

Report

Cabinet



Part 1

Date: 18 March 2020

Subject Outcome of Newport School Categorisation

Purpose Inform Cabinet of School National Categorisation

Author Chief Education Officer

Ward All

Summary This report details the outcome of the National school categorisation process for the academic year 2019/20

Proposal Cabinet are asked to:

1. To acknowledge the position regarding National Categorisation.
2. To consider any issues arising that the Cabinet may wish to draw to the attention of the Chief Education Officer

Action by Chief Education Officer

Timetable Not applicable

This report was prepared after consultation with:

- Cabinet Member for Education and Skills
- Chief Education Officer
- Chief Financial Officer
- Monitoring Officer
- Head of People and Business Change

Signed

Background

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.

In 2017-2018, Welsh Government has removed the data-driven judgement that places schools into a standards group as part of Step 1. Discussion around the school's self-evaluation process and report will now 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 the effectiveness of leadership, teaching and learning.

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

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.

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.

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.

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.

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.)

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.

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

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 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.

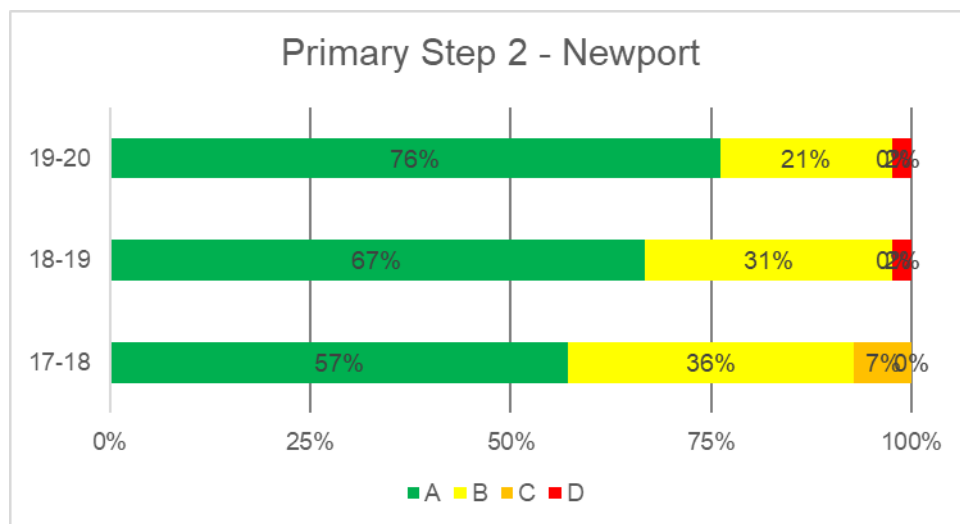
Peer Review

All schools across the region were offered the opportunity to participate in a peer review process. This had previously only been available to schools categorised as green.

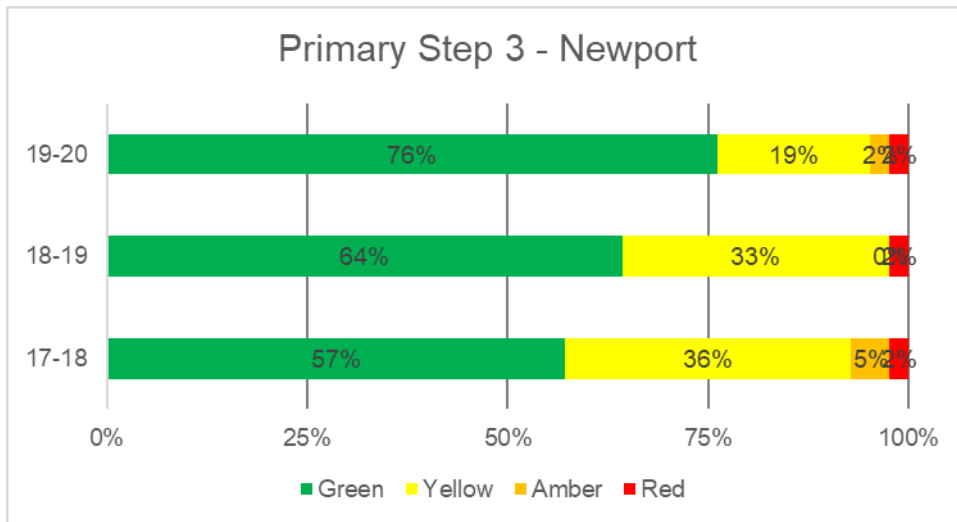
Primary School Categories 2019/20

There are no national averages readily available for 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 76%.

