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The following reports are Information Items for the Education for Life Scrutiny Committee.

Summary of Estyn Inspection Outcomes under the new Common Inspection Framework (Cif) – Sept 2018 to March 2019.



## **EDUCATION FOR LIFE SCRUTINY COMMITTEE – 2ND APRIL 2019**

**SUBJECT: SUMMARY OF ESTYN INSPECTION OUTCOMES UNDER THE NEW COMMON INSPECTION FRAMEWORK (CIF) – SEPT 2018 TO MARCH 2019**

**REPORT BY: KERI COLE, CHIEF EDUCATION OFFICER**

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### **1. PURPOSE OF REPORT**

- 1.1 To inform members of the judgements made by Estyn inspection teams of Caerphilly schools for the academic year 2017-2018 and 2018-19 to date (where published) and provide a summary of Caerphilly schools' inspection judgements since the introduction of the new Common inspection Framework in September 2017.
- 1.2 To seek members' views on the Estyn outcomes and make appropriate comments and recommendations.

### **2. SUMMARY**

- 2.1 The schools included in this report were inspected from the Autumn term 2017 onwards. Each of them was inspected under the arrangements for inspections that came into effect on 1 September 2017. The report identifies the schools and the dates on which the inspections took place, together with the outcomes where available. The report also provided a range of summary charts and analysis.

### **3. RECOMMENDATIONS**

- 3.1 Members are asked to consider the main strengths and areas for development within Caerphilly, as detailed in LA Annex and to consider how LA services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential.

### **4. REASONS FOR THE RECOMMENDATIONS**

- 4.1 For Members to have the opportunity to comment on the process and progress of Caerphilly schools included on the risk register.

### **5. THE REPORT**

#### **Estyn Inspection Framework (Sept 2010 to August 2017)**

- 5.1 From September 2010 to July 2017 all schools in Wales were inspected under a Common Inspection Framework (CIF). This judged schools under 3 Key Questions, comprising 10 Quality Indicators. The framework asked the reporting inspector leading a team to provide judgements on the following:

5.2 Summary:

- overall judgement on the school's current performance
- overall judgement on the school's prospects for improvement

5.3 Main findings: for the 3 Key Questions (KQ) and 10 Quality Indicators (QI):

KQ 1: How good are outcomes?

QI 1.1: standards

QI 1.2: wellbeing

KQ 2: How good is provision?

QI 2.1: learning experiences

QI 2.2: teaching

QI 2.3: care, support and guidance

QI 2.4: learning environment

KQ 3: How good are leadership and management?

QI 3.1: leadership

QI 3.2: improving quality

QI 3.3: partnership working

QI 3.4: resource management

5.4 Each of these were then judged on the following scale:

- Excellent
- Good
- Adequate
- Unsatisfactory

5.5 If a school received any judgement which was "Unsatisfactory" or "Adequate" there were 4 categories of follow up activity:

- Local Authority follow up
- Estyn follow up
- Requiring significant improvement (SI)
- Requiring special measures (SM)

### **New Estyn Common Inspection Framework (Sept 2017 onwards)**

5.6 From September 2017 schools in Wales are inspected under a new Common Inspection Framework (CIF). This judges schools under 5 Inspection Areas (IA):

1. Standards
2. Wellbeing and attitudes to learning
3. Teaching and learning experiences
4. Care, support and guidance
5. Leadership and management

5.7 There is no separate judgement on current performance and prospects for improvement. The previous 4-point judgement scale remains, but its wording has been amended to focus on actions to be taken to support improvement:

- 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

5.8 There are now 3 follow-up categories of support, as Local Authority monitoring has ceased as an Estyn category. The last two remain as statutory categories:

- Estyn Review
- Significant Improvement
- Special Measures

**Evaluation of Judgements from September 2017 – March 2018 (where published)**

5.9 Comparisons over time with the previous framework are not possible, given that there is no overall judgement and there are 5 Inspection Areas, instead of 3 Key Questions. It is also to be noted that a relatively small sample of judgements are available at the time of writing (19 in total, comprising 16 primary and 1 Secondary, with a further 2 schools who are awaiting publication of reports). Across the region a total of 53 schools have had inspection reports published (42 primary, 9 secondary and 2 PRUs). Estyn have not yet published any national summary information for 2018-2019.

