

Report

Cabinet



Part 1

Date: 14 March 2018

Subject National Categorisation 2017-2018

Purpose To inform Cabinet of the new national school categorisation system and Newport school categorisations

Author EAS Principal Challenge Adviser and EAS Head of Learning & Business Intelligence; on behalf of the Chief Education Officer

Ward All wards

Summary An update on National Categorisation arrangements for 2017-2018.

Proposal For information and consideration

Action by Chief Education Officer

Timetable Immediate

This report was prepared after consultation with:

- EAS Assistant Director (Challenge Advisers)
- EAS Learning Intelligence
- Newport Education Directorate –Chief Education Officer. Deputy Chief Education Officer
- Strategic Director, People.
- Councillor Gail Giles – Cabinet Member for Education and Skills

Signed: Chief Education Officer

Background: The Minister for Education and Skills announced the introduction of the National School Categorisation System in September 2014. The system covers primary schools, secondary schools, special schools and Pupil Referral Units.

Newport has a strong track record of success in the number of green schools within the local authority and in the fast pace of change associated with those schools requiring the highest levels of support. In 2016-17 Newport had the highest percentage of green primary schools in Wales (52%). In 2017-18 this figure has improved to 57% which is 12% above the regional average. The percentage of green and yellow primary schools (combined) within the City is 93%. This is 5% higher than the regional average of 88%.

Newport is the only local authority in the region to have 2 green secondary schools (St Joseph's RC Comprehensive and Bassaleg Comprehensive School). The percentage of green and yellow secondary schools within Newport is 55%. This compares to the regional average of 41%.

There are currently 5 red schools within the City. These schools require the highest level of support which should enable them to progress at satisfactory rate. A detailed support plan is in place for each of these schools. The progress of each red school is monitored regularly by the EAS, Chief Education Officer and Cabinet Member for Education and Skills. At the time of National Categorisation publication there were 5 amber schools in Newport. This has reduced to 4 with the rapid improvements realised in Maes Ebbw Special School (which is now categorised as yellow).

Changes for 2017-18

For 2017-2018, Welsh Government will remove the data-driven judgement that places schools into a standards group as part of Step 1. Discussion around the school's self-evaluation will be the central feature of the model going forward, with a school's data forming the starting point of discussions within the school, and with their Challenge Adviser, about their capacity to improve in relation to leadership, teaching and learning.

1. Use of terminology

The following terminology is used to describe the outcomes of each step of the categorisation process:

Step 1: no **standards group** is published for 2017-2018

Step 2: the outcome is a judgement about a school's **improvement capacity** (A-D)

Step 3: leads to a **support category** for each school (green, yellow, amber, red)

As Step 1 is not published, the national school categorisation matrix is not used in the identification of a school's support category.

What this meant for schools:

Primary Schools: The data that previously informed step one of categorisation is not used to calculate a standards group. Instead, it has been used to inform discussions as part of Step 2 of the process – the self-evaluation of the school's capacity to improve.

Secondary Schools: As with primary schools, the data that previously informed step one of categorisation is not used to calculate a standards group. Instead, it is used to inform discussions as part of Step 2 of the process – the self-evaluation of the school's capacity to improve.

Middle Schools or schools catering for pupils aged 3 to 16/18: The data that previously informed step one of categorisation is not be used to calculate a standards group for 3-11 or 11-16/18 provision. Instead, it is used to inform discussions as part of Step 2 of the process – the self-evaluation of the school's capacity to improve. The data will continue to be used separately,

relating to provision for pupils aged 3-11 and then again to relate to provision for pupils aged 11-16/18. In line with current arrangements, only one judgement is made about the school's improvement capacity and only one relating to its support category.

Nursery, Special Schools and Pupil Referral Units: The previous system continued – standards groups are not published for these schools. The outcomes of Steps 2 and 3 will not be published on My Local School for nursery and pupil referral units. However, outcomes will be published for special schools in line with previous arrangements.