PRIMARY		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Step 3	17-18	1	2	15	24	2%	5%	36%	57%
	18-19	1	0	14	27	2%	0%	33%	64%
	19-20	1	1	8	32	2%	2%	19%	76%
Step 2	17-18	0	3	15	24	0%	7%	36%	57%
	18-19	1	0	13	28	2%	0%	31%	67%
	19-20	1	0	9	32	2%	0%	21%	76%



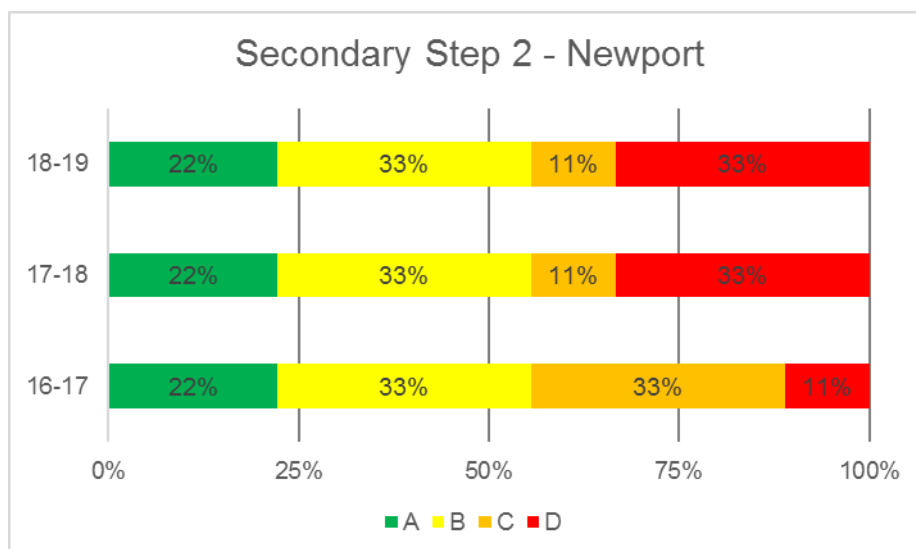
At Step 3, the proportion of schools in the green category is above both the regional and the national average, and the proportion in the red category is in line with the national average and below the regional average.



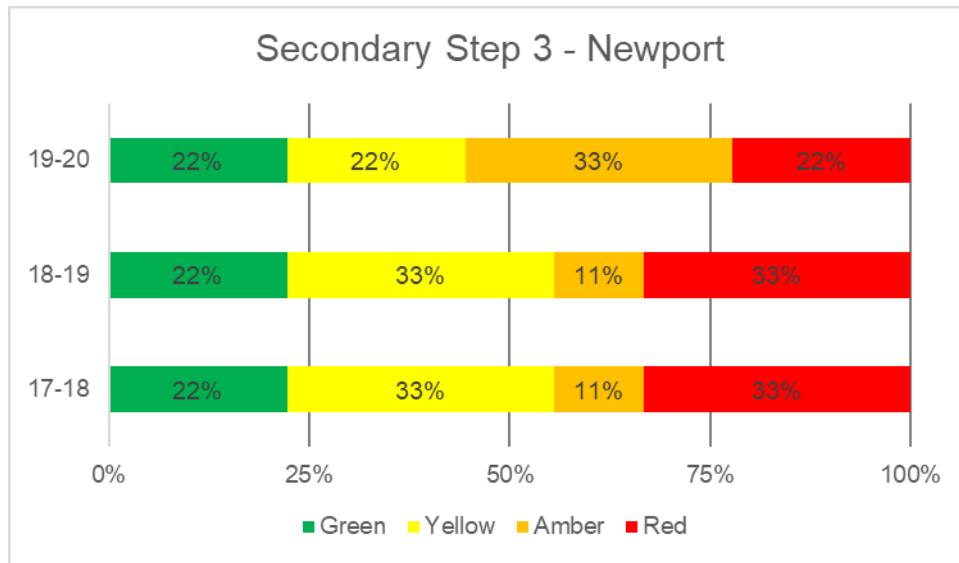
Secondary School Categories 2019/20

The chart below shows that during the past three years, the proportion of schools in the green category has remained at 22% for Step 2.

SECONDARY		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Step 3	17-18	3	1	3	2	33%	11%	33%	22%
	18-19	3	1	3	2	33%	11%	33%	22%
	19-20	2	3	2	2	22%	33%	22%	22%
Step 2	17-18	3	1	3	2	33%	11%	33%	22%
	18-19	3	1	3	2	33%	11%	33%	22%
	19-20	2	2	3	2	22%	22%	33%	22%



For Step 3, the proportion of schools in the green category remains stable at 22%, which is lower than the national average but higher than the regional average. The percentage of schools in the red category has fallen to 22%, which is higher than the national average but lower than the regional average.



