

Meeting of:	Learning and Culture Scrutiny Committee
Date of Meeting:	Monday, 07 October 2024
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	Summary of Estyn Inspection Outcomes for Summer Term 2024 and Update on Schools in Statutory Follow Up
Purpose of Report:	To update Members on Estyn outcomes of schools inspected during the summer term 2024 and progress of schools in statutory follow-up
Report Owner:	Carys Pritchard, Principal Improvement Partner, Central South Consortium
Responsible Officer:	Elizabeth Jones, 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 summer term 2024, four primary schools (Evenlode Primary, Rhws Primary, Dinas Powys Primary and Romilly Primary) were inspected. Two of the schools, Rhws Primary and Dinas Powys, were inspected using the new Estyn framework being piloted for September 2024. • None of the four schools are in statutory follow-up (Significant Improvement and Special Measures) or Estyn Review. One case study of interesting or innovative practice was identified at both Evenlode Primary and Romilly Primary. A ‘spotlight’ highlighting interesting or innovative practice has been included within the inspection reports for Rhws Primary and Dinas Powys. • Two schools from the Vale of Glamorgan, Ysgol Pen y Garth and Pencoedre 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 four schools inspected during the summer term and congratulate the schools as there is no Estyn follow-up activity.
1. 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 schools 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.
- 1.8 During the spring and summer term 2024, Estyn started to pilot a revised framework with a few schools in readiness for how they will be inspecting education and training from September 2024 and beyond.

2. Key Issues for Consideration

- 2.1** Four schools from the Vale of Glamorgan were inspected by Estyn during the summer term 2024: Evenlode Primary, Rhws Primary, Dinas Powys Primary and Romilly Primary.
- 2.2** Two of the schools, Rhws Primary and Dinas Powys Primary, were involved in the piloting of the new Estyn inspection framework.
- 2.3** A summary of the inspection findings for the four schools is appended to this report (Appendix 1).
- 2.4** 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.
- 2.5** 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
- 2.6** 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
- 2.7** The reporting inspector is responsible for producing a final inspection report that is clear to a lay audience and helpful to the school.
- 2.8** With the revised framework, the notice period for schools has been reduced from 15 to 10 working days.

- 2.9** 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.
- 2.10** The five inspection areas are:
- learning
 - wellbeing and attitudes to learning
 - teaching and learning experiences
 - care, support and guidance
 - leadership and management
- 2.11** With the new Estyn inspection framework being piloted in readiness for September 2024, there are three inspection areas. They are:
- teaching and learning
 - well-being, care, support and guidance
 - leading and improving
- 2.12** During all core inspections, the inspection team will consider whether the school needs any follow-up activity.
- 2.13** There are three types of follow-up category:
- Estyn review
 - significant improvement
 - special measures
- 2.14** With the new Estyn inspection framework being piloted, Estyn are discontinuing the use of Estyn Review. There will only be two statutory categories of follow up – significant improvement and special measures.
- 2.15** All follow-up work involves activity by Estyn inspectors. The activity involves increasing levels of intervention in proportion to need.
- 2.16** No follow up work was identified by Estyn in relation to the four primary schools inspected in the Vale of Glamorgan during summer term 2024.
- 2.17** 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. Two of the schools inspected, Evenlode Primary and Romilly Primary, have been invited to write a case study. Evenlode have been invited to prepare a case study on their approach in developing a reflective culture across the school community. The focus for Romilly’s case study will be on how leaders have prioritised the development of high-quality teaching to support all pupils, including those affected by poverty, to learn and make strong progress.
- 2.18** 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. The two case studies from the summer term have yet to be published.

- 2.19** With the pilot inspections, where inspectors identify any interesting or innovative practice that is worthy of sharing more widely, Estyn include a short 'spotlight on...' or cameos within the report. For Rhws Primary, there is a cameo outlining how the school is developing pupils' social, emotional and personal skills effectively. For Dinas Powys Primary, there is a spotlight highlighting their effective transition arrangements from Years 2 to 3, how their behaviour policy is promoting positive behaviour and how monitoring, including the use of a detailed tracking system, is impacting positively on pupil attendance.
- 2.20** 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.
- 2.21** 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.
- 2.22** 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.
- 2.23** 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.
- 2.24** 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. Two meetings of this panel were held during the summer term 2024.
- 2.25** Estyn undertook a monitoring visit to Pencoedtre in July 2024 with a particular focus on the recommendations to:
- Improve the strategic leadership and quality of the provision for pupils with additional learning needs (ALN), and the general oversight of the range of provisions offered to all pupils in need of additional support (Recommendation 4).
 - Improve the provision to develop and the standards of pupils' skills (Recommendation 5).
- 2.26** Estyn acknowledge the substantial and recent changes to the leadership and management of ALN and inclusion, following the appointment of a new ALNCo, assistant ALNCo and other key staff. The local authority is continuing to support the newly appointed staff through initial training and ongoing advice from officers. Most Individual Development Plans (IDPs) are in place and have been reviewed during the academic year. Estyn report that engagement with relevant external services to support pupils at risk of disengagement and exclusions is developing appropriately. A stronger relationship is beginning to develop with

parents / carers to plan support for ALN pupils. Estyn note that tracking of progress and engagement in monitoring activities is currently underdeveloped.

