

# Education Standards Report

## Academic year 2015-16

This report has been produced for information and for consideration by the Council's Cabinet. It is a high level summary report based on the performance data currently available.

### Content

1. Context
2. Foundation Phase
3. Key Stage 2
4. Key Stage 3
5. Key Stage 4
6. Key Stage 5
7. National Literacy and Numeracy tests
8. Attendance
9. Exclusions
10. Inspection Profile
11. National Model for Categorising Schools

## 1. Context

Powys has 84 Primary schools, twelve secondary schools, one all through school, three special schools and one Pupil Referral Unit.

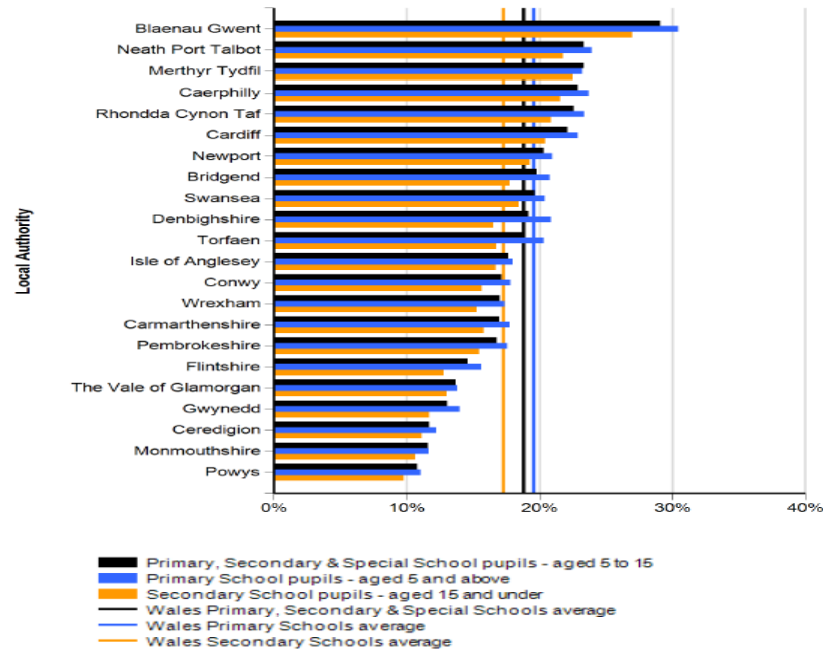
Powys has the lowest percentage of pupils eligible for Free School Meals (eFSM) at both primary and secondary sectors. Using a three year average, Powys has 10.8% eligible for Free school Meals compared to a Wales average of 18.8%. In the Primary sector, Powys has 11.0% compared to 19.6% and 9.8% in the secondary sector compared to 17.3%. Authorities closest to Powys in terms of eFSM are Gwynedd, Ceredigion, Monmouthshire and Vale of Glamorgan.

School performance is judged against schools in similar free school meal bandings

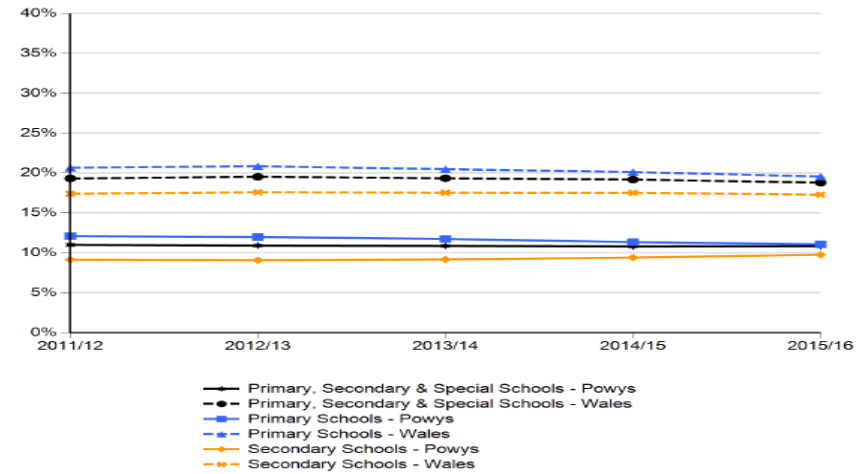
The graphs below provide 3 year average comparative data for eligibility for free school meals

## 1. FSM eligibility

1.1 % pupils of statutory school age eligible for FSM 3-year average LA comparison - 2015/16



1.2 % pupils of statutory school age eligible for FSM 3-year average



3-year average FSM eligibility (% pupils)	Year				
	2011/12	2012/13	2013/14	2014/15	2015/16
Primary, Secondary & Special Schools - Powys	11.0	10.9	10.9	10.8	10.8
Primary, Secondary & Special Schools - Wales	19.3	19.5	19.3	19.2	18.8
Primary Schools - Powys	12.1	12.0	11.7	11.3	11.0
Primary Schools - Wales	20.6	20.8	20.5	20.1	19.6
Secondary Schools - Powys	9.1	9.1	9.2	9.4	9.8
Secondary Schools - Wales	17.4	17.6	17.5	17.5	17.3

