

Monmouthshire Scrutiny Report: National School Categorisation 2017-18

Report Submitted by:	<i>Helen Power, EAS Principal Challenge Adviser</i>
Report Written by:	<i>Helen Power, EAS Principal Challenge Adviser and Sarah Jones, EAS Head of Learning & Business Intelligence</i>
Purpose of report:	To inform Scrutiny members of the new national school categorisation system and Monmouthshire school categorisations.

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.

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:

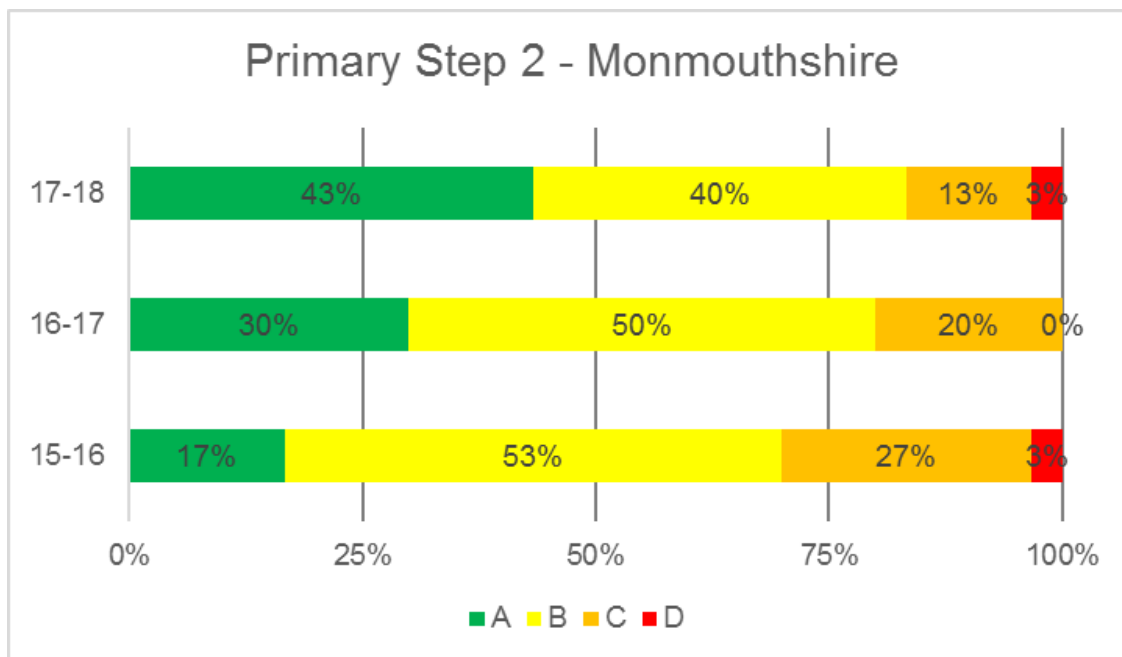
- Green support category - A school in this category will receive up to 4 days of challenge adviser time.
- Yellow support category - A school in this category will receive up to 10 days of challenge adviser time.
- Amber support category - A school in this category will receive up to 15 days of challenge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