- 2.27** Since the appointment of the executive headteacher in February 2024, leaders have focused their attention on improving pupils' behaviour and attitudes to learning. Estyn note that this is helping to create a much calmer atmosphere in the school.
- 2.28** Estyn report that senior leaders have developed a clear vision for their work in strengthening skills provision. However, there has been limited impact on this particular aspect of the school's work. Whilst a few appropriate opportunities are in place for pupils to develop their literacy and numeracy skills, tasks are superficial and not appropriately challenging.
- 2.29** 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. Attendance remains a significant concern, particularly persistent absence and the attendance of pupils eligible for free school meals.
- 2.30** Estyn did not undertake a monitoring visit to Pen y Garth during the summer term. A monitoring visit is expected early in the autumn term.
- 2.31** With Pen y Garth, 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 self-evaluation processes. Governors receive regular updates about the school's progress.
- 2.33** Quality assurance processes have led to improvements in provision such as introducing consistency in the method of teaching reading and writing; however, the standard of teaching, whilst improving, remains variable.
- 2.34** 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.
- 2.35** 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.
- 2.36** 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. However, there remains inconsistencies in the quality of teaching; as a result, pupils' skills do not develop purposefully enough over time.
- 2.37** 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.

- 2.38** Llanfair Primary remains in Estyn review following their inspection in spring term 2023. The progress the school has made towards addressing their recommendations will be reviewed about 12-18 months after the publication of their inspection report.
- 2.39** 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.
- 2.40** 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.
- 2.41** 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

None.

Appendix 1: School Inspections Summer 2024

School	Evenlode Primary School	Head Teacher	Ruth Foster
Date	02/05/2024	Reporting Inspector	Carl Sherlock

Recommendations and context for recommendations

1. Improve opportunities for pupils to apply their maths and numeracy skills independently.

Reason/Context for recommendation

- While most pupils develop their number skills well, they do not always develop and use their wider maths skills well enough.
- An overuse of worksheets restricts opportunities for pupils to set out their own calculations and present their work independently.

2. Improve pupils' skills in speaking Welsh.

Reason/Context for recommendation

- The school is working hard to improve its provision for teaching Welsh, but overall, pupils' language skills do not progress quickly enough.
- As pupils move through the school, their progress in using the Welsh language slows. Older pupils lack confidence when asking and responding to suitable questions and very little Welsh is spoken by pupils as part of their daily routines.

Follow-Up Category: No follow up

Interesting or Innovative Practice Case Study: Yes – the school's approach in developing a reflective culture across the school community.

School	Rhws Primary	Head Teacher	Matthew Worth
Date	09/05/2024	Reporting Inspector	Anne Lloyd

Recommendations and context for recommendations

1. Address the shortcomings in teaching across the school, including the provision for younger pupils.

Reason/Context for recommendation

- Teachers in the younger classes do not plan the use of the indoor and outdoor learning environments well enough to enable pupils to investigate and understand their immediate world and to practice their skills.
- On occasion, teachers' feedback is not effective enough in moving pupils on with their learning.
- Too often teachers over-direct learning, the pace is too slow, and they do not challenge pupils sufficiently.

2. Strengthen curriculum planning to ensure that pupils independently apply their skills, across all areas of learning, with an appropriate level of challenge.

Reason/Context for recommendation

- While pupils generally make good progress in developing their literacy, numeracy and digital skills, there are insufficient opportunities for pupils to apply these skills across the curriculum.

3. Improve attendance.

Reason/Context for recommendation

- The low attendance of a few pupils has not been sufficiently addressed.

Follow-Up Category: No follow up

Interesting or Innovative Practice Case Study: No

Cameo included in the report on developing pupils' social, emotional and personal skills effectively.

School	Dinas Powys Primary School	Head teacher	Jon-Paul Guy
Date	12/06/2024	Reporting Inspector	Amanda Hilton

Recommendations and context for recommendations

1. Address inconsistencies in teaching to ensure all pupils make the progress they should.

Reason/Context for recommendation

- At times, there are inconsistencies in the effectiveness of teaching. For example, in a minority of lessons, teachers' use of questioning techniques is underdeveloped.
- In a few lessons, teachers provide beneficial opportunities for pupils to influence what and how they learn, however, in general, this is at an early stage of development.

2. Ensure that all pupils have effective opportunities to influence what and how they learn.

Reason/Context for recommendation

- In a few lessons, teachers provide beneficial opportunities for pupils to influence what and how they learn, however, in general, this is at an early stage of development.

Follow-Up Category: No follow up

Interesting or Innovative Practice Case Study: No

Spotlight included in the report highlighting:

- effective transition arrangements from Years 2 to 3
- behaviour policy promoting positive behaviour
- monitoring, including the use of a detailed tracking system, impacting positively on pupil attendance

School	Romilly Primary School	Head Teacher	Katy Williams
Date	27/06/2024	Reporting Inspector	Liz Barry

Recommendations and context for recommendations

1. Improve pupils' Welsh listening and speaking skills.

Reason/Context for recommendation

Most younger pupils are enthusiastic about learning Welsh. They understand basic questions well and their ability to speak and respond to spoken Welsh, considering their starting points, is developing appropriately. The progress older pupils make slows. Many lack confidence to speak Welsh and struggle to retain the vocabulary needed to extend sentences. The oldest pupils' use of different tenses is limited.

2. Continue to work with the local authority to address the school's financial challenges.

Reason/Context for recommendation

Currently, the school is in a very difficult financial situation where the deficit is large and forecast to increase. It is working with the local authority to agree a plan to address its financial challenges.

Follow-Up Category:

<u>No Follow Up</u>	Estyn Review	Significant Improvement	Special Measures
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Interesting or Innovative Practice Case Study: Yes - how leaders have prioritised the development of high-quality teaching to support all pupils, including those affected by poverty, to learn and make strong progress.

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

Summer 2024	
Evenlode Primary	Read report here
Rhws Primary	Read report here
Dinas Powys Primary	Read report here
Romilly 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
April 2024	Evenlode Primary	The school's approach in developing a reflective culture across the school community (not yet published)
June 2024	Romilly Primary	How leaders have prioritised the development of high-quality teaching to support all pupils, including those affected by poverty, to learn and make strong progress (not yet published)