

Quality and Standardisation Group
Grŵp Ansawdd a Safoni

School Categorisation 2018-2019



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National School Categorisation System

Supplementary Guidance

Introduction

This 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.

This guidance may be updated and further developed as implementation of the national categorisation system evolves.

The guidance will be supplemented by annexes dealing with:

- other risk factors that may affect a school's improvement capacity and support category.
- for 2017-18 an addendum was added to supplement this guidance.

Discussion around the school's self-evaluation will be the central feature of the model going forward, with a school's data forming the starting point of discussions within the school, and with their Challenge Adviser, about their capacity to improve in relation to leadership, teaching and learning.

1. Use of terminology

The following terminology should be used to describe the outcomes of each step of the categorisation process:

Step 1: no **standards group** will be published for 2018-2019

Step 2: the outcome will be a judgement about a school's **improvement capacity** (A-D)

Step 3: this will lead to a **support category** for each school (green, yellow, amber, red)

As Step 1 is not published, the national school categorisation matrix will not be used in the identification of a school's support category. However, an evaluative commentary on the school's performance will be completed.

Points to consider when evaluating standards

As the national school categorisation matrix will not be applied, the identification of a school's support category will not generate any potential rare exceptions. It will however, be important to consider contextual factors that may require further consideration to be given to establishing the most appropriate support category. Consideration will therefore be given to the factors outlined below in determining the school's support category.

For Primary / Infant / Junior Schools:

- Schools where 50% or more of pupils over the last 3 years are in receipt of free school meals.
- Schools with an average cohort of less than 6 pupils in an individual key stage or both key stages (in the case of a primary school) over the last three years.
- Schools with a registered learning resource base
- Schools where at least 15% of pupils whose stage of English language acquisition is judged to be A, B or C on the agreed National Language Acquisition Model.

For Secondary Schools:

- Schools with a registered learning resource base

- Schools where at least 8% of pupils whose stage of English language acquisition is judged to be A, B or C on the agreed National Language Acquisition Model.

Schools will need to demonstrate that:

- Pupils, including those in the identified groups, make good progress;
- The school's capacity to secure further improvement is at least good.

The lines of enquiry attached at Annexe 5 should be used by schools and challenge advisers when giving consideration to a school's support category. Careful consideration will need to be given to the school's improvement capacity and in particular the quality and impact of learning and teaching.

Other circumstances which may affect the school's support category

As outlined in Annexe 4 a range of other risks where they occur will need to be considered when making a judgement about a school's improvement capacity and a decision about their support category.

Performance of e-FSM pupils

The performance of eFSM pupils needs to be taken into account giving consideration to the school's support category. Consideration should be given to performance over time (3 years minimum.)

New and amalgamated Schools

For new and amalgamated schools any available performance data will be used to inform discussions as part of Step 2 of the process – the self-evaluation of the school's capacity to improve.

Changes to a school's support category in year

The National School Categorisation process will be carried out on an annual basis. The outcomes will be communicated to the Welsh Government in December each year in advance of national verification in January. However, it will be possible for each region to review a school's categorisation at any point during the year in response to changes in circumstance.

Circumstances that may necessitate a review include:

- Schools that are making very good progress.
- Schools that become subject to a higher degree of risk (see risk factors in Annexe 4)

Schools in inspection follow up

The National School Categorisation system is not directly linked to the outcomes of an individual school's inspection. Where school self-evaluation and monitoring of schools' performance are effective this should result in appropriate action that will support a school's self-improvement and avoid the need for inspection follow-up activity.

However, where a school requires follow-up as a result of inspection the associated degree of risk, and the need to provide evidence of a school's progress against its recommendations, will need to be weighed carefully when determining a judgement about a school's improvement capacity and making a decision about its support category.

Schools requiring significant improvement or special measures

The improvement capacity of a school requiring **Significant Improvement or Special Measures** will not be higher than D and the support category red. As a school addresses the recommendations from its inspection, evidence about its progress should be weighed carefully and professional judgement applied when reviewing the school's support category. No change to the school's support category will be made within six months from the date of the core inspection.

Schools requiring Estyn review

Local authorities and consortia will need to be satisfied that appropriate arrangements are in place to support schools requiring Estyn review and to monitor and report their progress. When agreeing a school's improvement capacity and support category consideration should be given to the inspection's recommendations and degree of risk. Professional judgement should be applied when reviewing a school's support category taking account of evidence about a school's progress as it addresses the inspection's recommendations.

