

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Children, Young People and Education Cabinet Board

2 March 2017

Hub Head of Education Improvement – Helen Morgan-Rees

Matter for Information

Wards Affected:

All wards

CATEGORISATION OF SCHOOLS IN NEATH PORT TALBOT

Purpose of the Report

1. To provide elected members with an annual update of how schools in Neath Port Talbot are categorised using the National Categorisation System.

Executive Summary

2. In Neath Port Talbot, the outcomes of categorisation (**see Appendix One**) suggest that schools' capacity to self-improve is stronger than three years ago. Categorisation of schools is carried out by regional consortia in order to determine how much support a school requires to improve. Green support means up to 4 days, yellow is up to 10 days, amber is up to 15 days and red is up to 25 days. The process involves an honest dialogue between a school and its challenge adviser to understand school priorities and the progress a school makes between monitoring visits. The challenge adviser brokers support for a school. A school receives more support if there is weaker capacity to self-improve.

Background

3. The national categorisation system outcomes are published annually in January. Parents and governors can see the outcomes on the My Local School website.
4. Welsh Government provides schools with a number to indicate how the school has performed during the last three years. The number is based on teacher assessment of standards in primary schools as well as attendance rates. In secondary schools, the number is based on externally verified examination results, as well as attendance rates.
5. Education through Regional Working (ERW) challenge advisers monitor and evaluate leadership and teaching/ learning in all Neath Port Talbot schools and provide the school with a letter (A-D). The letter indicates the school's capacity to improve **see Appendix Three.**
6. The combination of performance and capacity (including progress) is evaluated in partnership with each school in order to determine the colour of support.
7. Since categorisation started in 2014, the percentage of green and yellow primary schools in Neath Port Talbot has increased from 68.3% to 77.2%. For secondary schools the 2016 proportion remains the same, namely, 100% **see Appendix Two.**

Financial Impact

8. There are no financial impacts associated with this report.

Equality Impact Assessment

9. There are no equality impacts associated with this report.

Workforce Impacts

10. There are no workforce impacts associated with this report.

Legal Impacts

11. There are no legal impacts associated with this report.

Risk Management

12. The ERW risk register makes reference to the percentage of red and amber schools in Neath Port Talbot increasing. The risk is monitored on an at least a quarterly basis.

Consultation

13. There is no requirement under the Constitution for external consultation on this item.

Recommendations

14. The report is for information only.

Appendices

15. Appendix One – how schools have been categorised during the last three years; Appendix Two – how schools' capacity to improve has changed during the last three years and Appendix Three – how a school's capacity to improve is evaluated by challenge advisers.

List of Background Papers

<http://gov.wales/topics/educationandskills/schoolshome/raisingstandards/schoolcategorisation/?lang=en>