## **2. Foundation Phase**

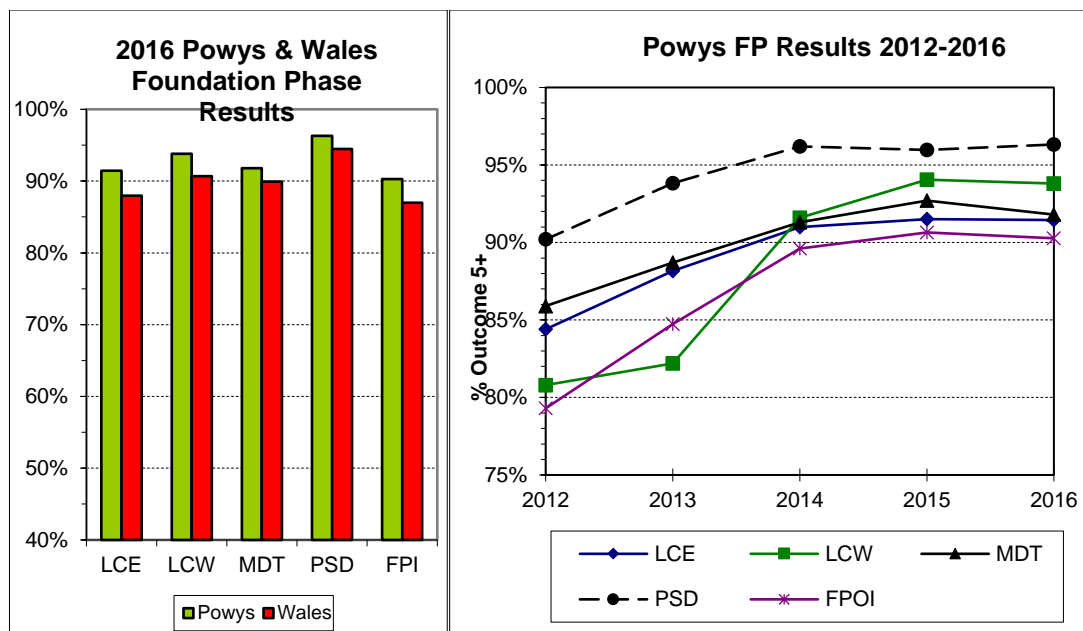
In 2015-16 the cohort size was 1,305 pupils, a reduction of 126 pupils from 2014-15.

Pupils at the end of year 2 are assessed by teachers against a set of outcomes relating to the Foundation Phase curriculum. Pupils are assessed in the following curriculum areas;

- a. Language and Communication English (LCE)—For pupils following the curriculum through the English medium
- b. Language and Communication Welsh(LCW) —For pupils following the curriculum through the Welsh medium
- c. Mathematical development(MD)
- d. Personal and social development(PSD)

The expected outcome is outcome 5+. Where pupils achieve outcome 5 in each of the above in combination, the pupil is deemed to have achieved the Foundation Phase Indicator (FPI). Higher achievers will achieve outcome 6+.

In 2015-16 at the end of Year 2, 90.3% of pupils attained the Foundation Phase Indicator (FPI). This was a 0.3 percentage point (pp) decrease from 2014/2015. The Wales average was 87.0% an increase of 0.2pp since 2015.



At 90.3 % Powys retained its ranking in the top 5 of authorities in comparison to other authorities using raw and not benchmarking data. The top 5 performing authorities are as follows:

Rank	Authority	%	2014 -15	2015-16
1	Monmouthshire	91.7	2	1
2	Vale of Glamorgan	91.2	3	2
3	Powys	90.3	4	3
4	Ceredigion	90.2	1	4
5	Merthyr and Newport	89.1		

The following data provides a breakdown of outcomes at 5+ and 6+

**Language and communication – Welsh ( cohort size 242);**

Outcome 5+ ;at 93.8% , a decrease of 0.3pp

Outcome 6+; at 39.3%, a decrease of 0.1pp, compared to a Welsh average of 36.2% (3.1pp above Wales)

**Language and communication - English ( cohort size 1063 pupils);**

Outcome 5+ ; at 91.4% , a decrease of 0.1pp

Outcome 6+;at 43.6%, an increase of 3.2pp ,compared to a Welsh average of 36.2% (7.4pp above Wales)

**Mathematical development**

Outcome 5+; at 91.8% a decrease of 0.9pp

Outcome 6+; at 42.5%, an increase of 3.4pp ,compared to a Welsh average of 36.4% (6.1pp above Wales)

**Personal and Social Development**

Outcome 5+; at 96.3%,an increase of 0.4pp

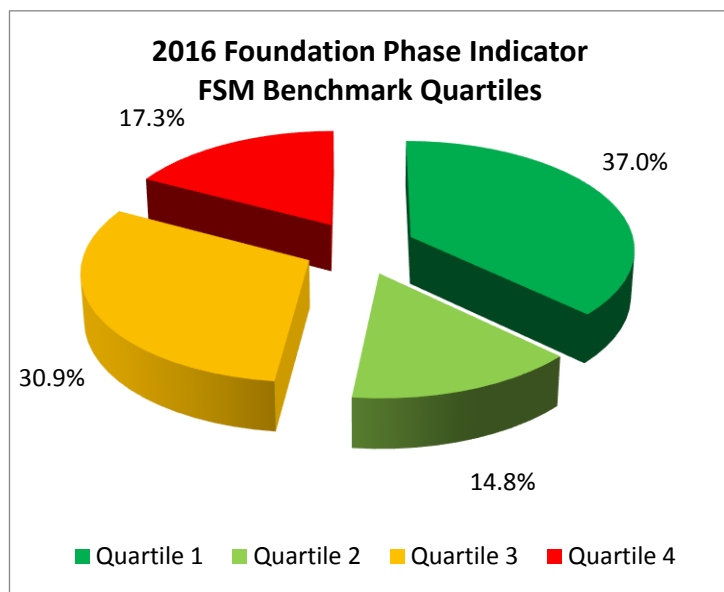
Outcome 6+: at 70.2%, an increase of 3.2pp , compared to a Welsh average of 58.9% (11.3pp above Wales)

- In the FPI, girls at 92.6% (-1.3pp from previous year), outperformed boys (88.1%) (+0.4% from previous year) by 4.5pp. This compares to a Wales gap of 8.2pp.
- 89.9% of English medium pupils achieved the FPI, identical to 2014-15.  
91.7% of Welsh medium pupils attained the FPI compared to 93.7 % in 2014-15(-2.0pp)
- 79.2% of pupils eligible for Free School Meals (eFSM) attained the FPI. This is identical to 2014-15. The Wales average in 2015-16 was 75.7%
- 91.7% of non FSM pupils attained the FPOI compared to 92.3% in 2014-15. The Wales average in 2015-16 was 90%
- For pupils on the SEN Code of practice at School Action, School Action Plus or statemented 59.5% attained the FPOI, compared to 62.9% in 2015-15 (-3.4pp)

## Benchmarking performance

Performance is benchmarked against other schools across Wales within the same free school meal band.