Annex 1 – Newport School Categorisation 2019/20 Academic Year

School name	Step 2	Step 3
Alway Primary	B	Yellow
Bassaleg School	A	Green
Bridge Achievement Centre	C	Amber
Caerleon Comprehensive School	C	Amber
Caerleon Lodge Hill Primary School	A	Green
Charles Williams Church in Wales Primary School	A	Green
Clytha Primary School	A	Green
Crindau Primary School	A	Green
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	Amber
Jubilee Park Primary	A	Green
Kimberley Nursery	B	Yellow
Langstone Primary School	A	Green
Llanmartin Primary School	B	Yellow
Llanwern High School	B	Amber
Lliswerry High School	C	Amber
Lliswerry Primary School	B	Yellow
Maes Ebbw Special	B	Yellow
Maesglas C.P. School	B	Yellow
Maindee C.P. School	A	Green
Malpas C.I.W. Primary	D	Red
Malpas Court Primary School	A	Green
Malpas Park Primary School	A	Green
Marshfield Primary School	A	Green
Millbrook Primary School	A	Green
Milton Primary School	B	Yellow
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	A	Green
Rogerstone Primary School	A	Green
Somerton Primary School	A	Green
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	A	Green
St Julian's Primary School	A	Green
St Julian's School	D	Red
St Mary's R.C. Primary School	A	Green
St Michael's R.C. Primary School	A	Green
St Patrick`s R.C. Primary School	A	Green
St Woolos Primary School	A	Green
St. Joseph's R.C. High School	A	Green
The John Frost School	B	Yellow
Tredegar Park Primary	B	Yellow
YG Bro Teyrnnon	B	Yellow
Ysgol Bryn Derw	B	Yellow
Ysgol Gyfun Gwent Is Coed	B	Yellow
Ysgol Gymraeg Casnewydd	A	Green
Ysgol Gymraeg Ifor Hael	A	Green

Financial Summary

This report is for information only.

Risks

This report is for information only.

Links to Council Policies and Priorities

Corporate Plan

Education Service Plan

Wellbeing of Future Generation (Wales) Act 2015

Options Available and considered

Not applicable. This report is for information only.

Preferred Option and Why

Not applicable. This report is for information only.

Comments of Chief Financial Officer

There are not financial implications to this report.

Comments of Monitoring Officer

There are no specific legal issues arising from the Report

Comments of Head of People and Business Change

Newport City Council recognises that it is our duty to provide future generations with the skills and knowledge they need to play a full and active role in their communities and wider society. Both Newport's and the nation's economic prosperity, social cohesion and wellbeing are built on the foundations of a strong and successful education system. The National School Categorisation system for 2019/20 plays a major part in school improvement and delivering the best outcomes for young people. It is based on supported self evaluation (step 2) in partnership between the EAS, schools and the local authority. The results of self evaluation then influence the level of assistance the school receives, in terms of support, challenge and intervention. The intention is to maximise the school's capacity to drive forward its own improvement. Positive comparisons within the region and nationally reflect the strong work already underway in Newport schools but also show the challenges faced by a small number of schools and this is recognised in their greater need for external support.

There are no direct human resources implications identified in this report.

Comments of Cabinet Member

The increased number of primary schools in the green category once again is excellent and to be congratulated. In addition, The John Frost School has moved into a yellow category and the number of secondary schools in the red category has reduced with Llanwern High School moving out of an Estyn category. This is very pleasing. We will ensure that schools in a red category continue to receive the necessary support and expertise to secure progress. Meanwhile, the drive for continued improvement in every school continues.

Local issues

Not applicable.

Scrutiny Committees

This report has been provided to People Performance Scrutiny as an information report.

Equalities Impact Assessment and the Equalities Act 2010

The Equality Act 2010 contains a Public Sector Equality Duty which came into force on 06 April 2011. The Act identifies a number of 'protected characteristics', namely age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation; marriage and civil partnership. The new single duty aims to integrate consideration of equality and good relations into the regular business of public authorities. Compliance with the duty is a legal obligation and is intended to result in better informed decision-making and policy development and services that are more effective for users. In exercising its functions, the Council must have due regard to the need to: eliminate unlawful discrimination, harassment, victimisation and other conduct that is prohibited by the Act; advance equality of opportunity between persons who share a protected characteristic and those who do not; and foster good relations between persons who share a protected characteristic and those who do not. The Act is not overly prescriptive about the approach a public authority should take to ensure due regard, although it does set out that due regard to advancing equality involves: removing or minimising disadvantages suffered by people due to their protected characteristics; taking steps to meet the needs of people from protected groups where these differ from the need of other people; and encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

An FEIA has not been prepared as this report is for information only.

Children and Families (Wales) Measure

This report is for information only and is based on the outcomes of the National Categorisation process.

Wellbeing of Future Generations (Wales) Act 2015

All local authorities have a long-term duty to develop a prosperous Wales by developing skilled and well-educated population in an economy which generates wealth and provides employment opportunities. Enabling and facilitating academic attainment for all learners provides a foundation for access to employment and helps break a cycle of deprivation.

Furthermore, regardless of the socio-economic demographic of an individual school community, all schools will be challenged and supported to improve pupil attainment with a view to create "more equal wales" that enables pupils to fulfil their potential no matter what their background or circumstances.

Improvement of pupil outcomes is supported by collaboration of schools, the Local Authority and the regional school improvement service (EAS) including the involvement of pupils, teachers, governors and wider community members.

Crime and Disorder Act 1998

Section 17(1) of the Crime and Disorder Act 1998 imposes a duty on the Local Authority to exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent, crime and disorder in its area.

Consultation

Not applicable

Background Papers

Not applicable

Dated: 13th March 2019