<http://mylocalschool.wales.gov.uk/>

Officer Contact

Mike Daley – Lead Challenge Adviser and Education Co-ordinator

01639 763972

Appendix One

Primary School	2014		2015		2016	
Alltwen Primary	3	C Amber/Oren	3	B Yellow/Melyn	3	B Yellow/Melyn
Blaendulais Primary	3	B Yellow/Melyn	3	B Yellow/Melyn	3	B Yellow/Melyn
Blaengwrach Primary	3	B Yellow/Melyn	1	A Green/Gwyrdd	1	A Green/Gwyrdd
Blaenhonddan Primary	3	B Yellow/Melyn	3	C Amber/Oren	3	B Yellow/Melyn
Brynhyfryd Primary	3	C Amber/Oren	2	B Yellow/Melyn	2	B Yellow/Melyn
Baglan Primary	3	A Yellow/Melyn	3	A Yellow/Melyn	3	A Yellow/Melyn
YGGD Cwmllynfell	4	B Yellow/Melyn	3	B Yellow/Melyn	4	A Yellow/Melyn
Creunant Primary	3	B Yellow/Melyn	2	A Green/Gwyrdd	3	B Yellow/Melyn
Crymlyn Primary	2	B Yellow/Melyn	2	B Yellow/Melyn	1	C Yellow/Melyn
Cwmnedd Primary	2	A Yellow/Melyn	1	B Yellow/Melyn	1	A Green/Gwyrdd
Cymer Afan Primary	3	C Amber/Oren	3	B Amber/Oren	3	B Amber/Oren
Godre'rgraig Primary	3	B Yellow/Melyn	3	B Yellow/Melyn	3	B Yellow/Melyn
Eastern Primary	3	C Amber/Oren	3	B Amber/Oren	3	D Red/Coch
Gnoll Primary	2	A Green/Gwyrdd	2	A Green/Gwyrdd	2	A Yellow/Melyn
Glyncorrgw Primary	4	C Amber/Oren	4	B Amber/Oren	2	B Yellow/Melyn
YGG Gwaun Cae Gurwen	1	B Green/Gwyrdd	1	B Green/Gwyrdd	1	B Green/Gwyrdd
Catwg Primary	3	B Yellow/Melyn	1	A Green/Gwyrdd	1	A Green/Gwyrdd
Llansawel Primary	1	B Yellow/Melyn	3	D Red/Coch	4	D Red/Coch
Maesmarchog Primary	4	D Red/Coch	3	B Amber/Oren	3	B Amber/Oren
YGG Rhosafan	2	B Yellow/Melyn	1	A Green/Gwyrdd	1	A Green/Gwyrdd
Sandfields Primary	3	B Yellow/Melyn	2	B Yellow/Melyn	2	C Amber/Oren
YGG Castell Nedd	2	A Green/Gwyrdd	2	A Green/Gwyrdd	1	A Green/Gwyrdd
Croeserw Primary	4	C Amber/Oren	4	B Amber/Oren	4	B Amber/Oren
Tywyn Primary	4	C Amber/Oren	3	B Amber/Oren	3	B Yellow/Melyn
Llangiwg Primary	2	A Yellow/Melyn	3	D Red/Coch	3	C Amber/Oren
Tonnau Primary	1	A Green/Gwyrdd	1	B Green/Gwyrdd	2	B Yellow/Melyn

Ynysfach Primary	3	B	Yellow/Melyn	3	B	Yellow/Melyn	2	B	Yellow/Melyn
Blaenbaglan Primary	3	A	Green/Gwyrdd	3	A	Yellow/Melyn	2	A	Green/Gwyrdd
Ynysmaerdy Primary	1	B	Green/Gwyrdd	1	B	Green/Gwyrdd	1	B	Green/Gwyrdd
Rhos Primary	3	B	Yellow/Melyn	3	B	Yellow/Melyn	3	C	Amber/Oren
YGG Blaendulais	4	C	Red/Coch	4	B	Amber/Oren	4	B	Amber/Oren
Rhydyfro Primary	2	B	Yellow/Melyn	2	A	Yellow/Melyn	2	C	Amber/Oren
Groes Primary	3	B	Amber/Oren	2	B	Yellow/Melyn	2	A	Yellow/Melyn
YGG Cwmnedd	4	B	Amber/Oren	2	B	Yellow/Melyn	2	A	Green/Gwyrdd
Tairgwaith Primary	3	C	Red/Coch	3	D	Red/Coch	2	C	Amber/Oren
YGGD Trebannws	4	B	Amber/Oren	4	B	Amber/Oren	4	B	Amber/Oren
YG Y Wern	3	C	Amber/Oren	3	C	Amber/Oren	3	B	Yellow/Melyn
YGG Pontardawe	2	A	Green/Gwyrdd	2	A	Green/Gwyrdd	2	A	Green/Gwyrdd
Wauceirch Primary	2	B	Yellow/Melyn	3	C	Amber/Oren	3	B	Yellow/Melyn
Cilffriw Primary	3	B	Yellow/Melyn	2	C	Amber/Oren	3	B	Yellow/Melyn
YGG Tyle'r Ynn	2	B	Yellow/Melyn	2	B	Yellow/Melyn	2	A	Yellow/Melyn
Coed Hirwaun	3	C	Amber/Oren	2	B	Yellow/Melyn	2	B	Yellow/Melyn
Coedffranc Primary	3	C	Amber/Oren	3	D	Red/Coch	3	C	Amber/Oren
Penafan Primary	4	C	Amber/Oren	4	B	Amber/Oren	3	B	Yellow/Melyn
Awel y Môr Primary	4	C	Amber/Oren	3	B	Amber/Oren	2	B	Yellow/Melyn
Crynalft Primary	2	B	Yellow/Melyn	1	A	Green/Gwyrdd	2	B	Yellow/Melyn
Cwmafan Primary	-	-	-	-	B	Yellow/Melyn	2	B	Yellow/Melyn
Central Primary	-	-	-	-	B	Yellow/Melyn	-	B	Yellow/Melyn
Abbey Primary	-	-	-	-	B	Yellow/Melyn	-	B	Yellow/Melyn
Melin Primary	-	-	-	-	-	-	-	B	Yellow/Melyn
St Joseph's RC Primary	1	B	Yellow/Melyn	1	B	Yellow/Melyn	2	B	Yellow/Melyn
St Joseph's RC Infant	3	B	Yellow/Melyn	2	B	Yellow/Melyn	1	B	Yellow/Melyn
Bryncoch CiW Primary	2	B	Yellow/Melyn	2	A	Yellow/Melyn	2	B	Yellow/Melyn
Alderman Davies CiW	3	A	Yellow/Melyn	2	B	Yellow/Melyn	1	B	Yellow/Melyn
St Therese's RC Primary	2	C	Amber/Oren	2	B	Yellow/Melyn	2	B	Yellow/Melyn
St Joseph's RC Junior	2	B	Yellow/Melyn	2	B	Yellow/Melyn	2	B	Yellow/Melyn