National Categorisation School Report

(Provisional pending National Verification)

School:	
Region:	

School Context

Standards

Evaluation

Step 2 – Improvement Capacity

The categorisation based upon evidence and discussion at Step 2 is: A, B, C or D

Evaluation

Evidence Considered

Areas for development (linked to SDP)

Step 3 – Support Category

The overall support category for the school is: Green, Yellow, Amber or Red

Step 1	Step 2	Step 3
N/A		

The Judgement at Step 2 and the decision taken at Step 3 are provisional until National Verification has been completed.

Regional Standardisation and Moderation Process

Principles

The regional standardisation and moderation processes will:

- i. secure consistent implementation of the national categorisation system across all four regional consortia and their respective local authorities so that all stakeholders have confidence in the procedures and their outcomes;
- ii. be fair, rigorous, open and transparent;
- iii. identify and share best practice; and
- iv. provide feedback and recommendations to refine and improve the process in future years.

Regional Moderation Board

The Managing Director in each of the four consortia will nominate a senior officer to act as Regional Lead Moderator (RLM). The RLM will attend all moderation meetings and represent the region on the National Quality and Standardisation Group.

A Regional Moderation Board (RMB) will be established within each consortium to undertake the moderation process.

The RMB will:

- comprise of the senior leaders in the consortium overseeing the work with each local authority, a representative Director / Chief Education Officer from within the region and Headteacher representation from primary, secondary and special schools;
- ensure that all members of the board have the appropriate skills and knowledge and are suitably prepared;
- determine the number of moderation meetings it intends to hold and whether the meetings are to be held in each of the constituent local authorities or at consortium level;

Procedure

The outcomes of the categorisation process for all schools should be completed before the first moderation meeting.

The *RMB* will consider a 5% or a minimum of 30 schools (whichever is greater) from across the Consortium to include:

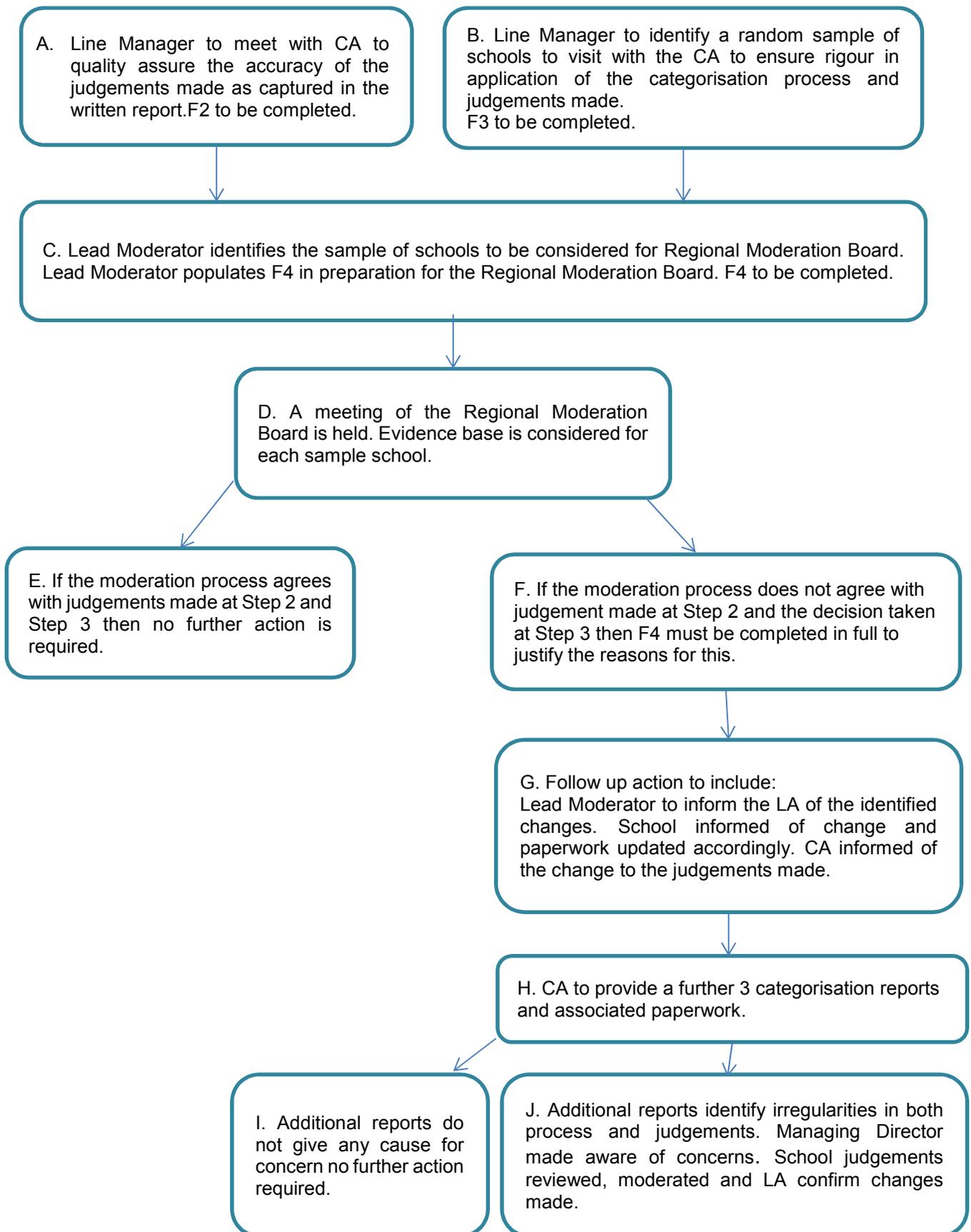
- schools that represent each of the four judgements about improvement capacity;
 - schools that represent each of the four support categories;
- And in addition to the above the RMB will consider;
- any schools that have submitted an F1 Disagreement Form.