2. Points to consider when evaluating standards

As the national school categorisation matrix is not applied, the identification of a school's support category will not generate any potential rare exceptions. Contextual factors that may require further consideration to be given to establishing the most appropriate support category, are taken into account. The factors outlined below are used in determining the school's support category.

For Primary / Infant / Junior Schools:

- Schools where 50% or more of pupils over the last 3 years are in receipt of free school meals.
- Schools with an average cohort of less than 6 pupils in an individual key stage or both key stages (in the case of a primary school) over the last three years.
- Schools with a registered learning resource base where a deeper analysis of data over a three-year period indicates performance is in FSM Benchmark group quarter 1 or 2 (Estyn guidance for the inspection of primary schools September 2014 – Annexe 7).
- Schools where at least 15% of pupils whose stage of English language acquisition is judged to be A, B or C on the agreed National Language Acquisition Model.

For Secondary Schools:

- Schools with a registered learning resource base where a deeper analysis of data over a three-year period indicates performance is in FSM Benchmark group quarter 1 or 2 (Estyn guidance for the inspection of secondary schools September 2014 – Annexe 7).
- Schools where at least 8% of pupils whose stage of English language acquisition is judged to be A, B or C on the agreed National Language Acquisition Model.

Schools will need to demonstrate that:

- Pupils, including those in the identified groups, make good progress;
- The school's capacity to secure further improvement is at least good.

3. Other circumstances which may affect the school's support category

A range of other risks where they occur are considered when making a judgement about a school's improvement capacity and a decision about their support category.

4. Performance of e-FSM pupils

The performance of eFSM pupils is taken into account giving consideration to the school's support category. Consideration should be given to performance over time (3 years minimum.)

5. New and amalgamated Schools

For new and amalgamated schools any available performance data is used to inform discussions as part of Step 2 of the process – the self-evaluation of the school's capacity to improve.

6. Changes to a school's support category in year

The National School Categorisation process is carried out on an annual basis. The outcomes are communicated to the Welsh Government December each year for publication following national verification in January. However, it is possible for each region to review a school's categorisation at any point during the year in response to changes in circumstance. These changes will not be published nationally.

Circumstances that may necessitate a review include:

- Schools that are making very good progress
- Schools that become subject to a higher degree of risk

7. Schools in inspection follow up

The National School Categorisation system is not contingent on the outcomes of an individual school's inspection. Where school self-evaluation and monitoring of schools' performance are effective this should result in appropriate action that will support a school's self-improvement and avoid the need for inspection follow-up activity.

However, where a school requires follow-up as a result of inspection the associated degree of risk, and the need to provide evidence of a school's progress against its recommendations is weighed carefully when determining a judgement about a school's improvement capacity and making a decision about its support category.

Schools requiring significant improvement or special measures

In normal circumstances the improvement capacity of a school requiring **significant improvement or special measures** will not normally be higher than D and the support category red in the first instance. As a school addresses the recommendations from its inspection, evidence about its progress should be weighed carefully and professional judgement applied when reviewing the school's support category.

Schools requiring Estyn Review

Local authorities and consortia need to be satisfied that appropriate arrangements are in place to support schools requiring Estyn Review and to monitor and report their progress. When agreeing a school's improvement capacity and support category consideration should be given to the inspection's recommendations and degree of risk. Professional judgement should be applied when reviewing a school's support category taking account of evidence about a school's progress as it addresses the inspection's recommendations.

Step Two: Self-evaluation and capacity to self-improve in relation to leadership and teaching and learning

Step two consists of a judgement (A–D) based on the school's capacity to self-improve. Schools where the judgement is A show the greatest capacity to improve, along with the ability to support other schools. Those where the judgement is D require the most support. The process of coming to a judgement on the school's capacity to bring about improvement begins with the school's self-evaluation. This is discussed by the regional consortium's challenge adviser with the school's leaders and governors. The judgement should reflect the considered view of the Headteacher, governors and the challenge adviser and be supported by evidence. Learners' performance and the judgement about the capacity to improve should be closely aligned.

