.2	10.7	69.8	16.9
Gwynedd	1.2	1.2	12.5	63.2	21.9	1.4	1.1	13.3	62.8	21.4	1.2	1.2	10.5	68.5	18.6
Conwy	1.2	1.4	19.6	62.4	15.4	1.4	1.3	18.9	62.5	15.9	0.5	0.9	15.6	68.5	14.5
Denbighshire	2.6	1.0	14.8	65.8	15.8	2.1	2.4	17.3	63.3	15.0	1.7	1.8	14.0	69.3	13.2
Flintshire	1.0	1.9	17.8	62.9	16.5	1.0	1.7	18.2	63.5	15.7	1.0	1.5	13.2	69.1	15.3
Wrexham	2.6	2.3	17.4	61.1	16.6	2.1	2.0	18.8	60.9	16.2	1.9	1.6	13.9	68.3	14.3
Powys	1.3	1.0	14.3	64.7	16.6	2.0	0.9	13.4	64.7	19.0	1.9	0.5	10.7	70.2	16.7
Ceredigion	1.2	0.7	15.0	63.1	20.1	1.9	1.3	11.8	61.2	23.7	1.5	0.5	9.2	69.3	19.5
Pembrokeshire	1.6	1.1	16.0	64.0	17.2	1.4	1.6	15.1	62.6	19.3	2.0	1.1	12.3	69.3	15.3
Carmarthenshire	1.6	1.5	15.0	62.6	19.3	1.5	1.4	13.3	63.6	20.2	1.4	0.9	10.1	68.1	19.5
Swansea	1.9	1.5	16.5	60.7	19.5	1.9	1.7	14.5	60.9	20.9	2.1	1.1	10.1	65.8	20.9
Neath Port Talbot	1.6	1.5	18.4	62.4	16.0	1.7	1.9	16.9	63.1	16.4	1.6	1.4	13.2	68.3	15.6
Bridgend	2.1	1.6	17.1	62.6	16.6	2.2	1.4	16.5	62.2	17.6	1.8	0.9	12.4	67.1	17.7
The Vale of Glamorgan	1.1	1.2	11.4	61.8	24.5	1.3	1.3	13.2	61.1	23.1	1.1	1.1	9.2	66.1	22.5
Rhondda Cynon Taf	1.8	1.7	18.8	62.5	15.2	1.9	1.7	21.9	61.8	12.7	1.9	1.3	15.4	68.0	13.4
Merthyr Tydfil	1.9	1.1	23.4	60.7	12.9	1.9	1.2	20.3	62.7	14.0	2.3	1.2	13.7	69.2	13.7
Caerphilly	0.8	1.9	19.9	61.5	15.9	1.0	1.3	21.5	62.3	13.9	0.8	1.1	15.9	68.0	14.3
Blaenau Gwent	0.9	2.1	24.6	61.3	11.1	1.5	1.5	26.6	59.6	10.7	2.2	1.7	19.3	67.6	9.2
Torfaen	0.8	2.0	20.5	62.3	14.4	1.0	2.6	20.5	62.7	13.1	1.2	1.4	16.5	67.9	12.9
Monmouthshire	1.0	1.0	14.0	62.4	21.6	1.2	0.8	13.7	61.8	22.6	1.8	0.8	10.0	64.8	22.6
Newport	1.6	1.7	17.7	60.2	18.9	1.8	2.6	20.5	60.7	14.5	1.7	1.5	16.6	66.9	13.4
Cardiff	0.9	1.5	18.3	59.9	19.4	1.6	1.5	18.2	60.2	18.6	1.6	1.3	13.7	64.9	18.6
Wales	1.5	1.5	17.1	61.9	17.9	1.7	1.6	17.3	61.9	17.4	1.6	1.2	13.1	67.5	16.5

(a) Each test will generally reflect a similar distribution of standardised scores within the set ranges. However, due to the range of marks available and the nature of the tests, results may not present a normal distribution. The data should be used to compare the relative performance of local authorities across years rather than to assess overall performance against a particular indicator.

