

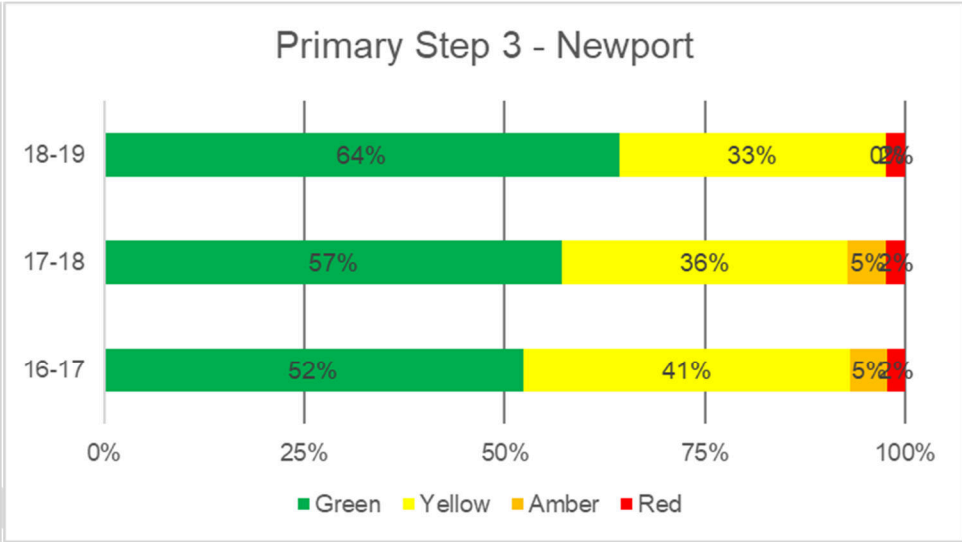
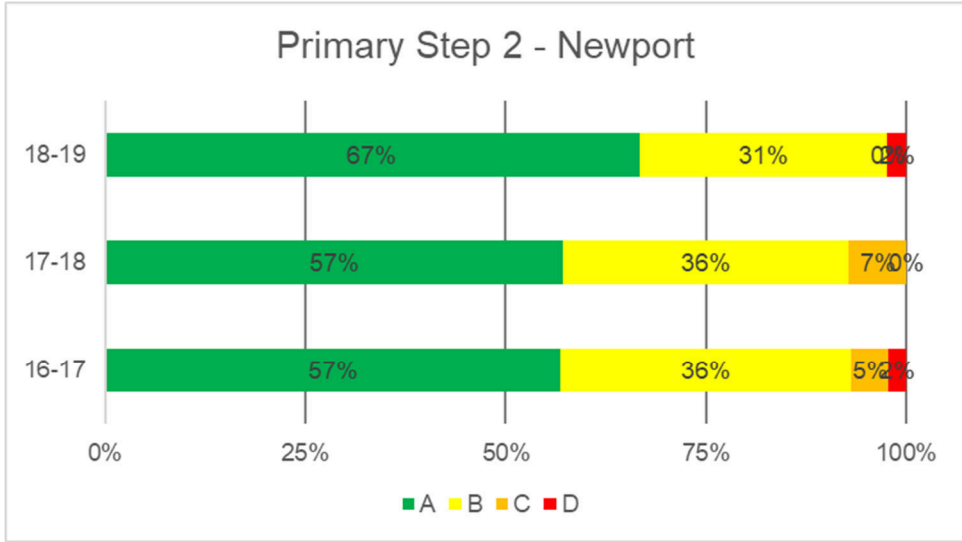
Local Authority Specific Annex 2019-2020

Local Authority: Newport

Summary of National Categorisation of schools in the Local Authority in 2016-2017, 2017-2018 and 2018-2019

Step 2 - Primary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Newport	16-17	1	2	16	25	2%	5%	36%	57%
	17-18	0	3	15	24	0%	7%	36%	57%
	18-19	1	0	13	28	2%	0%	31%	67%
South East Wales	16-17	5	19	108	64	3%	10%	55%	33%
	17-18	3	18	84	88	2%	9%	44%	46%
	18-19	6	17	64	105	3%	9%	33%	55%