This judgement indicates the degree of confidence in the school's capacity to drive forward its own improvement. As such, it is a key element in the decision about the level of support the school will require at step three. The national system is intended to strengthen schools' capacity to bring about their own improvement and to contribute to system-wide change.

Challenge advisers should be assured that all school leaders use performance data robustly and effectively. This includes governors, Headteachers, middle leaders and subject leaders. There must be evidence of the effective and timely use of accurate data at individual learner, class, group, cohort, subject and whole-school level, including careful consideration of ALN and eFSM learners.

Step 3: The Categorisation and level of support, challenge and intervention

The outcomes of step one and step two will be combined to determine the school's support category (step three of the process). The final categorisation will be based on a colour coding system and this will be discussed with the school and agreed with the local authority. The categorisation colour indicates the level of support a school requires – green, yellow, amber or red (with the schools in the green category needing the least support and those in the red category needing the most intensive support). Each school will receive a tailored programme of support, challenge and intervention based on this category. The support category along with the outcomes for step one and step two are published annually on the My Local School website (<http://mylocalschool.wales.gov.uk>).

The level of support available for each category is as follows:

- Green support category - A school in this category will receive up to 4 days of challenge adviser time.
- Yellow support category - A school in this category will receive up to 10 days of challenge adviser time.
- Amber support category - A school in this category will receive up to 15 days of challenge adviser time.
- Red support category - A school in this category will receive up to 25 days of challenge adviser time.

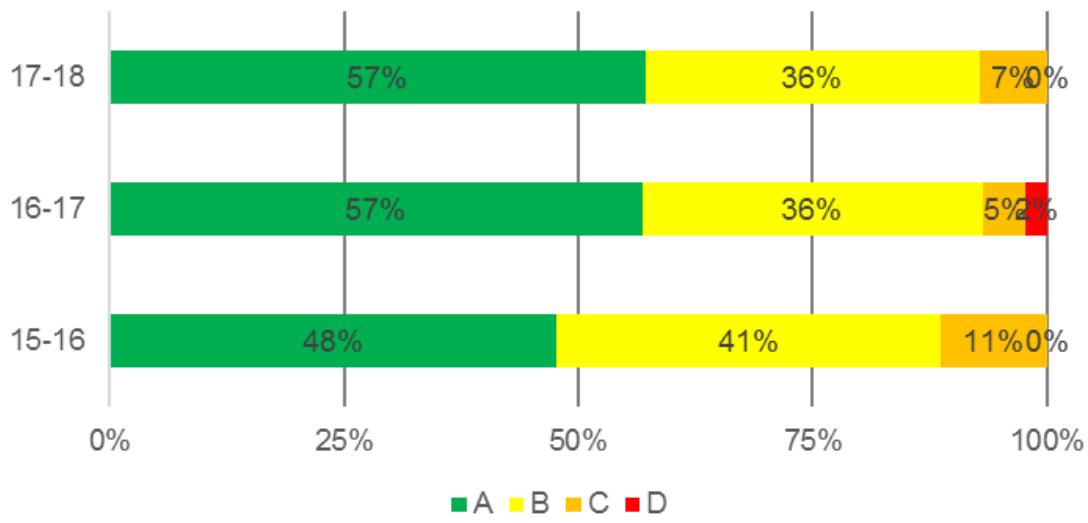
Each challenge adviser will determine the nature of the bespoke support package to be provided to each school according to need.

