

NATIONAL CATEGORISATION

REPORT OF Director of Education & LLL

PORTFOLIO: Education and Lifelong Learning

1. Reason for this report

To update Scrutiny on the current position in Cardiff in relation to the national categorisation of schools.

2. Background and context

This issue was previously reported to scrutiny in March 2015 so this report will focus on the current situation and progress made in the last 12 months.

3. Key Issues

The National Categorisation Distribution of Cardiff Schools

In the primary sector, the proportion of schools in the categories requiring least support (green and yellow), is in line with the Consortium and Wales figures. In the secondary sector, however, the proportion of schools in the categories requiring least support, is slightly below the Consortium and Wales figures. In both sectors, Cardiff has a greater proportion in the green category but also has a higher proportion of schools in the most intensive support category (red).

As a proportion of schools in each phase, there are proportionately more secondary schools in categories amber and red than in the primary phase and more primary schools than special schools. Just over half of secondary schools remain in the two highest risk categories (4 in red and 6 in amber), just under a quarter of primary schools (5 red and 17 amber) and one special school.

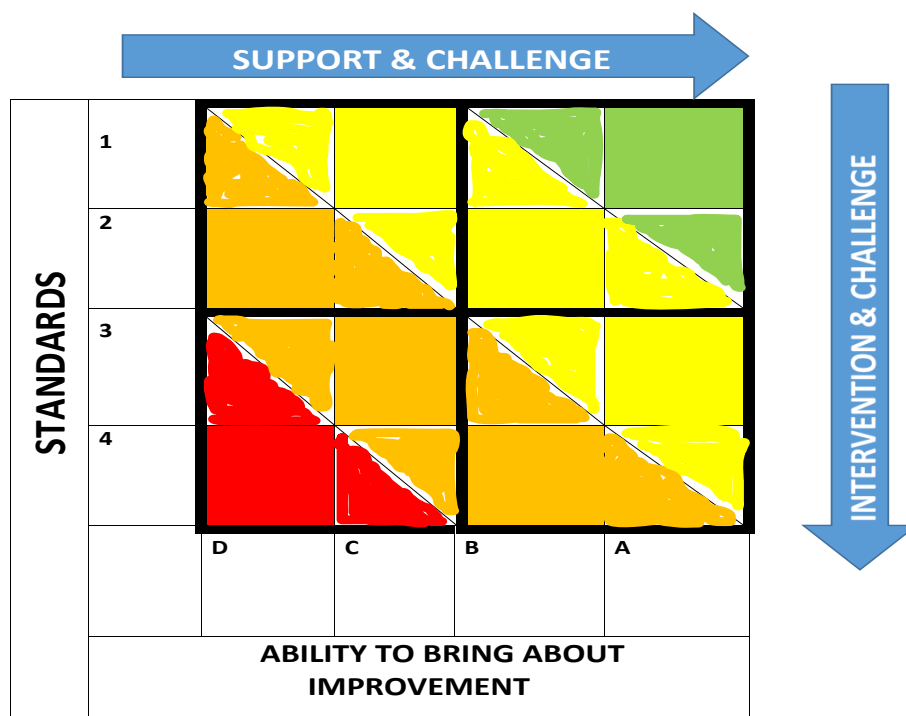
The proportion of schools requiring least support has increased in 2015/16. The lower number of schools now requiring amber and red support this year reflects the impact of the revised schools causing concern process and the progress that has been made in improving standards in the city's schools.

BACKGROUND

4. In May 2014, the Minister for Education and Skills announced the development of a primary grading model and a review of the secondary banding model. The application of this model results in one of 4 levels of

support for each school categorised as green, yellow, amber or red, with schools in green requiring the least amount of challenge and support and those in red the most.