- 52% of schools performed in the top 50% of similar schools. At 37%, Powys had the second highest percentage of schools in the top 25%.



### **3. Key Stage 2**

In 2015-16 the cohort size was 1,345 pupils, an increase of 5 from 2014-15.

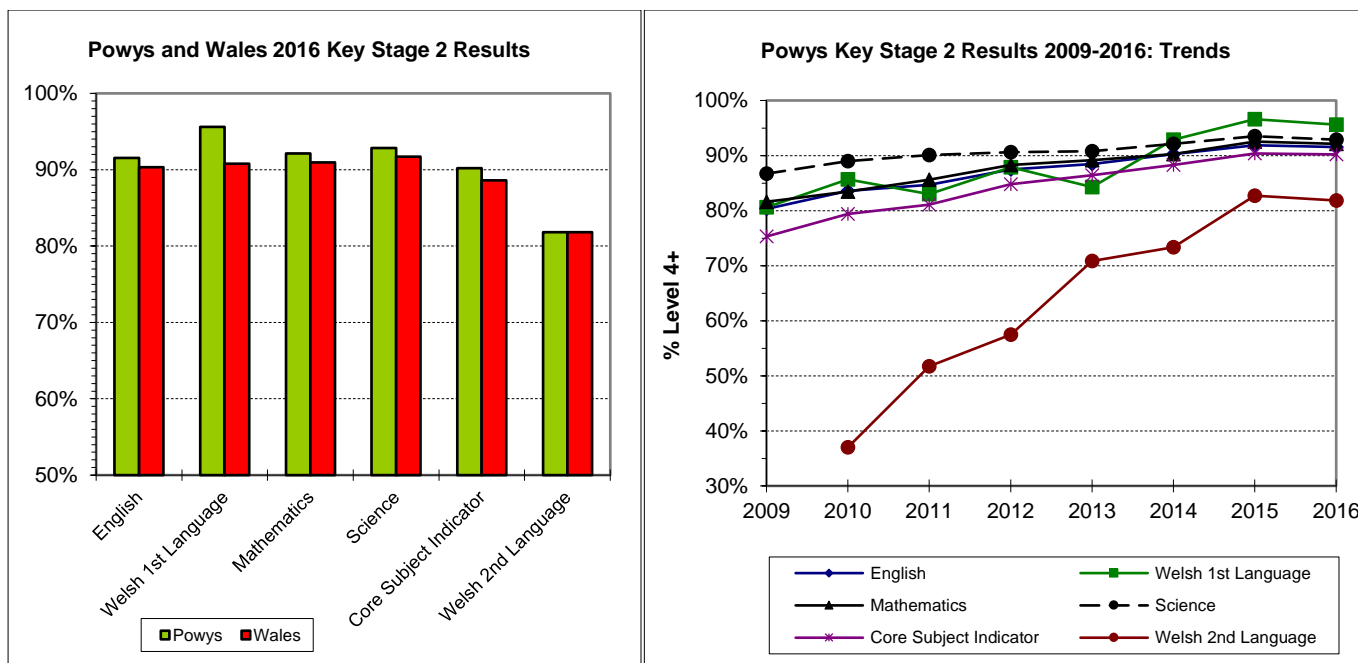
Pupils at the end of year 6 are assessed by teachers against a set of level descriptors relating to the Key Stage 2 national curriculum .Pupils are assessed in the following curriculum areas;

- a. English -for pupils following the curriculum through the English medium
- b. English and Welsh( 1<sup>st</sup> language) -for pupils following the curriculum through the Welsh medium
- c. Mathematics
- d. Science
- e. Welsh second language - For pupils following the curriculum through the English medium

The expected outcome is Level 4 +. Where pupils achieve Level 4+ in a combination of English or Welsh, mathematics and science the pupil is deemed to have achieved the core subject indicator (CSI). Higher achievers will achieve Level 5+.

In 2015-16, at the end of Year 6, 90.2% of pupils attained the Core Subject Indicator (CSI). This was a 0.2pp decrease from 2014/2015. The Wales average was 88.6%.





At 90.2% Powys retained its ranking in the top 5 of authorities in comparison to other authorities using raw and not benchmarking data. The top 5 performing authorities are as follows:

Rank	Authority	%	2014-15	2015-16
1	Monmouthshire	94.1	1	1
2	Vale of Glamorgan	92.7	2	2
3	Caerphilly	90.4		3
4	Powys	90.2	4	4
5	Flintshire	90.1		5

The following data provides a breakdown of outcomes at L4+ and 5+;

**Welsh ( cohort size-228)**

Level 4+; at 95.6% , a decrease of 1.0pp , compared to a Welsh average of 90.8%  
Level 5+; at 44.3%, an increase of 0.1pp. compared to a Welsh average of 38.0%

**English**

Level 4+; at 91.5%, a decrease of 0.3pp, compared to a Welsh average of 90.3%  
Level 5+; at 46.5%, an increase of 0.9pp, compared to a Welsh average of 42%

