

Meeting of:	<b>Learning and Culture Scrutiny Committee</b>
Date of Meeting:	<b>Thursday, 07 July 2022</b>
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	Summary of Estyn Inspection Outcomes for Spring Term 2022
Purpose of Report:	To update Members on Estyn inspection outcomes of non-maintained settings and schools during the spring term 2022
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> <p>Estyn inspects quality and standards in education across Wales. Following a public consultation, a revised inspection framework has been developed by Estyn for piloting with schools and pupil referral units (PRUs) during the spring term 2022. Estyn invited all maintained schools and PRUs to put themselves forward for a pilot inspection using the revised framework. Three schools from the Vale of Glamorgan (Llandough Primary, Stanwell School and Whitmore High) have been involved in this pilot and were inspected during spring term 2022. None of the three schools are in statutory follow-up (Significant Improvement and Special Measures) or Estyn Review. Two case studies of interesting or innovative practice have been identified in both Stanwell School and Whitmore High. During the spring term 2022, one non-maintained nursery setting, Swallow Playgroup, was also inspected jointly by Estyn and Care Inspectorate Wales. No follow up activity was identified by Estyn and Care Inspectorate Wales in relation to Swallow Playgroup.</p>	

## **Recommendation**

1. That Members note the inspection outcomes of the three schools and the one non-maintained nursery setting inspected during the spring term.

## **Reason for Recommendation**

2. In order that Members are aware of Estyn findings about local schools and non-maintained nursery settings.

### **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 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 using the revised framework.
- 1.5 In spring 2022, the revised inspection arrangements have been piloted in a small sample of schools and PRUs across Wales, including three school in the Vale of Glamorgan - Llandough Primary, Stanwell School and Whitmore High.
- 1.6 In spring 2022, Swallow Playgroup in St Athan was also inspected by Estyn and Care Inspectorate Wales.

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

- 2.1 Three schools from the Vale of Glamorgan were involved in the Estyn pilot inspections during spring term 2022: Llandough Primary, Stanwell School and Whitmore High.
- 2.2 A summary of the inspection findings for each school is appended to this report **(Appendix 1)**.
- 2.3 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

**2.4** When conducting school inspections, the main forms of evidence considered are:

- Samples 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

**2.5** The reporting inspector is responsible for producing a final inspection report that is clear to a lay audience and helpful to the school.

**2.6** With the revised framework, the notice period for schools has been reduced from 15 to 10 working days. All schools chosen for the pilot inspections in spring term 2022 received early notification of around five working days prior to the formal notification period.

**2.7** The inspection reports from spring term 2022 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.

**2.8** The five inspection areas are:

- Learning
- Wellbeing and attitudes to learning
- Teaching and learning experiences
- Care, support and guidance
- Leadership and management

**2.9** During all core inspections, the inspection team will consider whether the school needs any follow-up activity.

**2.10** There are three types of follow-up category:

- Estyn review
- Significant improvement
- Special measures

- 2.11** All follow-up work involves activity by Estyn inspectors. The activity involves increasing levels of intervention in proportion to need.
- 2.12** No follow up work was identified by Estyn in relation to the three schools inspected in the Vale of Glamorgan during spring term 2022.
- 2.13** 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. Both Stanwell School and Whitmore High were invited to write two case studies each.
- 2.14** Swallow Playgroup was also inspected during the spring term 2022.
- 2.15** A summary of the inspection findings for Swallow Playgroup is appended to this report (**Appendix 2**).
- 2.16** In non-school settings, Estyn and Care Inspectorate Wales undertake joint inspections that evaluate the care provided for all children up to the age of twelve and the education of three and four-year old children that do not receive education in a maintained setting.
- 2.17** The Education Act 2005 requires Estyn to report on:
- the quality and standards of the nursery education provided
  - how far the setting meets the needs of a range of children in the setting
  - the quality of leadership and management of the setting
  - the contribution that the setting makes to children’s wellbeing
  - the spiritual, moral, social and cultural development of the children
- 2.18** The joint inspection framework for non-maintained settings focuses on six themes:
- Wellbeing
  - Learning
  - Care and development
  - Teaching and Assessment
  - Environment
  - Leadership and Management
- 2.19** There are two types of follow-up activity for non-school settings:
- Progress Review
  - Focused improvement
- 2.20** No follow up activity was identified by Estyn and Care Inspectorate Wales in relation to Swallow Playgroup.

### **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 2022-23.
- 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

## INSPECTION FEEDBACK – INSPECTIONS 2021/22

<b>LA</b>	Vale of Glamorgan		
<b>School</b>	Stanwell School	<b>Head teacher</b>	Mr T Brown
<b>Date</b>	4 March 2022	<b>Reporting Inspector</b>	Mr Ceri Jones
<b>Inspection report</b>	<a href="https://www.estyn.gov.wales/system/files/2022-05/Inspection%20report%20Stanwell%20School%202022_0.pdf">https://www.estyn.gov.wales/system/files/2022-05/Inspection%20report%20Stanwell%20School%202022_0.pdf</a>		

### Recommendations

R1 Improve teachers' use of questioning to develop pupils' ability to think independently

R2 Ensure that pupils get enough time during the school day to relax, socialise or pursue their own interests

R3 Increase the range of opportunities that pupils have to practise their Welsh

### Follow-Up Category:

<b><u>No Follow-Up</u></b>	Estyn Review	Significant Improvement	Special Measures
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### Interesting or Innovative Practice Case Study: Yes / No

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

1. The way in which the school encourages learners to respect diversity and the wide range of groups and activities facilitated to produce a very inclusive environment.
2. The extensive menu of careers support and guidance including the many opportunities for learners to access higher and further education engagement activities.