5. The procedures for identifying and intervening in schools causing concern are common to all five constituent local authorities in the consortium. The consortium’s challenge advisers have a key role in identifying schools causing concern and in establishing and applying the appropriate level of challenge and support for each school to which they are attached. The local authority remains the final arbiter of categorisation and commissions support for schools from the consortium.
6. The national categorisation system is based on three steps:
 Step 1 - a judgement on standards placing a school in one of four groups 1 to 4
 Step 2 - a judgement about a school’s capacity to improve A to D
 Step 3 - a decision on the level of support that is required to bring about the necessary improvement Green, Yellow, Amber or Red.
7. The first step and guidance on implementing both the second and third step is common across all regions. However, the implementation methodology of the second and third step is devised and implemented at a regional level.



8. The extent to which each school has a robust, self-critical and accurate view of its strengths and areas for improvement is fundamental to the categorisation process. Equally important is the school’s proven capacity to improve – that is, evidence of its ability to implement its improvement strategies effectively so as to raise standards and improve the quality of

education. The starting point for the challenge adviser attached to each school will be to validate and challenge the school's self-evaluation and to apply the national categorisation model.

9. The standards achieved by pupils and the progress they make are the key measures of the quality of education they have received and of the effectiveness of the leadership and management of the school. Therefore, the key driver for any judgement about the most appropriate support category (colour) overall will be the standards achieved by the school's pupils. There is a strong link between outcomes, provision and leadership and judgements about provision and leadership will be made with reference to their impact on outcomes. In particular, where leadership is effective this should be reflected in the standards achieved by pupils and the quality of educational provision. In normal circumstances, therefore, judgements about leadership and provision would not be higher than those relating to outcomes. Where there are differences in judgements there would need to be a clear explanation supported by evidence.
10. The consortium's challenge advisers have a key role in identifying schools causing concern, establishing their need for support and ensuring that the appropriate level of challenge and support for each school to which they are attached is provided. They also have an important role in monitoring and reporting each school's progress.

Categorisation of Schools in Cardiff

11. The category assigned to each primary, special and secondary school in Cardiff is set out below. Progress and the impact of actions taken to secure improvement, are monitored regularly by the challenge adviser, senior challenge adviser and local authority officers during the academic year.

Number of schools in each category 2015/16

	Number of Schools		
Level of Challenge	Primary	Special	Secondary
Green	36	4	5
Yellow	42	3	4
Amber	17	0	6
Red	5	1	4

Number of schools in each category 2014/15

	Number of Schools		
Level of Challenge	Primary	Special	Secondary
Green	22	4	3
Yellow	40	2	5

Amber	24	2	5
Red	12	0	6

Number of schools in each category 2013/14

Level of Challenge	Number of Schools		
	Primary	Special	Secondary
A	26	4	2
B	37	2	6
C	20	1	7
D	12	1	5

Number of schools in each category 2012/13

Level of challenge	Number of schools		
	Primary	Special	Secondary
A	32	6	3
B	43	2	7
C	17	0	7
D	7	0	4

12. In the primary sector, the proportion of schools in the categories requiring least support (green and yellow), is in line with both the Consortium and Wales figures with more than three quarters of schools now in these two support categories. Cardiff has a greater proportion in the green category which means that we should have a greater proportion of schools with the capacity to support other schools and have a significant part to play in the developing school to school work.
13. However Cardiff also has a slightly higher proportion of schools in the most intensive support category (red). These schools are visited regularly by the challenge adviser and the progress that these schools are making is evaluated on a half termly basis by the local authority jointly with the consortium.

Support Category	Cardiff 15/16	Consortium 15/16	Wales 15/16
Green	34.0%	28.0%	22.3%
Yellow	43.3%	50.9%	57.2%
Amber	17.5%	16.3%	18.0%
Red	5.2%	4.8%	2.4%

14. In the secondary sector, the proportion of schools in the categories requiring least support (green and yellow), remains below both the Consortium and Wales figures with just under one half of Cardiff schools in these two support categories. Cardiff now has five schools in the green category which means

that our capacity to support other schools is improving and we are less reliant on support from schools in other local authorities.

15. Cardiff also has a higher proportion of schools in the most intensive support category (red). These schools are visited regularly by the challenge adviser and the progress that these schools are making is evaluated on a half termly basis by the local authority jointly with the consortium.

