

The Vale of Glamorgan Council

Learning and Culture Scrutiny Committee: 23rd April 2018

Report of the Director of Learning and Skills

Summary of School Inspection Reports for Spring Term 2018

Purpose of the Report

1. To update Members on the outcomes of school inspections for the spring term 2018.

Recommendation

1. That Members note the inspection judgements about the schools inspected during the autumn term.

Reason for the Recommendation

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

Background

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

Relevant Issues and Options

4. Gladstone Primary School, Fairfield Primary School and Colcot Primary School were inspected during the spring term 2018.
5. A summary of the inspection findings for each of the named schools is appended to this report (Appendix 2).
6. 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.

7. 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.
8. During all core inspections, the inspection team will consider whether the school needs any follow-up activity.
9. 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.
10. 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.
11. Schools now receive 15 working days' written notice of an inspection.
12. Judgements are made under five inspection areas:
 1. standards
 2. wellbeing and attitudes to learning
 3. teaching and learning experiences
 4. care, support and guidance
 5. leadership and management
13. 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.
14. There are three types of follow-up category:
- Estyn review
 - Significant improvement
 - Special measures
15. All follow-up work involves activity by Estyn inspectors. The activity involves increasing levels of intervention in proportion to need.
16. 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
Gladstone Primary School	Good	Good	Good	Good	Good
Fairfield Primary School	Good	Good	Good	Good	Good
Colcot Primary School	Good	Good	Good	Adequate	Good

17. No follow up work was identified in any of the above inspections.
18. 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 Gladstone Primary School.
19. At the end of the spring term, the Local Authority had one school in Estyn review (St Richard Gwyn) and one school requiring significant improvement (Bryn Hafren Comprehensive).
20. When a secondary school is identified as requiring Estyn review, the Local Authority is required to submit a progress report against the recommendations from the core inspection approximately a year after the core inspection. Estyn will consider the report and scrutinise the school's data and this may result in the school being removed from Estyn review, remaining in Estyn review or receiving a monitoring visit by Estyn inspectors during the academic year.

21. In November, Estyn reviewed the progress of St Richard Gwyn RC High School and judged that progress had been made in respect of some of the key issues identified in the inspection, but many of the improvements were still at an early stage of development. As a result, Estyn decided the school should remain in Estyn review and progress would be reviewed in October 2018 to be able to take into account another set of performance data.
22. If a school is identified as requiring significant improvement, Estyn will inform the Welsh Government that the school has been placed in a statutory category.
23. The school and the Local Authority are required to produce action plans which must be sent to Estyn for approval.
24. While the responsibility for producing an action plan rests with the school, the Authority also has a number of key responsibilities. These include:
 - Ensuring that any issues identified by Estyn relating to the Local Authority are addressed;
 - Ensuring that delivery of the improvement plan is monitored through Challenge Adviser visits to schools;
 - Supporting schools to raise standards through identification and sharing of good practice.
25. In all instances the Directorate of Learning and Skills will work with schools to ensure an effective and robust action plan is developed to build upon areas of strength and to address identified shortcomings.
26. A re-visit by Estyn inspectors takes place approximately a year after publication of the inspection report. It focuses on the progress the school has made towards addressing the recommendations highlighted in the report. The visit may result in the school being removed from significant improvement, remaining in significant improvement or requiring special measures.
27. Bryn Hafren was re-visited by Estyn in May 2017 and was judged to have made insufficient progress in relation to the recommendations overall and remained in significant improvement. Estyn will re-visit the school during the course of this academic year to inspect progress.
28. There are no schools identified as requiring special measures.
29. Appendix 3 provides an overall summary of Estyn activity for the period January 2018 - March 2018 and a summary of schools in a follow up category.

Resource Implications (Financial and Employment)

30. Follow-up activity for schools placed in a category will be resourced by the Central South Consortium.

Sustainability and Climate Change Implications

31. None.

Legal Implications (to Include Human Rights Implications)

32. There are no legal implications arising from this report

Crime and Disorder Implications

33. There are no crime and disorder implications arising from this report.

Equal Opportunities Implications (to include Welsh Language issues)

34. Welsh medium schools undergo school inspections by Estyn according to the same Common Inspection Framework, but through the medium of Welsh.

Corporate/Service Objectives

35. This report supports the Council's Wellbeing Outcome 3: An Aspirational and Culturally Vibrant Vale, Corporate Objective 5 'Raising overall standards of achievement'.

