

Monmouthshire Scrutiny Report: National School Categorisation 2017-18

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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.

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.

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)

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 These changes will not be published nationally.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

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 the school's challenge adviser, who completed the National Categorisation report and a link challenge adviser was also present, to ensure consistency across groups.

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.

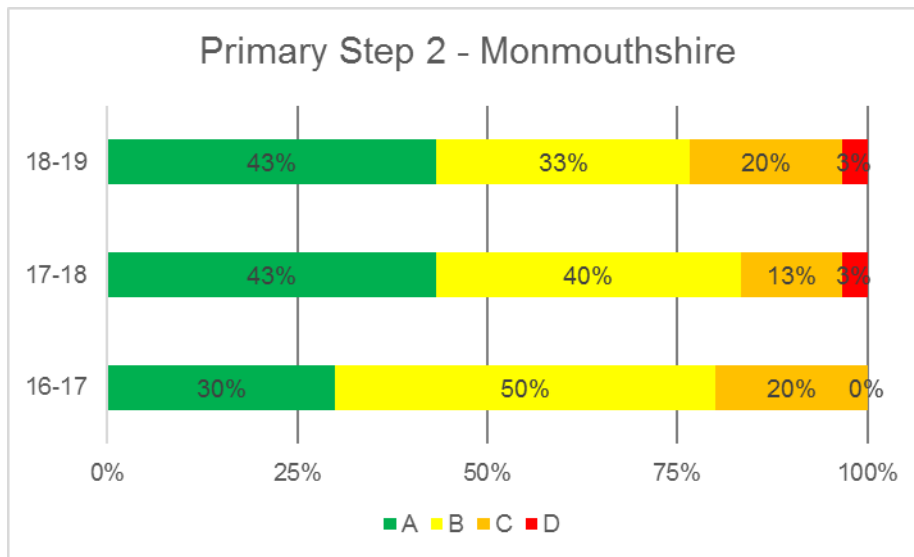
National Verification Process

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.

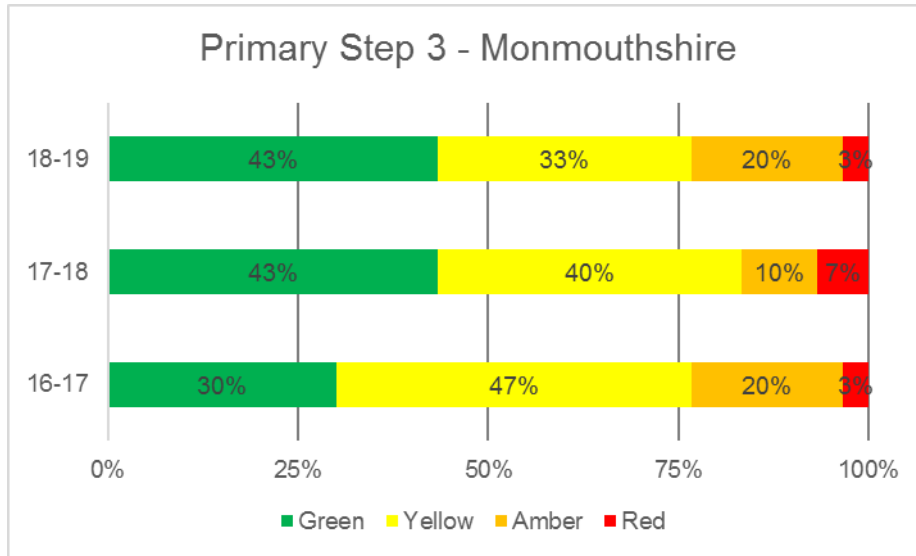
Primary School Categories 2018/19

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	16-17	1	6	14	9	3%	20%	47%	30%
	17-18	2	3	12	13	7%	10%	40%	43%
	18-19	1	6	10	13	3%	20%	33%	43%
		D	C	B	A	D	C	B	A
Step 2	16-17	0	6	15	9	0%	20%	50%	30%
	17-18	1	4	12	13	3%	13%	40%	43%
	18-19	1	6	10	13	3%	20%	33%	43%
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Step 1	16-17	0	2	11	17	0%	7%	37%	57%