Support Category	Cardiff 15/16	Consortium 15/16	Wales 15/16
Green	26.3%	24.6%	18.4%
Yellow	21.1%	35.1%	38.7%
Amber	31.6%	28.1%	30.7%
Red	21.1%	12.3%	12.3%

16. The support category for 2014 and 2015 for each individual school is shown in Appendix 1. The majority of schools in standards groups 3 and 4 are categorised as needing amber or red levels of support. There are however some exceptions. For example, Moorland Primary School and Herbert Thompson Primary School are in standards group 3 but are categorised as Green. This is because they can substantially evidence that pupils make very good progress across each key stage and that the leadership of learning and teaching is strong.
17. As expected, the majority of schools in standards groups 1 and 2 are categorised as needing yellow or green levels of support. A few primary schools, for example, Trowbridge and Ton Yr Ywen and two secondary schools, Radyr and Whitchurch are in standards group 2, but are categorised as requiring amber support. This judgement has been made following either a whole school review or an Estyn inspection where leadership capacity has been found to be adequate and in need of additional support to improve.

Appendix 1 – Outcomes from National Categorisation December 2015

School	Standards Group		Ability to improve		Level of support	
	2014	2015	2014	2015	2014	2015
Adamsdown	4	4	D	C	R	A
Albany	3	2	B	B	Y	Y
Allensbank	4	4	C	C	R	A
All Saints CIW	1	1	A	B	G	G
Baden Powell	4	3	C	B	A	A
Birchgrove	2	1	B	B	Y	Y
Bishops Childs CIW	1	1	A	A	G	G
Bryn Celyn	2	1	B	B	Y	Y
Bryn Deri	2	2	B	A	Y	G
Bryn Hafod	3	4	D	D	R	R
Cantonian High	3	3	C	D	A	R
Cardiff High	2	1	A	A	G	G
Cathays High	2	2	B	B	Y	Y
Christ the King RC	2	1	C	B	A	Y
Corpus Christi High	2	1	B	A	A	G
Coed Glas	2	1	C	B	A	Y
Coryton	2	2	B	B	Y	Y
Creigiau	2	1	A	B	G	G
Danescourt	2	1	A	A	Y	G
Eastern High	4	4	D	D	R	R
Fairwater	3	3	D	C	R	A
Fitzalan	2	2	A	A	G	G
Gabalfa	2	1	D	B	R	Y
Gladstone	2	2	C	B	A	Y
Glan-y-Afon	4	3	D	C	R	A
Glyncoed	2	1	B	A	Y	G
Glyn Derw High	4	4	D	D	R	R
Grangetown Nursery			A	A	G	G
Grangetown Primary	3	2	B	B	Y	Y
Greenway	2	2	B	B	Y	Y
Hawthorn	3	2	C	B	A	Y
Herbert Thompson	3	3	A	A	Y	G
Holy Family RC	3	1	D	B	R	Y
Hywel Dda	3	3	B	C	Y	A
ECCC			A	A	G	G
Kitchener	3	3	C	B	A	Y
Lakeside	2	2	A	B	G	Y
Lansdowne	3	2	B	B	A	Y
Llandaff City CIW	1	1	A	B	G	Y
Llanedeyrn	3	3	B	B	A	Y
Llanishen High	3	3	D	C	R	A
Llanishen Fach	2	2	A	A	G	G
Llysfaen	1	1	A	A	G	G
Marlborough	2	2	A	A	Y	G
Mary Immaculate High	1	1	B	A	G	G
Meadowbank Special		3	C	B	A	Y
Meadowlane	4	3	D	B	R	Y
Michaelston CC	4	4	D	D	R	R
Millbank	1	1	A	A	G	G
Moorland	3	3	A	A	Y	G
Mount Stuart	2	2	A	A	G	G
Ninian Park	4	3	D	D	R	R