Timing

Challenge advisers should agree a provisional Step 2 and Step 3 category by the beginning of December for all schools. Any F1 Disagreement Form must be submitted at least two weeks before the regional moderation. The regional moderation process will be completed by the end of the Autumn term.

The national verification process should be completed in January.

Regional Standardisation and Moderation Processes



The National Verification Process

This process will be undertaken by the Quality and Standardisation Group. This group will:

- Be chaired and organised by a Director of Education/Chief Education Officer as nominated by ADEW;
- Comprise the Chair and the four nominated regional Lead Moderators, a representative from WG and Trade Union representatives (as observers);
- Meet over a two-day period to allow sufficient time to scrutinise the 5% sample or minimum of 30 schools selected by each region;
- Sample the outcomes of the regional moderation process to verify its consistency, quality and rigour;
- Provide written feedback and recommendations to each region.

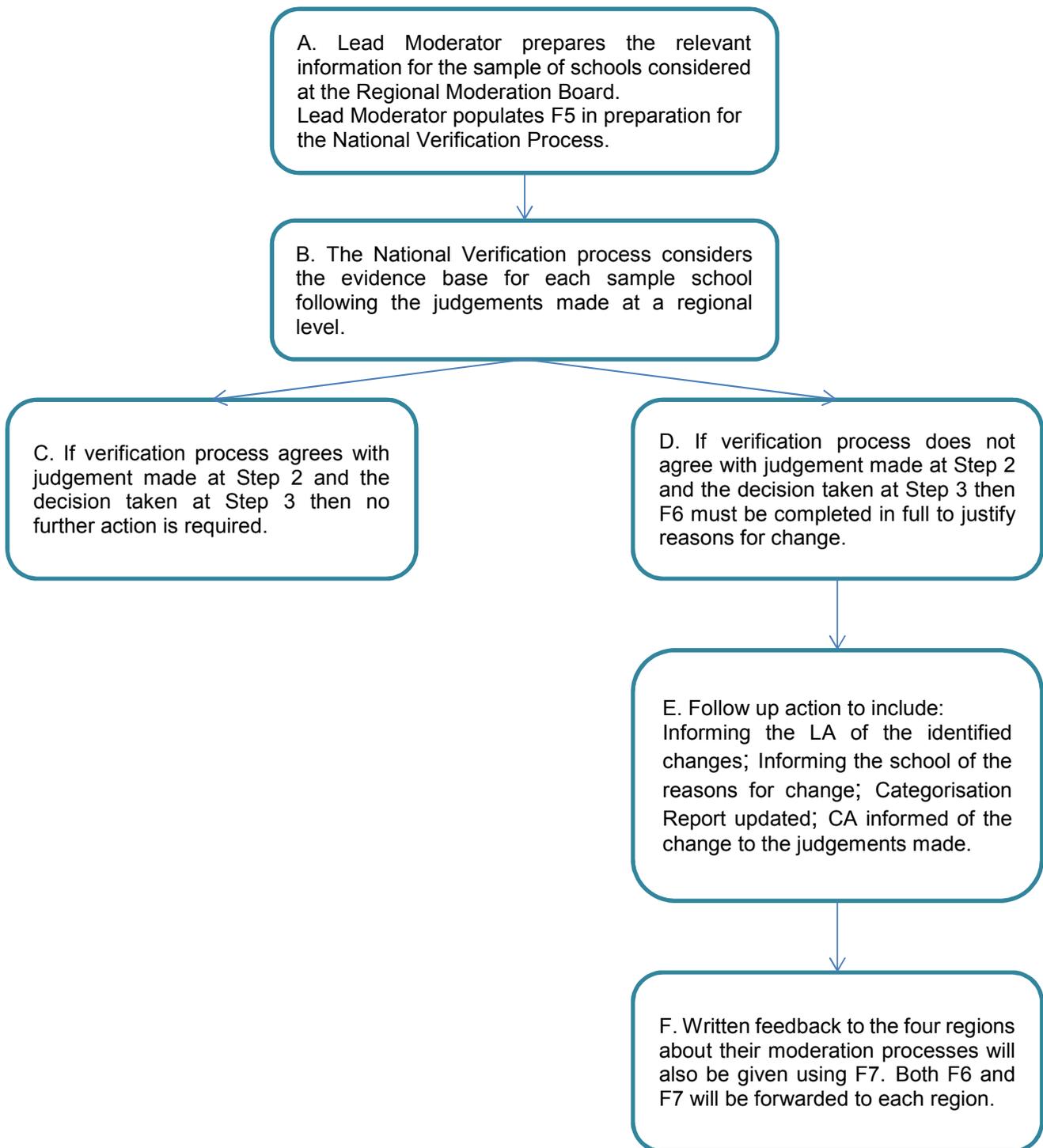
The sample will include:

- schools that represent each of the four judgements about improvement capacity;
- schools that represent each of the four support categories;
- all F1s

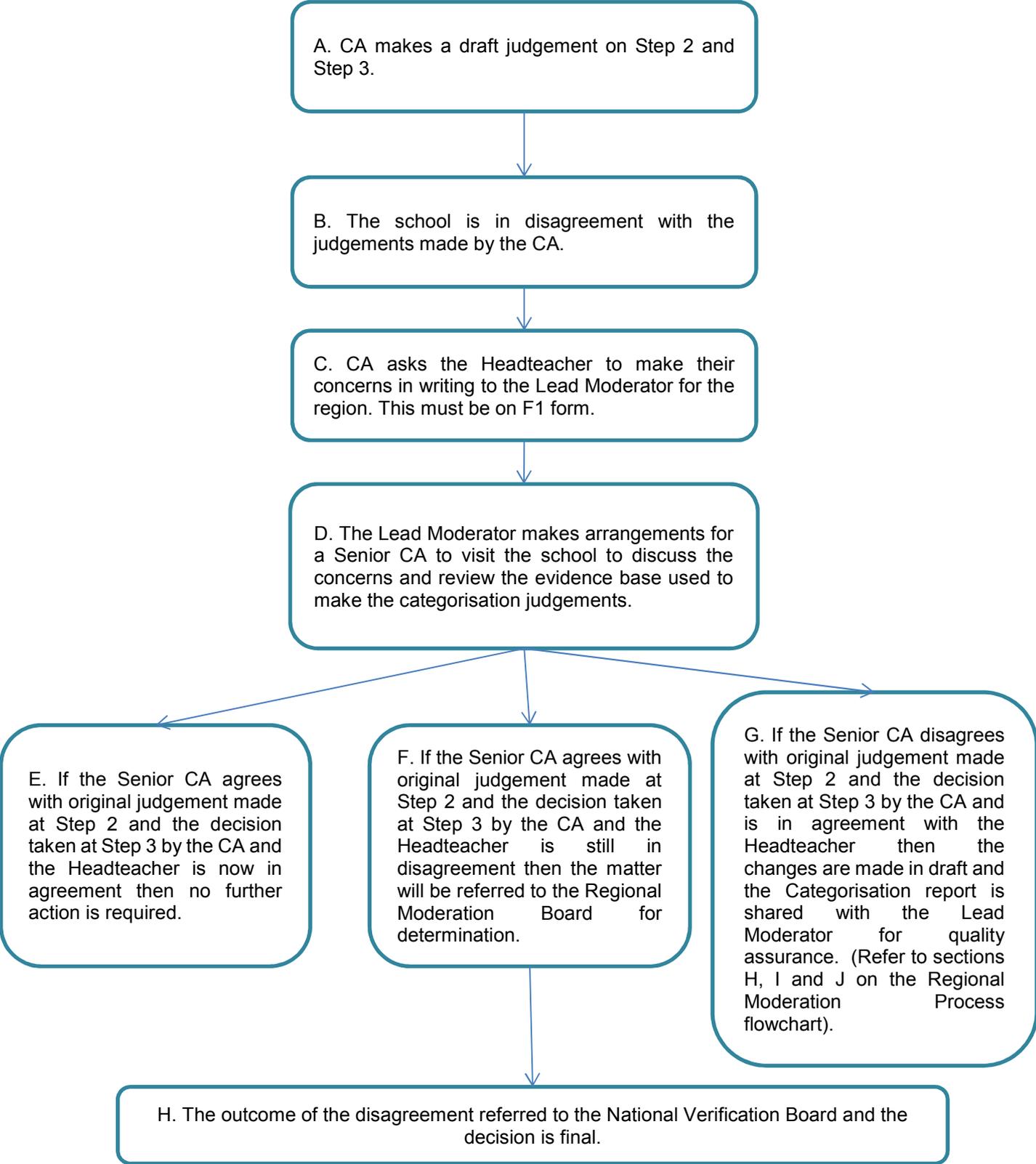
Timing

The National Verification process will be completed in January 2019. Feedback to the four regions about their moderation processes will also be given at this point. Every school's category will be published in January on the My Local School website (<http://mylocalschool.wales.gov.uk>).

National Verification Process Flowchart



Disagreement with the categorisation decisions at Step 2 and Step 3 (F1)



Supplementary Guidance

Annexes

Annexe 1

Step 1

There is no data-driven judgement that places schools into a standards group as part of Step 1 of the National Schools Categorisation System from this point on. An evaluative commentary on the school's performance will be completed.

Step 2 – School’s Improvement Capacity

Addendum 2017-2018 (see Annexe 6)

The purpose of the addendum is to signpost national priority areas. There are already existing key strands within Annexe 2 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.

	A	B	C	D
1	Leaders and staff have developed a shared vision and there is a very clear strategy that has improved outcomes for nearly all learners.	Leaders and staff have a shared vision and a clear strategy that has improved outcomes for most learners.	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.	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.

	A	B	C	D
2	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.	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.	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.	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.
3	Self- evaluation is accurate, robust, systematic and well established. Self-evaluation is highly effective in contributing to improving standards, learning and teaching.	Self- evaluation is accurate, regular and thorough in most areas. Self-evaluation makes a strong contribution to improving standards, learning and teaching.	Self-evaluation is effective in some areas but not in others. The contribution of self-evaluation to improving standards, learning and teaching is inconsistent. (3)	Self-evaluation lacks rigour and breadth. It makes a limited contribution to improving standards, learning and teaching.
4	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.	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.	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.	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.

	A	B	C	D
5	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.	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.	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.	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.
