

Meeting of:	Learning and Culture Scrutiny Committee
Date of Meeting:	Thursday, 27 June 2024
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	Summary of Estyn inspection outcomes for spring term 2024 and update on schools in statutory follow-up.
Purpose of Report:	To update Members on Estyn outcomes of schools inspected during the spring term 2024 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 spring term 2024, two primary schools (Ysgol Gymraeg Dewi Sant and St Andrew’s 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. • 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 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 spring 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 spring term 2024: Ysgol Gymraeg Dewi Sant and St Andrew's 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 have not included summative grades but instead there has been 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 spring term 2024.
- 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 spring term were invited to write a case study.
- 2.15** 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.
- 2.16** 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.
- 2.17** 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.
- 2.18** 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.
- 2.19** 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.
- 2.20** 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. One meeting of this panel was held during the spring term 2024.

- 2.21** Estyn undertook a monitoring visit to Pencoedtre in March 2024 with a particular focus on the recommendations to:
- Improve strategic leadership and accountability at all levels, including the school's approach to self-evaluation and improvement planning (Recommendation 1)
 - Improve the provision and strategic approach to supporting pupils' attendance and behaviour (Recommendation 2)
 - Address the issue regarding site security at the front entrance of the school (Recommendation 6)
- 2.22** As part of the monitoring visit, Estyn recognised the contribution of the previous executive headteacher and head of school in establishing systems and processes. This has resulted in establishing a firm foundation for the school to move forward. Estyn report that the new executive headteacher provides strong direction. His clear vision has been embraced by staff. The PIAP has been revised and priorities reflect the immediate needs of the school. Clear accountability structures such as performance management and line management are in place. However, the quality and impact of line management is too variable.
- 2.23** Whilst departmental development plans align with the PIAP and address departmental needs, they are too many priorities and actions which makes progress difficult to monitor.
- 2.24** A calendar of self-evaluation activities is now in place, and leaders at all levels are more involved in the gathering of first-hand evidence. Further work is needed to ensure that leaders focus on the impact on pupils' learning and to standardise evaluations.
- 2.25** Middle leaders are more involved in monitoring activities; however, professional learning to develop middle leaders remain limited.
- 2.26** The governing body has been strengthened and is developing in its role as critical friend. A PIAP progress group has started to monitor progress against school priorities.
- 2.27** The school has begun to develop a more strategic approach to improving attendance. For example, attendance and behaviour policies have been amended and the school has appointed a family engagement officer and pastoral support assistants to work with heads of year. Staff are working closely with local authority inclusion officers and the youth service to improve the attendance of persistence absentees. Leaders are also beginning to communicate the importance of good attendance to pupils and families. Current attendance is slightly above the equivalent period in 2022-23. Attendance remains a significant concern, particularly persistent absence and the attendance of pupils eligible for free school meals.
- 2.28** There is now a more unified and consistent approach to dealing with behavioural issues. School strategies are beginning to impact on reducing internal truancy and improving pupils' behaviour.

- 2.29** Security gates have been installed at the school in March 2024. At the time of Estyn's visit, gates were being manually controlled.
- 2.30** Estyn's second monitoring visit to Pen y Garth was undertaken in March 2024 where there was a particular focus on progress in relation to three of their recommendations to:
- Ensure that self-evaluation and planning for improvement procedures are rigorous enough to address the areas for improvement (Recommendation 2)
 - Provide stimulating learning activities that support older pupils to develop and apply their skills purposefully over time (Recommendation 4)
 - Ensure that teachers' feedback on pupils' work is purposeful and provides regular opportunities for pupils to improve their work (Recommendation 5)
- 2.31** Estyn's monitoring report recognises the significant change in school processes for self-evaluation and planning for improvement. Comprehensive arrangements are now in place for self-evaluation. Members of the senior leadership team work together effectively to monitor provision and progress of learners. This results in leaders having a sound understanding of strengths and areas for development.
- 2.32** Different members of the school community, including parents / carers and pupils, are actively involved in the self-evaluation processes. Governors receive regular updates about the school's progress.
- 2.33** Useful actions are in place to address school priorities. Clear guidance is produced for teachers to support their understanding of these actions.
- 2.34** A purposeful performance management system is now in place that meets statutory requirements.
- 2.35** Quality assurance processes have led to improvements in provision such introducing consistency in the method of teaching reading and writing; however, the standard of teaching remains inconsistent.
- 2.36** In terms of skills, schemes of work have been developed to ensure progress in pupils' literacy skills. New plans have recently been introduced to support pupils' numeracy and digital skills.
- 2.37** There remains a strong focus on professional learning for staff to support the development of pupils' skills. Detailed guidance is also provided to support staff. However, there remains inconsistencies in the quality of teaching; as a result, pupils' skills do not develop purposefully enough over time.
- 2.38** Staff work together effectively to plan stimulating activities to apply their skills in different contexts. As a result, many pupils have a positive attitude to learning.
- 2.39** All staff now work together successfully to promote a Welsh ethos and culture.
- 2.40** Professional learning and guidance have been provided by leaders to all staff regarding assessment and feedback. As a result, teachers are beginning to provide more purposeful feedback and regular opportunities for pupils to improve their work. However, current practice remains too inconsistent.

- 2.41** 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.
- 2.42** 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.
- 2.43** In Llanfair Primary, 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.
- 2.44** 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 and spreadsheets.
- 2.45** 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 2024-25.

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 Spring 2024

School	Ysgol Dewi Sant	Head Teacher	Helen Scully
Date	1 February 2024	Reporting Inspector	Steffan Griffiths

Recommendations and context for recommendations

1. Ensure an appropriate challenge to support pupils to make progress in their skills in independent learning activities.

Reason/Context for recommendation

- In a minority of classes, teachers do not provide enough opportunities for pupils to develop and apply their skills in activities that challenge them effectively enough. Provision also does not allow a minority of pupils to achieve to the best of their ability in independent learning activities, particularly in the outdoor learning environment.

2. Disseminate the strongest teaching practices across the school.

Reason/Context for recommendation

- Where teaching is most effective, pupils make strong progress. In these examples, they apply their skills in activities that provide a challenge to support them to make sound progress in independent learning activities. Where teaching is not as good, there are very few purposeful opportunities for pupils to undertake their learning independently which, in turn, slows their progress.

Follow-Up Category: No follow up

Interesting or Innovative Practice Case Study: No

Appendix 1: School Inspections Spring 2024

School	St Andrew's Major Church in Wales School	Head Teacher	Joanne Bayliss
Date	7 February 2024	Reporting Inspector	Ann Roberts

Recommendations and context for recommendations

1. Provide pupils with opportunities to develop their skills as independent learners.

Reason/Context for recommendation

- In general, there is a tendency for teachers to over-direct pupils' learning, which limits opportunities for pupils to develop their independent learning skills.

2. Provide opportunities for pupils to make choices in their learning to develop a more engaging curriculum.

Reason/Context for recommendation

- Teachers do not always ensure that learning experiences stimulate pupils enough. In addition, they do not provide pupils with enough meaningful opportunities to influence their own learning.

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
Spring 2024	
Ysgol Dewi Sant	Read report here
St Andrew's 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