

Name of Committee:	Learning and Culture Scrutiny Committee
Date of Meeting:	12/02/2019
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	Summary of School Inspection Reports for Autumn Term 2018
Purpose of Report:	To update Members on the outcomes of school inspections for the Autumn term 2018
Report Owner:	Director of Learning and Skills
Responsible Officer:	Morwen Hudson, Lead Officer for School Improvement / Senior Challenge Adviser
Elected Member and Officer Consultation:	Councillor Bob Penrose, Cabinet Member for Learning and Culture
Policy Framework:	The recommendations of this report are within existing policy framework and budget
<p>Executive Summary:</p> <ul style="list-style-type: none"> Estyn inspects quality and standards in education across Wales using the Common Inspection Framework. Estyn inspects all providers at least once during the seven-year period which began on 1st September 2016. The date of a school's inspection is not linked to the date of the previous inspection. In the Autumn term, 2 primary schools (High Street and Ysgol Sant Curig) were inspected and both were judged to be good or better in all inspection areas. St Richard Gwyn RC High School was removed from Estyn review. 	

1. Recommendation

- 1.1 That Members note the inspection judgements about the schools inspected during the Autumn term.

2. Reasons for Recommendations

- 2.1 In order that Members are aware of Estyn judgements about local schools.

3. Background

- 3.1 In September 2017 a new Estyn School Inspection Common Inspection Framework (CIF) was introduced across all schools in Wales .
- 3.2 An overview of the CIF is outlined in Appendix 1.

4. Key Issues for Consideration

- 4.1 High Street Primary School and Ysgol Sant Curig were inspected during the autumn term 2018.
- 4.2 A summary of the inspection findings for each of the named schools is appended to this report (Appendix 2).
- 4.3 The purpose of inspections is to:
 - Provide accountability to the users of the services and other stakeholders through public reporting on providers;
 - Promote improvement in education and training; and
 - Inform the development of national policy by Welsh Government
- 4.4 School inspections are governed by the Education Act 2005 and related regulations. Inspections must be conducted by teams of inspectors, led by a HMI, additional inspector or registered inspector, and must result in a written report. Section 28 of the Education Act 2005, says that inspectors must report on:
 - The educational standards achieved by the school;
 - The quality of education provided by the school;
 - How far education meets the needs of the range of pupils at the school;
 - The quality of leadership in and management of the school, including whether the financial resources are managed efficiently;
 - The spiritual, moral, social and cultural development of pupils at the school; and
 - The contribution of the school to the wellbeing of pupils.
- 4.5 During all core inspections, the inspection team will consider whether the school needs any follow-up activity.
- 4.6 When conducting school inspections, the main forms of evidence considered are:

Agenda Item: 6

- Briefings from Local Authorities;
 - Documentary evidence, including data on pupils' performance and progress;
 - Observation of teaching or training sessions and other activities;
 - Samples of pupils' work;
 - The views of pupils and stakeholders; and
 - Discussion with staff, leaders and managers, governors and others.
- 4.7** The reporting inspector is responsible for producing a final inspection report that is clear to a lay audience and helpful to the school. In most cases, the main body of the report is no longer than six pages.
- 4.8** Schools receive 15 working days' written notice of an inspection.
- 4.9** Judgements are made under five inspection areas:
- standards
 - wellbeing and attitudes to learning
 - teaching and learning experiences
 - care, support and guidance
 - leadership and management
- 4.10** The judgements for each of the five key questions can be one of four options:
- Excellent – very strong, sustained performance and practice
 - Good – strong features, although minor aspects may require improvement
 - Adequate and needs improvement - strengths outweigh weaknesses, but important aspects require improvement
 - Unsatisfactory and needs urgent improvement - Important weaknesses outweigh strengths.
- 4.11** There are three types of follow-up category:
- Estyn review
 - Significant improvement
 - Special measures
- 4.12** All follow-up work involves activity by Estyn inspectors. The activity involves increasing levels of intervention in proportion to need.
- 4.13** During the Autumn term the overall judgements achieved by Vale of Glamorgan schools which were inspected were as follows:

School	Inspection Area 1: Standards	Inspection Area 2: wellbeing and attitudes to learning	Inspection Area 3: teaching and learning experiences	Inspection Area 4: care, support and guidance	Inspection A rea 5: leadership and management
High Street Primary	Good	Good	Good	Good	Good
Ysgol Sant Curig	Good	Excellent	Good	Excellent	Excellent

- 4.14** No follow up work was identified in any of the above inspections.
- 4.15** Where Estyn identifies excellent practice during an inspection, schools are invited to prepare a written case study which will be published by Estyn and shared with other schools. Excellent practice was identified in Ysgol Sant Curig.
- 4.16** At the end of the summer term, the Local Authority had one school in Estyn review (St Richard Gwyn). In November 2018, Estyn reviewed the progress of St Richard Gwyn RC High School and judged that good progress had been made in respect of the key issues identified in the inspection. As a result, Estyn decided no further monitoring would be required in relation to the inspection and the school would be removed from Estyn review.
- 4.17** There are no schools identified as requiring special measures.
- 4.18** Appendix 3 provides a summary of Estyn activity for the period September 2018 - December 2018 and a summary of schools in a follow up category.
- 4.19** Appendix 4 provides an overall summary of Estyn activity in the Vale of Glamorgan since the introduction of the new inspection framework in September 2017.

5. How do proposals evidence the Five Ways of Working and contribute to our Well-being Objectives?

- 5.1** The Well-being of Future Generations Act 2015 (“the 2015 Act”) requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.
- 5.2** This report supports the Council's Wellbeing Outcome 3: An Aspirational and Culturally Vibrant Vale, Corporate Objective 5 'Raising overall standards of achievement' and specifically, addresses these actions:

Agenda Item: 6

- Improve standards of achievement for pupils through sharing excellence between schools and the targeting of resources.
 - Secure improved outcomes for groups of learners at risk of underachievement, such as those entitled to free school meals.
 - Increase the learning opportunities for disadvantaged individuals and vulnerable families.
- 5.3** This report recognises the importance of improvement in school outcomes and provisions through good leadership and prospects to improve in meeting the needs of young people over the long-term.
- 5.4** The report recognises the importance of involving people with an interest in achieving the outcome and those people reflect the diversity of the area which the report addresses. All relevant stakeholders have been involved in the consultation process through this report.
- 5.5** The ESTYN assessment and subsequent follow up support for those schools in need of extra help will seek to prevent any decline. We are acting to prevent problems occurring by recognising and monitoring those schools that need help to improve.
- 5.6** This report supports the objectives listed in the Service Plan for School Improvement and Inclusion 2016/2020.
- 5.7** Welsh medium schools undergo school inspections by Estyn according to the same Common Inspection Framework, but through the medium of Welsh.

6. Resources and Legal Considerations

Financial

- 6.1** Any follow-up activity for schools placed in a category would be resourced by the Central South Consortium.

Employment

- 6.2** There are no employment implications arising from this report.

Legal (Including Equalities)

- 6.3** There are no legal implications arising from this report.

7. Background Papers

- 7.1** None.

Common Inspection Framework from September 2017



This framework applies to primary schools, secondary schools, all-age schools, maintained special schools, pupil referral units, independent schools, independent specialist colleges and work-based learning providers.

Inspection Areas	Aspects
01 Standards	1.1 Standards and progress overall 1.2 Standards and progress of specific groups 1.3 Standards and progress in skills
02 Wellbeing and attitudes to learning	2.1 Wellbeing 2.2 Attitudes to learning
03 Teaching and learning experiences	3.1 Quality of teaching 3.2 The breadth, balance and appropriateness of the curriculum 3.3 Provision for skills
04 Care, support and guidance	4.1 Tracking, monitoring and the provision of learning support 4.2 Personal development 4.3 Safeguarding
05 Leadership and management	5.1 Quality and effectiveness of leaders and managers 5.2 Self-evaluation processes and improvement planning 5.3 Professional learning 5.4 Use of resources



Please refer to the relevant inspection guidance for your sector for further information on the Common Inspection Framework at <https://www.estyn.gov.wales/inspection/inspection-guidance>.

