



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 6TH MARCH 2014

SUBJECT: WELSH GOVERNMENT SECONDARY SCHOOL BANDING 2013 AND EDUCATION ACHIEVEMENT SERVICE SCHOOL CATEGORISATIONS

REPORT BY: ACTING DEPUTY CHIEF EXECUTIVE

1. PURPOSE OF REPORT

- 1.1 To inform members of secondary school banding published in December 2013 and the Education Achievement Service (EAS) school categorisations 2013/14.

2. SUMMARY

- 2.1 This report presents Members with the latest published 2013 secondary school banding for Caerphilly schools and the Education Achievement Service (EAS) school categorisations for 2013/14. The overall intervention categorisation determines the level of support, challenge and intervention required by the school.

3. LINKS TO STRATEGY

- 3.1 These plans link to the local authority's duty to monitor and improve standards of education. The strategies for achieving this are described in the Children and Young People's Plan 2011-14, the Education, Lifelong Learning and Leisure Directorate Plan 2013-14 and also the Learning, Education and Inclusion Service Improvement Plan.

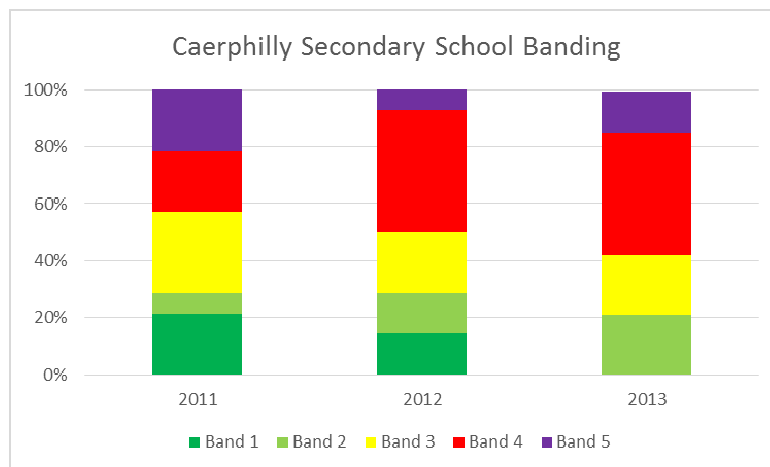
4. THE REPORT

- 4.1 Secondary School Banding was introduced by the Welsh Government (WG) in December 2011, with the third year of banding results published on 12 December 2013.
- 4.2 Banding is a way of using national data on school performance in context to group schools according to where they are on their improvement journey relative to other schools in Wales. Banding uses the relative performance of schools across four sets of data to group them into one of five bands – those in Band 1 show good overall performance and progress and those in Band 5 show weak performance and progress relative to other schools. Within each band relative performance is measured to take account of actual performance, progress over time and performance relative to context and cohort.
- 4.3 Banding is about grouping our schools according to a range of factors to:
- identify priorities for differentiated support
 - identify those from whom the sector as a whole can learn
 - inform evidence based discussion.

4.4 The table below presents Caerphilly school banding from 2011 to 2013. Five schools moved up one or more bands from 2012 to 2013, two remained in the same band, and seven moved down one or more bands.

School	Band			Change
	2011	2012	2013	
Bedwas	4	4	5	-
Blackwood	4	2	4	-
Cwmcam	3	4	3	+
Heolddu	3	4	5	-
Lewis Girls	5	4	2	+
Lewis School Pengam	4	4	3	+
Newbridge	1	2	4	-
Oakdale	1	1	4	-
Pontllanfraith	3	3	4	-
Rhymney	3	3	3	=
Risca	5	3	2	+
St Cenydd	5	4	4	=
St Martin's	2	5	4	+
Ysgol Gyfun Cwm Rhymni	1	1	2	-

4.5 The proportion of schools in Band 5 increased between 2012 and 2013, and there are no schools in the first quarter in 2013 in Caerphilly and the wider south east Wales region.



4.6 The EAS intervention framework has been developed for use across the South East Wales Consortium (SEWC). The framework is based on a model of support for building the capacity of schools to self-improve. Its purpose is to:

- identify schools requiring support, challenge and intervention;
- identify the issues which the school needs to address;
- ensure that the school takes appropriate actions to secure their improvement ;
- target EAS and LA resources appropriately to support and challenge identified; schools and, where necessary, to intervene in order to secure improvement; and
- to build the school's own capacity for self-improvement.

4.7 Categorisation is made on the following aspects of school performance:

1. Safeguarding
2. Academic Performance (standards)
3. Attendance
4. Leadership

5. Teaching and Learning (currently under review)
6. Financial position (rolling out across LAs)

In addition, outcomes of Estyn Inspections (based on follow-up activity assigned by Estyn) and School Banding are recorded against the categorisation model and as such they are integrated into the framework.

Based on the identification of issues to address evident in the school and their significance, the categorisation of aspects uses the following scale.