**Mathematics**

Level 4+: at 92.5%, a decrease of 0.4pp compared to a Welsh average of 91.0%  
Level 5+; at 46.0%, an increase of 2.6pp compared to a Welsh average of 43.1%

**Science**

Level 4+; at 93.5%, a decrease of 0.6pp, compared to a Welsh average of 91.7%  
Level 5+; at 46.6%, an increase of 2.2pp , compared to a Welsh average of 42.5%

**Welsh 2<sup>nd</sup> language**

Level 4+; at 81.8%, a reduction of 0.9pp, compared to a Welsh average of 81.8%  
Level 5+; at 33.7%, an increase of 5.1pp

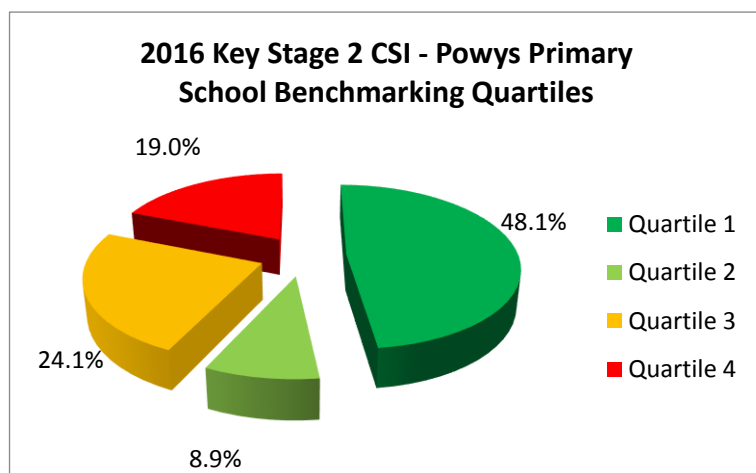
- In the CSI, girls at 93.7% , outperformed boys (86.8%) by 6.9pp, compared to a Wales gender gap of 5.2pp (compared to 7.4% in 2014-15 )The attainment of boys was identical to 2014-15 therefore the gap narrowed due to the lower performance of girls. Boy's performance was 0.7pp above Welsh average. Girls performance was 2.4pp above Welsh average
- 89.1% of English medium pupils achieved the CSI compared to 89.5% in 2014-15(-0.4pp)  
95.6% of Welsh medium pupils achieved the CSI compared to 95.1%in 2014-15(+0.4pp)

- 68.8% of pupils eligible for FSM achieved the CSI, compared to 74.5% in 2014-15((-7.7pp). The Wales average in 2015-16 was 77.1%. 92.6% of non FSM pupils achieved the CSI compared to 91.4% in Wales.
- For pupils on the SEN Code of practice at School Action, School Action Plus or statemented 65.0% attained the CSI, a reduction of 0.5% from 2014-15

### Benchmarking performance

Performance is benchmarked against other schools within the same free school meal band.

- 57% of schools performed in the top 50% of similar schools. At 48%, Powys had the highest percentage of schools in the top 25%.



#### **4. Key Stage 3**

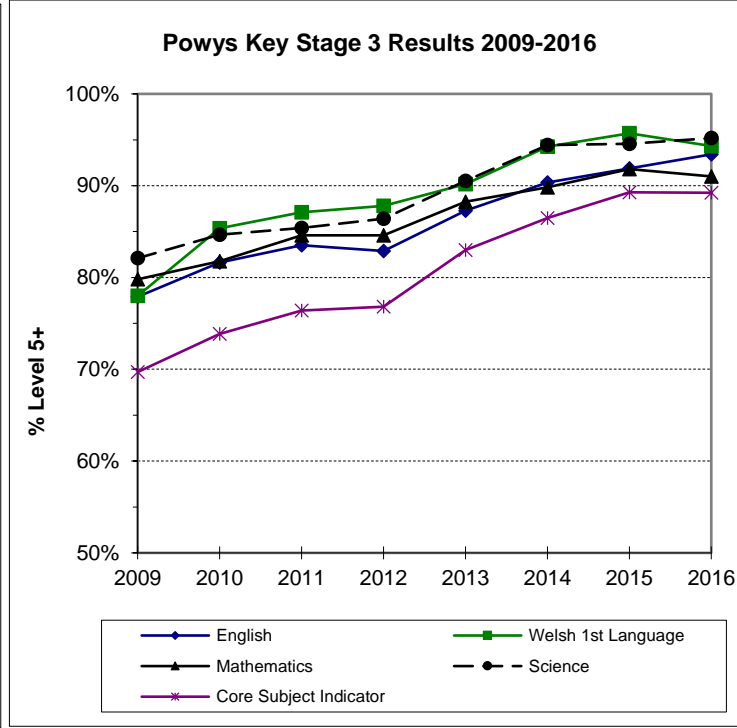
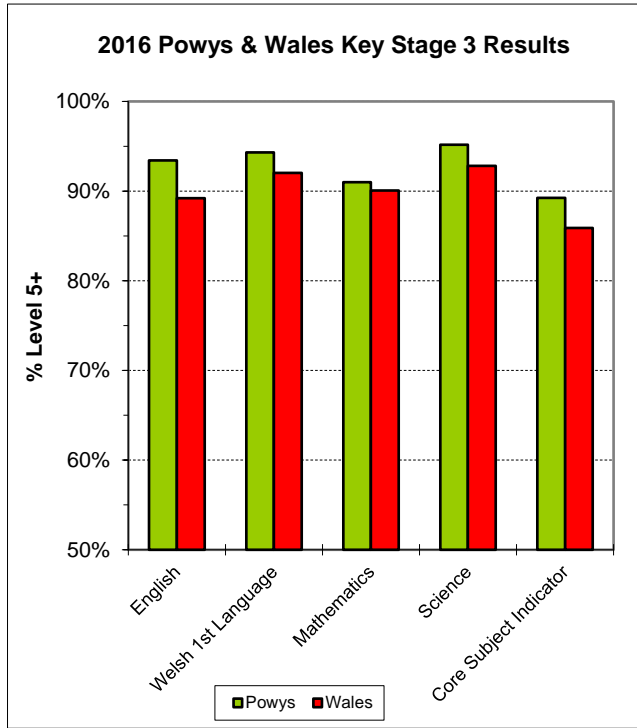
In 2015-16 the cohort size was 1,245 pupils, a decrease of 61 from 2014-15.

