



REPORT TO THE JOINT COMMITTEE

26 FEBRUARY 2020

Report by: Alwyn Jones - GwE Assistant Director

Subject: National Categorisation

1.0 Purpose of the Report

1.1 To present information to the Joint Committee members on the National Categorisation Process.

2.0 Background

2.1 The categorisation process is an ongoing process throughout the spring, summer and autumn terms and is captured on G6.

2.2 Categorisation is discussed throughout the year with LA representative in the County Quality Boards that meet on a fortnightly basis.

2.3 The National School Categorisation System aims to provide a clear structure to review how well a school is performing. It takes into consideration how effectively the school is led and managed, the quality of learning and teaching, and the level of support and challenge it needs to do better.

2.4 The system helps identify the schools that need the most help, support and guidance to improve. It also identifies those that are doing well but could be doing better and those that are highly effective and could help and support others to do better.

2.5 Each primary, secondary and special school is placed into one of four colour-coded support categories which trigger a tailored support package.

2.6 The system is not about labelling schools or creating league tables. It is about helping schools identify what factors contribute to their progress and achievement, and what areas to focus on in order to develop.

3.0 Considerations

3.1 Full analysis of the categorisation and a regional summary is noted in Appendix 1 - GwE National Categorisation process report.

3.2 All Schools

Across all sectors the percentage of schools categorised as Grade A and B for Step 2 has decreased slightly from 92.2% in 2018 to 89.6% (361 schools) in 2019 due to the number of schools awarded a grade C increasing by 9 to 35 (8.7%) and the number of schools awarded a D grade increasing by 1 to 7 (1.7%) . The percentage categorised as Grade A continues to increase with 47.6% (192 schools) awarded an A grade.

The percentage of schools categorised as Green or Yellow for Step 3 decreased from 91.0% in 2018 to 88.1% (355 schools) in 2019 with the percentage of Amber or Red school increasing by 2.9% due to an additional 10 schools classed as Amber and 1 additional classed as Red. The percentage categorised Red increased by 0.2% to 2.2% (9 Schools) and the percentage categorised as Green increased yet again to 40.4% (163 schools).

3.3 Primary

The percentage of schools categorised as Grade A or B for step 2 decreased from 94.6% in 2018 to 92.7% (319 schools) with the number schools awarded a C grade increasing by 4 to 23 and the number of schools awarded a D grade increasing from 0 to 2. The percentage categorised as Grade A has increased significantly from 35.5% in 2017, 44.1% in 2018 to 51.2% (176 schools) in 2019.

The percentage of schools categorised as Red or Amber for Step 3 increased from 6.6% in 2018 to 8.7% (30 schools) with an additional 7 schools categorised as Amber or Red. The percentage categorised as a red increased from 0% in 2018 to 0.6 % in 2019 due to the Red categorisation of 2 schools. The percentage categorised as green has increased significantly from 30.7% in 2017, 38.1% in 2018 to 43.0% (148 schools) in 2019.

3.4 Secondary

The percentage of schools categorised as Grade A and B for Step 2 decreased from 75.9% (41 schools) in 2018 to 64.8% (35 schools) in 2019. The percentage categorised as a D fell from 11.1% (6 schools) to 9.3% (5 schools). The percentage categorised as Grade A continues to increase from 22.2% in 2017 to 25.9% (14 schools) in 2019.

The percentage of schools categorised as red and amber for Step 3 increased from 25.9% (14 schools) in 2018 to 37.0% (20 schools) in 2019. The percentage categorised as Red fell from 14.8% (8 schools) in 2018 to 13.0% (7 schools) in 2019. The percentage categorised Green remained constant at 24.1% (13 schools) with the percentage categorised Yellow decreasing

from 50% in 2018 to 38.9% and subsequently the percentage categorised as Amber increasing from 11.1% in 2018 to 24.1% with the number of Amber schools increasing by 7 to 13.

3.5 Special

The percentage of schools categorised as Grade C and D for Step 2 has fallen to 0. No special school has been categorised as a D since 2016. The percentage categorised as Grade A has decreased from 55.6% (5 schools) in 2018 to 33.3% (3 schools) in 2019. 6 of the 9 schools are categorised as Grade B, up from 3 in 2018.

The percentage of schools categorised as red and amber for Step 3 has fallen to 0.0% and no special school has been categorised red since 2016. The percentage categorised as green decreased from 44.4% (4 schools) to 33.3% (3 schools). 6 of the 9 schools are categorised as Yellow, up from 4 in 2018.

4.0 Recommendations

4.1 The Joint Committee is asked to note the content of the report.

5.0 Financial Implications

5.1 There are no financial implications arising from this report.

6.0 Equalities Impact

6.1 There are no new equalities implications arising from this report.

7.0 Personnel Implications

7.1 There are no new personnel implications arising from this report.

8.0 Consultation Undertaken

8.1 Consultation with the GwE Management Board.

9.0 Appendices

9.1 Appendix 1 - GwE National Categorisation process report.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Nothing to add from a propriety perspective.

Statutory Finance Officer:

Nothing to add to the report from a financial propriety perspective.