Secondary School

	2014			2015			2016		
Cwmtawe	1	A	Green/Gwyrdd	1	A	Green/Gwyrdd	1	A	Green/Gwyrdd
Llangatwg	2	A	Yellow/Melyn	2	A	Green/Gwyrdd	2	A	Green/Gwyrdd
Dwr-y-Felin	1	A	Green/Gwyrdd	1	A	Green/Gwyrdd	2	A	Green/Gwyrdd
St Joseph's	1	A	Green/Gwyrdd	1	A	Green/Gwyrdd	1	A	Green/Gwyrdd
Ysgol Bae Baglan	-	-	-	-	-	-	-	B	Yellow/Melyn
Cymer Afan	3	B	Yellow/Melyn	3	B	Yellow/Melyn	1	B	Yellow/Melyn
Dyffryn	2	A	Yellow/Melyn	3	C	Amber/Oren	1	B	Yellow/Melyn
Ystalyfera	2	B	Yellow/Melyn	2	B	Yellow/Melyn	1	A	Green/Gwyrdd
Cefn Saeson	3	B	Yellow/Melyn	2	B	Yellow/Melyn	1	A	Green/Gwyrdd

Appendix Two

Primary Schools

NPT 2014	NPT 2015	NPT 2016
Yellow and Green (%) 68.3	Yellow and Green (%) 69.0	Yellow and Green (%) 77.2
A+B (%) 73.8	A+B (%) 86.2	A+B (%) 84.2
C+D(%) 26.2	C+D (%) 13.8	C+D (%) 15.8
Amber 26.7%	Amber 24.1%	Amber 19.3%

Secondary Schools

NPT 2014	NPT 2015	NPT 2016
Yellow and Green (%) 100.0	Yellow and Green (%) 90.9	Yellow and Green (%) 100.0
A+B (%) 100.0	A+B (%) 90.9	A+B (%) 100.0
C+D(%) 0.0	C+D (%) 9.1	C+D (%) 0.0
Amber 0.0%	Amber 9.1%	Amber 0.0%