Primary School Categories 2016/17

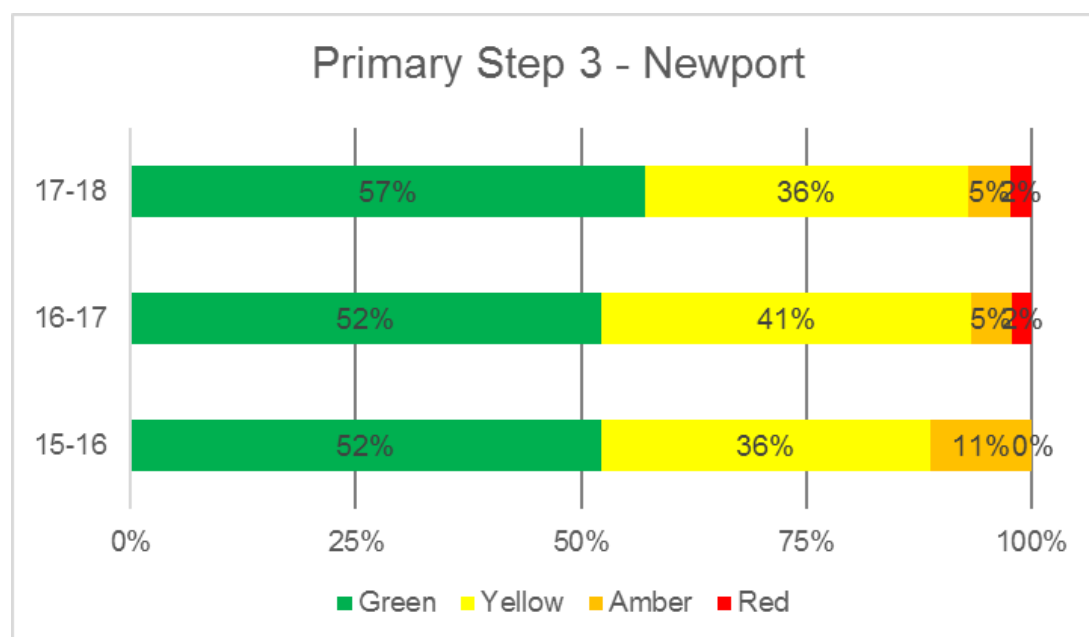
There are no national averages readily available for Step 1 and Step 2 data, and no Step 1 data used for categorisation this year. The chart below shows that during the past three years, the proportion of schools in the green category has increased for Step 2, and is now 57%.

| | | Numbers of Schools | | | | Percentage of Schools | | | |
|--------|-------|--------------------|-------|--------|-------|-----------------------|-------|--------|-------|
| | | Red | Amber | Yellow | Green | Red | Amber | Yellow | Green |
| Step 3 | 15-16 | 0 | 5 | 16 | 23 | 0% | 11% | 36% | 52% |
| | 16-17 | 1 | 2 | 18 | 23 | 2% | 5% | 41% | 52% |
| | 17-18 | 1 | 2 | 15 | 24 | 2% | 5% | 36% | 57% |
| Step 2 | 15-16 | 0 | 5 | 18 | 21 | 0% | 11% | 41% | 48% |
| | 16-17 | 1 | 2 | 16 | 25 | 2% | 5% | 36% | 57% |
| | 17-18 | 0 | 3 | 15 | 24 | 0% | 7% | 36% | 57% |
| Step 1 | 15-16 | 0 | 7 | 16 | 21 | 0% | 16% | 36% | 48% |
| | 16-17 | 0 | 5 | 14 | 25 | 0% | 11% | 32% | 57% |

Primary Step 2 - Newport



At Step 3, the proportion of schools in the green category is above both the regional and the national average, and the proportion in the red category is in line with the national average and below the regional average.