Table 10: National Numeracy Test - Reasoning: progress measure, by LA, 2014 to 2015 (a)

Local Authority	2014					2015				
	Disapplied	Absent	Below average	Within average	Above average	Disapplied	Absent	Below average	Within average	Above average
		during test window					during test window			
%	%	%	%	%	%	%	%	%	%	
Isle of Anglesey	1.3	3.1	12.2	62.1	21.4	1.4	1.7	9.4	67.1	20.4
Gwynedd	1.5	1.9	12.1	64.0	20.5	1.2	1.8	8.1	65.5	23.4
Conwy	1.5	2.1	15.8	64.8	15.9	0.5	1.5	12.6	69.8	15.7
Denbighshire	2.0	3.2	15.2	64.0	15.6	1.7	2.5	11.1	68.6	16.2
Flintshire	1.0	2.8	15.0	65.0	16.1	1.0	2.1	10.3	69.7	16.9
Wrexham	2.1	2.5	16.4	63.0	16.1	1.9	2.2	11.5	68.5	15.8
Powys	2.1	1.4	12.3	63.4	20.9	1.9	0.8	7.9	68.1	21.3
Ceredigion	1.9	1.7	10.5	61.9	23.9	1.4	1.1	7.5	67.1	22.8
Pembrokeshire	1.4	2.9	14.2	63.2	18.3	2.1	1.8	9.7	68.4	18.1
Cararthenshire	1.6	2.1	13.3	63.8	19.3	1.4	1.2	8.9	68.0	20.6
Swansea	1.9	2.2	14.1	63.0	18.7	2.1	1.3	8.6	67.2	20.9
Neath Port Talbot	1.8	2.3	19.0	63.8	13.2	1.6	2.0	12.3	70.2	13.9
Bridgend	2.2	2.3	16.8	62.3	16.3	1.9	1.5	11.2	68.1	17.3
The Vale of Glamorgan	1.3	1.9	12.6	64.3	20.0	1.2	1.7	8.2	66.4	22.5
Rhondda Cynon Taf	1.9	2.5	21.5	62.4	11.7	1.9	1.9	13.0	69.9	13.2
Merthyr Tydfil	1.9	2.9	21.9	61.9	11.4	2.3	1.9	13.7	70.8	11.4
Caerphilly	1.0	1.9	21.7	63.0	12.3	0.8	1.4	14.9	69.9	13.0
Blaenau Gwent	1.5	2.3	26.1	62.1	7.9	2.2	1.9	19.2	68.0	8.8
Torfaen	1.1	3.2	20.2	63.1	12.4	1.2	2.1	14.6	69.3	12.9
Monmouthshire	1.1	0.8	15.0	64.6	18.5	1.8	1.0	9.9	67.4	19.9
New port	1.8	3.0	20.6	61.8	12.8	1.6	2.2	15.5	68.0	12.6
Cardiff	1.6	2.3	18.3	61.2	16.7	1.6	1.9	12.8	66.7	17.0
Wales	1.7	2.3	16.8	62.9	16.2	1.6	1.7	11.5	68.2	17.0

(a) Each test will generally reflect a similar distribution of standardised scores within the set ranges. However, due to the range of marks available and the nature of the tests, results may not present a normal distribution. The data should be used to compare the relative performance of local authorities across years rather than to assess overall performance against a particular indicator.

Part 4 –Action Plan

Priority Action : Priority 1 - Develop a system of self-improving schools

Focus Area: Literacy and Numeracy

Lead Responsibility: Senior Challenge and Support Adviser (SM) reporting to the Assistant Director (RHH)

Outcome	Actions	Timetable	Resources	Monitoring (Who and How)			
Leaders have a thorough understanding of their school’s current performance, of what needs to be improved and how to achieve this	<ul style="list-style-type: none"> • Develop a programme of training, which will be part of Gwe’s provision for developing leadership to target literacy and numeracy leaders in primary, secondary and special schools • Conduct training – one day per term for literacy leaders and one day per term for numeracy leaders. Focus to include: <ul style="list-style-type: none"> - Data - Identifying priorities and improvement planning - Monitoring progress - Effective interventions - Groups of learners 	<p>June 2015</p> <p>October/November March 2016 June 2016</p>	<p>staff time</p> <p>AP and co-leading schools’ time</p>	<p>Assistant Director (RHH)</p> <p>SCSA (SM)</p>			