Pupils at the end of year 9 are assessed by teachers against a set of level descriptors relating to the Key Stage 3 national curriculum .Pupils are assessed in the following curriculum areas;

- a) English -for pupils following the curriculum through the English medium
- b) English and Welsh( 1<sup>st</sup> language) -for pupils following the curriculum through the Welsh medium
- c) Mathematics
- d) Science
- e) Welsh second language - for pupils following the curriculum through the English medium

The expected outcome is Level 5 +. Where pupils achieve Level 5+ in a combination of English or Welsh, mathematics and science the pupil is deemed to have achieved the core subject indicator (CSI). Higher achievers will achieve Level 6+ /L7+

In 2015-16, at the end of Year 9, 89.2% of pupils attained the Core Subject Indicator (CSI). This was a 0.1pp decrease from 2014/2015. The Wales average was 85 .9% an increase of 2.0pp since 2015 and the highest recorded.



At 89.2 % Powys retained its ranking in the top 5 of authorities in comparison to other authorities using raw and not benchmarking data. The top 5 performing authorities are as follows:

Authority	%	2014-15	2015-16
Monmouthshire	93.8	2	1
Ceredigion	92.3	3	2
Gwynedd	92.0	1	3
Vale of Glamorgan	91.2	5	4
Powys	89.2	4	5

The following data provides a breakdown of outcomes at L5+ and 6+ and 7+

#### **Welsh** (cohort size-176)

Level 5+; at 94.3%, a decrease of 1.4p

Level 6+; at 52.8%, a decrease of 9.1pp

Level 7+; at 17.6% an increase of 2.9pp

#### **English**

Level 5+; at 93.4%, an increase of 1.5

Level 6+; at 66.7%, an increase of 4.1pp

Level 7+; at 24.3% an increase of 2.2pp

#### **Mathematics**

Level 5+: at 91.0%, a decrease of 0.8

Level 6+; at 68.8%, an increase of 2.4pp

Level 7+; at 31.8% an increase of 1.6pp

#### **Science**

Level 5+; at 93.5%, a decrease of 0.6%

Level 6+; at 46.6%, an increase of 2.2pp

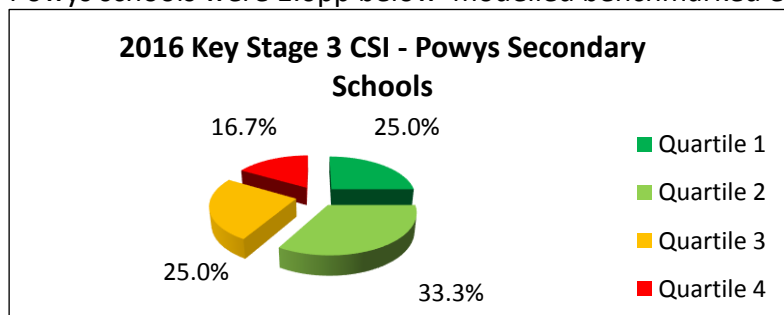
Level 7+; at 27.5% an increase of 3.3pp

- In the CSI girls at 91.3% outperformed boys (87.3%) by 4pp compared to a Wales gender gap of 7.4pp. Girl's performance decreased by 1.1pp with boys improving by 0.7pp. Boys performed at 5.0pp above Wales averages with girls performing 1.6pp above Wales average
- 88.5 % of English medium pupils achieved the CSI, compared to 88.2% in 2014-15(+0.3pp)
- 95.1% of Welsh medium pupils attained the CSI, compared to 96.3% in 2014-15(-1.2pp)
- 70.8% of pupils eligible for FSM attained the CSI, compared to 77.3% in 2014-15((-6.5pp). The Wales average was 69.4%. 91.4% of non FSM pupils attained the CSI , compared to a Welsh average of 89.8%
- For pupils on the SEN Code of practice at School Action, School Action Plus or statemented 62.1% attained the CSI, a reduction of 4.9pp from 2014-15.

### Benchmarking performance

Performance is benchmarked against other schools within the same free school meal band.

- 58% of schools performed in the top 50% of similar schools. 25% performed in the top 25%
- Powys schools were 1.0pp below modelled benchmarked expectations



## **5. Key Stage 4 - GCSE**

At key stage 4 attainment is based on external examinations at GCSE or equivalent;

### **a) Level 2 inclusive ( 5A\*-C) inclusive of English/ Welsh maths)**

- Powys performance in 2015 -16 was 65.3% which is an increase of 1.4pp from 2014-15 and 5.7pp from 2013-14. This placed Powys in 5<sup>th</sup> place across Wales in terms of raw rankings (Ceredigion – 70.3%, Vale- 67.1%, Monmouthshire 67%, Gwynedd – 65.9%)
- Girls outperformed boys by 3.7pp compared to 10.7pp in 2014-15 and 13.3pp in 2013-14. The gender gap has significantly closed. The Wales gender gap is 8.7pp
- 50% of schools performed in the upper 50% of similar schools. 42% were in the lowest 25%. Performance across Powys was -2.8pp below modelled expectations

