

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education Skills and Culture Scrutiny Committee

15 March 2018

Head of Participation – Christopher Millis

Matter for Information

Wards Affected:

All wards

Purpose of the Report

To provide elected Members with an update on school improvement performance, challenge adviser capacity within the school improvement service and progress against the business plan.

Executive Summary

1. In Neath Port Talbot, the outcomes of categorisation in **Appendix One** suggest that schools' capacity to self-improve is stronger than four years ago, when categorisation began. 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. Progress against the regional school improvement business plan priorities are noted in **Appendix Four**, with particular focus on local needs within Neath Port Talbot. There is good progress against priorities within the school improvement business plan. There is sufficient capacity and

expertise within the team of challenge advisers to challenge, support and intervene in Neath Port Talbot schools.

2. The team of seven challenge advisers in NPT provides a service for 66 school settings in the primary, secondary and special sectors. Each challenge adviser has a range of schools. Nearly all challenge advisers are full-time and permanent and have been in post for at least two years. Each challenge adviser has specific duties within their job description that align to national priorities. Challenge advisers receive regular training, briefing and feedback to ensure quality and consistency. In addition, there are quality assurance processes in place to ensure that reports on schools are balanced, evaluative and accurate. In academic year 2017-2018 all schools are entitled to a minimum of three rather than two core support visits by challenge advisers. As a result, it is likely that capacity will require careful monitoring this year.

Background

3. The national categorisation system outcomes were published on the *My Local School* website from 1 February 2018.
4. In 2017 all schools were monitored to measure progress against recommendations set by challenge advisers. In addition, all schools were categorised against national criteria set in **Appendix Three**. Welsh Government placed less emphasis on data measures in 2017 and more emphasis on the following:
 - Reducing within school variation;
 - Increasing school to school working;
 - Improving teaching performance;
 - Monitoring the use of and impact of early entry; and
 - Key Stage 5 provision and outcomes.

5. 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 as detailed in **Appendix Three**.
6. Since categorisation started in 2014, the percentage of green and yellow primary schools in Neath Port Talbot has increased from 68.3% (34 out of 52 primary schools) to 78.1% (43 out of 55 primary schools). For secondary schools the 2017 (9 secondary mainstream settings) the proportion remains the same, namely, 100% **see Appendix Two**.

Financial Impact

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

Equality Impact Assessment

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

Workforce Impacts

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

Legal Impacts

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

Risk Management

Consultation

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

Recommendations

12. The report is for information only.

Appendices

13. **Appendix One** – how schools have been categorised during the last three years; **Appendix Two** – how schools' capacity to improve has changed during the last four years; **Appendix Three** – how a school's capacity to improve is evaluated by challenge advisers and **Appendix Four** – status of progress against school improvement priorities.

Financial Impact

There are no recommendations within this report. Challenge adviser capacity (quantity) is within the local authority's minimum contribution towards regional working.

Risk Management

14. There is a correlation between optimum capacity of challenge advisers and the ERW risk register for Neath Port Talbot. For example, if challenge adviser capacity falls below optimum, there is a heightened risk of schools falling into Estyn follow-up categories because of weaker monitoring and evaluation of schools. In turn, this may place greater demand on the service. In order to ensure sustainable methods of improving schools, there is increasing attention in supporting schools with their own internal evaluation. The risk of an increased number of red and amber schools is discussed regularly with senior Officers. In real terms, there are 13 amber or red schools in Neath Port Talbot in 2017 compared with 18 schools in 2014. Regular monitoring enables challenge advisers to provide the required package of support to schools. In-year changes to categorisation can occur where more support is required. Normally, a support package to a school spans an annual cycle.

15. List of Background Papers

National Categorisation System

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

<http://gov.wales/topics/educationandskills/schoolshome/raisingstandards/schoolbanding/?skip=1&lang=cy>