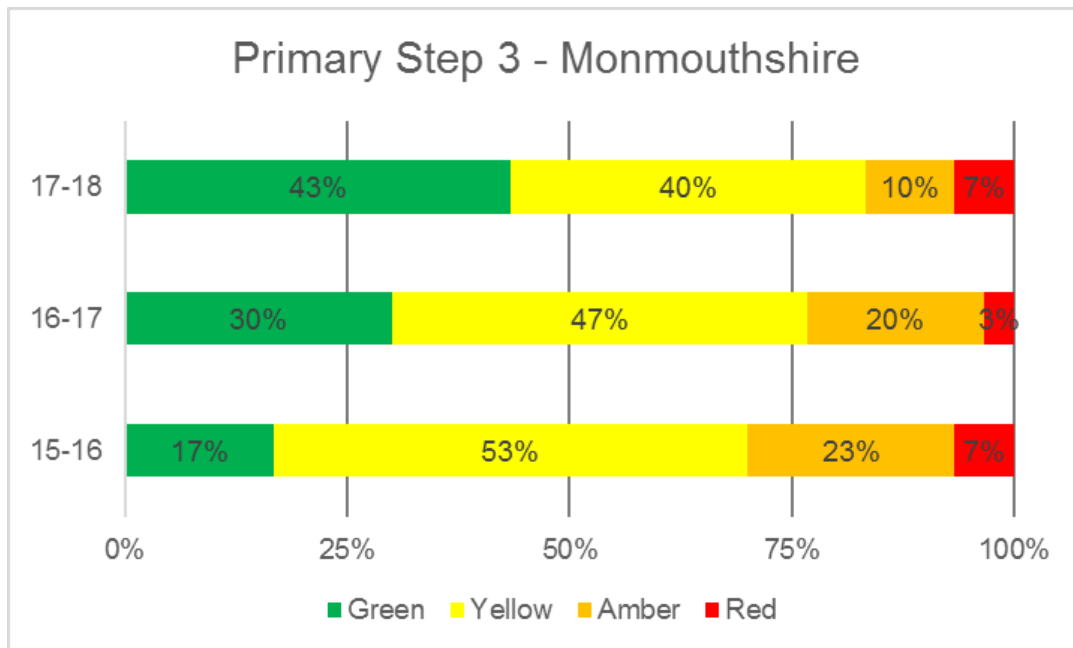
Primary School Categories 2017/18

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 43%.

		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Step 3	15-16	2	7	16	5	7%	23%	53%	17%
	16-17	1	6	14	9	3%	20%	47%	30%
	17-18	2	3	12	13	7%	10%	40%	43%
Step 2	15-16	1	8	16	5	3%	27%	53%	17%
	16-17	0	6	15	9	0%	20%	50%	30%
	17-18	1	4	12	13	3%	13%	40%	43%
Step 1	15-16	0	4	12	14	0%	13%	40%	47%
	16-17	0	2	11	17	0%	7%	37%	57%



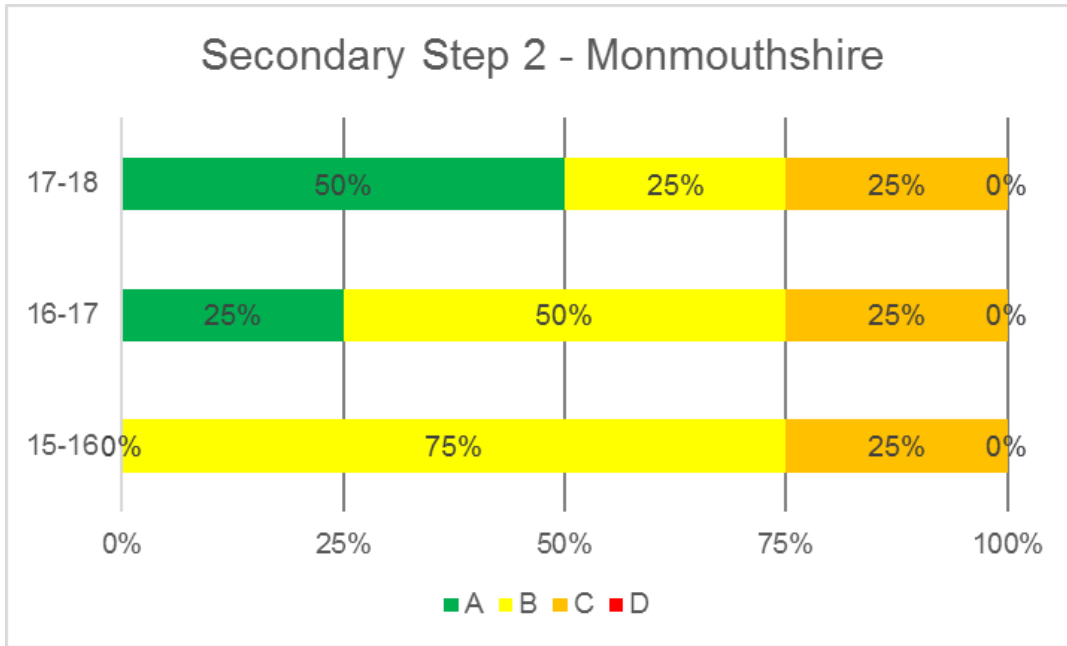
At Step 3, the proportion of schools in the green category is below the regional but above the national average, and the proportion in the red category is above both the regional and national averages, although this only relates to two schools.



