

Meeting of:	Learning and Culture Scrutiny Committee
Date of Meeting:	Thursday, 11 April 2024
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	Summary of Estyn inspection outcomes for autumn term 2023 and update on schools in statutory follow-up.
Purpose of Report:	To update Members on Estyn outcomes of schools inspected during the autumn term 2023 and progress of schools in statutory follow-up
Report Owner:	Carys Pritchard, Principal Improvement Partner, Central South Consortium
Responsible Officer:	Paula Ham, Director of Learning and Skills
Elected Member and Officer Consultation:	Councillor Rhiannon Birch, Cabinet Member for Education, Arts and the Welsh Language Morwen Hudson, Head of Standards and Provision
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. During the autumn term 2023, two primary schools (Victoria Primary and St Brides Major Church in Wales Primary) were inspected. None of the two schools are in statutory follow-up (Significant Improvement and Special Measures) or Estyn Review. • Y Bont Faen Primary were inspected by Estyn in the summer term 2023. They were invited to write a case study on its work in relation to developing creativity through its curriculum. This case study has now been published by Estyn. • Two schools from the Vale of Glamorgan, Ysgol Pen y Garth and Pencoedtre High School, remain in Estyn statutory follow-up category. Both schools are in Special Measures following their inspections during the autumn term 2022. The Post-Inspection Action Plan and statement of action for both schools have been approved by Estyn. The progress of both schools is monitored by Estyn on a termly basis. Llanfair Primary is in Estyn review following their inspection in spring 2023. Progress the school has made towards addressing their recommendations will be reviewed about 12-18 months after the publication of the inspection report. 	

Recommendations

1. That Members consider the inspection outcomes of the two schools inspected during the autumn term and congratulate the schools as there is no Estyn follow-up activity.
2. That Members consider the progress of the two schools in Special Measures.

Reasons for Recommendations

1. In order that Members are aware of Estyn findings about schools in the Vale of Glamorgan.
2. In order for Members to be aware of the progress of the two schools in Special Measures.

1. Background

- 1.1 Between October and December 2019, Estyn conducted a public consultation asking people about their views on Estyn's inspection arrangements for maintained schools and Pupil Referral Units (PRUs).
- 1.2 Following this consultation, a revised framework has been developed by Estyn which takes account of education reforms.
- 1.3 Due to the impact of Covid-19, the piloting of this revised framework with schools was delayed until the second half of the spring term 2022.
- 1.4 During the autumn term 2021, Estyn invited all maintained schools and PRUs to put themselves forward for a pilot inspection in the spring term 2022 using the revised framework.
- 1.5 In spring 2022, the revised inspection arrangements were piloted in a small sample of schools and PRUs across Wales, including three school from the Vale of Glamorgan.
- 1.6 In summer 2022, the revised inspection arrangements continued to be piloted. During this term Estyn identified the schools to be inspected; these schools did not put themselves forward to be inspected.
- 1.7 From September 2022 onwards, Estyn have continued to identify schools to be inspected using the revised inspection arrangements.

2. Key Issues for Consideration

- 2.1** Two schools from the Vale of Glamorgan were inspected by Estyn during the autumn term 2023: Victoria Primary and St Brides Major Church in Wales Primary.
- 2.2** A summary of the inspection findings for the two schools is appended to this report (**Appendix 1**).
- 2.3** **Appendix 2** provides an overview of the schools and non-maintained settings inspected by Estyn since the introduction of the pilot inspection framework in spring 2022.
- 2.4** School inspections are governed by the Education Act 2005 and related regulations. Inspections must be conducted by teams of inspectors, led by an 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
 - whether the provision promotes health eating and drinking
 - the contribution of the school to the wellbeing of pupils
- 2.5** When conducting school inspections, the main forms of evidence considered are:
- sample of pupils' work
 - discussions with pupils, staff, leaders, managers, governors, parents and other
 - observation of teaching and other activities, including evidence gathered through learning walks
 - pre-inspection questionnaire responses
 - documentary or electronic evidence, e.g. information on pupils' progress
 - information from the local authority/regional consortium where appropriate
- 2.6** The reporting inspector is responsible for producing a final inspection report that is clear to a lay audience and helpful to the school.
- 2.7** With the revised framework, the notice period for schools has been reduced from 15 to 10 working days.
- 2.8** The inspection reports from spring 2022 onwards will not include summative grades but instead there will be greater detail on strengths and areas for improvement to support stronger evaluation and promote improvement.
- 2.9** The five inspection areas are:

