

Meeting of:	<b>Learning and Culture Scrutiny Committee</b>
Date of Meeting:	<b>Thursday, 14 November 2019</b>
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	<b>Summary of School Inspections for Summer Term 2019</b>
Purpose of Report:	To update Members on the outcomes of school inspections for the Summer Term 2019
Report Owner:	Cabinet Member for Education and Regeneration
Responsible Officer:	Director of Learning and Skills
Elected Member and Officer Consultation:	Consultation is not applicable.
Policy Framework:	The recommendations of this report are within existing policy framework and budget
<p>Executive Summary:</p> <ul style="list-style-type: none"> <li>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 summer term, two primary schools (Jenner Park Primary and St David's Church in Wales Primary) were inspected. Jenner Park Primary was judged to be good in four inspection areas and adequate and needs improvement in one area. St David's Church in Wales Primary was judged to be good in three areas and excellent in two.</li> </ul>	

## **Recommendations**

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

## **Reasons for Recommendations**

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

### **1. Background**

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

### **2. Key Issues for Consideration**

- 2.1 Jenner Park Primary School and St David's Church in Wales Primary School were inspected during the summer term 2019.
- 2.2 A summary of the inspection findings for each of the named schools is appended to this report (Appendix 2).
- 2.3 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
- 2.4 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.

- 2.5** During all core inspections, the inspection team will consider whether the school needs any follow-up activity.
- 2.6** 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.
- 2.7** 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.
- 2.8** Schools receive 15 working days' written notice of an inspection.
- 2.9** Judgements are made under five inspection areas:
- standards
  - wellbeing and attitudes to learning
  - teaching and learning experiences
  - care, support and guidance
  - leadership and management
- 2.10** 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.
- 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** During the summer 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
Jenner Park Primary	Good	Adequate and needs improvement	Good	Good	Good
St David's CiW Primary	Good	Excellent	Good	Excellent	Good

**2.14** No follow up work was identified in any of the above inspections.

**2.15** 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 St David's Church in Wales Primary; however, they were not invited to write a case study.

**2.16** There are no schools identified as requiring significant improvement or special measures.

**2.17** 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.

### **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** 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 entitled to free school meals.
- Increase the learning opportunities for disadvantaged individuals and vulnerable families.

**3.3** 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.

- 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 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.
- 3.6 This report supports the objectives listed in the Service Plan for School Improvement and Inclusion 2016/2020.
- 3.7 Welsh medium schools undergo school inspections by Estyn according to the same Common Inspection Framework, but through the medium of Welsh.
- 3.8 There are no crime and disorder implications arising from this report.

## **4. Resources and Legal Considerations**

### **Financial**

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

### **Employment**

- 4.2 There are no employment implications arising from this report.

### **Legal (Including Equalities)**

- 4.3 There are no legal implications arising from this report.

## **5. Background Papers**

None.

# Common Inspection Framework from September 2017



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 2018-2019

LA	<b>Vale of Glamorgan</b>		
School	<b>Jener Park Primary</b>	Head teacher	<b>David Morris</b>
Date	<b>3<sup>rd</sup> – 6<sup>th</sup> June 2019</b>	Reporting Inspector	<b>Eleri Hurley</b>

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	Adequate
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

**Draft recommendations**

1. Improve attendance.
2. Improve pupils Welsh language skills.
3. Improve pupils' independence and offer more opportunities for pupils to make choices.
4. Improve strategic leadership ensuring issues are addressed in a timely manner.

**Follow-Up Category:**

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

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

## FEEDBACK – INSPECTIONS 2019/20

LA	<b>The Vale of Glamorgan</b>		
School	<b>St Davids CinW Primary</b>	Head teacher	<b>Ceri Hoffrock</b>
Date	<b>20-06-19</b>	Reporting Inspector	<b>Eleri Hurley</b>

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	<b>G</b>
2	Wellbeing and attitudes to learning	2.1 Wellbeing 2.2 Attitude to learning	<b>E</b>
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	<b>G</b>
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	<b>E</b>
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	<b>G</b>

**PTO Draft Recommendations,**

**Draft recommendations**

1. Improve teachers' expectations to improve independence of more able and talented pupils.

**Follow-Up Category:**

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

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

**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
Spring 2019					

**Appendix 3**

St Illtyd Primary	Adequate	Good	Adequate	Good	Adequate
Wick & Marcross Primary School	Good	Good	Good	Good	Good
Ysgol Gymraeg Bro Morganwg	Good	Excellent	Good	Excellent	Good
Y Daith PRU	Adequate	Good	Adequate	Good	Adequate
Cowbridge Comprehensive	Excellent	Excellent	Excellent	Excellent	Excellent
Summer 2019					
Jenner Park Primary	Good	Adequate	Good	Good	Good
St David's C.I. W. Primary	Good	Excellent	Good	Excellent	Good