

Name of Committee:	Learning and Culture Scrutiny Committee
Date of Meeting:	20/06/2019
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	Summary of School Inspection Reports for Spring Term 2019
Purpose of Report:	To update Members on the outcomes of school inspections for the Spring term 2018
Report Owner:	Councillor Lis Burnett, Cabinet Member for Education and Regeneration
Responsible Officer:	Paula Ham, Director of Learning and Skills
Elected Member and Officer Consultation:	35T
Policy Framework:	The recommendations of this report are within existing policy framework and budget
Executive Summary: <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 Spring term, 2 primary schools (St Illtyd and Wick and Marcross), 2 secondary schools (Cowbridge and Ysgol Bro Morgannwg) and the Pupil Referral Unit (Y Daith) were inspected. 	

1. Recommendation

- 1.1** That Members note the inspection judgements about the schools inspected during the Spring 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 Two primary schools (St Illtyd and Wick and Marcross), two secondary schools (Cowbridge and Ysgol Bro Morganwg) and the Pupil Referral Unit (Y Daith) were inspected during the Spring term 2019.

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:

- 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.

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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 Spring 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 area 5: leadership and management
St Illtyd Primary	Adequate	Good	Adequate	Good	Adequate
Wick & Marcross Primary School	Good	Good	Good	Good	Good

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Ysgol Bro Morganwg	Good	Excellent	Good	Excellent	Good
Y Daith PRU	Adequate	Good	Adequate	Good	Adequate
Cowbridge Comprehensive School	Excellent	Excellent	Excellent	Excellent	Excellent

- 4.14** 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 Cowbridge Comprehensive School and Ysgol Bro Morganwg.
- 4.15** St Illtyd Primary and Y Daith PRU were judged to require Estyn review. Estyn will monitor the schools' progress in addressing the recommendations highlighted in the reports about 12-18 months after publication. In the first instance, the monitoring activity will take account of documentary evidence and the most recent reports by challenge advisers. If sufficient progress is not evident, Estyn may decide to visit the school for a monitoring visit.
- 4.16** There are no schools identified as requiring significant improvement or special measures.
- 4.17** Appendix 3 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:
- 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 eligible for free schools meals;
 - Increase the learning opportunities for disadvantaged individuals and vulnerable families.

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- 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 that need help to improve.
- 5.6** This report supports the objectives listed in the Achievement for All Service Plan 2019/2020.
- 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	St Illtyd Primary	Headteacher	Roger Hardy
Date	4th – 7th February 2019	Reporting Inspector	Richard Lloyd

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	A
2	Wellbeing and attitudes to learning	2.1 Wellbeing 2.2 Attitude to learning	G
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	A
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	G
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	A

Draft recommendations

1. Improve rigour and impact of monitoring and self-evaluation processes
2. Improve the impact of leadership role and their contribution to school improvement
3. Improve provision for progressing pupils' literacy and numeracy skills
4. Improve consistency in the quality of teaching

Follow-Up Category:

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

INSPECTION FEEDBACK – INSPECTIONS 2017/18

LA	Vale of Glamorgan		
School	Wick and Marcross Pri	Headteacher	Ceri Thomas
Date	18th – 21st February, 2019	Reporting Inspector	Gregory Owens

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	G
2	Wellbeing and attitudes to learning	2.1 Wellbeing 2.2 Attitude to learning	G
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	G
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	G
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	G

Draft recommendations

The RI had not drafted recommendation in time for feedback, but indicated the aspects that will feature.

1. Improve standards in Welsh
2. Improve the tracking of pupils' skills for planned independent work (continuous provision) in the Foundation Phase
3. Improve progression in writing through KS2

Follow-Up Category:

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

LA	Vale of Glamorgan		
School	Ysgol Gymraeg Bro Morgannwg	Headteacher	Hywel Price
Date	25-28 March 2019	Reporting Inspector	Gary Jones

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	Good

Draft recommendations

1. Improve standards in key stage 4
2. Improve provision for ICT in secondary sector
3. Improve monitoring practices
4. Address deficit in budget

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:

- provision and promotion of Welshness and its impact
- pupils' eagerness to learn in the classroom

INSPECTION FEEDBACK – INSPECTIONS 2017/18

LA	Vale of Glamorgan		
School	Y Daith PRU	Teacher in charge	Matthew Sweeden
Date	25th-28th March, 2019	Reporting Inspector	

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	Adequate
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	Adequate
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	Adequate

Draft recommendations

Draft statements wording likely to change in final report.

- Improve the quality of teaching
- Ensure there is a timetable and resources to meet the needs of all pupils
- Strengthen improvement planning

Follow-Up Category:

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

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

LA	Vale of Glamorgan		
School	Cowbridge CS	Headteacher	Debra Thomas
Date	11-04-19	Reporting Inspector	Tony Sparks

PTO Summary Statement Recommendations,

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	Excellent
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	Excellent
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

Draft recommendations

No recommendations

Follow-Up Category:

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

**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 2018					
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
Spring 2019					

Appendix 3

St Illtyd Primary	Adequate	Good	Adequate	Good	Adequate
Wick & Marcross Primary School	Good	Good	Good	Good	Good
Ysgol Bro Morganwg	Good	Excellent	Good	Excellent	Good
Y Daith PRU	Adequate	Good	Adequate	Good	Adequate
Cowbridge Comprehensive School	Excellent	Excellent	Excellent	Excellent	Excellent