- learning
 - wellbeing and attitudes to learning
 - teaching and learning experiences
 - care, support and guidance
 - leadership and management
- 2.10** During all core inspections, the inspection team will consider whether the school needs any follow-up activity.
- 2.11** There are three types of follow-up category:
- Estyn review
 - significant improvement
 - special measures
- 2.12** All follow-up work involves activity by Estyn inspectors. The activity involves increasing levels of intervention in proportion to need.
- 2.13** No follow up work was identified by Estyn in relation to the two primary schools inspected in the Vale of Glamorgan during autumn term 2023.
- 2.14** Where Estyn identifies interesting or innovative practice during an inspection, schools are invited to prepare a written case study which will be published by Estyn and shared with other schools. Neither school inspected during the autumn term were invited to write a case study.
- 2.15** Y Bont Faen Primary were inspected by Estyn in the summer term 2023. They were invited by Estyn to write a case study on its work in relation to developing creativity through its curriculum. The case study was published by Estyn in February 2024.
- 2.16** Since March 2022, six case studies of interesting or innovative practice have been published from Vale of Glamorgan schools and information about these case studies is included in **Appendix 3**.
- 2.17** Two schools in the local authority remain in a statutory follow up category. During the autumn term 2022, Ysgol Pen y Garth and Pencoedtre High were placed in Special Measures.
- 2.18** Ysgol Pen y Garth and Pencoedtre High have written their Post-Inspection Action Plans to address their Estyn recommendations and these plans have been approved by Estyn.
- 2.19** The local authority has prepared a written statement of action in relation to Pencoedtre and Ysgol Pen y Garth. The statement of action proposes the action the local authority will take in light of the inspection reports. Both plans have been approved by Estyn.
- 2.20** Information about the support that is being provided by the local authority and Central South Consortium to both Pencoedtre High and Ysgol Pen y Garth is listed in **Appendix 4**.

- 2.21** For both Pen y Garth and Pencoedtre, progress in relation to the action plans and statement of action continue to be monitored on a half-termly basis involving representatives from the schools, local authority and Central South Consortium. Estyn are also monitoring progress of both schools on a termly basis.
- 2.22** For Pencoedtre, as a secondary school in special measures, a multi-agency panel has been established that includes an Estyn HMI, representatives from the school, local authority and regional consortia. Two meetings of this panel were held during the autumn term 2023.
- 2.23** Estyn undertook a monitoring visit to Pencoedtre in November 2023 with a particular focus on the recommendations to:
- Improve the quality of teaching and assessment (Recommendation 3)
 - Improve the provision to develop and the standards of pupils' skills (Recommendation 5)
- 2.24** As part of the monitoring visit, Estyn recognised that leaders have started to focus suitably on improving the quality of teaching and learning. Recent teaching and assessment policies has helped to clarify role and responsibilities. Some worthwhile common approaches, particularly focussing on establishing classroom routines, are having a positive impact on the behaviour of pupils in lessons. However, Estyn notes that this work is not yet planned strategically enough. In addition, there isn't sufficient opportunities for teachers to discuss and share good practice within and across departments. Estyn noted that teachers generally demonstrate good subject knowledge and that there is a positive drive towards creating engaging lessons. In the best cases, teachers adapt learning resources and tasks to meet the needs of pupils in their classes. However, teachers do not always focus well enough on the intended learning or use the most appropriate approaches to deepen pupils' understanding of key concepts. In many cases, expectations of pupils are too low, particularly for the higher ability pupils. In a minority of subjects, teachers support the development of pupils' literacy skills well. However, overall, teachers too often miss opportunities to improve pupils' literacy skills. Written feedback to pupils is still too variable within and between subjects.
- 2.25** In terms of improving provision to develop pupils' skills, there is acknowledgement of a few suitable actions that is beginning to improve provision. There are now appropriately coordinated activities for all pupils in Years 7 to 11 during tutor time that focus on aspects of literacy and numeracy. Skills coordinators have also identified relevant subject areas in which to develop a few aspects of these skills. However, Estyn note that this work is very much in its infancy and provision to develop pupils' literacy, numeracy and digital skills remain inconsistent and insufficient across the school.
- 2.26** During the spring term, there has been a change of leadership at Pencoedtre with Innes Robinson taking up the position of Executive Headteacher of Pencoedtre and Whitmore High. In addition, a new assistant headteacher has started in post with a focus on pupil health and wellbeing. Additional pupil support staff have also been employed at the school, while six youth workers are

present to assist at various times throughout the day and after school. A family engagement Officer and a Liaison and Engagement Officer have also been employed, both funded by the local authority.