6	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.	The school has good track record in raising the achievement of most pupils, including vulnerable learners over at least a three-year period.	The school's track record in raising pupils' achievement, including that of vulnerable learners, is inconsistent over a three-year period. .	The school does not have a strong track record in raising pupils' achievement including that of vulnerable learners over a three-year period.
7	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.	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.	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>Planning lacks detail and does not address clearly enough the specific aspects that require improvement. The pace of improvement is often too slow.</p> <p>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
8	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	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.	The school's leaders take account of national and local priorities but planning does not always have sufficient impact on standards, learning and teaching.	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.
9	Leaders and staff work very successfully with schools and other partners to enhance significantly their own and others' capacity to bring about improvement.	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.	Leaders and staff participate in school improvement activity with schools and other partners but the impact of collaboration on standards and provision is inconsistent.	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.
10	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.	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.	Governors support the school. They receive relevant information but require support to be fully effective in how they challenge the school to make improvements.	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.

	A	B	C	D
11	Leaders and staff have well defined roles and responsibilities and exhibit high professional standards.	The roles and responsibilities of leaders and staff are defined and communicated clearly and professional standards are met successfully in the main.	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.	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.
12	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.	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.	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.	Leaders and governors' processes for performance management and professional development have limited impact on improving pupils' progress, classroom practice and in dealing with underperformance.
13	The quality of teaching across the school, and the impact on nearly all pupils' learning and progress, is consistently good and often excellent.	Most of the teaching, and its impact on most pupils' learning and progress, is consistently good.	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.	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.