36. This report supports the objectives listed in the Service Plan for School Improvement and Inclusion 2016/2020.

Policy Framework and Budget

37. The recommendations of this report are within existing policy framework and budget.

Consultation (including Ward Member Consultation)

38. Not applicable

Relevant Scrutiny Committee

39. Learning and Culture.

Background Papers

None.

Contact Officer

Morwen Hudson, Lead Officer for School Improvement / Senior Challenge Adviser

Officers Consulted

None

Responsible Officer:

Paula Ham, Director of Learning and Skills

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	Fairfield Primary School	Head teacher	Sian Lewis
Date	5 - 8 February 2018	Reporting Inspector	Andrew Brasington

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

PTO Summary Statement Recommendations,

Summary Statement.

Summary not drafted at time of feedback.

IA1: progress of pupils – good, pupils’ skills – good in all areas.

IA2: positive, enthusiastic learners; pupils behave well; all feel safe at school; attendance strategies have improved attendance of specific groups of pupils but not sufficient time to impact on overall attendance figure.

1A3: quality of teaching good.

Teaching: very good relationships, well defined learning objectives and success criteria; match activities to meet needs of pupils; manage behaviour well; plan effectively for literacy and ICT; mark regularly and effective use of prompts – however, do not always sufficiently challenge pupils fully to improve their work; open questions less exploited.

Curriculum - Broad and balanced curriculum. Stimulating use of visits and visitors.

Reflects Welsh culture appropriately.

IA4: caring community, behaviour managed well; careful tracking; good productive links with outside agencies; good communication with parents; broad and well-attended extra curriculum activities.

IA5: HT and SLT – demonstrate passion and courage; good balance of knowledge and skills. Meaningful vision. Good use of PDG. Effective GB. Good collaboration with other schools. Effective transition. Good track record of improvement. Good range of monitoring activities – but do not always identify clearly what is needed to improve.

Draft recommendations

- Ensure that self-evaluation processes identify specific aspects for improvement (in relation to teaching and assessment)
- Ensure that questions are used more effectively in order to challenge all pupils
- Provide clear guidance to pupils on how to improve their work
- Improve overall rates of attendance

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:

INSPECTION FEEDBACK – INSPECTIONS 2017/18

LA	Vale of Glamorgan		
School	Colcot Primary	Head teacher	Nia Cule
Date	5th - 8th March 2018	Reporting Inspector	Greg Owen

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	Adequate
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

PTO Summary Statement Recommendations,

<p>Summary Statement.</p> <p>No summary statement given at the feedback meeting.</p>
<p>Draft recommendations</p> <ul style="list-style-type: none"> - To develop the use of graphs in recording data to include the use of line graphs to provide more challenge for the more able pupils - Build on the good practice in literacy and develop greater consistency of assessment for learning across all subjects - develop greater consistency across the school in the application of the policy for behaviour for learning, building on the strengths seen in the foundation phase and upper key stage 2 - Develop strategies to improve punctuality of pupils

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:

INSPECTION FEEDBACK – INSPECTIONS 2017/18

LA	Vale of Glamorgan		
School	Gladstone Primary	Head teacher	Caroline Newman
Date	29th Jan - 1st Feb 2018	Reporting Inspector	Rhona Edwards

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

PTO Summary Statement Recommendations,

<p>Summary Statement. The headteacher and the SLT know the school well and lead by example. Most pupils progress well through the school. Nearly all pupils show interest in their learning and independent learning skills. Most teachers provide appropriate challenge. All staff provide good care support and guidance to pupils.</p>
<p>Recommendations</p> <p>R1 Ensure greater consistency in the quality of teaching across the school R2 Improve standards and pupils' enjoyment of reading R3 Raise pupil attendance R4 Ensure that individual education plans have clear and specific measurable targets</p>

Follow-Up Category:

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

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

Nurture provision

Summary of School Inspection activity from January 2018 – March 2019

Inspections					
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
Gladstone Primary School	Good	Good	Good	Good	Good
Fairfield Primary School	Good	Good	Good	Good	Good
Colcot Primary School	Good	Good	Good	Adequate	Good

Summary of Schools in a follow up category

Inspections		
School	Date of inspection	Follow up category
St Richard Gwyn RC High School	May 2017	Estyn review
Bryn Hafren Comprehensive	March 2012 May 2016 May 2017	Significant Improvement