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| Meeting of: | Learning and Culture Scrutiny Committee |
| Date of Meeting: | Thursday, 13 February 2020 |
| Relevant Scrutiny Committee: | Learning and Culture |
| Report Title: | Summary of School Inspection Reports for Autumn Term 2019 |
| Purpose of Report: | To update Members on the outcomes of school inspections for the Autumn Term 2019 |
| Report Owner: | Director of Learning and Skills |
| Responsible Officer: | Carys Pritchard, Senior Challenge Advisor |
| Elected Member and Officer Consultation: | Councillor Lis Burnett, Cabinet Member for Education and Regeneration Morwen Hudson, Head of Standards and Provision |
| Policy Framework: | The recommendations of the 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 using the Common Inspection Framework. Estyn inspects all providers at least once during the seven-year period which began on 1st September 2017. The date of a school's inspection is not linked to the date of the previous inspection. In the autumn term, two primary schools (Holton Primary and Barry Island Primary) and one Nursery school (Cogan Nursery) were inspected. Holton Primary were judged to be good in all inspection areas. Barry Island Primary was judged to be good in two areas and excellent in three. Cogan Nursery was judged to be excellent in all inspection areas. | |

Recommendation

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

Reason for Recommendation

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 Holton Primary School, Barry Island Primary and Cogan Nursery School were inspected during the autumn 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
 - All follow-up work involves activity by Estyn inspectors. The activity involves increasing levels of intervention in proportion to need.
- 2.12** During the autumn 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 |
|----------------------|---------------------------------|--|--|---|--|
| Holton Primary | Good | Good | Good | Good | Good |
| Barry Island Primary | Good | Excellent | Good | Excellent | Excellent |
| Cogan Nursery | Excellent | Excellent | Excellent | Excellent | Excellent |

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

2.14 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 Barry Island Primary and Cogan Nursery. Barry Island Primary have been invited to write a case study about their Welsh heritage project with the National Museum of Wales, and Cogan Nursery about pupil centred planning and the quality of oracy development through adult interactions.

2.15 There are no schools identified as requiring significant improvement or special measures. Three schools have been identified as requiring Estyn review. They are St Illtyd Primary, Llangan Primary and Y Daith Pupil Referral Unit (PRU).

2.16 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

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 2019-2020

| | | | |
|--------|--|---------------------|------------------------|
| LA | Vale of Glamorgan | | |
| School | Holton Primary School | Head teacher | Angela Satterly |
| Date | 22nd -24th October 2019 | Reporting Inspector | David Wright |

| 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 |

Recommendations

1. Improve systems of communication between staff and leaders
2. Improve attendance
3. Provide opportunities for pupils to work independently and direct their own learning in the foundation phase
4. Review the effectiveness of assessment for learning strategies

Follow-Up Category:

| | | | |
|----------------------------|--------------|-------------------------|------------------|
| <u>No Follow-Up</u> | Estyn Review | Significant Improvement | Special Measures |
|----------------------------|--------------|-------------------------|------------------|

Excellent Practice Case Study: No

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

INSPECTION FEEDBACK – INSPECTIONS 2019-2020

| | | | |
|--------|--------------------------------------|---------------------|-------------------------|
| LA | Vale of Glamorgan | | |
| School | Cogan Nursery School | Head teacher | Pauline Rowlands |
| Date | 21st November 2019 | Reporting Inspector | John Wright |

| 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 |

PTO Summary Statement Recommendations,

Recommendations

There were no recommendations.

Follow-Up Category:

| | | | |
|----------------------------|--------------|-------------------------|------------------|
| <u>No Follow-Up</u> | Estyn Review | Significant Improvement | Special Measures |
|----------------------------|--------------|-------------------------|------------------|

Excellent Practice Case Study: Yes / No

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

Estyn has invited the school to prepare case studies for dissemination on its website on the school's work in relation to:

- ensuring consistently high quality teaching that aligns strongly with the foundation phase ethos teaching
- placing children at the centre of leading their own learning

INSPECTION FEEDBACK – INSPECTIONS 2019/20

| | | | |
|---------------|-----------------------------|----------------------------|-----------------|
| LA | Vale of Glamorgan | | |
| School | Barry Island Primary School | Head teacher | Matt Gilbert |
| Date | 28.11.19 | Reporting Inspector | Charlotte Leese |

| 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 | Excellent |

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| <p>Recommendations</p> <ol style="list-style-type: none"> 1. Improve pupils' Welsh oracy, reading and writing skills 2. Develop pupils' independent learning skills in the indoor and outdoor environments |
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Follow-Up Category:

| | | | |
|----------------------------|--------------|-------------------------|------------------|
| <u>No Follow-Up</u> | Estyn Review | Significant Improvement | Special Measures |
|----------------------------|--------------|-------------------------|------------------|

Excellent Practice Case Study: Yes

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

A case study on working with experts to develop staff knowledge and the curriculum in a historical context.

**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 |

Appendix 3

| Spring 2019 | | | | | |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| 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 |
| Autumn 2019 | | | | | |
| Holton Primary | Good | Good | Good | Good | Good |
| Cogan Nursery | Excellent | Excellent | Excellent | Excellent | Excellent |
| Barry Island Primary | Good | Excellent | Good | Excellent | Excellent |