## INSPECTION FEEDBACK – INSPECTIONS 2021/22

<b>LA</b>	Vale of Glamorgan		
<b>School</b>	Whitmore High	<b>Head teacher</b>	Innes Robinson
<b>Date</b>	18 <sup>th</sup> March 2022	<b>Reporting Inspector</b>	Delyth Grey
<b>Inspection report</b>	<a href="https://www.estyn.gov.wales/system/files/2022-05/Inspection%20report%20Whitmore%20High%20School%202022_0.pdf">https://www.estyn.gov.wales/system/files/2022-05/Inspection%20report%20Whitmore%20High%20School%202022_0.pdf</a>		

### Recommendations

R1 Improve the opportunities for pupils to develop their Welsh language skills outside of their Welsh lessons and to learn about and celebrate the culture and heritage of Wales

R2 Strengthen the strategic planning for personal and social education and the development of pupils' numeracy skills across the curriculum

### Follow-Up Category:

<b><u>No Follow-Up</u></b>	Estyn Review	Significant Improvement	Special Measures
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**Interesting or Innovative Practice Case Study:** Yes - two case studies identified.

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

- The teaching, learning and assessment model.
- The impact of professional learning.



## INSPECTION FEEDBACK – INSPECTIONS 2021/22

<b>LA</b>	Vale of Glamorgan		
<b>School</b>	Llandough Primary	<b>Head teacher</b>	Mark Ellis
<b>Date</b>	14 - 17 March 2022	<b>Reporting Inspector</b>	Fiona Arnison
<b>Inspection report</b>	<a href="https://www.estyn.gov.wales/system/files/2022-05/Inspection%20report%20Llandough%20Primary%202022.pdf">https://www.estyn.gov.wales/system/files/2022-05/Inspection%20report%20Llandough%20Primary%202022.pdf</a>		

### Recommendations

R1 Strengthen the provision for pupils to learn Welsh, and about the culture and heritage of Wales

R2 Devise a cyclical system to ensure that the governing body monitors, evaluates and reviews policies and other documentation in a timely manner

R3 Strengthen the link between self-evaluation activity and the improvement planning process

### Follow-Up Category:

<b><u>No Follow-Up</u></b>	Estyn Review	Significant Improvement	Special Measures
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**Interesting or Innovative Practice Case Study:** No

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

## INSPECTION FEEDBACK

<b>LA</b>	Vale of Glamorgan		
<b>Setting</b>	Swallow Playgroup	<b>Leader</b>	Tracy O'Callaghan
<b>Date</b>	1st - 2nd March	<b>Reporting Inspector</b>	Sally Abadioru
<b>Inspection report</b>	<a href="https://www.estyn.gov.wales/system/files/2022-04/Inspection%20report%20Swallow%20Playgroup%202022_3.pdf">https://www.estyn.gov.wales/system/files/2022-04/Inspection%20report%20Swallow%20Playgroup%202022_3.pdf</a>		

Themes		Key Areas	Judgement
<b>C h i l d r e n</b>	1 Wellbeing	1.1 To what extent do children have a voice? 1.2 To what extent do children feel safe, happy and valued? 1.3 How well do children interact? 1.4 To what extent do children enjoy their play and learning? 1.5 How well do children develop, learn and become independent?	N/A
	2 Learning	2.1 How well do children acquire skills and make appropriate progress in their learning?	N/A
<b>P r a c t i t i o n e r s</b>	3 Care and development	3.1 How well do practitioners safeguard children whilst keeping them safe and healthy? 3.2 How well do practitioners manage interactions? 3.3 How well do practitioners promote children's development and meet their individual needs?	N/A
	4 Teaching and assessment	4.1 How well do practitioners plan learning experiences that meet the needs of children? 4.2 How well do practitioners teach and assess children?	N/A

<b>L e a d e r s</b>	5 Environment	5.1 How well do leaders ensure the safety of the premises? 5.2 How well do leaders ensure the suitability and use of the premises? 5.3 How well do leaders ensure the quality and use of resources and equipment?	N/A
	6 Leadership and management	6.1 How effective is leadership? 6.2 How effective is self-evaluation and planning for improvement? 6.3 How effective is the management of staff and resources? 6.4 How effective are partnerships?	N/A

<b>Recommendations</b>	R1 Develop children's numeracy and creative skills across the curriculum  R2 Develop the use of observations to better inform future planning
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**Follow-Up Category:**

<b><u>No Follow-Up</u></b>	Progress Review	Focused Improvement
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**Excellent Practice Case Study:** Yes / No - Not discussed

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