



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 2ND APRIL 2019

SUBJECT: NATIONAL SCHOOL CATEGORISATION 2018-19

REPORT BY: JULIE WOOD, PRINCIPAL CHALLENGE ADVISER AND SARAH JONES, HEAD OF LEARNING & BUSINESS INTELLIGENCE, EDUCATION ACHIEVEMENT SERVICE (EAS)

1. PURPOSE OF REPORT

- 1.1 To inform Scrutiny Members of the national school categorisation system and Caerphilly school categorisations.

2. SUMMARY

- 2.1 This report presents Members with information outlining the National Categorisation System and how schools in Caerphilly have been categorised for support this year.

3. RECOMMENDATIONS

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

4. REASONS FOR THE RECOMMENDATIONS

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

5. THE REPORT

5.1 National School Categorisation

The Minister for Education and Skills announced the introduction of the National School Categorisation System in September 2014. The system, which covers both primary schools and secondary schools, has evolved over subsequent years. From 2017-2018, Welsh Government removed the data-driven judgement that placed schools into a standards group as part of Step 1. Discussion around the school's self-evaluation and school development planning has become the central feature of the model. The school's data remains as a starting point for discussions within the school, and with the Challenge Adviser, about their capacity to improve in relation to leadership, teaching and learning.

5.2 The Process

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

Step 1: no **standards group** is published for 2018-2019

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)

5.3 **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.

5.4 **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.)

5.5 **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.

5.6 **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 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

5.7 **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.

5.8 **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.

5.9 **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.

5.10 **Step 2: 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 is 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 - up to 4 days of challenge adviser time.
- Yellow support category - up to 10 days of challenge adviser time.
- Amber support category - up to 15 days of challenge adviser time.
- Red support category - 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. This support will be aligned to the school's own development plan, through a single plan of support.

5.11 Peer Review

In 2018-19 all schools across the region were offered the opportunity to participate in a peer review process. This had previously only been available to schools previously categorised as green. In total 99 schools opted to be part of this programme. These schools were grouped into peer review groups of 3-4 schools, where colleague headteachers undertook the national categorisation process, during a peer review day. The group were supported by each school's challenge adviser, who completed the National Categorisation report and a link challenge adviser was also present, to ensure consistency across groups.

5.12 Regional Standardisation and Moderation Process

As part of the national process, a Regional Moderation Board (RMB) meeting took place in December. This group included the senior leaders in the consortium overseeing the work with each local authority, a representative Director / Chief Education Officer from within the region and Headteacher representation from primary, secondary and special schools. The RMB considered 35 categorisation reports from across the Consortium for a range of schools including: from each of the four judgements about improvement capacity; each of the four support categories; where consideration had been given to more than one support category. The RM also considered the 2 schools, from across the region that had submitted an F1 Disagreement Form.

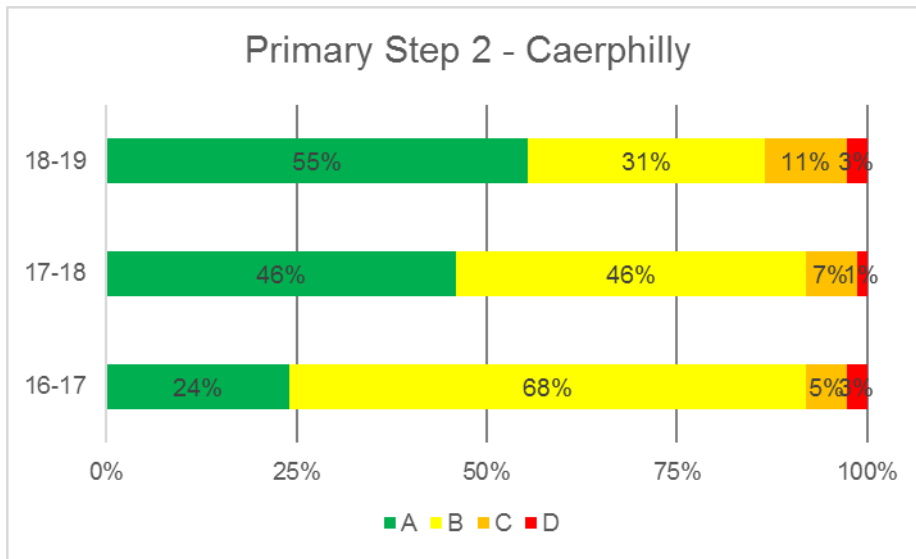
5.13 National Verification Process

A national verification process took place in January, undertaken by the Quality and Standardisation Group. This group was chaired and organised by a Director of Education/Chief Education Officer, nominated by ADEW; four nominated regional representatives, a representative from WG and Trade Union representatives (as observers). This group sampled the outcomes of the regional moderation process to verify its consistency, quality and rigour.