Step 3 - Primary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Newport	16-17	1	2	18	23	2%	5%	41%	52%
	17-18	1	2	15	24	2%	5%	36%	57%
	18-19	1	0	14	27	2%	0%	33%	64%
South East Wales	16-17	8	16	112	60	4%	8%	57%	31%
	17-18	9	16	81	87	5%	8%	42%	45%
	18-19	6	19	63	104	3%	10%	33%	54%

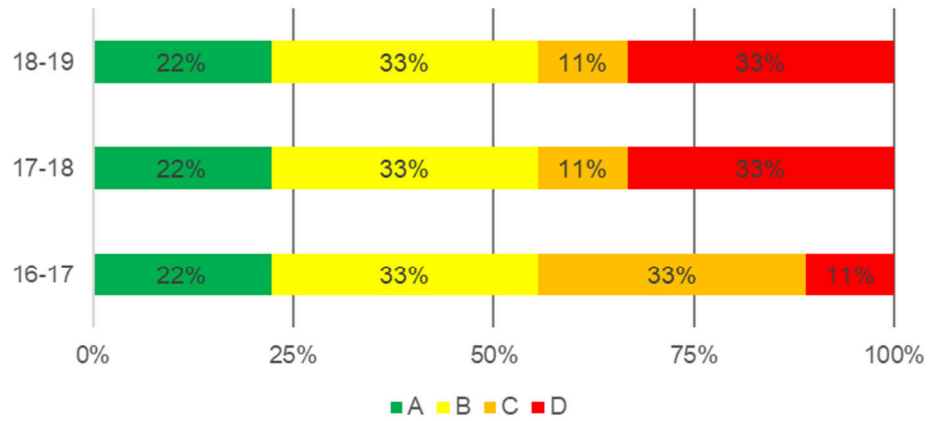


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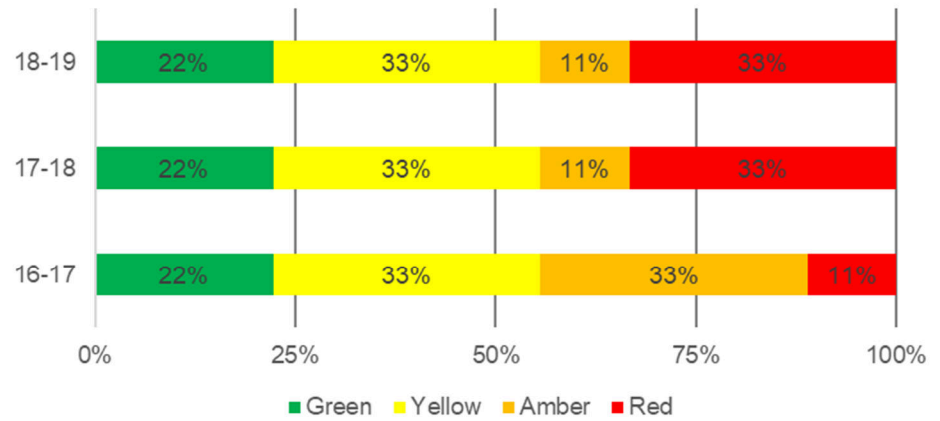
Step 2 – Secondary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Newport	16-17	1	3	3	2	11%	33%	33%	22%
	17-18	3	1	3	2	33%	11%	33%	22%
	18-19	3	1	3	2	33%	11%	33%	22%
South East Wales	16-17	6	9	17	4	17%	25%	47%	11%
	17-18	8	10	13	5	22%	28%	36%	14%
	18-19	6	15	8	6	17%	43%	23%	17%