INSPECTION FEEDBACK – INSPECTIONS 2017/18

LA	Vale of Glamorgan		
School	High Street Primary	Head teacher	Mrs. Ceri- Ann Clark
Date	25.10.18	Reporting Inspector	Mr. Gareth Evans

IA	Area	Aspects	Judgement
1	Standards	1.1 Standards and progress overall 1.2 Standards and progress of specific groups 1.3 Standards and progress in skills	Good
2	Wellbeing and attitudes to learning	2.1 Wellbeing 2.2 Attitude to learning	Good
3	Teaching and learning experiences	3.1 Quality of teaching 3.2 The breadth, balance and appropriateness of the curriculum. 3.3 Provision of skills	Good
4	Care, support and guidance	4.1 Tracking, monitoring and the provision of learning support 4.2 Healthy choices and active citizenship 4.3 Spiritual, moral, social and cultural education 4.4 Safeguarding	Good
5	Leadership and management	5.1 Quality and effectiveness of leaders and managers, including the governing body 5.2 Self-evaluation processes and improvement planning 5.3 Professional development 5.4 Use of resources	Good

Summary Statement.

The team reported good standards in literacy even though many pupils enter school with underdeveloped literacy skills. Mathematics and ICT were also judged good but Welsh, particularly at Key stage 2 was underdeveloped.

Pupils were described as behaving well and as considerate and were very positive about their school environment. Their opportunities to carry out leadership roles were well- developed. Attitudes to learning are positive and pupils know how to support their own learning and are able to work well collaboratively.

Teaching and Learning was judged as good. Teachers give effective oral feedback which advances the learning and use the use of peer and self -assessment is working well. Teachers us an engaging thematic approach to foster independence and resilience in their learners. The support staff make a particularly strong contribution to Teaching and Learning leading very effective interventions. However, more able pupils were not always challenged sufficiently.

The school uses whole school tracking, planning and assessment effectively to target its support. The newly appointed ALNCO has a clear vision for the role and suitable procedures are in place both in the main school and in the SRB. Wellbeing underpins all the schools decisions and the introduction of parent council has given enhanced this. Attendance is effectively monitored and families are well- supported. Pupils have very effective opportunities for their voice to be heard through the various pupil groups under the umbrella of the school council.

The Headteacher is a strongly committed and motivated leader who has communicated her vision well. School Leaders model professional values successfully to staff. The Deputy Head carries out an important role modelling self- evaluation procedures for middle leaders and together, he and the Headteacher, lead a rigorous self -evaluation process. However, within the School Improvement Plan, outcomes for pupils need to be more sharply defined. The school makes good provision for staff CPD. The Governing Body are well- informed and governors understand the current areas for improvement. The PDG is appropriately used and well- focused.

Recommendations

1. To raise standards in Welsh Second Language.
2. To provide more challenge for pupils, especially the More Able.
3. To ensure that school improvement work focuses sharply on improving pupils' outcomes.
4. Improve Pupils' attendance.

Follow-Up Category:

No Follow-Up	Estyn Review	Significant Improvement	Special Measures
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Excellent Practice Case Study: Yes / No

If Yes, please indicate the area(s) identified:

INSPECTION FEEDBACK – INSPECTIONS 2017/18

LA	Vale of Glamorgan		
School	Ysgol Sant Curig	Head teacher	Sian Owen
Date	19-22 November 2018	Reporting Inspector	Gronwy Morris

IA	Area	Aspects	Judgement
1	Standards	1.1 Standards and progress overall 1.2 Standards and progress of specific groups 1.3 Standards and progress in skills	Good
2	Wellbeing and attitudes to learning	2.1 Wellbeing 2.2 Attitude to learning	Excellent
3	Teaching and learning experiences	3.1 Quality of teaching 3.2 The breadth, balance and appropriateness of the curriculum. 3.3 Provision of skills	Good
4	Care, support and guidance	4.1 Tracking, monitoring and the provision of learning support 4.2 Healthy choices and active citizenship 4.3 Spiritual, moral, social and cultural education 4.4 Safeguarding	Excellent
5	Leadership and management	5.1 Quality and effectiveness of leaders and managers, including the governing body 5.2 Self-evaluation processes and improvement planning 5.3 Professional development 5.4 Use of resources	Excellent

PTO Summary Statement Recommendations,

Summary Statement

IA1: strong progress across the school in oracy, reading, writing and number work. Pupils able to apply literacy and numeracy skills successfully across the curriculum. ICT skills developing well but they are not applied consistently across the curriculum.