### **b) Level 2( 5A\*-C –any subjects)**

- Powys performance in 2015-16 was 86.6%, a decrease of 2.4pp from 2014-15. The Wales average was 84%
- 42% of schools performed in the upper 50% of similar schools with 33% in the lowest 25%

### **c) Core subject Indicator ( 5A\*-C inclusive of English / Welsh. Maths and science)**

- Powys performance in 2015-16 was 61.9%, an increase of 1.7pp from 2014-15. The Wales average was 57.6%
- 41% of schools performed in the upper 50% of similar schools with 42% in the lowest 25%

### **d) Average Capped points score (best 8 at GCSE inclusive of English/ Welsh and maths)**

- Powys performance in 2015-16 was 353, a decrease of 3 from 2014-15. The Wales average was 345
- 50% of schools performed in the upper 50% of similar schools with 33% in the lowest 25%



The table below identifies Powys rank performance in the past three years

Indicator	2013-2014	2014-15	2015-16
Level 2 inclusive	6	4	5
Level 2	7	7	8
CSI	6	6	7
Average wider capped score	6	6	=5

The table below identifies the trajectory of progress in comparison to Wales over the past three years

	L2+			L2			CSI			Capped point score		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Powys	59.6	63.9	65.3	85.5	88.7	86.6	56.2	60.2	61.9	352	356	353
Wales	55.4	58	60.3	82.3	84.1	84.0	52.6	54.8	57.6	341	344	345
Powys	+5.7			+1.1			+5.7			+1.3		
Wales	+4.9			+1.7			+4.0			+4		

In 2015-16 out of a cohort of 1,316 pupils (including special schools and PRU), 131 (10%) pupils were eligible for Free School meals of which 41.7% attained the Level 2 inclusive. This was a 6.1pp increase from 14-15. The Welsh average was 35.5%. 68.7% of non FSM pupils attained the L2 inclusive compared to a Wales average of 66.7%

The following table provides GCSE results for individual schools. The colour coding indicates where the school is performing against similar schools as defined by eligibility for free school meals;

Top 25%	Higher 50%	Lower 50%	Bottom 25%
---------	------------	-----------	------------

	Level 2	Level 2 EWM	CSI
School Name	%	%	%
Caereinion HS	77.8%	66.7%	63.0%
Llanfyllin HS	77.1%	57.6%	58.3%
Llanidloes HS	85.4%	70.7%	64.6%
Newtown HS	98.0%	62.9%	59.4%
Welshpool HS	98.0%	70.2%	66.9%
Llandrindod HS	81.2%	70.3%	68.3%
Builth Wells HS	97.7%	65.5%	65.5%
Maesydderwen	98.6%	40.6%	34.8%
Brecon HS	80.6%	75.0%	71.0%
Gwernyfed HS	90.4%	80.8%	75.3%
Crickhowell HS	97.3%	86.5%	76.6%
Ysgol Bro Hyddgen	97.5%	67.5%	67.5%

### 6.Key stage 5 A levels

The table below illustrates a significant reduction in the number of candidates and entrees over the past 4 years;

	2013	2014	2015	2016
Candidates	624	593	583	510
Entrees	1551	1470	1431	1266

- In 2015-16, the number of students entered for 2 or more A levels or equivalent dropped from 572 in 2014-15 to 486 in 2015-16, a drop of 86 students.
- There were 114 less A level candidates in Powys schools in 2016 than 2013. Also there were 325 less entrees.

- The % of 17 year olds attaining the level 3 threshold (equivalent of 2 A levels or equivalent e.g. BTEC awards at grade A\* - E.) was 99.4% compared 97.6% in 2014-15. This represented a 1.8pp increase. The wales average was 98% , an increase of 1pp from the previous year
- 98.7% of boys attained the level 3 threshold compared to 100% of girls. The average for boys in Wales was 97.2% and girls 98.6%
- The % of 17 year olds attaining 3 A\*-C in 2015-16 was 75.9% compared to 73.0% in 2014-15, representing a 2.9pp increase. The Wales average was 70.9% an increase of 2.8pp
- The % of 17 year olds attaining 3A\*-A was 5.7%, a decrease of 1.8pp from 2014-15 and the lowest in the past five years. The Wales average was 6.6%, a decrease of 1.3pp from the previous year.
- There were 70 Welsh medium entries with 98.6% achieving A\*-E
- Welsh Baccaulaureate(WB) - 2015-16 was the first cohort where the WB was graded. All but two high schools delivered the WB. 97.8% attained the full diploma grades A\*-C

### **7.National Literacy and Numeracy tests**

National literacy and numeracy tests are designed to assist schools in monitoring performance and diagnosing areas for development. Tests are sat in May annually by pupils from year 2 through to year 9. Pupils' performance is standardised against performance in Wales with 100 being the average score. A standardised score of 85 or below is below average performance, between 85 and 115 is the average band, with 115 and over being above average performance. The Powys standardised scores and ranking for 2015-16 is as follows;

<b>English reading</b>	<b>%</b>		<b>Welsh reading</b>	<b>%</b>		<b>Numeracy procedural</b>	<b>%</b>		<b>Numeracy- reasoning</b>	<b>%</b>
Monmouthshire	104.3		Monmouthshire   *	107.4		Vale of Glamorgan	103.3		Vale of Glamorgan	104
Vale of Glamorgan	104		Cardiff	105.2		Monmouthshire	103.2		Powys	103.4

Powys	102.3		Vale of Glamorgan	105.8		Swansea	102.7		
			Powys	102.6		Ceredigion	102.1		
						Powys	101.8		

\*Cohort of 242

The following table identifies performance and progress at the **end of the key stages**