5.10 The following Caerphilly schools have been inspected since September 2017, under the New Framework.

School	National Categorisation (at time of inspection)	Date of last inspection	IA1	IA2	IA3	IA4	IA5	Follow-Up Category	
Ysgol Penalltau	Yellow	Oct-17	G	G	G	G	G	PIAP	
Hendre Junior*	Yellow	Nov-17	G	G	G	G	G	PIAP	
Llanfabon Infants	Yellow	Nov-17	A	A	A	A	U	SI	
Abercarn Primary	Yellow	Nov-17	G	G	G	G	G	PIAP	
Lewis School Pengam	Amber	Jan-18	A	A	A	A	A	Estyn	
Penllwyn Primary	Yellow	Jan-18	G	G	G	G	G	PIAP	
Greenhill Primary*	Yellow	Feb-18	G	G	G	G	G	PIAP	
Ysgol Gymraeg Trelyn	Green	Mar-18	G	G	G	G	G	PIAP	
Maescwmmer Primary	Green	Apr-18	G	G	G	G	G	PIAP	
Ty Isaf Infants*	Yellow	Apr-18	G	G	G	G	G	PIAP	
White Rose Primary	Yellow	May-18	G	G	G	G	G	PIAP	
Heolddu Comprehensive	Amber	May-18	A	G	A	G	A	Estyn	
Pentwynmawr Primary	Yellow	Jul-18	G	A	G	A	A	Estyn	
Islwyn High	Red	Oct-18	A	A	G	A	A	Estyn	
Fleur-de-Lys Primary	Green	Oct-18	G	G	G	G	G	PIAP	
Llancaeath Junior	Yellow	Nov-18	G	G	G	G	G	PIAP	
Graig-y-Rhacca Primary	Yellow	Nov-18	G	G	G	E	G	PIAP	
Risca Primary	Green	Nov-18	E	G	E	G	E	PIAP	
Phillipstown Primary	Green	Nov-18	G	G	G	G	A	Estyn	
Trinant Primary	Green	Feb-19	Inspection has taken place, however the report has not yet been published.						
Deri Primary	Yellow	Mar-19							

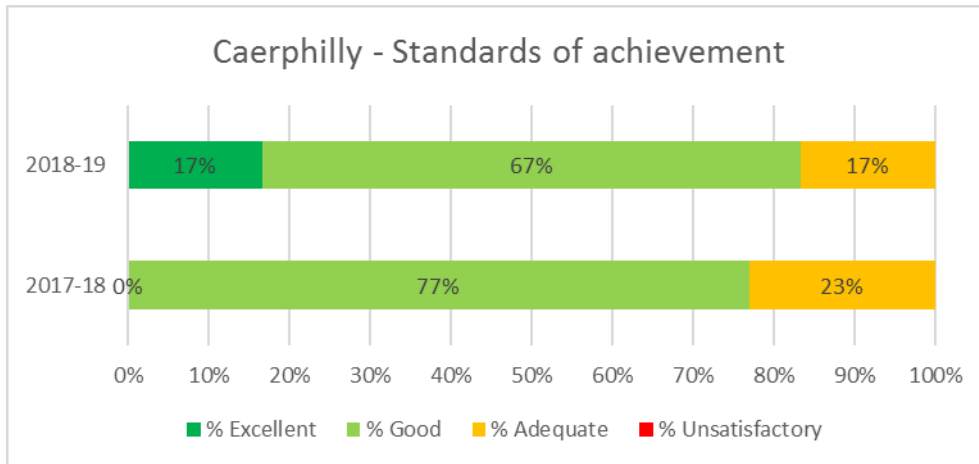
5.11 Key: Please note the following colour coding used in the columns related to each Inspection Area.

Excellent
Good
Adequate and needs improvement
Unsatisfactory and needs urgent improvement

