

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**MUNICIPAL YEAR 2014-2015**

**EDUCATION & LIFELONG  
LEARNING SCRUTINY COMMITTEE**

**3<sup>rd</sup> September 2014**

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

**Agenda Item No. 6**

**ESTYN INSPECTION REPORT  
OUTCOMES IN RCT PRIMARY SCHOOLS  
IN 2013/14**

**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 a detailed analysis of the Estyn Inspection Report outcomes during the academic year 2013/14 and to consider the role of challenge and support for schools.

**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 Directorate 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

## **4. EDUCATIONAL PERFORMANCE**

### **Outcomes of Estyn Inspections 2013/14**

- 4.1 During 2013/14, 17 primary schools and 1 nursery school had full inspections 7 primary schools have had monitoring visits and the 3 PRUS have had full inspections. 3 primary schools also had clarification of LA monitoring outcomes with a further 2 positive reports being submitted to Estyn during July.
- 4.2 There are a number of outcomes for schools following an Estyn inspection
- School is asked to submit an excellent case study
  - No follow-up needed
  - Local Authority monitoring – Estyn require the local authority to monitor schools’ progress against recommendations and submit a report to them a year after the publication of the original report
  - Estyn Monitoring – two HMI will re-visit the school for one day approximately a year after the publication of the original report to monitor schools’ progress against recommendations. An officer from the LA also forms part of the team. This officer will normally have been involved with supporting and challenging the leadership of the school during the year following the original inspection. (where governance is a recommendation the system leader will attend additional termly governing body meetings to receive the headteachers report on progress and support governors in developing their role)
  - Requiring Significant Improvement - a reported category that requires the school/governing body to submit their post inspection action plan to Estyn. 2 HMI will undertake a 2-day re-inspection approximately a year after the publication of the original report to monitor schools’ progress against recommendations. The local authority provide a detailed report prior to the inspection on progress and the appropriate officer is interviewed as part of the re-inspection (the system leader and a local authority officer will attend additional monthly governing body meetings to receive the headteachers report on progress and support governors)
  - Requiring Special Measures – a reported category that requires the school/governing body to submit their post inspection action plan to Estyn and Welsh Government. 2 HMI will undertake a 2-day re-inspection at approximately termly intervals until the school is judged to have made sufficient progress to be removed from the category. The local authority provide a detailed report prior to the inspection on progress and the appropriate officer is interviewed as part of the re-inspection (the system leader and a local authority officer will attend additional monthly governing body meetings to receive the headteachers report on progress and support governors)

## 4.3 The outcomes are as follows:-

<b>2013/14 Follow-up activities</b>		
<b>School</b>	<b>Follow-up</b>	<b>Outcome</b>
<b>Autumn Term Follow-up activities (reported in January)</b>		
Trealaw	Local Authority	Following receipt of LA report - Estyn have removed school from list requiring LA monitoring
Trehopcyn	Local Authority	Following receipt of LA report - Estyn have removed school from list requiring LA monitoring
YGG Abercynon	Estyn monitoring	Estyn have removed school from any follow-up
St Gabriel and St Raphael	Estyn monitoring	Estyn have removed school from any follow-up
Pentre	Significant Improvement (re-visit)	The school was judged to have made sufficient progress against recommendations and was removed from any follow-up
Rhiwgarn	Significant Improvement	The school was judged to have made insufficient progress against recommendations and was placed in the category of 'special measures.'
Coedpenmaen	Estyn re-visit	The school was judged to have made insufficient progress against recommendations and was placed in the category requiring 'significant improvement.'
<b>Spring Term Follow-up activities</b>		
Rhigos	Estyn monitoring	Estyn have removed school from any follow-up
Gwaunmeisgyn	Estyn monitoring	Estyn have removed school from any follow-up and the school was asked to write an excellent case study on the process to improve leadership including governance
Our Lady's RC	Estyn monitoring	Estyn have removed school from any follow-up
Aberdare Town CinW		Following receipt of LA report - Estyn have removed school from list requiring LA monitoring
Rhiwgarn	Special measures	2 of the 7 recommendations are now fully met, the school however remains in special measures
<b>Summer Term Follow-up activities</b>		
Cymmer Juniors	Estyn monitoring	Estyn have removed school from any follow-up
Parclewis	Estyn monitoring	Estyn have removed school from any follow-up
Rhiwgarn	Special measures	Good progress has been made against the remaining 5 recommendations the school however remains in special measures

<b>Autumn Term Estyn Inspections (reported in January)</b>						
School	Current Prospects	Prospects for improvement	KQ1	KQ2	KQ3	Follow-up
Cwmbach	Adequate	Adequate	Adequate	Good	Adequate	Estyn Monitoring
Darrenlas	Adequate	Good	Adequate	Good	Good	Estyn Monitoring
Tai Centre	Excellent	Excellent	Excellent	Excellent	Excellent	3 Excellent case studies
Ty Gwyn	Adequate	Adequate	Adequate	Adequate	Adequate	Significant Improvement
Ty Catrin	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
<b>Autumn Term Estyn Inspections</b>						
School	Current Prospects	Prospects for improvement	KQ1	KQ2	KQ3	Follow-up
*Tonypandy	Good	Good	Good	Good	Good (adequate – 3.1 leadership)	LA Monitoring
*Glantaf	Good	Good	Good	Good (adequate – 2.2 wellbeing – attendance)	Good	LA Monitoring
<b>Spring Term Estyn Inspections</b>						
School	Current Prospects	Prospects for improvement	KQ1	KQ2	KQ3	Follow-up
Miskin	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn monitoring/ Excellent case study identified – partnership working
Ynysboeth	Adequate	Good	Adequate	Good	Good	
*Ysgol yr Eos	Adequate	Good	Adequate	Adequate	Good	
Aberllechau	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Special Measures
YGG Bronllwyn	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring

Caradog	Good	Good	Good	Good	Good	
Summer Term Estyn Inspections						
School	Current Prospects	Prospects for improvement	KQ1	KQ2	KQ3	Follow-up
Cilfynydd	Adequate	Adequate	Adequate	Adequate	Adequate	
Llanilltud Faerdref	Good	Good	Good	Good	Good	
*Ynyscynon Nursery	Good	Good	Good	Good	Good	LA monitoring/ Excellent case study identified - wellbeing
Heol-y-Celyn	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
Llanharan	Good	Good	Good	Good	Good	LA monitoring/ Excellent case study identified - wellbeing
Penygawsi	Good	Good	Good	Good	Good	
Llwydcoed	Adequate	Adequate	Adequate	Good	Good	Estyn Monitoring
Porth Juniors	Good	Good	Good	Good	Good	LA Monitoring

\*these schools needed revised categorisation following their inspection moving from a B category school (only routine support and challenge) to a C category school (requiring specific support and challenge in identified areas)

4.4 The categorisation of schools remains a key tool for focussing challenge and support from the Consortium. In 2013/14 within the primary sector the LA had 2 schools categorised as A schools, 60 schools as B schools, 37 as C schools and 9 as D schools (needing the most support and challenge). At the time of writing of this report the draft categorisation indicates that in September there will be 3 primary schools identified as A category schools, 66 as B category schools, 32 as C category schools and 5 as D category schools. Schools do move within the categorisation model depending on circumstances.

## 5. Change to Inspection Cycle September 2014

5.1 Following consultation new regulations have been made by the Welsh Government and came into force on **1 September 2014**.

- 5.2 In 2013 Estyn and the Welsh Government asked schools, pupil referral units, further education, adult community learning, youth support services and work-based learning to give their views on proposed changes to the frequency of inspections and the notice period given to schools and other providers. The consultation found that there was overwhelming support to reduce the predictability of inspections and so the regulations have been amended to reflect public opinion.
- 5.3 The scheduling of inspections will be more flexible from September 2014. All providers will be inspected at least once between September 2014 and the end of August 2020, but there will not be a time link to the last inspection. This will mean that schools will not be able to predict when they are due to be inspected. Inspections will be scheduled based on a broadly representative sample of schools each year. There is no skew to the sample in terms of any perceived risk and any school can be inspected at any time.
- 5.4 Schools will still receive twenty working days' notice of an inspection. The common inspection framework remains the same, the team will be the same size and the inspections will last the same length of time.
- 5.5 There will also be an increased focus on activities schools are undertaking to close the poverty gap. These include commenting on outcomes for pupils in receipt of Free Schools Meals separately from non FSM pupils; judgements on how well the school liaises with other partners especially to support families living in poverty and a new indicator which judges the appropriateness of spend in relation to the Pupil Deprivation Grant (PDG)
- 5.6 The inspection team will also report separately on Foundation Phase and Key Stage Two in particular when commenting on standards, provision and teaching and also leadership.

## **6. CONCLUSION**

- 5.1 The Council continue to have a high number of schools placed in a follow-up activity following an Estyn inspection. One of the main reasons for this is the number of schools that do not compare favourably historically with similar schools across Wales. Clearly, this needs to improve
- 5.2 Many of our schools have pupils that start school with low levels of communication and social skills. Our best schools take this into account, developing effective interventions and rigorously tracking the pupils' progress evidencing improvement and the impact the school has had on these young people. *The LA CLIC programme (Communication and Language Inclusive Classrooms) now in it's second year aims to support schools in addressing communication issues. There are programmes to support the development of pupils' social skills such as SEAL (social and emotional aspects of learning) which a number of schools use to help pupils.*
- 5.3 To improve the current levels of performance:

- Senior leaders need to develop their understanding of tracking of pupil progress and ensure that robust evidence is available to support this process. Inspection judgements are positive in schools where headteachers and senior leaders do this as a matter of course; *the FFT governors dashboard will support governors in their understanding of individual school data.*
- Schools need to develop better ways of learning from each other and to share good practice from school to school. *The Consortium CENTRAL SOUTH WALES CHALLENGE supports schools across the regions in developing this aspect of work.*
- System leaders and school improvement officers must continue to challenge headteachers and senior leaders to be evaluative when reporting on school improvement activities. *With the changes in inspection cycle key reports need to be kept up-to-date at all times and headteachers need to be prepared to share these with officers at any point in time.*
- Governing Bodies need to be robust in questioning headteachers and senior leaders as to how standards will be raised in schools, what impact intervention strategies are having on standards across the school and how resources are used to further raise standards. *As part of the Autumn Term governing body documentation, governors will be given guidance on what should be included in headteachers reports each term and the reason for inclusion of this information. Governing Body meeting minutes will as a matter of course include where governors have asked questions to the headteacher in regards to school improvement and the subsequent responses.*
- The Council needs to ensure school governing bodies recruit the best leaders and teachers, and continue to focus on its four priorities of: Improving Attendance; raising standards of literacy and numeracy; using data to improve educational performance and modernising our schools.

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