GwE Literacy and Numeracy Strategy

<p>Leaders have knowledge and understanding of the most effective teaching and assessment strategies and are able to lead and develop the skills of staff in their schools</p> <p>Schools sharing</p>	<ul style="list-style-type: none"> • Input during the training from co-leading schools with excellent practice with regard to literacy / English / Welsh and numeracy / Mathematics leaders, who analyse data and plan improvement. Case studies to be published on the GwE website. • Input during the training from GwE Associate Partners and co-leading schools. Focus to include: <ul style="list-style-type: none"> - Assessment for learning - Supporting MAT learners - Effective resources - Training, leading and supporting teachers and class assistants - Monitoring teaching and book scrutiny • AP to create relevant training packs, which will be uploaded on the GwE website 	<p>Closing date for applications for the primary course: 11 September</p>					
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GwE Literacy and Numeracy Strategy

<p>common improvement priorities, working together and sharing their practices. Specialist input from AP team or co-leading school where appropriate.</p> <p>A strong correlation between teacher assessment and the WNT results in reading and numeracy</p> <p>The GwE website developing to be an useful source of</p>	<ul style="list-style-type: none"> • CA to identify the schools and bring them to the attention of the focus group, which will share the information with the SCSA during the half termly meetings. The SCSA will allocate the time of an AP/co-leading school to meet with these networks • SCSA/CA will identify the Schools with the widest gap between end of phase teacher assessment and WNT results, where performance in the WNT is amongst the lowest in the region, and where the gap between the performance of FSM/non FSM pupils is widest, specifically in the 115+ indicator, and use this information to target support more effectively, through the work of the Associate Partners and Co-leading Schools. 	<p>Identify and establish groups during the autumn term. Continuous meetings during the year</p> <p>From January 2016</p>	<p>Staff time</p> <p>Staff time</p>	<p>SCSA (SM)</p> <p>SCSA (SM)</p>			
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GwE Literacy and Numeracy Strategy

<p>information and resources for schools in the region and beyond</p> <p>The most effective practices are shared on a national level</p>	<ul style="list-style-type: none"> • GwE co-leading schools preparing case studies of their most effective practice to share on the website • All the resources of the literacy and numeracy leaders' training available on the website, including the packs for training staff back in school • Continue to produce a bulletin every half term, which refers to useful events and resources in the field • Share the region's most effective practices with schools in the other regions by means of web seminars, national networks and conferences. In the same way, GwE schools will have an opportunity see the effective practice of other schools across Wales. • The SCSA to continue to meet on a regular basis with the other 3 regions' senior literacy and 	<p>The first ones uploaded by 23 October</p> <p>Following the training</p> <p>During the week before the end of half term</p> <p>14 September 14 December 14 March, 2016</p>					
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GwE Literacy and Numeracy Strategy

	numeracy officers and with WG officers in order to share practice on a strategic level						
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Priority Action: Priority 2 – Provide intensive support for specific schools
 Focus Area: Literacy and Numeracy
 Lead responsibility: Senior Challenge and Support Adviser (SM) reporting to the Assistant Director (RHH)

Outcome	Actions	Timetable	Resources	Monitoring (Who and How)			
All red/amber schools' developmental needs are clearly defined in one improvement plan, which will be continuously monitored by CAs	<ul style="list-style-type: none"> Form a focus group of CAs to meet on a regular basis with the SCSA for Literacy and Numeracy and representatives of the AP team in order to share information, resources and plans 	8/10 September 2015 and every half term thereafter	Staff time	Assistant Directors (RHH and AJ)			
	<ul style="list-style-type: none"> CA focus group to disseminate information to the other CAs during hub team meetings and to act as a point of contact between the CAs and the SCSA for Lit/Num 	Following the above meetings	Staff time	SCSA of the 3 hubs			
	<ul style="list-style-type: none"> CAs to ensure that their schools are aware of the provision and 	During school visits		SCSA of the 3 hubs			

	<p>support available from GwE to support literacy /English / Welsh and numeracy / Mathematics , and that funding and time are targeted to develop staff as required</p> <ul style="list-style-type: none"> • With support from the SCSA for Lit/Num, members of the AP team and a representation of the co-leading schools, the CAs to regularly monitor the progress of red and amber schools with regard to literacy / English / Welsh and numeracy / Mathematics and ensure further follow-up where appropriate • Direct classroom support available from members of the AP team/co-leading schools in specific cases, at the request of the CA. The impact of this on the quality of provision to be closely monitored. • Establish and support, where necessary, networks of schools that will share priorities for improvement. Facilitate 						
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GwE Literacy and Numeracy Strategy

	opportunities for them to work together and to share the most effective practices both within and beyond the network.						
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