IA2: Pupils' wellbeing and attitudes to learning are excellent. Behaviour is outstanding. Pupils are proud of school and community. Pupil teacher relationship is a strength. Pupils cooperate and collaborate successfully and is a strength. Pupils are confident and ambitious learners. They play a key role in the life of the school.

IA3: Very effective relationship between staff and pupils. Effective planning particularly in relation to Cwricwlwm Cymreig. Range of stimulating learning experiences. Foundation phase principles fully embedded. Good balance between teacher and pupil led experiences; however, occasionally the teacher over directs the learning in the foundation phase. Enthusiastic work in relation to the new curriculum. Effective cross curricular work and successful involvement of pupil voice. Variety of teaching strategies. In the best practice, teacher plan very creatively and use highly effective open questions. In a few cases where teaching is less effective, teachers do not challenge sufficiently. Planning for literacy and numeracy across the curriculum is effective; ICT is not as effective. Effective and constructive feedback.

IA4: Happy and caring ethos. Very high expectations for behaviour and wellbeing. Pupils' social and creative skills are promoted very well. Welsh and Welshness is promoted very successfully. Monitoring of pupil progress and wellbeing is very successful. Intervention programmes of a very high standard. Innovative in promoting wellbeing with very successful strategies. Very successful partnerships with external agencies. Good provision for MAT pupils. Safeguarding- meets requirements.

IA5: Innovative and strong leadership by HT. Very high expectations. Vision successfully shared with very strong focus on Welshness and wellbeing. Leadership across the school is of a very high quality – strong team at all levels. Strong learning community with staff learning very successfully from one another. High quality monitoring activities and a successful self-evaluation culture result in staff having a very good understanding of strengths and areas for development. GB demonstrate a very thorough knowledge and play a very prominent role in evaluation. The detail of their observations and willingness to challenge is a key strength.

Recommendations

1. Improve pupils' ICT skills
2. Ensure more opportunities for pupils to make choices in relation to their learning
3. Ensure all teachers challenge pupils sufficiently.

Follow-Up Category:

<u>No Follow-Up</u>	Estyn Review	Significant Improvement	Special Measures
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Excellent Practice Case Study: Yes / No

If Yes, please indicate the area(s) identified:

- strategic planning in relation to wellbeing and pupils' attitudes to learning

Summary of school inspection activity from September 2018 – December 2018

Summary of judgements					
School	Inspection area 1: Standards	Inspection area 2: wellbeing and attitudes to learning	Inspection area 3: teaching and learning experiences	Inspection area 4: care, support and guidance	Inspection area 5: leadership and management
High Street Primary	Good	Good	Good	Good	Good
Ysgol Sant Curig	Good	Excellent	Good	Excellent	Excellent

**Summary of school inspection activity since introduction of
new common inspection framework in September 2017**

Summary of judgements					
School	Inspection area 1: Standards	Inspection area 2: wellbeing and attitudes to learning	Inspection area 3: teaching and learning experiences	Inspection area 4: care, support and guidance	Inspection area 5: leadership and management
Autumn 2017					
Oak Field Primary School	Good	Good	Good	Excellent	Good
Cadoxton Primary School	Good	Excellent	Good	Excellent	Excellent
All Saints CiW Primary School	Good	Excellent	Good	Excellent	Good
Spring 2017					
Gladstone Primary School	Good	Good	Good	Good	Good
Fairfield Primary School	Good	Good	Good	Good	Good
Colcot Primary School	Good	Good	Good	Adequate	Good
Summer 2018					
Ysgol Sant Baruc	Good	Excellent	Good	Good	Good
Cogan Primary School	Good	Good	Good	Excellent	Excellent
Autumn 2018					
High Street Primary	Good	Good	Good	Good	Good
Ysgol Sant Curig	Good	Excellent	Good	Excellent	Excellent