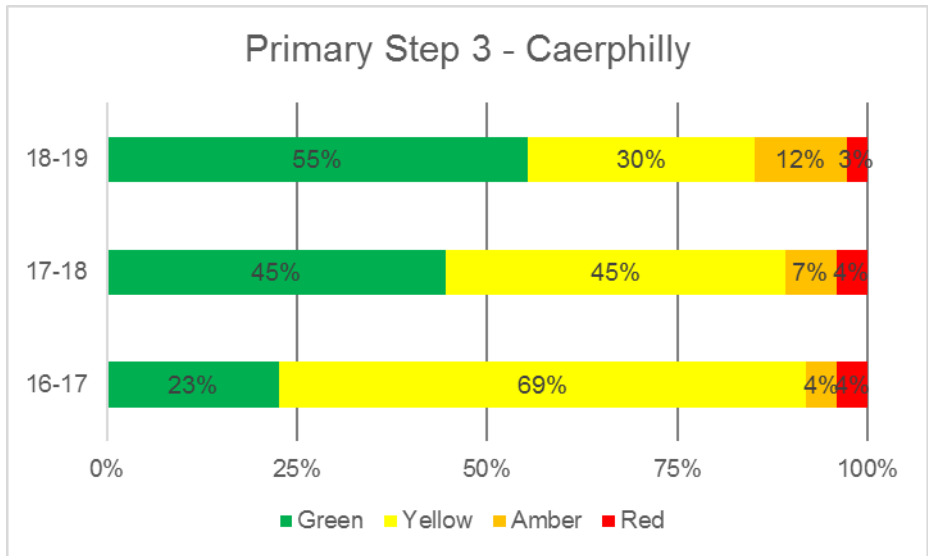
5.14 Primary School Categories 2018/19

There are no national averages readily available for Step 1 and Step 2 data, and no Step 1 data is 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 55%.

		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Step 3	16-17	3	3	52	17	4%	4%	69%	23%
	17-18	3	5	33	33	4%	7%	45%	45%
	18-19	2	9	22	41	3%	12%	30%	55%
		D	C	B	A	D	C	B	A
Step 2	16-17	2	4	51	18	3%	5%	68%	24%
	17-18	1	5	34	34	1%	7%	46%	46%
	18-19	2	8	23	41	3%	11%	31%	55%
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Step 1	16-17	0	8	22	45	0%	11%	29%	60%



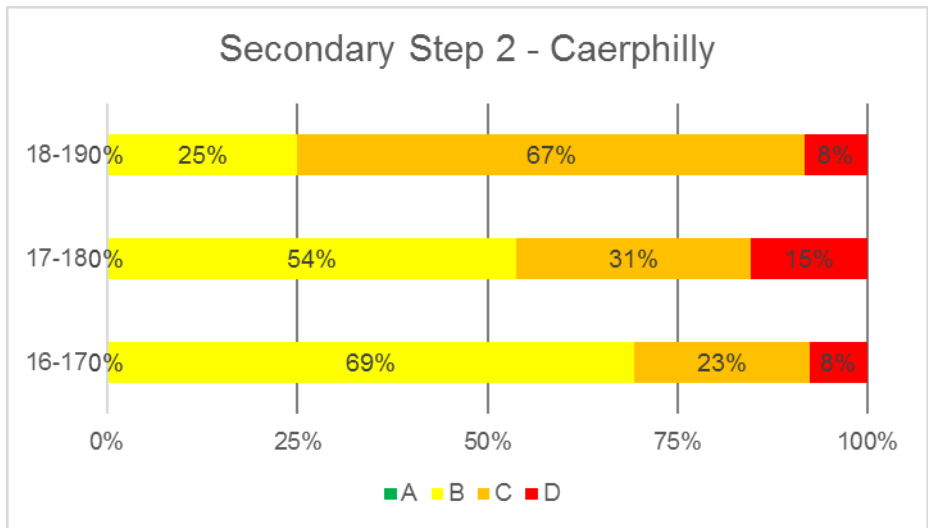
At Step 3, the proportion of schools in the green category is above both the regional and the national average, and the proportion in the red category is in line with the regional average, but above the national average.



