

Quality and Standardisation Group
Grŵp Ansawdd a Safoni

School

Categorisation

Addendum 2017-2018



Welsh Government



ADEW

Addendum 2017-2018

The supplementary guidance provides schools, consortia and challenge advisers with advice concerning how the judgement relating to the improvement capacity and the decision relating to the support category should be applied in cases where contextual and other factors may need to be considered.

The guidance states that there may be updates and further developments as implementation of the national categorisation system evolves. The purpose of the addendum is to signpost national priority areas. There are already existing key strands within Annex 2 of the guidance which relate to these priorities:

- Within school variation (4, 5, 6, 12, 13, 14, 15, 16)
- School to school working (1, 3, 8, 9)
- Improving teaching performance (6,10, 11, 12, 13)
- The use of and impact of early entry (4, 5,16)
- Key Stage 5 provision and outcomes (5, 6, 7, 8,13)

There is a requirement to consider these National priority areas when coming to a judgement for Step 2 and ensure that this is reflected within the commentary of the categorisation report. The guidance below will ensure consistency in evaluating how well schools are meeting national priorities.

Within School Variation

Is within school variation (WSV) evident within or between key stages?

How does the school collect and use data to reduce this?

Does the school have standardised procedures for tracking the progress of pupils and ensuring the accuracy of teacher assessment?

What is the role and effectiveness of middle leadership in reducing WSV? How is the quality of teaching and learning impacting on WSV?

How is underperformance challenged to reduce this? How is the school listening to and responding to student voice to reduce WSV?

School to school working

Do leaders work with schools and other partners to enhance their own and others' capacity to bring about improvement?

What is the impact of any school to school work?

Does the school have effective strategies to evaluate the impact of its work with other schools?

Improving teaching performance

What is the school's evaluation of the impact of teaching over time on pupils' progress?

Does the school use a wide evidence base to evaluate the impact of teaching and learning?

Does the school provide appropriate support to address underperformance?

The use of and impact of early entry

Do entry patterns ensure that all pupils make effective progress overtime?

How are leaders ensuring that entry patterns provide all pupils with the best opportunities to achieve, including achieving higher grades?

Is Early Entry being used effectively as a beneficial option for a learner in a range of circumstances?

Do leaders and teachers make effective use of diagnostic information to support pupils to improve?

KS5 provision and outcomes

In considering the Annex 2 statements in relation to improving the outcomes for all learners, ensure that post 16 pupils are included within the commentary.