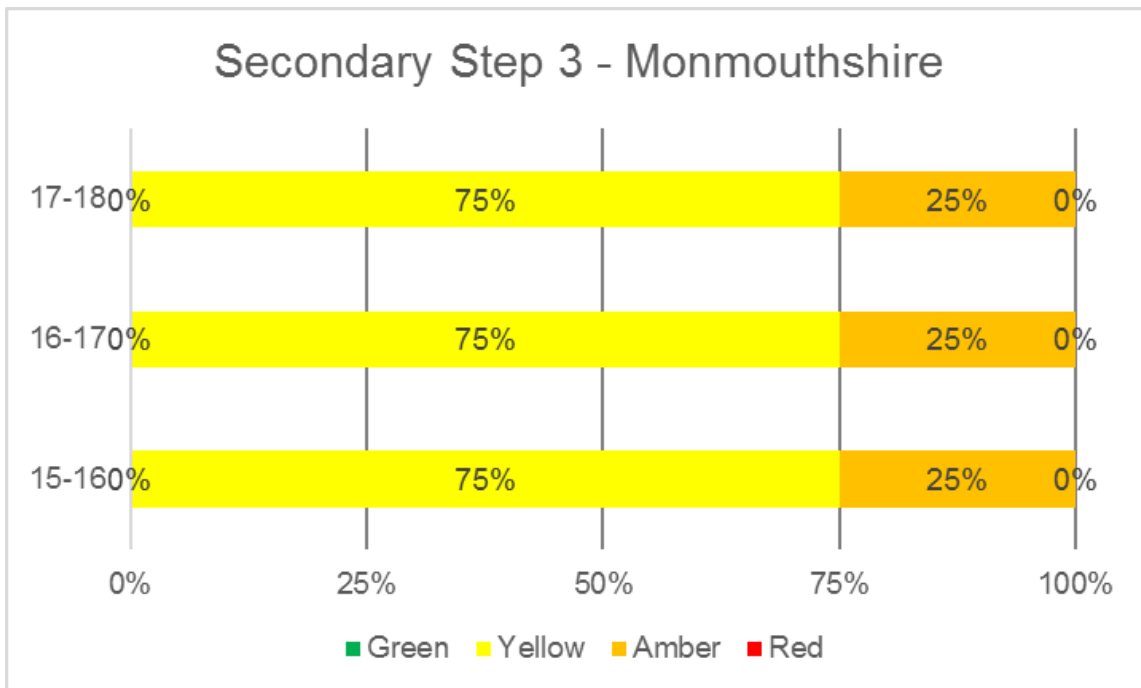
Secondary School Categories 2017/18

The charts below show that during the past three years, the proportion of schools in the green category has increased for Step 2. As there are only 4 secondary schools in Monmouthshire, this increase relates to two schools.

		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Step 3	15-16	0	1	3	0	0%	25%	75%	0%
	16-17	0	1	3	0	0%	25%	75%	0%
	17-18	0	1	3	0	0%	25%	75%	0%
Step 2	15-16	0	1	3	0	0%	25%	75%	0%
	16-17	0	1	2	1	0%	25%	50%	25%
	17-18	0	1	1	2	0%	25%	25%	50%
Step 1	15-16	0	1	2	1	0%	25%	50%	25%
	16-17	0	0	3	1	0%	0%	75%	25%



For Step 3, there are no secondary schools in the green category, but equally there are no schools in the red category. Three schools are yellow and one is amber.



Annex 1 – Monmouthshire School Categorisation 2017/18 Academic Year

School name	Step 2	Step 3
Archbishop Rowan Williams CIW School	B	Yellow
Caldicot School	A	Yellow
Cantref Primary School	A	Green
Castle Park Primary School	C	Amber
Chepstow Comprehensive School	C	Amber
Cross Ash C.P. School	B	Yellow
Deri View Primary School	B	Yellow
Dewstow Primary School	B	Yellow
Durand Primary School	B	Yellow
Gilwern C.P. School	A	Green
Goytre Fawr Primary School	A	Green
King Henry VIII Comprehensive	A	Yellow
Kymin View Primary	B	Yellow
Llandogo C.P. School	B	Yellow
Llanfihangel Crucorney C.P. School	A	Green
Llanfoist Fawr Primary School	A	Green
Llantilio Pertholey CIW Primary School	C	Red
Magor V.A. Primary School	D	Red
Monmouth Comprehensive School	B	Yellow
Monmouth PRU	B	Yellow
Mounton House	C	Amber
Osbaston CIW Primary School	A	Green
Our Lady & St Michael's School	C	Amber
Overmonnow C.P. School	B	Yellow
Pembroke Primary School	B	Yellow
Raglan V.C. Primary School	C	Amber
Rogiet C.P. School	B	Yellow
Shirenewton Primary School	A	Green
St Mary's R.C. Primary School	A	Green
The Dell Primary School	A	Green
Thornwell Primary School	A	Green
Trellech C.P. School	A	Green
Undy C.P. School	B	Yellow
Usk CIW Primary School	A	Green
Ysgol Gymraeg Y Fenni	A	Green
Ysgol Gymraeg Y Ffin	B	Yellow