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

ERW Business Plan

<http://www.erw.wales/about-us/governance/business-plans-and-strategies/>

<http://www.erw.cymru/cynlluniau-busnes-a-strategaethau/cynlluniaubusnes/>

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Appendix One

Primary School	2014	2015	2016	2017
Alltwen Primary	C Amber/Oren	B Yellow/Melyn	B Yellow/Melyn	B Yellow/Melyn
Blaendulais Primary	B Yellow/Melyn	B Yellow/Melyn	B Yellow/Melyn	B Yellow/Melyn
Blaengwrach Primary	B Yellow/Melyn	A Green/Gwyrdd	A Green/Gwyrdd	A Green/Gwyrdd
Blaenhonddan Primary	B Yellow/Melyn	C Amber/Oren	B Yellow/Melyn	B Yellow/Melyn
Brynhyfyrd Primary	C Amber/Oren	B Yellow/Melyn	B Yellow/Melyn	B Yellow/Melyn
Baglan Primary	A Yellow/Melyn	A Yellow/Melyn	A Yellow/Melyn	A Green/Gwyrdd
YGGD Cwmllynfell	B Yellow/Melyn	B Yellow/Melyn	A Yellow/Melyn	B Yellow/Melyn
Creunant Primary	B Yellow/Melyn	A Green/Gwyrdd	B Yellow/Melyn	B Amber/Oren
Crymlyn Primary	B Yellow/Melyn	B Yellow/Melyn	C Yellow/Melyn	B Yellow/Melyn
Cwmnedd Primary	A Yellow/Melyn	B Yellow/Melyn	A Green/Gwyrdd	A Green/Gwyrdd
Cymer Afan Primary	C Amber/Oren	B Amber/Oren	B Amber/Oren	B Yellow/Melyn
Godre'rgraig Primary	B Yellow/Melyn	B Yellow/Melyn	B Yellow/Melyn	A Yellow/Melyn
Eastern Primary	C Amber/Oren	B Amber/Oren	D Red/Coch	C Red/Coch
Gnoll Primary	A Green/Gwyrdd	A Green/Gwyrdd	A Yellow/Melyn	A Green/Gwyrdd
Glyncorwg Primary	C Amber/Oren	B Amber/Oren	B Yellow/Melyn	B Yellow/Melyn
YGG Gwaun Cae Gurwen	B Green/Gwyrdd	B Green/Gwyrdd	B Green/Gwyrdd	B Green/Gwyrdd
Catwg Primary	B Yellow/Melyn	A Green/Gwyrdd	A Green/Gwyrdd	A Green/Gwyrdd
Llansawel Primary	B Yellow/Melyn	D Red/Coch	D Red/Coch	D Red/Coch
Maesmarchog Primary	D Red/Coch	B Amber/Oren	B Amber/Oren	B Yellow/Melyn
YGG Rhosafan	B Yellow/Melyn	A Green/Gwyrdd	A Green/Gwyrdd	A Green/Gwyrdd
Sandfields Primary	B Yellow/Melyn	B Yellow/Melyn	C Amber/Oren	B Yellow/Melyn
YGG Castell Nedd	A Green/Gwyrdd	A Green/Gwyrdd	A Green/Gwyrdd	A Green/Gwyrdd
Croeserw Primary	C Amber/Oren	B Amber/Oren	B Amber/Oren	B Amber/Oren
Tywyn Primary	C Amber/Oren	B Amber/Oren	B Yellow/Melyn	B Yellow/Melyn
Llangiwig Primary	A Yellow/Melyn	D Red/Coch	C Amber/Oren	C Amber/Oren
Tonnau Primary	A Green/Gwyrdd	B Green/Gwyrdd	B Yellow/Melyn	B Amber/Oren

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

Secondary School

	2014	2015	2016	2017
Cwmtawe	A Green/Gwyrdd	A Green/Gwyrdd	A Green/Gwyrdd	A Green/Gwyrdd
Llangatwg	A Yellow/Melyn	A Green/Gwyrdd	A Green/Gwyrdd	A Green/Gwyrdd
Dŵr-y-Felin	A Green/Gwyrdd	A Green/Gwyrdd	A Green/Gwyrdd	A Green/Gwyrdd
St Joseph's	A Green/Gwyrdd	A Green/Gwyrdd	A Green/Gwyrdd	A Yellow/Melyn
Ysgol Bae Baglan	- -	- -	B Yellow/Melyn	B Yellow/Melyn
Cymer Afan	B Yellow/Melyn	B Yellow/Melyn	B Yellow/Melyn	B Yellow/Melyn
Dyffryn	A Yellow/Melyn	C Amber/Oren	B Yellow/Melyn	A Green/Gwyrdd
Ystalyfera	B Yellow/Melyn	B Yellow/Melyn	A Green/Gwyrdd	A Green/Gwyrdd
Cefn Saeson	B Yellow/Melyn	B Yellow/Melyn	A Green/Gwyrdd	A Green/Gwyrdd

Appendix Two

Primary Schools

NPT 2014	NPT 2015	NPT 2016	NPT 2017
Yellow and Green (%) 68.3	Yellow and Green (%) 69.0	Yellow and Green (%) 77.2	Yellow and Green (%) 78.1
A+B (%) 73.8	A+B (%) 86.2	A+B (%) 84.2	A+B (%) 90.9
C+D(%) 26.2	C+D (%) 13.8	C+D (%) 15.8	C+D (%) 9.1
Amber 26.7%	Amber 24.1%	Amber 19.3%	Amber 20.0%

Secondary Schools

NPT 2014	NPT 2015	NPT 2016	NPT 2017
Yellow and Green (%) 100.0	Yellow and Green (%) 90.9	Yellow and Green (%) 100.0	Yellow and Green (%) 100.0
A+B (%) 100.0	A+B (%) 90.9	A+B (%) 100.0	A+B (%) 100.0
C+D(%) 0.0	C+D (%) 9.1	C+D (%) 0.0	C+D (%) 0.0
Amber 0.0%	Amber 9.1%	Amber 0.0%	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>

A	B	C	D
<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>
<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>

A	B	C	D
<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>
<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>

A	B	C	D
<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>
<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>

A	B	C	D
<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>
<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 professional development 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>

A	B	C	D
All staff have a shared understanding of the characteristics of excellent and good teaching and demonstrate these in classroom practice.	Most staff have a shared understanding of the characteristics of excellent and good teaching and demonstrate these in classroom practice.	The characteristics of good and excellent teaching are well defined but are applied inconsistently in classroom practice.	There is little shared understanding of the characteristics of excellent and good teaching which is reflected in classroom practice.
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.

Appendix Four

Priority	Progress and Improvement Pointers (RAYG status)
Leading Learning	Strong progress on improving leadership in primary schools. Strategy requires time to embed.
Teaching and Learning	Strong progress in supporting schools to self-evaluate pupils' skills. Strategy requires time to embed.
Support and Challenge	Level of Estyn follow-up in schools is reducing. Maintain quality and consistency.
Schools Causing Concern	Schools causing concern receive intense support and impact reported twice a term.
Vulnerable Learners	Challenge advisers monitor attainment and funding for pupils eligible for free school meals.

Digital Learning	Strong support provided to schools for Digital Competence Framework.
Curriculum Support	Support for core subjects is appropriate and enhanced by key delivery partners.
Teacher Assessment	Schools have fully understood their statutory obligations during last three years.
Governor Support	Governors receive valuable support from the service via challenge advisers.