	A	B	C	D
14	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.
15	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.
16	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 is of variable quality and support has limited impact on the progress pupils make.
17	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.

Step 3 – Overall Support Category

Overview

The outcomes for Step 2 will be used to determine the school's support category (Step 3 of the process). The support category will be based on a colour coding system, discussed with the school and agreed with the local authority.

The categorisation colour indicates the level of support a school requires – Green, Yellow, Amber or Red (with the schools in the green category needing the least support and those in the red category needing the most intensive support).

Green support category

A school in this category may receive **up to** 4 days of support.

Yellow Support Category

A school in this category may receive **up to** 10 days of support.

Amber Support Category

A school in this category may receive **up to** 15 days of support.

Red Support Category

A school in this category may receive **up to** 25 days of support.

Each Challenge Adviser will agree with the headteacher the nature of the bespoke support package to be provided to each school according to need which may result in the allocation of additional days' support. This additional support could be delivered by a range of providers.

Other risks that may trigger a change to Step 2 and Step 3

It is important that risk factors that may affect a school's performance or operation at particular points in time are taken into account alongside the criteria relating to a school's improvement capacity. Much of the information set out below will be provided by the local authority's senior officers and weighed according to their actual or potential impact.

Risk factors that may trigger concern

- A school review indicates it is failing or likely to fail to provide a satisfactory quality of education or is identified when Estyn judges a school to require a monitoring revisit, significant improvement or be subject to special measures.
- A major, unpredictable event from which the school is unable to recover without intervention and support. For example, schools facing major fundamental difficulties or any vulnerability due to school organisation, fire, natural disaster.
- Instability as a result of changes to senior leadership arrangements.
- Concerns about the reliability and accuracy of a school's teacher assessment judgements.
- A school has been served with a warning notice to improve and any or all of the following local authority's powers have been implemented: Required to secure advice or collaborate; Appointment of additional governors; Appointment of an Interim Executive Board; Suspension of delegated authority of the governing body to manage a schools budget; Power to give directions and take steps.

Annexe 5

Points to consider when evaluating standards

As the national school categorisation matrix will not be applied, the identification of a school's support category will not generate any potential rare exceptions. It will however, be important to consider contextual factors that may require further consideration to be given to establishing the most appropriate support category.

- A thorough data analysis, including cohort numbers will need to be completed for the last 3 years to review trends in performance.
- Performance indicators to be considered for primary are: FPI, CSI, English/Welsh and Maths at the expected and expected +1 levels.
- Performance indicators to be considered for secondary are: L2 inclusive, L2 English / Welsh and Maths.

Primary / Infant / Junior schools only

Schools where 50% or more of pupils over the last 3 years are in receipt of free school meals.

- What is indicated by an analysis of the performance of FSM pupils in comparison with that of non FSM pupils? Is there an improving trend?
- Is the gap in performance between FSM pupils and non FSM reducing?
- Can the school clearly demonstrate that FSM pupils make good progress from one key stage to another in most indicators? Consider the number of FSM pupils in the cohort when analysing this value added data.

Schools with an average cohort of less than 6 in an individual key stage or both key stages (in the case of a primary school) over the last three years.

- Where a school has the profile above do individual pupils make good progress from year to year?

Primary / Infant / Junior and Secondary schools

Schools with a registered learning resource, can it demonstrate that these pupils are making good progress from their starting points using value added data?

Schools with 15% of pupils (in Infant / Junior / Primary) and 8% of pupils (Secondary) whose stage of English acquisition is judged to be A, B or C on the agreed National Language Acquisition Model.

- Where a school has the profile above, can it demonstrate that these EAL pupils are making good progress from their starting points using value added data from year to year?
- Does a deeper analysis of data over a three-year period indicate that performance of non EAL learners is strong and improving?

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.