- 2.27** Short term structural changes have been made to the Successful Futures Centre to limit access to other areas of the school and to ensure a single point of access. New site security arrangements are also now in place following the installation of fencing and access gate in February 2024.
- 2.28** Estyn's first monitoring visit to Pen y Garth was undertaken in October 2023 where there was a particular focus on progress in relation to two of their recommendations:
- Strengthen leadership to operate more strategically (Recommendation 1)
 - Provide stimulating learning activities that support older pupils to develop and apply their skills purposefully over time (Recommendation 4)
- 2.29** Estyn's monitoring report recognises the significant change in school leadership since the school's inspection. They note the appointment of a new headteacher who undertakes her role in a highly effective manner and has strengthened strategic leadership. There is now a shared vision in place and a clear strategy to improve the standard of teaching and learning across the school. Estyn report that as a result of robust self-evaluation procedures, leaders now have a comprehensive understanding of strengths and areas for improvement. However, this work has not yet had sufficient time to become embedded, and not enough progress can be seen in the quality of teaching and learning in many classes. Robust procedures are now in place to manage staff performance and the school's communication and information-sharing procedures have been strengthened.
- 2.30** Estyn recognise that there is a clear strategy in place to improve standards and teaching across the school. This includes the development of robust performance management processes, regular monitoring activities, staff meetings and a professional learning programme. As a result, leaders have a clear understanding of strengths and areas in need of improvement. However, the standard of teaching and the level of challenge provided for many pupils remains inconsistent. Challenges planned by teachers are not always stimulating or purposeful enough and do not build on pupils' knowledge, understanding and skills in lessons.
- 2.31** Estyn will re-visit both Pencoedtre High and Ysgol Pen y Garth again in around four to six months to monitor progress against a sample of the recommendations.
- 2.32** Llanfair Primary remains in Estyn review following their inspection in spring term 2023. Progress the school has made towards addressing their recommendations will be reviewed about 12-18 months after the publication of their inspection report.

- 2.33** In Llanfair, monitoring demonstrates that leadership across the school is developing well. Increasing opportunities are now in place for pupils to further their leadership skills such as through pupil voice group and Senedd.
- 2.34** School staff continue to work well with cluster colleagues on curriculum planning. Appropriate activities are planned to support developments in Welsh further. The digital curriculum has been extended to ensure the inclusion of the teaching of databases, spreadsheets.
- 2.35** A suitable range of adjustments have been made to provision, to increase pupil independence and to provide access to challenging activities.

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

- 3.1** 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.
- 3.2** Support for learners contributes to the Council's Wellbeing Objectives drawn from the Corporate Plan 2020-25. There is specific alignment with our wellbeing objectives to work with and for our communities and to support learning, employment and sustainable economic growth.
- 3.3** This report recognises the importance of identifying best practice in learning, provision and leadership in non-maintained settings and schools which will meet the needs of young people over the long term.
- 3.4** 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.
- 3.5** This report supports the objectives listed in the Service Plan for Standards and Provision 2023-24.
- 3.6** Welsh medium schools undergo school inspections by Estyn according to the same Inspection Framework, but through the medium of Welsh.

4. Climate Change and Nature Implications

- 4.1** There are no climate change and nature implications resulting from this report.

5. Resources and Legal Considerations

Financial

5.1 There are no financial implications resulting from this report.

Employment

5.2 There are no employment implications arising from this report.

Legal (Including Equalities)

5.3 There are no legal implications arising from this report.

6. Background Papers

6.1 None

Appendix 1: School Inspections Autumn 2023

School	Victoria Primary School	Head Teacher	Samantha Daniels
Date	16 November 2023	Reporting Inspector	Andrew Brassington

Recommendations and context for recommendations

- 1. Ensure that school improvement processes prioritise those actions that will bring about the greatest improvement in pupils' standards and progress.**

Reason/Context for recommendation

- Whilst leaders accurately identify the main priorities in relation to pupil progress, they do not always prioritise the most effective methods to secure improvement efficiently. For example, leaders have not addressed rapidly enough the need to provide appropriate, focused teaching to develop pupils' oracy skills in Welsh.