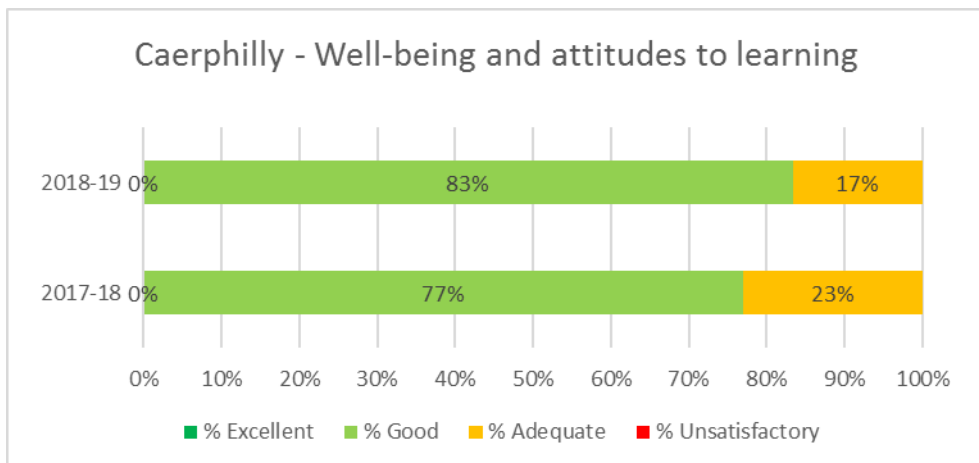
5.12 The following charts give a summary of judgements for each of the 5 Inspection Areas in Caerphilly. Please note that for each Caerphilly chart approximately 5% is the equivalent of one school. Not all charts will add up to 100% due to rounding to 0 decimal places.

5.13 The charts below are for all schools combined, given that only 3 secondary schools have had a report published. Given the very small number of published reports, comparison with the region is not statistically valid, and comparison with Wales as a whole is not possible, as the data has not yet been published in summary form

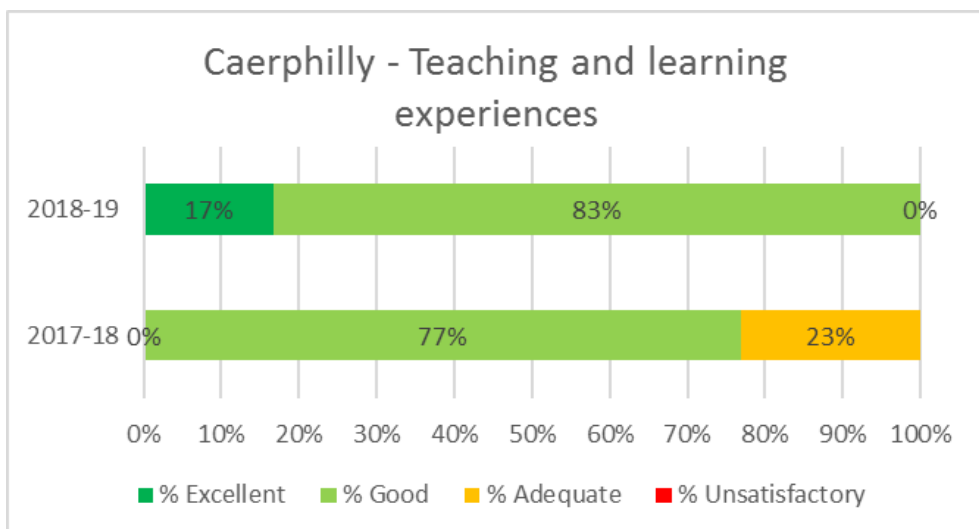
5.14 Inspection Area 1 (for all charts 2018-19 is year to date only)