Step 3 – Secondary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Newport	16-17	1	3	3	2	11%	33%	33%	22%
	17-18	3	1	3	2	33%	11%	33%	22%
	18-19	3	1	3	2	33%	11%	33%	22%
South East Wales	16-17	6	12	15	3	17%	33%	42%	8%
	17-18	10	11	12	3	28%	31%	33%	8%
	18-19	7	15	7	6	20%	43%	20%	17%

Secondary Step 2 - Newport



Secondary Step 3 - Newport



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LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Secondary	St Julians School*	Dec-14	Dec-14	Special Measures
Secondary	Llanwern High	Jan-17	Mar-17	Significant Improvement
Secondary	Newport High	Nov-17	Jan-18	Special Measures

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
PRU	Bridge Achievement Centre	Mar-18	May-18	Special Measures

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High Level Pupil Progress Analysis - 2018 - FP to KS2 / KS2 to KS3

LA/Region: **Newport**

Progress of pupils between FP and KS2

Subject	Matched Cohort	2+ levels of progress	1 level of progress	Matching			
				2014 FP cohort	2018 KS2 cohort	%age of FP cohort matched	%age of KS2 cohort matched
LLC - Welsh	70	95.7	4.3	79	73	88.6	95.9
LLC - English	1602	93.8	4.4	1683	1752	95.2	91.4
Mathematics	1679	93.1	5.0	1762	1825	95.3	92.0

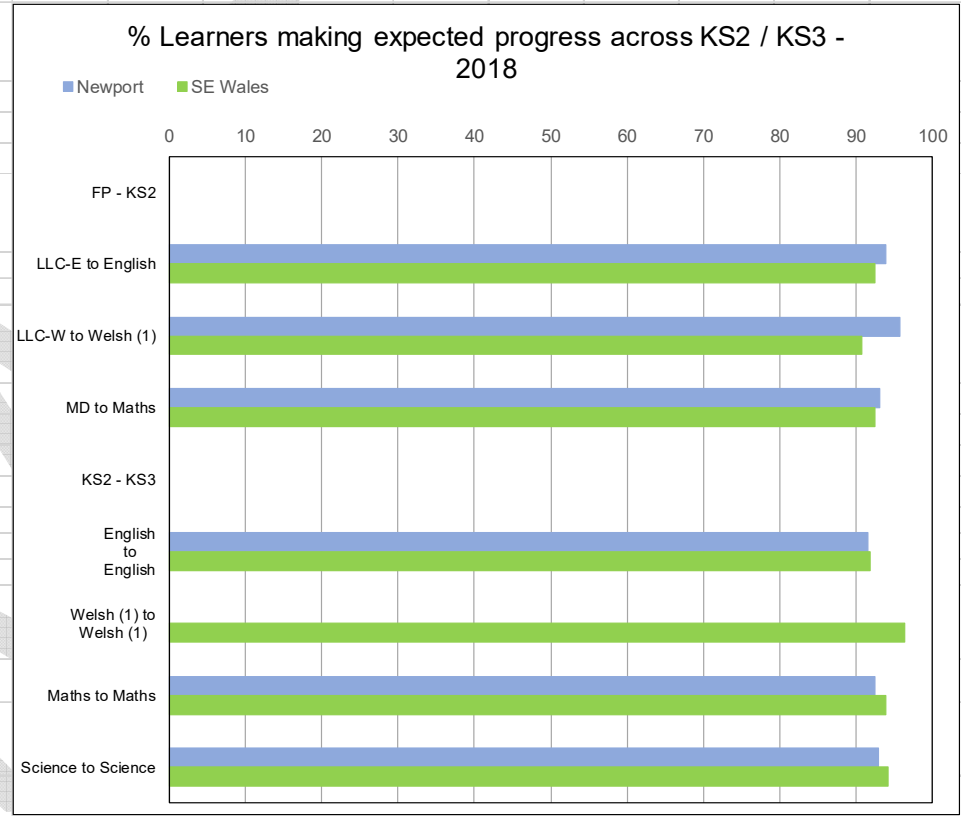
* 2018 KS2 English cohort excludes Welsh Medium pupils to more accurately match the FP English cohort.