- 2. Improve pupils' ability to use their spoken Welsh confidently.**

Reason/Context for recommendation

- Older pupils, rely heavily on written prompts to aid their speech.
- Pupils' confidence to use their spoken Welsh in lessons and around the school is underdeveloped.
- Teachers do not provide enough opportunities for pupils to develop their use of spoken Welsh as they move through the school.

- 3. Strengthen opportunities for all pupils to develop and apply their writing and digital skills fully.**

Reason/Context for recommendation

- Pupils do not write at length often enough or enhance their writing to achieve the highest standards they are capable of consistently.
- Teachers plan for the development of pupils' speaking, listening and reading skills well. However, provision to ensure that pupils develop their writing and digital skills fully is less effective. As a result, pupils do not always write as well as they could or use their digital skills to support their learning thoroughly.
- Pupils do not develop a full range of digital skills systematically and this limits their capacity to use helpful tools to benefit their learning. For example, pupils are not confident in using spreadsheets or databases to organise or analyse information efficiently.

Follow-Up Category: No follow up

Interesting or Innovative Practice Case Study: No

Appendix 1: School Inspections Autumn 2023

School	St Brides Church in Wales Primary School	Head Teacher	Duncan Mottram
Date	7 December 2023	Reporting Inspector	Michael Fryer

Recommendations and context for recommendations

- 1. Focus improvement precisely on the aspects of teaching and learning that are most in need of improvement**

Reason/Context for recommendation

- The headteacher ensures that self-evaluation processes are highly inclusive and that staff at all levels know that their opinions are valued. Staff training days are used valuably to create a shared understanding of the school's strengths and areas for improvement. However, improvement planning does not always prioritise the improvements that will have the biggest impact on pupils' skills well enough.

- 2. Ensure that older pupils take more responsibility for their learning and develop their independent learning skills**

Reason/Context for recommendation

- As pupils progress through the school, teachers over-direct the learning and as a result limit pupils' opportunities to develop as independent learners.

Follow-Up Category: No follow up

Interesting or Innovative Practice Case Study: No

Appendix 2: School and non-maintained settings inspected by Estyn since introduction of the revised common inspection framework in spring 2022

Spring 2022	
Stanwell School	Read report here
Whitmore High School	Read report here
Llandough Primary	Read report here
Summer 2022	
Ysgol y Ddraig	Read report here
Peterston Super Ely CiW	Read report here
Ysgol Iolo Morganwg	Read report here
Sully Primary	Read report here
Autumn 2022	
St Helen's Roman Catholic Primary	Read report here
Pendoylan Church in Wales Primary	Read report here
South Point Primary	Read report here
Ysgol Pen y Garth	Read report here
Pencoedtre High	Read report here
Spring 2023	
Llanfair Primary	Read report here
Summer 2023	
Y Bont Faen Primary	Read report here
St Joseph's RC Primary School	Read report here
Albert Primary	Read report here
Autumn 2023	
Victoria Primary	Read report here
St Brides Major Church in Wales Primary	Read report here

Non-maintained settings

Spring 2022	
Swallow Playgroup	Read report here

Appendix 3: Interesting or innovative case study

Date of inspection	School	Case study
March 2022	Stanwell School	The range of opportunities that pupils receive in order to develop their leadership skills and get their voice heard Read here
March 2022	Stanwell School	Supporting learners to make informed choices for the future Read here
March 2022	Whitmore High	A whole – school approach to securing high standards of teaching and learning Read here
March 2022	Whitmore High	Developing an effective culture for learning Read here
October 2022	Pendoylan Church in Wales Primary	Developing and designing a curriculum for Wales Read here
June 2023	Y Bont Faen Primary	Developing creativity through the curriculum Read here

Appendix 4: Support for schools in statutory follow up

Two schools in the Vale of Glamorgan, Ysgol Pen y Garth and Pencoedtre High, are currently in an Estyn statutory follow up category. The local authority (LA) and Central South Consortium (CSC) are working in partnership to support both schools. A list of the support that is being provided to both schools is outlined below with a reference to the relevant Estyn recommendation (R) where appropriate.

