

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

MUNICIPAL YEAR 2013-2014

**EDUCATION & LIFELONG
LEARNING SCRUTINY COMMITTEE**

Agenda Item No. 4

Date: November 2016

**REPORT OF:
DIRECTOR OF EDUCATION AND
LIFELONG LEARNING**

**RESPONSES TO MEMBERS QUERIES IN
RESPECT OF ESTYN OUTCOMES April
2015-March 2016**

**Author: - Sue Walker – Head of Achievement, Primary
(Tel No 01443 744000)**

1. PURPOSE OF THE REPORT

The purpose of this report is to provide Members with responses to questions raised following the year-end Performance Report 2015/16

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Note the content of the report.
- 2.2 Scrutinise and comment on the information provided.
- 2.3 Consider whether they wish to scrutinise in greater depth any matters contained in the report.

3. BACKGROUND

- 3.1 The main aim of the work of the Education and Lifelong Learning School Improvement Service is to raise standards of achievement and attainment for all learners. The legislative basis for this responsibility is the 1998 Standards and Framework Act that requires LAs and schools to have raising standards as their overriding aim.
- 3.2 Until August 2014 all education settings across Wales were subject to an inspection by Estyn the Welsh Government inspectorate at least once during a six-year period.
- 3.3 Schools that are subject to follow-up activities after inspection require regular monitoring by challenge advisers (from Central South Consortium) to ensure progress is rapid and robust.

- 3.4 Reports on Estyn outcomes for education providers across all sectors are presented to the Children and Young People Scrutiny Committee annually and a summary provided in the annual performance report.

4. **RESPONSES TO QUESTIONS RAISED**

- 4.1 In the current inspection framework, all inspections of education providers are undertaken using a common framework. This framework consists of judgements against 3 key questions – standards (which includes attendance), provision (which includes teaching) and leadership, these key questions are further broken down into quality indicators; there are also two overall judgements – one on current performance and the other on prospects for improvement.

4.2 **Follow-up categories**

Schools and non-maintained nursery setting can be placed in a range of follow-up categories following an inspection.

Type of follow-up	School	Non-Maintained
Local Authority Monitoring	X	X
Estyn Monitoring	X	X
Focussed Improvement		X
Significant Improvement	X	
Special Measures	X	

4.2 **Definitions**

4.2.1 **Local Authority Monitoring**

Normally, schools will require this level of follow-up when at one or two of the quality indicators that make up the key question is adequate. It is highly probable all key questions and overall judgements would be judged good. However, the school would have one area requiring improvement. Within Rhondda Cynon Taff, nearly all schools placed in local authority monitoring are judged to have adequate attendance.

If a school or setting is placed in this follow-up, the local authority is required to provide a written report on progress against all recommendations a year after the publication of the report. If the issue is related to attendance, there have been a number of occasions when a further report has been requested up to two terms later on the progress of attendance before a schools has been removed from monitoring.

N.B. from September 2016 there will no longer be local authority follow-up activity.

4.2.2 **Estyn Monitoring**

Normally, schools will require this level of follow-up when at least one of the overall judgements for a school in an inspection report is adequate. To receive

this level of follow-up, key questions or quality indicators would be judged to be at least adequate. It would be possible that at least some key questions and quality indicators have been judged as good. However, the school would have some important areas for improvement that require monitoring. If a school or setting is placed in this follow-up, HMI re-visit the school a year following the publication of the report to judge progress against the recommendations. This exercise may be undertaken remotely with the school providing electronic evidence of progress or by 2 HMI visiting the school accompanied by a local authority officer to view progress on site.

4.2.3 Requiring Significant Improvement

This follow-up and that of special measures is classified as a reported category. This means that the resulting Post Inspection Action Plan drawn up by the school has to be submitted to both Estyn and Welsh Government within 20 working days of the publication of the inspection report.

Schools in this category have a number of significant areas for improvement. While schools in this category may be just about providing an acceptable standard of education, the guiding principle must be whether the school is performing significantly less well than it might in all circumstances be expected to perform.

Schools are usually judged as needing significant improvement if both overall judgements are judged adequate, and one or more key question or quality indicator is judged unsatisfactory.

If a school is judged as requiring significant improvement it will have a re-inspection from HMI a year after the publication of the report. This re-inspection focuses closely on the recommendations from the original inspection but can look at other areas. The input of the local authority is through a written report prior to the visit and interview with the challenge adviser during the visit.

4.2.4 Focussed Improvement

This follow-up is the non-maintained equivalent of a reported category. To date no setting within Rhondda Cynon Taff has been placed in this category.

4.2.5 Special Measures

Schools identified as in need of special measures during a core inspection are have many important areas for improvement in their work. Some schools may have a few important areas for improvement to a very marked degree or many areas for improvement to a lesser degree. The judgement is that the school is not providing an acceptable standard of education. Usually schools are placed in special measures when any overall judgement or key question is judged unsatisfactory.