Test/ Year	Year 2(Foundation Phase)			Year 6(Key stage 2)			Year 9(Key Stage 3)		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	102.5	102.2 ↓	103.0 ↑	101.4	103.0 ↑	104.0 ↑	103.0 ↑	103.6 ↑	102.8 ↓
Cymraeg	98.1	100.3 ↑	103.5 ↑	103.2	103.2 ↔	104.6 ↑	101	102.2 ↑	98.8 ↓
Maths procedural	100.6	101.7 ↑	103.3 ↑	100.6	101.7 ↑	103.3 ↑	100.8 ↑	101.6 ↑	102.2 ↑
Maths Reasoning	102.4	104.8 ↑	104.6 ↓	102.3	104.7 ↑	106.7 ↑	102.2	104.0 ↑	102.1 ↓

### Below and above the average band

#### Reading Test – English (below and above the average band)

9,940 in cohort

In 2015-16, 19.8% attained above average scores (>115), a small decrease since 2014-15 at 20%. This places Powys in 4<sup>th</sup> Place compared to other Local Authorities. In 2015-16 10.4% attained below average scores (<85). This places Powys in 3<sup>rd</sup> place and a slight improvement from 2014-15 at 10.7%

	115 or above			85 or below
Monmouthshire	25%		Vale of Glamorgan	8.7%
Vale of Glamorgan	23.1%		Monmouthshire	9.7%
Ceredigion	20.1%		Powys	10.4%

Powys	19.8%		
-------	-------	--	--

### **Reading test –Welsh**

1,694 in cohort

In 2015-16 19.4% attained above average scores (>115). An increase of 1.1 percentage points from 2014-15 and placed Powys in 5<sup>th</sup> place compared to other authorities. In 2015-16, 10 % attained below average scores (<85). This place Powys in 4<sup>th</sup> place and a slight improvement from 2014-15 at 10.6%

	115 or above			85 or below
Monmouthshire*	31%		Vale of Glamorgan	6.4%%
Cardiff	26.5%		Monmouthshire*	7.9%
Vale of Glamorgan	24.9%		Cardiff	9.7%
Denbighshire	19.5%		Powys	10%
Powys	19.4%			

\*Cohort of 242

### **Numeracy Test - Procedural**

10,446 in cohort

In 2015-16 17.2% attained above average scores (>115), an increase of 0.5 percentage points from 2014-15 and placed Powys in 6<sup>th</sup> place compared to other authorities. In 2015-16 9.9% attained below average score (<85). This place Powys in 2<sup>nd</sup> place and an improvement of 0.8 percentage points from 2014-15

	115 or above			85 or below
Vale of Glamorgan	22.7%		Vale of Glamorgan	8.7%
Monmouthshire	21.5%		Powys	9.9%

Swansea	20.9%		
Ceredigion	18.3%		
Carmarthen	17.9%		
Powys	17.2%		

### **Numeracy Test - Reasoning**

10,446 in cohort

In 2015-16 21.1% attained above average scores (>115), an increase of 0.3 percentage points from 2014-15 and placed Powys in 3rd place compared to other authorities. In 2015-16 8.5% attained below average score (<85). This placed Powys in 2nd place alongside Ceredigion and an improvement of 0.4 percentage points from 2014-15

	115 or above			85 or below
Vale of Glamorgan	21.9%		Vale of Glamorgan	7.9%
Swansea	21.3%		Powys	8.5%
Powys	21.1%		Ceredigion	8.5%

### **8.Attendance**

a)Primary

- In 2015-16 in the primary sector attendance was 95.7%. This has continued the upward trend with performance alongside Monmouthshire being the highest in Wales and 0.8pp above Wales averages. With unauthorised absence at 0.6 and a reduction of 0.2pp over a three year period, unauthorised absence is amongst the lowest in Wales and is 0.5pp below the Wales average.

b)Secondary

- At 94.9% attendance this was the highest attendance in secondary schools in Powys recorded and placed Powys in 3<sup>rd</sup> place of Local Authorities. The Wales average was 94.2%

	%
Gwynedd	95%
Vale of Glamorgan	95%
Powys	94.9%

- Boys attendance was 95.2% compared to 94.3% in Wales. Girls attendance was 94.8% compared to 94.1% in Wales. Boys attendance was 0.4pp better than girls
- Attendance of pupils in receipt of free school meals was 90.8% compared to 90.2% in Wales. The attendance of non FSM pupils was 95.5% compared to 95% in Wales. The difference between eFSM and non FSM in Powys was 4.7pp compared to 4.8pp in Wales
- 66.6 % of schools are performing in the upper 50% of similar schools

**9.Exclusions**

- In 2015-16, there were 11 permanent exclusions (all secondary), compared to 10 in secondary sector in 2014-15.
- There were 936.5 days lost due to fixed term exclusions compared to 1028 in the previous year.

The table below provides detail as to the number of exclusions and the reasons;

	< 5 Days	> 5 Days	Permanent
<b>Damage</b>	9	0	0
<b>Drug and alcohol related</b>	11	77	1
<b>Other</b>	25	65	1
<b>Persistent disruptive behaviour</b>	245.5	47.5	5
<b>Physical assault against a pupil</b>	67.5	49.5	1
<b>Physical assault against an adult</b>	18.5	24.5	1
<b>Racist abuse</b>	8	0	0
<b>Sexual misconduct</b>	2	20	0
<b>Verbal abuse/threatening behaviour against a pupil</b>	11	14	0
<b>Verbal abuse/threatening behaviour against an adult</b>	48	40	2
<b>Bullying</b>	1.5	0	0

### **10 .Inspection profile 2015-16**

Estyn inspect schools and pre-school\_settings through a Common Inspection Framework. Two overall judgements are made against current performance and prospects for improvement. Judgments are also made against the three key questions relating to outcomes, provision and leadership.