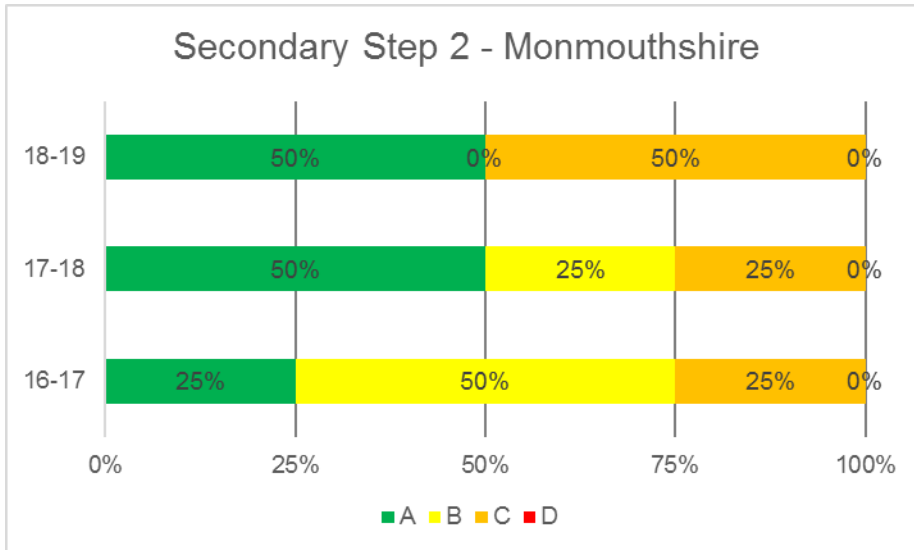
At Step 3, the proportion of schools in the green category is below the regional average and in line with the national average, and the proportion in the red category is in line with the regional averages and above the national average.



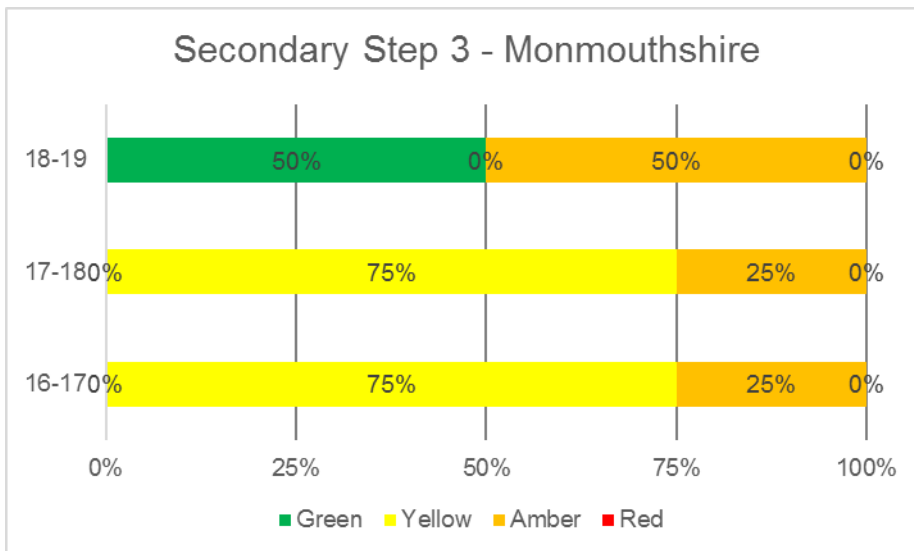
Secondary School Categories 2018/19

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	16-17	0	1	3	0	0%	25%	75%	0%
	17-18	0	1	3	0	0%	25%	75%	0%
	18-19	0	2	0	2	0%	50%	0%	50%
		D	C	B	A	D	C	B	A
Step 2	16-17	0	1	2	1	0%	25%	50%	25%
	17-18	0	1	1	2	0%	25%	25%	50%
	18-19	0	2	0	2	0%	50%	0%	50%
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Step 1	16-17	0	0	3	1	0%	0%	75%	25%



For Step 3, there are two secondary schools in the green category, but no schools in the red category. Two schools are amber.



Annex 1 – Monmouthshire School Categorisation 2018/19 Academic Year

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