If a school is judged as requiring special measures it will have termly monitoring visits from a team of HMI. These visits focuses closely on the recommendations from the original and schools usually continue to have these visits for 4-6 terms before being removed. The input of the local authority is through a written report prior to the visit and interview with the challenge adviser during the visit.

4.3 Local Authority action following placement in follow-up

The headteacher and chair of governors of all schools placed in a follow-up activity following inspection are required to meet with the Cabinet member for Education; Director of Education and Head of Achievement the term following the inspection (this allows time for the report to be published and the schools to draw up their Post Inspection Action Plan) to discuss their Post Inspection Action Plan. Also present at this meeting is the school's challenge adviser who will outline any support which Central South Consortium will broker for the school. Schools in Estyn Monitoring and those requiring significant improvement or special measures will be judged to require either amber or red support within the National Categorisation of Schools model. This triggers at least fortnightly (red) or monthly (amber) meetings from the schools challenge adviser to discuss progress against recommendations. In addition the headteacher and chair of governors of schools requiring red support meet with the Head of Achievement and Director of Education half-termly to discuss progress, schools requiring amber support meet with the Head of Achievement/Head of Performance on a termly basis. At these meetings the challenge adviser is present; he/she is required to produce a report prior to these meetings and to outline his/her view of the progress being made.

4.4 Comparison against inspection outcomes across Wales April 2015/March 2016

Follow-up Activities

Follow up Activity	RCT	All Wales
No Follow up	21.1	22.4
Excellent Practice case Study	21.1	16.6
LA Monitoring	21.1	19.9
ESTYN Monitoring	31.6	29.9
Significant Improvement	5.3	2.9
Special Measures	0.0	2.9

Breakdown into areas

(RCT)All Wales

Annual - Financial Year From 1st April 2015 to 31st March 2016

Number of schools inspected	(19) 241					
	Good or Excellent		Adequate		Unsatisfactory	
	RCT	All Wales	RCT	All Wales	RCT	All Wales
Current Performance	68.4	65.6	31.6	32.4	0	2.1
Prospects for Improvement	68.4	66.8	26.3	27.8	5.3	5.4

Standards	68.4	66.4	31.6	31.5	0	2.1
Teaching	68.4	65.1	31.6	32.8	0	2.1
Wellbeing	63.2	65.1	36.8	34.0	0	0.8
Leadership	63.2	66.0	31.6	28.2	5.3	5.8
Improving Quality	63.2	61.8	31.6	31.1	5.3	7.1
Partnership Working	89.5	92.1	10.5	7.9	0	0.0

4.5 Details of Schools in follow-up April 2015/March 2016

School	CSC Category at time of inspection	Current performance	Prospects for improvement	KQ1	KQ2	KQ3	Follow-up Activity	Comments
Tonysguboriau Primary School	1BY	Good	Good	Good	Good	Good	LA Monitoring-teaching	Removed from monitoring July 2016
Ysgol Gymraeg Abercynon	2BY	Good	Good	Good	Good	Good	LA Monitoring-attendance	Removed from monitoring July 2016
Tylorstown Primary School	2BY	Good	Good	Good	Good	Good	-	
Ysgol GG Castellau	4AY	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring	support changed to Amber for Academic year 2015/6
Cwmclydach Primary	1BY	Good	Good	Good	Good	Good	LA Monitoring-attendance	
Cwmaman Infants School	2BY	Good	Good	Good	Good	Good	-	
Dolau Primary School	2AG	Good	Good	Good	Good	Good	Excellent practice case study	
Penyreglyn Primary School	2BY	Adequate	Unsatisfactory	Adequate	Adequate	Unsatisfactory	Significant Improvement	support changed to Red for Academic year 2015/6
Penygraig Junior School	1AG	Good	Good	Good	Good	Good	Excellent Practice Case Study	
Pontrhondda Primary School	1BY	Good	Adequate	Good	Good	Adequate	Estyn Monitoring	support changed to Amber for Academic year 2015/6

Penrhiwceibr Primary	2BY	Good	Good	Good	Good	Good	LA Monitoring-attendance	
Llantrisant Primary School	3BY	Good	Good	Good	Good	Good	-	
Llanhari Primary School	2AG	Good	Good	Good	Good	Good	Excellent Practice Case Study	
Tonyrefail Comprehensive	3CA	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring	
St Margaret's RC Primary School	2CA	Adequate	Adequate	Adequate	Good	Adequate	Estyn Monitoring	
Bryncelynnog Comprehensive	3BA	Adequate	Good	Adequate	Good	Good	Estyn Monitoring	
Hafod Primary School	3BY	Good	Good	Good	Good	Good		
Gelli Primary School	3BY	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring	had received amber support during 2014/15
Treorchy Comprehensive School	3AY	Good	Good	Good	Excellent	Good	Excellent Practice Case Study	

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