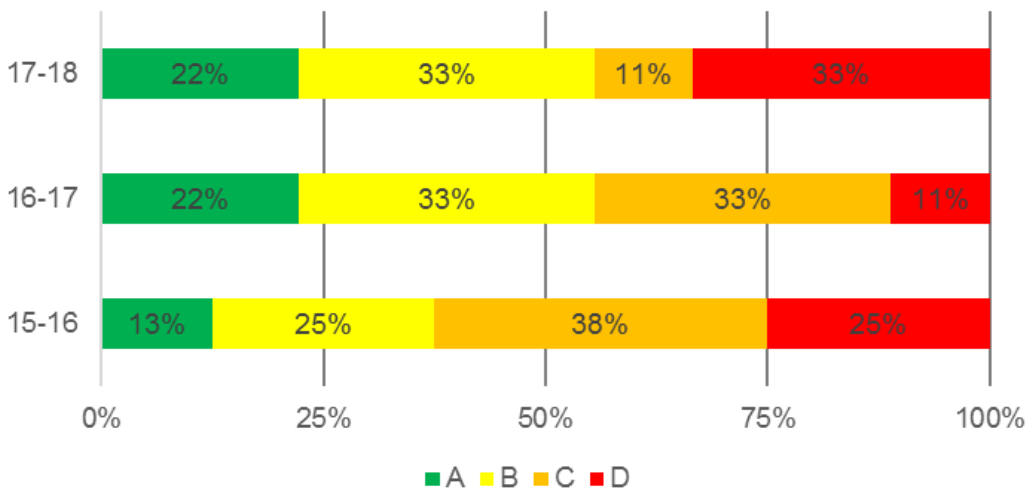


Secondary School Categories 2017/18

The charts below show that during the past three years, the proportion of schools in the green category has increased for Step 2.

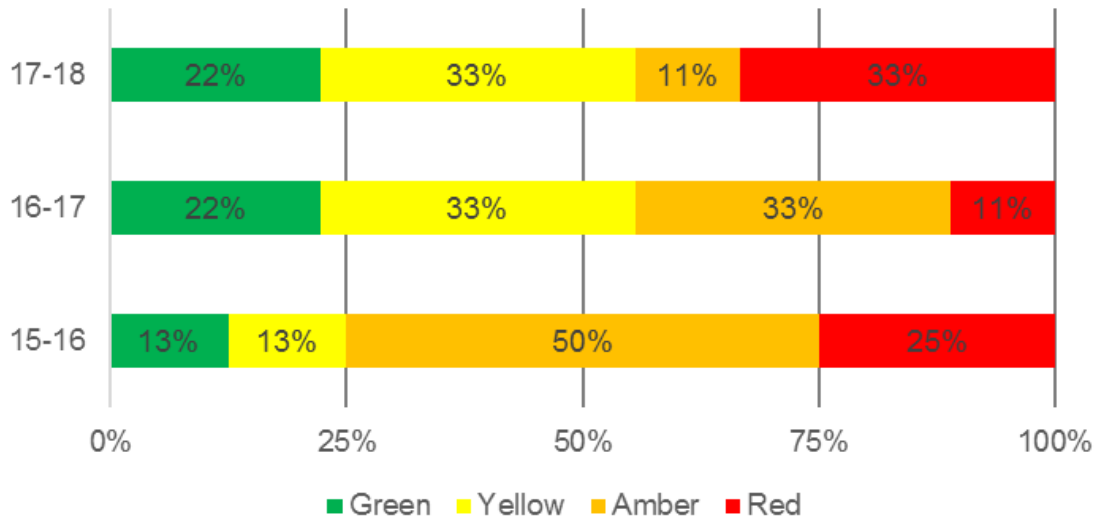
| | | Numbers of Schools | | | | Percentage of Schools | | | |
|--------|-------|--------------------|-------|--------|-------|-----------------------|-------|--------|-------|
| | | Red | Amber | Yellow | Green | Red | Amber | Yellow | Green |
| Step 3 | 15-16 | 2 | 4 | 1 | 1 | 25% | 50% | 13% | 13% |
| | 16-17 | 1 | 3 | 3 | 2 | 11% | 33% | 33% | 22% |
| | 17-18 | 3 | 1 | 3 | 2 | 33% | 11% | 33% | 22% |
| Step 2 | 15-16 | 2 | 3 | 2 | 1 | 25% | 38% | 25% | 13% |
| | 16-17 | 1 | 3 | 3 | 2 | 11% | 33% | 33% | 22% |
| | 17-18 | 3 | 1 | 3 | 2 | 33% | 11% | 33% | 22% |
| Step 1 | 15-16 | 1 | 5 | 1 | 1 | 13% | 63% | 13% | 13% |
| | 16-17 | 2 | 2 | 2 | 2 | 25% | 25% | 25% | 25% |

Secondary Step 2 - Newport



For Step 3, the proportion of schools in the green category is higher than the regional average, but below national average. The proportion of schools in the red category is higher than both the regional and national averages.