“strong and Improving”
“minor issues”
“significant issues”
“issues of particular concern”
“issues of critical concern”

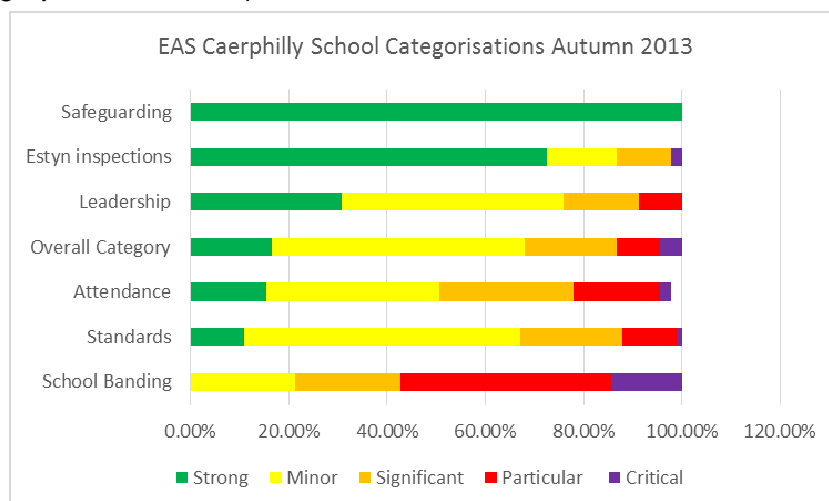
- 4.8 The overall intervention categorisation is determined by the overall significance of the issues which the school needs to address and consideration of the school’s capacity for self-improvement. This latter determination is predominantly affected by the quality of leadership. The overall intervention categorisation uses the following scale:

1. “Routine support and monitoring”
2. “Specific support and monitoring”
3. “Sustained support and challenge”
4. “Intensive support and challenge”
5. “Support and challenge for schools in critical need”

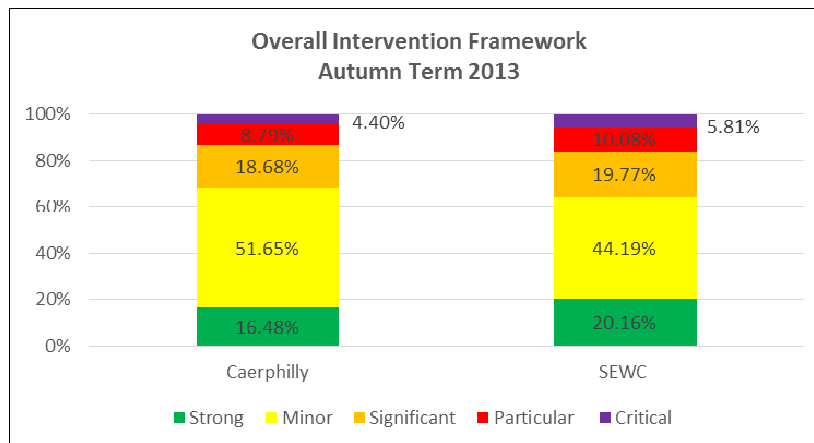
- 4.9 The overall intervention categorisation determines the level of support, challenge and intervention required by the school. In general, where schools are in categories 1, 2 or 3, it is expected that the school has the capacity for self-improvement. In category 2, support is offered for specific aspects. For schools in category 3, additional monitoring is also provided to ensure that the school maintains its improvement journey. Schools in categories 4 and 5 are considered to be in need of support and intervention to improve and are subject to a formal process for intervention.

- 4.10 All schools are aware of their overall school categorisation and the categorisation for each of the aspects and this is discussed and shared with schools by Systems Leaders and recorded on the *School Secure* site which is accessed by schools, the EAS and Local Authority.

- 4.11 The chart below presents the Caerphilly school categorisations for the autumn term 2013 for the overall category and the six aspects.



- 4.12 The proportion of schools with issues of particular or critical concern in Caerphilly is smaller than across the south east Wales region at 8.8% and 4.4% respectively. However, the proportion that are categorised as strong and improving is also smaller than across the region at 16.5%.



5. EQUALITIES

- 5.1 There is no specific equalities impact in relation to the content of this report. When performance information is discussed with schools as part of the monitoring, challenge, support and intervention programme, equalities issues, such as gender and ethnicity are taken into account. Similarly the Local Authority self-evaluation considers all equalities issues.

6. FINANCIAL IMPLICATIONS

- 6.1 There are no specific financial implications.

7. PERSONNEL IMPLICATIONS

- 7.1 There are no specific personnel implications

8. CONSULTATIONS

- 8.1 All comments have been reflected in the report.

9. RECOMMENDATIONS

- 9.1 Members are asked to note the contents of the report.

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 These plans link to the local authority's duty to monitor and improve standards of education.

11. STATUTORY POWER

- 11.1 Schools Standards and Organisation (Wales) 2013.
11.2 Schools Causing Concern Guidance 2013.

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