Support for Ysgol Pen y Garth includes:

- ongoing support from the improvement partner (IP)
- ongoing support from LA Human Resources (HR), LA finance, and LA Senior Governor Support Officer **(R1)**
- the CSC Associate Adviser for Welsh Development providing advice on Siarter Iaith **(R1)**
- an additional learning needs coordinator (ALNCo) from a cluster school providing bespoke support for the ALNCo alongside LA additional learning needs (ALN) officer **(R1 and 3)**
- ongoing support of the Regional Lead for Governance (RLG) to work alongside the governing body **(R2)**
- ongoing support from a member of the CSC curriculum strategic team in relation to the delivery of Curriculum for Wales **(R3)**
- funding during the spring term 2023 for the newly appointed leader of key stage 2 to work with teachers to improve the standards of teaching, learning and assessment **(R3 and R5)**
- funding for all teaching staff to observe practice in agreed areas in other Welsh medium schools in the LA during spring term 2023 **(R3 and R5)**
- the CSC development leaders for Languages, Literacy and Communications (LLC) supporting provision for oracy and engaging in a monitoring activity with leaders and improvement partner **(R4 and R2)**
- a member of the CSC Numeracy Team providing support relating to mathematics and the development of numeracy across the curriculum **(R4)**
- support from CSC officers in relation to the expressive arts, digital skills development and science and technology **(R4)**
- CSC foundation learning team providing advice on developing the learning environment and pedagogy.

There has also been additional financial support from the LA for schools in special measures specifically. In terms of Ysgol Pen y Garth, this has been used to fund staffing changes and bespoke training.

Support for Pencoedtre High includes:

- ongoing support from two IPs
- regular meetings with LA officers to discuss matters raised by school
- an interim executive headteacher seconded on a part time basis to support the school strategically between January 2023 and January 2024 **(R1)**
- the secondment of an assistant headteacher (AHT) on a temporary basis between April 2023 and April 2024 as acting deputy headteacher primarily to continue work in relation to ALN and inclusion provision within the school **(R1 and R4)**
- the secondment of an acting head of school during the summer term and for the 2023-24 academic year to further strengthen the strategic leadership **(R1)**
- the secondment of an AHT in November 2023 for the rest of the academic year as strategic lead for attendance **(R1 and R2)**
- the appointment of an RLG to work alongside the governing body **(R1)**
- the appointment, through the use of statutory powers, of two additional governors to the governing body **(R1)**
- ongoing support from LA HR officer **(R1)**
- CSC Area Lead for Mathematics and Science providing coaching and mentoring support for one department on a weekly basis **(R1)**
- support for attendance and exclusions from the LA lead officer for Social Inclusion and Wellbeing and Inclusion Manager Inclusion that includes funding for a Liaison and Engagement Officer, support for action planning, targeted support for referrals, additional training and support according to need and attendance at fortnightly meetings with all heads of year **(R2)**
- a needs led support from the Learning Links Team specifically for Children Looked After but also multilingual support and support for school-held data
- 'When the Adults Change' Advisor facilitating professional learning, coaching and mentoring sessions in order to develop a relational approach **(R2)**
- CSC Associate Adviser for Pedagogy providing coaching and mentoring support for two departments **(R3)**
- ongoing support from ALN operational manager and lead officer that includes fortnightly meetings with assistant headteachers linked to each year group, Individual Development Plan training, addressing any queries from Learning Support Assistants and providing support for the Autism Spectrum Disorder base **(R4)**
- Educational Psychology Service support for ALN pupils including Emotionally Based School Avoidance and Precision teaching training **(R4)**
- Youth Service and PE team providing a range of Education Otherwise than at School (EOTAS) interventions including Cardiff City Football Club, Dojo, ACT and School of Hard Knocks. The team are also funding additional support staff as well as youth workers supporting young people at Pencoedtre during the school day and after school, and members are providing support for EOTAS mapping, Personal Support Plans and 14-19 provision mapping.
- CSC Area Lead for Languages, Literacy and Communication and Secondary Mathematics Specialist working alongside key members of staff to support the promotion of literacy and numeracy skills **(R5)**
- IT support, following undertaking a hardware baseline assessment, are working closely with the school to address a way forward.

- Sustainable Communities for Learning working to address site security **(R6)** and to address matters relating to the location and structural changes to the Successful Futures Centre **(R2)**
- Whitmore High School undertaking responsibility for the oversight of Barry Sixth Form which allows Pencoedtre more capacity to focus on the Estyn recommendations.