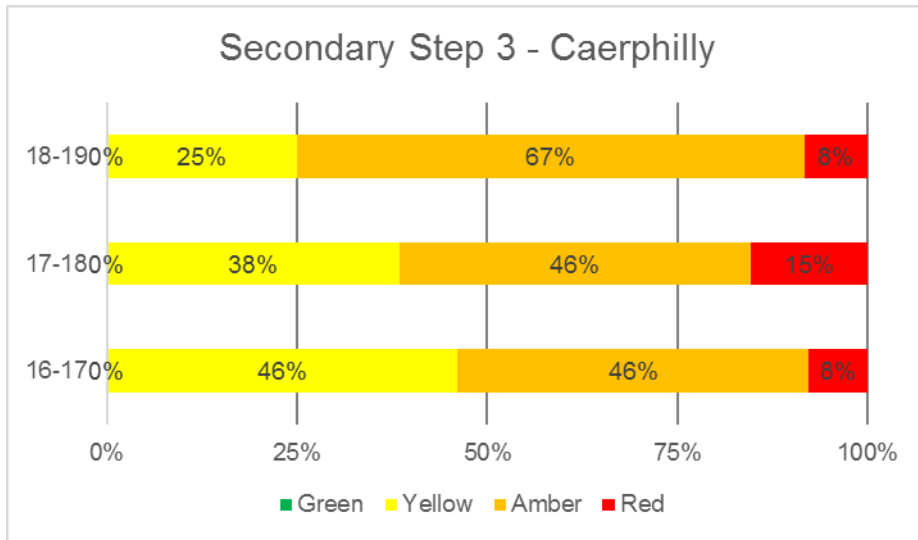
5.15 Secondary School Categories 2018/19

The charts below show that during the past three years, there were no schools that were categorised green for Step 2.

		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Step 3	16-17	1	6	6	0	8%	46%	46%	0%
	17-18	2	6	5	0	15%	46%	38%	0%
	18-19	1	8	3	0	8%	67%	25%	0%
		D	C	B	A	D	C	B	A
Step 2	16-17	1	3	9	0	8%	23%	69%	0%
	17-18	2	4	7	0	15%	31%	54%	0%
	18-19	1	8	3	0	8%	67%	25%	0%
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Step 1	16-17	0	11	2	1	0%	79%	14%	7%



For Step 3, there are no secondary schools in the green category, however, the proportion of schools in the red category is smaller than both the regional and national average.



6. ASSUMPTIONS

6.1 None.

7. LINKS TO RELEVANT COUNCIL POLICIES

Education Achievement Services (EAS) Business Plan
 Education Service Improvement Plan
 Education Strategy

7.1 The attainment results published in this report contribute towards the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016

- A prosperous Wales*
- A more equal Wales*

This is because 'a prosperous Wales' is about developing a well educated and skilled population and 'a more equal Wales' is defined as a 'society that enables people to fulfil their full potential no matter what their background or circumstances, education attainment is a part of fulfilling that potential.

8. WELL-BEING OF FUTURE GENERATIONS

8.1 This report content (Education attainment) contributes to the Well being Goals

8.2 This report is for information only and so does not analyse the 5 ways of working in terms of decision making but it does recognise that going forward interventions that are put in place to improve attainment must take a **long term** view as part of its impact on life chances, employment and quality of life. One of the principles of the 5 ways of working is to look at how we can **prevent** problems occurring and to do this we need to understand what the causes are. Causes within attainment are complex although one of the main ones is deprivation. The measure that is commonly used to measure deprivation is a pupil's eligibility to receive Free School Meals. The data provides an insight into the performance of all pupils in comparison to the pupils in receipt of Free School Meals and the gap in performance increases throughout school life (para 4.7). One of the Council's Well-being Objectives is to 'Improve outcomes for all learners but we want to particularly focus on those vulnerable to underachievement. We have an action plan to achieve this and it we will **involve and collaborate** with a range of partners such as schools, parents, governors and children to raise aspiration and attainment.

9. EQUALITIES IMPLICATIONS

- 9.1 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.

10. FINANCIAL IMPLICATIONS

- 10.1 There are no specific financial implications.

11. PERSONNEL IMPLICATIONS

- 11.1 There are no specific personnel implications.

12. CONSULTATIONS

- 12.1 All comments have been reflected in the report.