A	B	C	D
<p>Leaders and staff ensure that where early entry is used, all pupils are provided with strong opportunities to develop their skills and achieve higher grades. There are not extreme patterns of early entry and no pupil stops studying the subject following early entry. More able and talented pupils are provided with effective opportunities to gain higher qualifications.</p>	<p>In most cases, Leaders and staff ensure that where early entry is used, most pupils are provided with strong opportunities to develop their skills and achieve higher grades. There are not extreme patterns of early entry and no pupil stops studying the subject following early entry. Most more able and talented pupils are provided with effective opportunities to gain higher qualifications.</p>	<p>Leaders and staff make use of early entry and consider individual pupils' needs when deciding on entry processes. However, there are a few examples of extreme patterns of early entry. As a result, a minority of pupils are not provided with effective opportunities to develop and enhance their skills. This limits pupils from achieving higher grades.</p>	<p>Leaders and staff make over use of early entry and do not effectively consider individual pupils' needs when deciding on entry processes. There are significant examples of extreme patterns of early entry. As a result, many pupils are not provided with effective opportunities to develop and enhance their skills. This limits pupils from achieving higher grades.</p>
<p>Highly effective use of early entry results in vulnerable groups of learners marking effective progress overtime.</p>	<p>Good use of early entry results in vulnerable groups of learners marking sound progress overtime.</p>	<p>Early entry supports vulnerable groups of pupils well to make appropriate progress.</p>	<p>Early entry does not sufficiently support vulnerable groups of pupils well to make appropriate progress.</p>
<p>Diagnostic information is used very well to target pupils' needs and supports progress of nearly all pupils well.</p>	<p>Diagnostic information is used well to target pupils' needs and supports progress of most pupils well.</p>	<p>Diagnostic information is used appropriately to inform planning and supports the progress of many pupils well.</p>	<p>Diagnostic information is not used appropriately to inform planning.</p>

Forms

Disagreement Referral Form (F1)

School	
Headteacher	
Chair of Governors	
Challenge Adviser	

The draft categorisation judgements made by Challenge Adviser

Step 1	Draft Step 2	Draft Step 3
n/a		

Categorisation judgements made by the school

Step 1	Draft Step 2	Draft Step 3
n/a		

Disagreement Commentary

School rationale for the differences in the judgements

(The commentary submitted by the school should not exceed 300 words. Any additional information that is submitted will not be considered)

Headteacher signature:

Date:

Chair of Governors signature:

Date:

This form should be submitted to the Lead Moderator for the region.

The information will be considered by the Regional Moderation Board at the end of the Autumn Term.

Regional Standardisation of Categorisation Reports (F2)

Challenge Adviser:

Line Manager:

Date of Meeting:

Time:

Please sample no more than 3 reports from each Challenge Adviser (CA)

School Name	Step 1	Draft Step 2	Draft Step 3
	n/a		
	n/a		
	n/a		

To be completed by the Line Manager after quality assurance (QA)

School Name	Step 1	Draft Step 2 (line manager to record the agreed provisional category)	Draft Step 3 (line manager to record the agreed provisional category)
	n/a		
	n/a		
	n/a		

If there is more than 1 school in the sample that are not judged to be accurate then a further 3 schools will need to be sampled. The judgements made for other schools that the CA has responsibility for will need to be considered in light of this feedback.

To be completed by the Line Manager:

Aspects to QA	Comments
Is the agreed template used?	
Is the report concise, making clear judgements based upon the National Criteria?	
Does the report follow the national guidance in arriving at the Step 3 decision?	
If appropriate, has evidence of good practice been captured?	

When completed this information must be shared with the CA and this may form part of the sample for the Regional and National moderation processes.

Categorisation Visit / Quality Assurance (F3)

Challenge Adviser:

Line Manager:

Date of meeting:

Time:

School visited:

Focus for shared visit

- To ensure there is rigour in the processes and procedures applied in line with the National Guidance.

Observations from the shared visit

Consistent application of the principles and processes within the National Categorisation model	Line Manager comments
Are judgements made based upon the National Criteria?	
Is a wide range of appropriate evidence used to inform the judgements made?	
Is the national guidance followed in arriving at the Step 2 judgement and Step 3 decision?	
If appropriate, has evidence of good practice been captured?	

Line Manager summary:

When completed this information must be shared with the CA and this may form part of the sample for the Regional and National moderation processes.

Regional Moderation Board (F4)

Region	
Date of meeting	
Venue	

This template will be completed by the Lead Moderator prior to the Regional Moderation Board meeting.