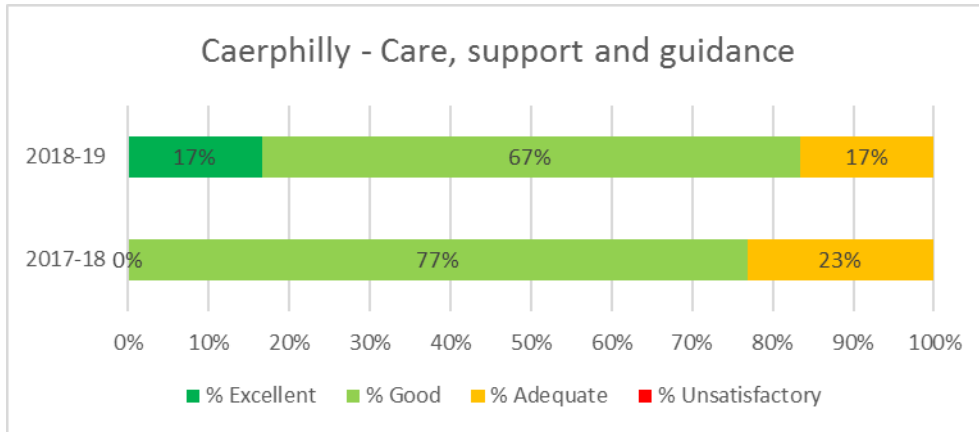
5.15 Inspection Area 2



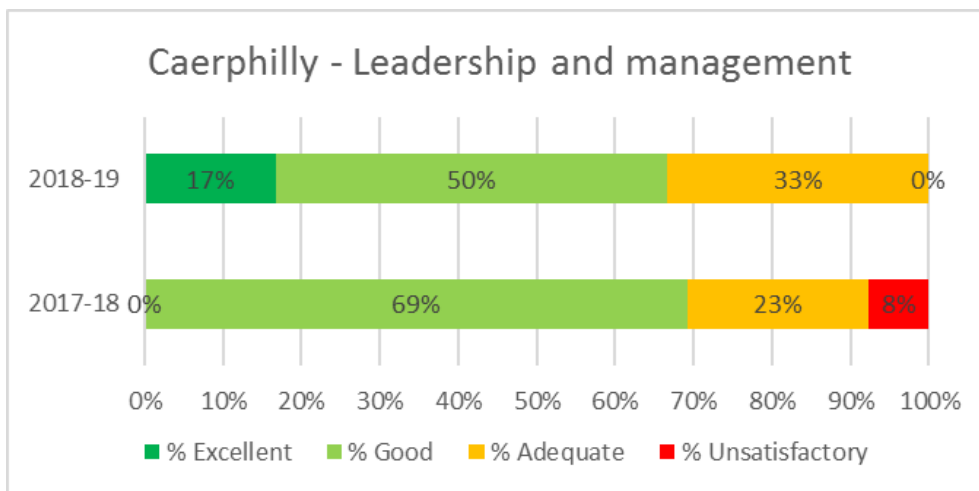
5.16 Inspection Area 3



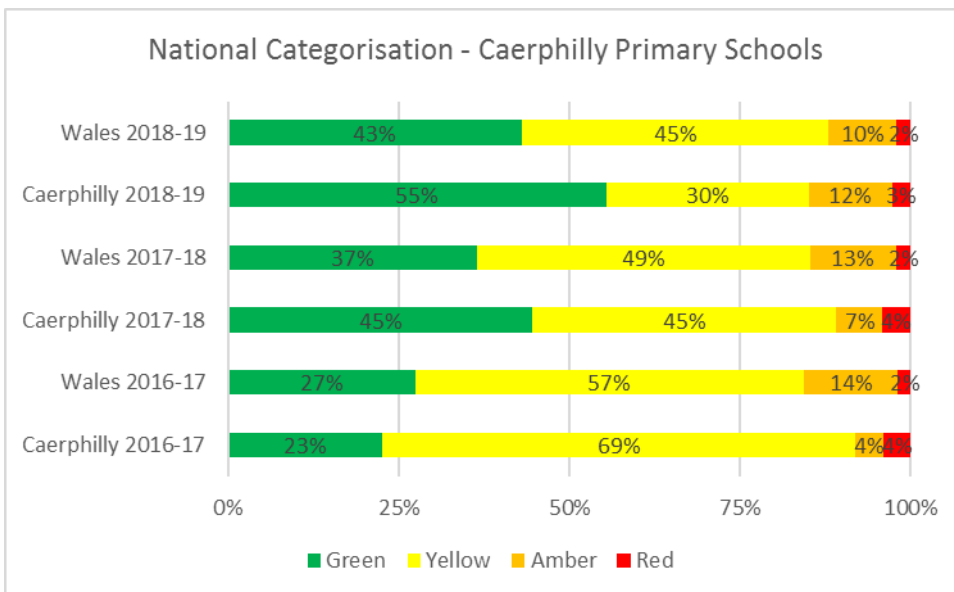
5.17 Inspection Area 4

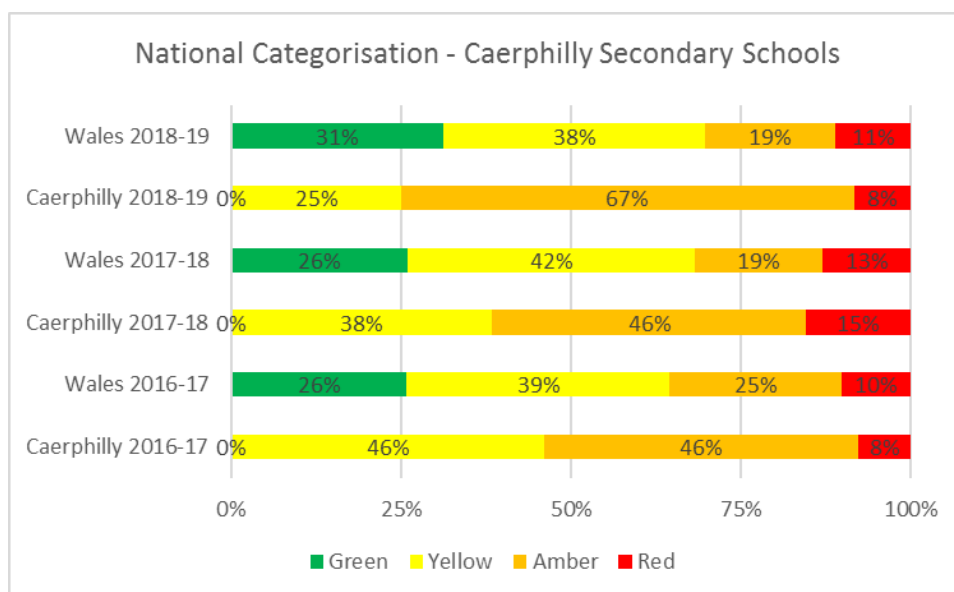


5.18 Inspection Area 5



5.19 National Categorisation





- 5.20 When Estyn Inspection Judgements for IA5 are compared with National Categorisation, there is one school out of alignment (Llanfabon Infants, which was Yellow for support, but Unsatisfactory for Leadership and Management). Of the other schools that were categorised as either Yellow or Green for support all were judged to be Good for IA5, apart from Phillipstown Primary and Pentwynmawr Primary, who both received adequate judgements.
- 5.21 Estyn inspections of schools are informative for the LA and the EAS in a number of ways. Although they report on a school in a specified period of time, they can be helpful in confirming that the school is receiving appropriate support and challenge and triangulate judgements which have been made prior to the inspection. Where schools are a cause for concern, recommendations made by Estyn will be the focus for intervention and the tracking of progress made. If the school is placed in a statutory category, then the LA can invoke powers of intervention immediately. Where excellent practice is identified, then schools can be asked by Estyn to produce case studies which are then shared with other schools, via publication on the Estyn website..
- 5.22 The school inspection profile for primary phase provision continues, in the main, to underline many strengths and complements the performance and categorisation information of these schools. We are particularly pleased to note that St James has been removed from the category of Estyn review and has responded well towards the intensive support and intervention it has received. However, it is regrettable that Llanfabon Infants is in need of Significant Improvement and officers from the LA have worked closely with colleagues from the EAS to ensure that the school has moved swiftly to address recommendations. The LA has also placed additional governors on to the Governing Body as part of the intervention taking place.