Secondary Step 3 - Newport



Annex 1 – Newport School Categorisation 2017/18 Academic Year

| School name | Step 2 | Step 3 |
|---|--------|--------|
| Alway Primary | B | Yellow |
| Bassaleg School | A | Green |
| Bridge Achievement Centre | D | Red |
| Caerleon Comprehensive School | B | Yellow |
| Caerleon Lodge Hill Primary School | A | Green |
| Charles Williams Church in Wales Primary School | B | Yellow |
| Clytha Primary School | A | Green |
| Crindau Primary School | A | Green |
| Duffryn Infant School | | |
| Duffryn Junior School | | |
| Eveswell Primary School | A | Green |
| Fairoak Nursery | A | Green |
| Gaer Primary School | A | Green |
| Glan Usk Primary School | A | Green |
| Glasllwch C.P. School | A | Green |
| High Cross Primary | B | Yellow |
| Jubilee Park Primary | B | Yellow |
| Kimberley Nursery | B | Yellow |
| Langstone Primary School | A | Green |
| Llanmartin Primary School | B | Yellow |
| Llanwern High School | D | Red |
| Lliswerry High School | B | Yellow |
| Lliswerry Primary School | B | Yellow |
| Maes Ebbw Special | C | Amber |
| Maesglas C.P. School | C | Red |
| Maindee C.P. School | B | Yellow |
| Malpas C.I.W. Infant School | | |
| Malpas C.I.W. Junior School | | |
| Malpas C.I.W. Primary | B | Yellow |
| Malpas Court Primary School | A | Green |
| Malpas Park Primary School | A | Green |
| Marshfield Primary School | A | Green |
| Millbrook Primary School | A | Green |
| Milton Infants School | | |
| Milton Junior School | | |
| Milton Primary School | C | Amber |
| Monnow Primary School | A | Green |
| Mount Pleasant Primary | A | Green |
| Newport High School | D | Red |
| Pentrepoeth C.P. School | A | Green |
| Pillgwenlly C.P. School | A | Green |
| Ringland Primary | B | Yellow |
| Rogerstone Primary School | A | Green |

| | | |
|----------------------------------|---|--------|
| Somerton Primary School | C | Amber |
| St Andrew's Primary School | A | Green |
| St David's R.C. Primary School | A | Green |
| St Gabriel's R.C. Primary School | B | Yellow |
| St Joseph's R.C. Primary School | B | Yellow |
| St Julian's Primary School | A | Green |
| St Julian's School | D | Red |
| St Mary's R.C. Primary School | B | Yellow |
| St Michael's R.C. Primary School | A | Green |
| St Patrick's R.C. Primary School | B | Yellow |
| St Woolos Primary School | A | Green |
| St. Joseph's R.C. High School | A | Green |
| The John Frost School | C | Amber |
| Tredegar Park Primary | B | Yellow |
| YG Bro Teyrnnon | B | Yellow |
| Ysgol Bryn Derw | C | Amber |
| Ysgol Gyfun Gwent Is Coed | B | Yellow |
| Ysgol Gymraeg Casnewydd | A | Green |
| Ysgol Gymraeg Ifor Hael | A | Green |

Annex 2

Welsh Government Supplementary Guidance 2015 / 2016

Introduction

This supplementary guidance provides schools, consortia and challenge advisers with advice concerning how the judgement relating to the improvement capacity and the decision relating to the support category should be applied in cases where contextual and other factors may need to be considered.

The list of factors highlighted is not necessarily exhaustive. This guidance may be updated and further developed as implementation of the national categorisation system evolves.

The guidance will be supplemented by annexes dealing with:

- the lines of enquiry that should be used when considering potential rare exceptions; and
- other risk factors that may affect a school's improvement capacity and support category.

8. Use of terminology

The following terminology should be used to describe the outcomes of each step of the categorisation process:

Step 1: the outcome will be a **standards group** for each school (1-4)

Step 2: the outcome will be a judgement about a school's **improvement capacity** (A-D)

Step 3: this will lead to a **support category** for each school (green, yellow, amber, red)

9. Potential rare exceptions

In the vast majority of cases the national school categorisation matrix will allow for an accurate identification of a school's support category.