13. STATUTORY POWER

- 13.1 Schools Standards and Organisation (Wales) 2013.
13.2 Schools Causing Concern Guidance 2013.
13.3 Children and Families Measure (Wales) 2010.
13.4 Education Act 1996.
13.5 Wellbeing of Future Generations (Wales) 2015.

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Annex 1: Caerphilly School Categorisation 2018/19 Academic Year.

Annex 1 – Caerphilly School Categorisation 2018/19 Academic Year

School name	Step 2	Step 3
Aberbargoed Primary School	B	Yellow
Abercarn Primary School	A	Green
Bedwas High School	D	Red
Bedwas Infant School	A	Green
Bedwas Junior School	A	Green
Blackwood Comprehensive School	C	Amber
Blackwood Primary School	A	Green
Bryn Awel Primary School	C	Amber
Bryn Primary School	C	Amber
Cefn Fforest Primary School	A	Green
Coed-Y-Brain Primary School	B	Yellow
Crumlin High Level Primary School	C	Amber
Cwm Glas Infant School	A	Green
Cwm Ifor Primary School	B	Yellow
Cwmaber Infant School	A	Green
Cwmaber Junior School	B	Yellow
Cwmcarn Primary School	C	Amber
Cwmfelinfach Primary School	A	Green
Cwrt Rawlin Primary School	A	Green
Deri Primary School	B	Yellow
Derwendeg Primary School	B	Yellow
Fleur-De-Lys Primary School	A	Green
Fochriw Primary School	A	Green
Gilfach Fargoed Primary School	A	Green
Glanynant PRU	B	Yellow
Glyn-Gaer CP School	A	Green
Graig-y-Rhacca Primary & Nursery Community School	B	Yellow
Greenhill Primary School	A	Green
Hendre Infants School	A	Green
Hendre Junior School	A	Green
Hendredenny Park Primary School	A	Green
Hengoed Primary School	B	Yellow
Heolddu Comprehensive	C	Amber
Idris Davies School 3-18 (pri)	C	Amber
Idris Davies School 3-18 (sec)	C	Amber
Islwyn High	C	Amber
Lewis Girls' Comprehensive School	B	Yellow
Lewis School Pengam	C	Amber
Libanus Primary School	A	Green
Llancaeath Junior School	A	Green
Llanfabon Infants School	D	Red
Machen Primary School	B	Yellow
Maesycwmmmer Primary School	A	Green
Markham Primary School	B	Yellow

Nant Y Parc Primary School	A	Green
Newbridge School	B	Yellow
Pantside Primary School	C	Amber
Park Primary School	B	Yellow
Pengam Primary School	A	Green
Penllwyn Primary School	A	Green
Pentwynmawr Primary School	B	Yellow
Phillipstown Primary School	C	Amber
Plasyfelin Primary School	A	Green
Pontllanfraith Primary School	B	Yellow
Rhiw Syr Dafydd Primary	A	Green
Rhydri Primary School	B	Yellow
Risca Community Comprehensive	C	Amber
Risca Primary School	A	Green
St Cenydd School	C	Amber
St Gwladys Bargoed School	A	Green
St Helen's Catholic Primary School	A	Green
St James Primary School	B	Amber
St Martin's School	B	Yellow
The Twyn School	A	Green
Tiryberth Primary School	A	Green
Trinant Primary School	A	Green
Trinity Fields Special School	A	Green
Ty Isaf Infants School	B	Yellow
Ty Sign Primary School	A	Green
Tynewydd Primary School	A	Green
Tyn-y-Wern Primary	B	Yellow
Upper Rhymney Primary School	B	Yellow
Waunfawr Primary School	B	Yellow
White Rose Primary School	B	Yellow
Y.G. Cwm Gwyddon	A	Green
Ynysddu Primary School	A	Green
Ysgol Bro Sannan	D	Red
Ysgol G.G. Caerffili	A	Green
Ysgol Gyfun Cwm Rhymni	C	Amber
Ysgol Gymraeg Bro Allta	A	Green
Ysgol Gymraeg Cwm Derwen	A	Green
Ysgol Gymraeg Gilfach Fargoed	C	Amber
Ysgol Gymraeg Trelyn	A	Green
Ysgol Gynradd Gymraeg Y Castell	A	Green
Ysgol Ifor Bach	B	Yellow
Ysgol Penalltau	B	Yellow
Ysgol Y Lawnt	B	Yellow
Ystrad Mynach Primary	A	Green