Progress of pupils between KS2 and KS3

Subject	Matched Cohort	2+ levels of progress	1 level of progress	1+ levels of progress	Matching			
					2015 KS2 cohort	2018 KS3 cohort	%age of KS2 cohort matched	%age of KS3 cohort matched
Welsh 1st Lang.	0	-	-	-	51	0	0.0	-
English	1565	51.2	40.3	91.5	1656	1644	94.5	95.2
Mathematics	1565	61.0	31.5	92.5	1656	1644	94.5	95.2
Science	1565	55.8	37.2	93.0	1656	1644	94.5	95.2

Summary

FP to KS2 Expected Progress (2 'Levels')	LLC-E to English	LLC-W to Welsh (1)	MD to Maths	
	93.8	95.7	93.1	
KS2 to KS3 Expected Progress (2 Levels)	English to English	Welsh (1) to Welsh (1)	Maths to Maths	Science to Science
	91.5	-	92.5	93.0



Key Points:

From FP to KS2, approximately 19/20 learners make expected or greater progress. From KS2 to KS3 this reduces to slightly more than 9/10.

FP to KS2 A slightly higher proportion of learners, than across the region as a whole, make at least expected progress in English and mathematics
A far higher proportion of learners, at least expected progress in Welsh (1st)

KS2 to KS3 A slightly lower proportion of learners make at least expect progress in English, mathematics and science
A slightly lower proportion of learners make at least expect progress in mathematics

LA summary and issues

- Improve outcomes for eFSM learners.
- At key stage 4, develop senior and middle leadership of improvement in the wider foundation subjects so that: professional learning; levels of accountability; curriculum development; teaching and learning and outcomes are consistent with those of the core subjects.
- Develop a robust individual school ALN review framework.

Attendance/Exclusions

- There has been an increase in attendance at secondary level since 2015, but a static performance of around 94.5% at primary level. Secondary figure just below that of Wales, primary in line with Wales.
- Unauthorised absence at primary schools has remained stable around 1.8%, and at secondary schools around 2.2%. Both figures are higher than Wales.

Exclusion figures are reported by LA

- There has been decrease in exclusions of 5 days or fewer at primary level, but an increase at secondary level. There has been a decrease in exclusions of 6 days or more at both primary and secondary level.
- There was 1 permanent exclusion in 2018 in primary schools (compared to 4 for the 3 years previously combined).
- There were 10 permanent exclusions in 2018 in secondary schools: 2014/15 – 9; 2015/16 – 9; 2016/17 – 9.

Inspection/Categorisation

- Under the old framework, the percentage of schools judged at least Good for current performance since the 2014/15 school year was 72%. 76% of schools were judged Good or better for prospects for improvement. Under the new framework, the percentage of schools judged at least Good for Standards of achievement was 80%. 70% of schools were judged Good or better for Well-being and Attitudes to Learning.
- The percentage of primary schools categorised green has continued to increase in 2018/19, and the percentage of schools in the amber / red categories has continued to decrease; there is only one primary school in either of these categories. Three secondary schools remain categorised as red, and one remains amber. (provisional and confidential).

Schools requiring Improvement 2018-2019 (Amber and Red Overall Categories of support)

The information below indicates the schools in the overall category of Amber or Red in the Local Authority in the academic year 2018-2019, that will require additional support. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2018-2019. Each of these schools have a detailed Intervention or Support Plan, the progress each school makes over the next academic year will be captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

Schools requiring Amber levels of support	Schools requiring Red levels of support
The John Frost School	Bridge Achievement Centre
	Llanwern High School
	Maesglas Primary
	Newport High School
	St Julian's School

The content of this LA Annex has been agreed by:

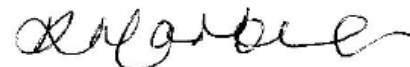
LA Director / Chief Education Officer:

Ms Sarah Morgan

Cabinet Member for Education:

Cllr Gail Giles

EAS Managing Director



Ms. Debbie Harteveld

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