However, in a few cases designated as "rare exceptions" contextual factors may require further consideration to be given to establishing the most appropriate support category. Consideration will be given to the factors outlined below in determining the schools support category.

For Primary / Infant / Junior schools:

- Schools where 50% or more of pupils over the last 3 years are in receipt of free school meals.
- Schools with an average cohort of five or less pupils in an individual key stage or both key stages (in the case of a primary school) over the last three years.
- Schools with a registered learning resource base where a deeper analysis of data over a three-year period indicates performance is in FSM Benchmark group quarter 1 or 2 (Estyn guidance for the inspection of primary schools September 2014 – Annexe 7).
- Schools where at least 15% of pupils whose stage of English language acquisition is judged to be A, B or C on the agreed National Language Acquisition Model.

For secondary schools:

- Schools with a registered learning resource base where a deeper analysis of data over a three-year period indicates performance is in FSM Benchmark group quarter 1 or 2 (Estyn guidance for the inspection of secondary schools September 2014 – Annexe 7).
- Schools where at least 8% of pupils whose stage of English language acquisition is judged to be A, B or C on the agreed National Language Acquisition Model.

Schools that receive consideration as potential rare exceptions will need to demonstrate that:

- Pupils, including those in the identified groups, make good progress;
- The school's capacity to secure further improvement is at least good.

The lines of enquiry provided in the additional guidance materials should be used by schools and challenge advisers to determine whether a school should be designated as a rare exception. Careful consideration will need to be given to the school's improvement capacity and in particular the quality and impact of learning and teaching.

Where a school meets the conditions necessary to be identified as a rare exception it will be possible within the matrix to override the outcome that would otherwise be established to ensure that the support category is the most appropriate.

10. Other Circumstances where the matrix may be overridden

As outlined in Annex 2 a range of other risks where they occur will need to be considered when making a judgement about a school's improvement capacity and a decision about their support category. These risks will need to be weighed carefully when making these judgements and may need to be applied irrespective of the standards group.

Any school considered as a potential rare exception or other circumstances that override the matrix will be considered through the Regional Moderation process.

11. Performance of e-FSM pupils

Where the proportion of e-FSM pupils achieving the L2+ threshold in a secondary school is below the agreed national floor target of 30% (for 2014/2015) the school cannot be treated as an exception to the matrix. However, this will ensure that an appropriate level of support is provided to meet the needs of the learners.

12. New and amalgamated Schools

For new and amalgamated schools the data would be produced for Step 1 but not published for the first year of a school's operation. Step 2 and Step 3 will be carried out by the Consortia using Step 1 to inform the process.

Step 2 and Step 3 will be published on My Local School Website.

13. Changes to a school's support category in year

The National School Categorisation process will be carried out on an annual basis. The outcomes will be communicated to the Welsh Government in December each year for Primary / Infant / Junior schools and mid-January for Secondary schools for publication at the end of January. However, it will be possible for each region to review a school's categorisation at any point during the year in response to changes in circumstance. These changes will not be published nationally.

Circumstances that may necessitate a review include:

- Schools that are making very good progress.
- Schools that become subject to a higher degree of risk (see risk factors in annexe 2)

14. Schools in inspection follow up

The National School Categorisation system is not contingent on the outcomes of an individual school's inspection. Where school self-evaluation and monitoring of schools' performance are effective this should result in appropriate action that will support a school's self-improvement and avoid the need for inspection follow-up activity.

However, where a school requires follow-up as a result of inspection the associated degree of risk, and the need to provide evidence of a school's progress against its recommendations, will need to be weighed carefully when determining a judgement about a school's improvement capacity and making a decision about its support category.

15. Schools requiring significant improvement or special measures

In normal circumstances the improvement capacity of a school requiring **significant improvement or special measures** should not normally be higher than D and the support category red in the first instance. As a school addresses the recommendations from its inspection, evidence about its progress should be weighed carefully and professional judgement applied when reviewing the school's support category.