Oakfield	4	3	B	B	A	Y
Pen-y-Bryn	3	2	C	B	A	Y
Pencaerau	2	1	A	A	G	G
Pentrebane	2	1	B	B	Y	Y
Pentyrch	3	2	A	A	Y	Y
Peter Lea	3	2	A	B	Y	Y
Radnor	3	2	C	B	A	Y
Radyr High	3	2	C	C	A	A
Radyr	2	1	B	B	Y	Y
Rhiwbeina	1	1	B	B	G	G
Rhydypenau	2	2	A	A	G	G
Riverbank Special			C	D	A	R
Roath Park	3	2	B	B	Y	Y
Rumney	2	2	B	A	Y	G
Severn	3	3	B	B	Y	Y
Springwood	2	1	B	B	Y	Y
St. Alban's RC	2	1	B	A	Y	G
St. Bernadette's RC	2	1	B	B	Y	Y
St Cadoc's RC	1	1	A	A	G	G
St Cuthbert's RC	3	3	C	D	R	R
St David's CIW	3	2	B	B	Y	Y
St Fagan's CIW	4	3	B	A	A	Y
St Francis RC	2	2	B	A	Y	Y
St Illtyds RC High	3	3	C	B	R	A
St John Lloyd RC	3	2	B	B	Y	Y
St Joseph's RC	3	1	C	A	A	G
St Mary's RC	4	2	D	C	R	A
St Mary the Virgin CIW	4	3	C	B	A	A
St Mellons CIW	2	1	B	A	Y	G
St Monica's CIW	3	3	B	C	Y	A
St Patrick's RC	3	3	B	C	A	A
St Paul's CIW	1	1	A	A	G	G
St Peter's RC	1	1	A	A	G	G
St Philip Evans RC	1	1	A	A	G	G
St. Teilos CIW High	3	3	C	C	A	A
Stacey	2	1	B	A	Y	G
The Bishop of Llandaff	3	1	B	A	Y	G
The Court Special			A	B	G	Y
The Hollies Special			A	A	G	G
Thornhill	1	1	C	B	A	Y
Ton-yr-Ywen	2	2	B	C	Y	A
Tongwynlais	3	2	A	A	Y	G
Tredegarville CIW	2	2	B	B	Y	Y
Trelai	4	4	D	D	R	R
Tremorfa Nursery			B	A	G	G
Trowbridge	3	2	C	C	A	A
Ty Gwyn Special			A	A	G	G
Whitchurch High	3	2	D	C	R	A
Whitchurch	1	1	A	A	G	G
Willowbrook	2	2	B	B	Y	Y
Windsor Clive	3	3	B	B	Y	Y
Willows	3	1	B	B	Y	Y
Woodlands Special			B	B	Y	Y
Ysgol Bro Eirwg	4	3	B	B	A	A
Ysgol Coed-y-Gof	3	2	B	B	Y	Y
Ysgol Glan Ceubal	4	4	C	C	A	A
Ysgol Glan Morfa	3	2	C	C	A	A
Ysgol Gyfun Gymraeg Bro Edern	-	-	B	B	Y	Y

Ysgol Gyfun Gymraeg Glantaff	3	2	B	B	Y	Y
Ysgol Gyfun Gymraeg Plasmawr	3	2	C	C	A	A
Ysgol Melin Gryfydd	2	2	A	A	G	G
Ysgol Nant Caerau	3	3	C	B	A	Y
Ysgol Gymraeg Pwll Coch	3	3	A	B	Y	Y
Ysgol Gymraeg Treganna	3	2	A	A	Y	G
Ysgol Gynraedd Gwaelod-y-Garth	2	2	B	A	Y	G
Ysgol Pen-y-Groes	4	4	C	C	A	A
Ysgol Mynydd Bychan	3	2	A	A	Y	G
Ysgol Pen-y-Pil	3	4	C	C	A	A
Ysgol Pencae	2	2	B	A	Y	A
Ysgol Y Berllan Deg	3	2	C	B	A	Y
Ysgol Y Wern	2	2	A	A	G	G