Checklist for completion prior to meeting	Yes / No
Regional Standardisation of categorisation reports (F2) for all CAs have been completed.	
Categorisation visit / Quality Assurance (F3) completed for a sample of CAs.	
The <i>RMB</i> will consider a 5% sample of schools from across the Consortium to include; <ul style="list-style-type: none"> schools that represent each of the four judgements about improvement capacity; schools that represent each of the four support categories; 	List Schools here:
Include any categorisation reports where the school is in disagreement with the judgements made by the CA. <ul style="list-style-type: none"> Any schools that have submitted F1 Disagreement Form. 	List Schools here:

Evidence to support judgements on sample schools

Categorisation report

If available for the sample schools either F2 or F3

Draft judgements for discussion at the Regional Moderation Board

School	Step 1	Draft Step 2	Draft Step 3	
	n/a			
<p>Commentary:</p> <p>Categorisation Step 2 (Agreed / Not Agreed)</p> <p>Categorisation Step 3 (Agreed / Not Agreed)</p> <p>Changes to categorisation (if applicable);</p> <p>Follow up action:</p> <p>Lead Moderator Signature:</p> <p>Date:</p>				

National Verification Overview (F5)

School Number	Region	LA	Phase	Selected School	Step 1	Step 2	Step 3	Additional Information
					n/a			
					n/a			

National Verification Overview – Judgement Changes (F6)

To be completed at the conclusion of the verification process for each school sampled where the judgement wasn't agreed

School	Step 1	Step 2	Step 3
	n/a		
<p>Outcome of the Verification process for Step 2 (Agreed / Not Agreed)</p> <p>Outcome of the Verification process for Step 3 (Agreed / Not Agreed)</p> <p>Changes to Categorisation at Step 2 and / or Step 3 (if applicable): <i>(Please provide full details for change)</i></p> <p>Follow up action: (yes / no) <i>(Please outline the follow up action required)</i></p>			

Senior Challenge Adviser’s Review in Response to Receipt of a Disagreement Form (F8)

Name of School:	Date F1 received:	Date of Review:
Draft categorisation and challenge adviser’s judgements		
Step 1: Standards	Step 2: Improvement Capacity	Step 3: Support Category
n/a		
Senior Challenge Adviser’s comments:		
Evidence reviewed		
Signed:		Date:

Note: This form should be returned to the lead moderator upon completion

Standard Letters

School Address

Dear.....,

.....**Regional Moderation – (Date)**

In accordance with the guidance for National Categorisation a meeting of theRegional Moderation Board was held on Membership of the Board included.....

In accordance with the guidance the Regional Moderation Board considered a wide sample of schools from across the region to be considered as part of this process.School was included within the sample and as a result of regional moderation, the draft school’s categorisation and report were considered. It was the Board’s decision that the overall categorisation of the school should be altered.

Therefore the revised categorisation of the school is now.....

(include the rationale from the F4 form)

You will have already been informed by your.....Adviser of this change by telephone and this letter provides confirmation of the change. Your Challenge Adviser will update the school’s categorisation report accordingly and share this with you. Your Local Authority Director for Education has also been informed of this change. I enclose for your information the flowchart for the process of Regional Moderation and your school forms part of the sample which will be taken to National Verification. If you have any further queries regarding this, please do not hesitate to contact me,

Yours sincerely,

.....



Llywodraeth Cymru
Welsh Government



ADEW

School Address

Dear.....,

.....**National Verification (Date)**

In accordance with the guidance for National Categorisation a meeting of theNational Verification Board was held on..... Membership of the Board included the Quality and Standards Group, and an ADEW representative. Observers included: Representatives from Welsh Government and Trades Unions.

In accordance with the guidance, the National Verification Board considered your school's draft categorisation report. It was the Board's decision that the overall categorisation of the school should/ should not (delete as appropriate) be altered and was/ was not (delete as appropriate) and appropriate best fit judgement for the school.

(include the rationale from the F6 form)

Therefore, the categorisation of the school is.....

I enclose for your information the flowchart for the process at national level. The decision of the National Verification Board is final.

Yours sincerely,

.....



Llywodraeth Cymru
Welsh Government



ADEW

School Address

Dear.....,

.....Regional Moderation – (Date)

In accordance with the guidance for National Categorisation a meeting of theRegional Moderation Board was held on.....Membership of the Board included.....

In accordance with the guidance, The Regional Moderation Board considered your submitted disagreement form (F1) alongside the draft school’s categorisation and report. It was the Board’s decision that the overall categorisation of the school should/ should not (delete as appropriate) be altered and was/ was not (delete as appropriate) and appropriate best fit judgement for the school.

(include the rationale from the F4 form)

Therefore, the categorisation of the school is.....

I enclose for your information the flowcharts for the processes at regional and national level. All F1 disagreements will be included in the sample taken to National Verification. If you have any further queries regarding this, please do not hesitate to contact me.

Yours sincerely,

.....



Llywodraeth Cymru
Welsh Government



ADEW

Acknowledgements

With thanks to:

The Quality and Standardisation Group

Welsh Government

Trades Unions

Association of Directors in Wales