### Judgements and definition

- Excellent- Many strengths including significant examples of sector leading practice
- Good-Many strengths and no important areas requiring improvement
- Adequate- Strengths outweigh areas for improvement
- Unsatisfactory-Important areas for improvement outweigh strengths

Judgements will lead to a range of follow up activity as follows;

1. No follow up activity
2. Local Authority monitoring ( a report to Estyn 12 months after inspection report published)
3. Estyn Monitoring ( 1 day Estyn visit approximately 12 months after inspection report published)
4. "In need of significant improvement" (3-4 day visit 12 – 18 months after inspection report published)
5. "In need of special measures" (3-4 day visit termly )

## Schools

School	Current Performance	Prospects for Improvement	Follow up activity	KQ1 Outcomes	Standards	Wellbeing	KQ2 Provision	Learning Experiences	Teaching	Care, Support & Guidance	Learning Environment	KQ3 L & M	Leadership	Improving Quality	Partnership Working	Resource Management	Follow up outcome
Leighton	A	A	EM	A	A	A	A	A	A	U	G	A	A	A	G	A	Removed January 17
Hafren	A	A	EM	A	A	G	A	A	A	G	G	A	A	A	G	A	Awaiting visit
Oldford	G	G	LA	G	G	G	G	G	G	G	G	G	G	G	G	G	Report not yet due
Rhiwbechan	G	G	LA	G	G	A	G	G	A	G	G	G	G	G	G	G	Removed Nov 16
Meifod	G	G	NA	G	G	G	G	G	G	G	G	G	G	G	G	G	
Llanfechain	G	G	NA	G	G	G	G	G	G	G	G	G	G	G	G	G	
Brynhafren	G	G	NA	G	G	G	G	G	G	G	G	G	G	G	G	G	
Mount Street Junior	G	G	NA	G	G	G	G	G	G	G	G	G	G	G	G	G	
Llangynidr	G	G	NA	G	G	G	G	G	G	G	G	G	G	G	G	G	
Golwg Y Cwm	G	G	NA	G	G	G	G	G	G	E	G	G	G	G	G	G	
Bryn Tawe	G	G	NA	G	G	G	G	G	G	G	G	G	G	G	G	G	
Builth High	U	U	SM	U	U	A	A	A	U	A	A	U	U	U	A	U	
Llanfyllin High	A	A	SI	A	A	G	A	U	A	G	G	A	A	U	G	A	
Llanidloes High	G	G	LA	G	G	G	G	G	G	G	G	G	G	A	G	G	Report not yet due
PRU	A	U	SM	A	A	U	A	A	A	A	A	U	U	U	A	U	

3+ settings

setting	Current Performance	Prospects for Improvement	Follow up activity	KQ1 Outcomes	Standards	Wellbeing	KQ2 Provision	Learning Experiences	Teaching	Care, Support & Guidance	Learning Environment	KQ3 L & M	Leadership	Improving Quality	Partnership Working	Resource Management
Rhiw Bechan	A	A	EM	NA	N A	NA	A	A	A	G	G	A	A	A	G	A
Bobl Bach Y Bannau	G	G	NA	NA	N A	NA	G	G	G	G	G	G	G	G	G	G
Maesyrrhandir Little Stars	G	G	NA	G	G	G	G	G	G	G	G	G	G	G	G	G
Cylch Meithrin Pontrobert	G	G	NA	NA	N A	NA	G	G	G	G	G	G	G	G	G	G
Ser Bach Y Cwm	G	G	NA	G	G	G	G	G	G	G	G	G	G	G	G	G
Knighton Threes	A	A	EM	A	A	G	A	A	A	G	A	A	A	A	G	A
Guisfield	G	G	NA	G	G	G	G	G	G	G	G	G	G	G	G	G
Cylch Meithrin Machynlleth	A	A	EM	G	G	G	A	A	A	G	G	A	A	A	G	A

## 11 National Model for Categorising Schools

Schools in Wales are categorised on an annual basis against a common set of criteria. The system is about providing support and encouraging collaborative improvement by putting schools into a position that enables them to identify the factors that contribute to their progress and achievement, or what areas to focus on to achieve further development. It is not about labelling or creating league tables.

The system's main purpose is to identify which schools are in most need of support. The system ensures that support is provided in "inverse proportion to success"

The system is a three step model that is not purely data-driven but also takes into account the quality of leadership and teaching and learning in our schools.

- Step one is a data-driven judgement using an agreed set of performance measures provided by the Welsh Government.
- Step two begins with the school's own self-evaluation of their capacity to improve in relation to leadership, teaching and learning.
- Step three is the combination of the two judgements that will lead to a colour-coded support category for the school which will trigger a tailored programme of support, challenge and intervention. This is agreed between the local authority and regional consortium.

In respect of the number of days allocated for support;

Green - 4 days

Yellow- 10 days

Amber-15 days

Red -25 days

The table below illustrates the categorisation for the past three years

	2015		2016		2017	
Green	12	13%	19	19%	28	29%
Yellow	40	42%	44	45%	50	51%
Amber	38	40%	30	31%	17	17%
Red	6	6%	5	5%	3	3%
	96	96	98	98	98	98

Over the last three years, there has been a good improvement in the number of schools in the Green and Yellow support categories (From 55% in 2015 to 80% in 2017 ), with the number of schools in the Amber and Red categories reducing (From 46% in 2015 to 20% in 2017). Fifty percent of secondary schools (6) remain in the Amber or Red support category.. Over this period, 23 schools have remained in the same category, with 19 of these being in the Green or Yellow category. Fourteen schools have regressed in terms of support categories between 2016 and 2017. However, nearly all are due to 'new and inexperienced leadership' entitling enhanced support.

**End**