Appendix Three

A	B	C	D
<p>Leaders and staff have developed a shared vision and there is a very clear strategy that has improved outcomes for nearly all learners.</p>	<p>Leaders and staff have a shared vision and a clear strategy that has improved outcomes for most learners.</p>	<p>The school's leaders have established a vision and strategic objectives. However, there are inconsistencies in how these are shared and understood and their impact on the outcomes learners achieve.</p>	<p>Work to establish an agreed vision is underdeveloped. As result there is a lack of clarity in the school's strategic direction and in how this is understood and insufficient impact on improving learners' outcomes.</p>
<p>Leaders demonstrate a very strong capacity to plan and implement change and sustain improvement successfully in nearly all respects. They engage all staff and other partners very effectively in the change process.</p>	<p>Leaders plan and implement change and sustain improvement successfully in most respects. They enable staff and other partners to participate well in the change process.</p>	<p>Leaders manage change successfully in some areas. In other areas change is not embedded successfully and so does not lead to sustained improvement. The change process does not always engage staff and other partners sufficiently.</p>	<p>Leaders do not demonstrate sufficient capacity to plan and implement change successfully. Management of the change process does not engage staff and other stakeholders effectively.</p>
<p>Self- evaluation is accurate, robust, systematic and well established. Self-evaluation is highly effective in contributing to improving standards, learning and teaching.</p>	<p>Self- evaluation is accurate, regular and thorough in most areas. Self-evaluation makes a strong contribution to improving standards, learning and teaching.</p>	<p>Self-evaluation is effective in some areas but not in others. The contribution of self-evaluation to improving standards, learning and teaching is inconsistent.</p>	<p>Self-evaluation lacks rigour and breadth. It makes a limited contribution to improving standards, learning and teaching.</p>

A	B	C	D
<p>Leaders and staff are highly effective in their analysis and use of the available performance data and evidence about the quality of learning and teaching and pupils' work to identify strengths and set improvement priorities.</p>	<p>Most leaders and staff analyse and use performance data, evidence about the quality of learning and teaching and pupils' work effectively to identify strengths and improvement priorities.</p>	<p>The analysis and use of performance data and evidence about the quality of learning and teaching and pupils' work by leaders and staff is not always used well enough to inform strengths and improvement priorities.</p>	<p>There are wide variations in how leaders and staff analyse and use performance data and evidence about the quality of learning and teaching and pupils' work and limited impact on securing improvement.</p>
<p>Leaders and staff have a relentless focus on raising standards. Targets reflect high expectations for the future achievement of all pupils and these are met consistently.</p>	<p>Leaders and staff have a clear emphasis on raising standards. Through its targets the school has high expectations for the future achievement of its pupils.</p>	<p>Leaders and staff have a clear understanding of the need to improve outcomes but targets and expectations for pupils' future achievement are not always challenging enough.</p>	<p>There is an acknowledgement of the need to improve outcomes but targets and expectations for pupils' future achievement are too low. Leaders are not always open to challenge or to taking the action required as a result.</p>
<p>The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners over at least a three-year period.</p>	<p>The school has good track record in raising the achievement of most pupils, including vulnerable learners over at least a three-year period.</p>	<p>The school's track record in raising pupils' achievement, including that of vulnerable learners, is inconsistent over a three-year period. .</p>	<p>The school does not have a strong track record in raising pupils' achievement including that of vulnerable learners over a three-year period.</p>

A	B	C	D
<p>Improvement planning at all levels is highly effective in addressing the areas in need of most improvement. Action, including the use of resources, has led to sustained improvement in outcomes in key indicators for nearly all pupils, including those eligible for free school meals and other vulnerable groups.</p>	<p>Leaders and staff are clear about the priorities that need to be addressed in the school's improvement plan. Action, and the use of resources, are effective in securing improvement in key indicators for most pupils including for pupils eligible for free school meals and other vulnerable groups.</p>	<p>Leaders and staff make suitable links between the outcomes of self-evaluation and improvement priorities in a few areas. Planning and the use of resources have impact in some areas but not in others, such as the attainment of pupils eligible for free school meals and other vulnerable groups.</p>	<p>Planning lacks detail and does not address clearly enough the specific aspects that require improvement. The pace of improvement is often too slow. Implementation, including the use of resources, has insufficient impact on improving pupils' outcomes in key areas, such as on the attainment of pupils eligible for free school meals and other vulnerable groups. There is an over-reliance on external support.</p>
<p>The school has a very strong track record in implementing successfully national and local priorities to improve standards and the quality of learning and teaching</p>	<p>The school gives good attention to national and local priorities and in general implements these effectively to improve standards and the quality of learning and teaching.</p>	<p>The school's leaders take account of national and local priorities but planning does not always have sufficient impact on standards, learning and teaching.</p>	<p>Although account is taken of national and local priorities planning to improve standards, learning and teaching is of too variable a quality and has limited impact.</p>