16. Schools requiring Estyn or local authority monitoring

Local authorities and consortia will need to be satisfied that appropriate arrangements are in place to support schools requiring Estyn or local authority monitoring and to monitor and report their progress. When agreeing a school's improvement capacity and support category consideration should be given to the inspection's recommendations and degree of risk. Professional judgement should be applied when reviewing a school's support category taking account of evidence about a school's progress as it addresses the inspection's recommendations.

17. Nursery, special schools and pupil referral units

Nursery, special schools and pupil referral units will not be placed in a standards group. Nevertheless it will be important that challenge advisers discuss and agree with the school strengths and areas for improvement in relation to standards using the school's self-evaluation as the starting point.

The outcomes of steps 2 and 3 will not be published on My Local School.

18. Schools catering for pupils aged 3 to 16

In some instances a school may cater for an age range that spans the age ranges associated with both a primary and a secondary school.

In these cases, the school will be allocated two standards groups – one relating to its provision for pupils aged 3-11 and one relating to its provision for pupils aged 11-16. However, there will be only one judgement made about the school's improvement capacity and only one relating to its support category.

Financial Summary

There are no direct financial implications in this report

Risks

| Risk | Impact of Risk if it occurs* (H/M/L) | Probability of risk occurring (H/M/L) | What is the Council doing or what has it done to avoid the risk or reduce its effect | Who is responsible for dealing with the risk? |
|--|--------------------------------------|---------------------------------------|---|--|
| Pupil standards in Newport primary Schools decline. | H | M | Standards in Newport primary schools are relatively secure. However this is dependent on effective Leadership, Teaching and Learning. Newport LA knows its schools well. The EAS provide quality intelligence and deep analysis of schools in order to prevent and foresee risks linked to dips in pupil standards. Bespoke Intervention and support is provided to individual schools via the EAS. | Chief Education Officer Managing Director of the EAS Head Teachers Governing Bodies |
| The number of secondary schools requiring high levels of support increases | H | M | Bespoke support plans are in place for all Newport secondary schools. Each secondary school is working towards maintaining its green status or improving its current categorisation. All are on a trajectory of improvement. | Chief Education Officer Managing Director of the EAS Head Teachers Governing Bodies |

* Taking account of proposed mitigation measures

Links to Council Policies and Priorities

This report links to the Council's Improvement Plan and the Education Service Plan

Options Available and considered

This report is for information and consideration only.

Preferred Option and Why: N/A

Comments of Chief Financial Officer

There are no direct financial implications in this report.

Comments of Monitoring Officer

There are no legal issues arising from the report.

Staffing Implications: Comments of Head of People and Business Change:

There are no direct staffing implications arising from the report.

The Well-being of Future Generations (Wales) Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. As outlined in the report the National Categorisation system supports the best possible outcomes for children and young people in line with the principle of a “more equal wales” that enables pupils to fulfil their potential no matter what their background or circumstances.

Comments of Cabinet Member

The increased number of primary schools in the green category once again is excellent and to be congratulated. There has also been some positive movement at secondary level and I note that we are the only LA in the region to have 2 secondary schools categorised as green, an outstanding achievement. While it is disappointing that there are now 3 secondary schools in the red category, this categorisation, as identified in the report, will ensure that these schools will have the necessary support and expertise to secure improvement. Meanwhile, the drive for continued improvement in every school continues.

Scrutiny Committees

This report is scheduled to go to Scrutiny Committee.

Equalities Impact Assessment

This report does not require an Equalities Impact Assessment

Children and Families (Wales) Measure Consultation: N/A

Wellbeing of Future Generations (Wales) Act 2015

The Well-being of Future Generations (Wales) Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. As outlined in the report the National Categorisation system supports the best possible outcomes for children and young people in line with the principle of a “more equal wales” that enables pupils to fulfil their potential no matter what their background or circumstances.

Crime and Disorder Act 1998 : N/A

Consultation

This report did not require wider consultation

Background Papers

There are no background papers to this report.

Dated: 22/02/2018