A	B	C	D
<p>Leaders and staff work very successfully with schools and other partners to enhance significantly their own and others' capacity to bring about improvement.</p>	<p>Leaders and staff take advantage of opportunities to work with schools and other partners. Collaboration is developing well and makes an important contribution to capacity building and improvement.</p>	<p>Leaders and staff participate in school improvement activity with schools and other partners but the impact of collaboration on standards and provision is inconsistent. .</p>	<p>Leaders and staff have limited involvement in worthwhile collaborative activity with schools and other partners and the capacity to benefit from partnership working is underdeveloped.</p>
<p>Governors have a very good understanding of the school's strengths and areas for improvement and are highly effective in supporting and challenging the school's performance.</p>	<p>Governors have a good understanding of the school's strengths and areas for improvement. Their work to support and challenge the school's performance is strong.</p>	<p>Governors support the school. They receive relevant information but require support to be fully effective in how they challenge the school to make improvements.</p>	<p>Whilst governors are supportive of the school as a body they do not have sufficient capacity to challenge the school to make the improvements necessary.</p>
<p>Leaders and staff have well defined roles and responsibilities and exhibit high professional standards.</p>	<p>The roles and responsibilities of leaders and staff are defined and communicated clearly and professional standards are met successfully in the main.</p>	<p>The roles and responsibilities of leaders and staff are defined clearly for the most part but there are inconsistencies in the extent to which professional standards are met and accountability exercised in practice.</p>	<p>The requirements of roles and responsibilities are not defined clearly enough. The school's leaders do not hold staff to account effectively and there are wide inconsistencies in the extent to which professional standards are met and accountability fulfilled.</p>

A	B	C	D
<p>The school's leaders and governors give a high priority to developing the workforce: performance management and professional development are highly successful in improving pupils' progress, classroom practice and in dealing with underperformance.</p>	<p>The school's leaders and governors make good provision for developing the workforce. Performance management and professional development are largely successful in improving pupils' progress, classroom practice and in dealing with underperformance.</p>	<p>The school's leaders and governors do not always make a strong enough link between performance management and achievement of the school's priorities. The impact on improving pupils' progress, classroom practice and dealing with underperformance varies.</p>	<p>Leaders and governors' processes for performance management and professional development have limited impact on improving pupils' progress, classroom practice and in dealing with underperformance.</p>
<p>The quality of teaching across the school, and the impact on nearly all pupils' learning and progress, is consistently good and often excellent.</p>	<p>Most of the teaching, and its impact on most pupils' learning and progress, is consistently good.</p>	<p>Systems to lead and improve teaching and learning are not fully developed. Variations in the quality of teaching limit pupils' learning and progress in a few areas.</p>	<p>Work to lead and improve teaching and learning is not planned and implemented effectively. There are significant variations in the quality of teaching that limit pupils' learning and progress in key areas.</p>
<p>All staff have a shared understanding of the characteristics of excellent and good teaching and demonstrate these in classroom practice.</p>	<p>Most staff have a shared understanding of the characteristics of excellent and good teaching and demonstrate these in classroom practice.</p>	<p>The characteristics of good and excellent teaching are well defined but are applied inconsistently in classroom practice.</p>	<p>There is little shared understanding of the characteristics of excellent and good teaching which is reflected in classroom practice.</p>

A	B	C	D
Processes to lead, identify, validate and share effective practice achieve continuous improvement in the quality of learning and teaching across the school as a whole.	Strategies to identify and share effective practice are generally successful in improving learning and teaching across the school as a whole.	The identification and sharing of effective practice is not yet systematic enough and its impact on improving learning and teaching across the school as a whole is inconsistent.	Good practice is not identified effectively or used to improve learning and teaching across the school as a whole.
Processes to track pupils' progress, identify needs and provide support are robust and effective in nearly all cases.	Processes to track pupils' progress, identify needs and provide support are robust and effective in most cases.	Processes to track pupils' progress and identify needs lack rigour in some areas and support does not always have sufficient impact on the progress pupils make.	Processes to track pupils' progress and identify needs are of variable quality and support has limited impact on the progress pupils make.
Teacher assessment is consistent and accurate.	Teacher assessment is consistent and accurate in the main.	There are some inconsistencies in the reliability and accuracy of teacher assessment.	There are significant inconsistencies in the reliability and accuracy of teacher assessment.