- 5.23 In regard to the secondary phase, too many secondary schools continue to be vulnerable in terms of their inclusion in follow up activity of some description. This further demonstrates the need for a continued focus of targeted intervention and support towards KS3 and 4.

## 6. ASSUMPTIONS

6.1 None.

## 7. LINKS TO RELEVANT COUNCIL POLICIES

Education Achievement Services (EAS) Business Plan  
 Education Service Improvement Plan  
 Education Strategy

## **8. WELL-BEING OF FUTURE GENERATIONS**

- 8.1 The schools causing concern protocol and risk register contributes to the Well-being Goals. It is consistent with the five ways of working as defined within the sustainable development principle in the Act. The long term strategy is to improve the standards in our schools and therefore improve attainment outcomes for our children and young people. The schools causing concern protocol and risk register aim to highlight concerns and risks at the earliest opportunity thereby enabling early intervention through an integrated and collaborative partnership approach and preventing the escalation to use of statutory powers.

## **9. EQUALITIES IMPLICATIONS**

- 9.1 The EAS have their own Equalities and Welsh Language plans in place. CCBC has therefore not undertaken any specific impact assessment on this regionally agreed protocol.

## **10. FINANCIAL IMPLICATIONS**

- 10.1 There are no specific financial implications.

## **11. PERSONNEL IMPLICATIONS**

- 11.1 There are no personnel implications.

## **12. CONSULTATIONS**

- 12.1 There are no consultations that have not been included in the report

## **13. STATUTORY POWER**

- 13.1 Local Government Acts 1972 and 2000  
Children's Act 2004  
Standards and Framework Act 1998.

Author: Edward Pryce, Service Strategic and Policy Lead, EAS  
Keri Cole, Chief Education Officer

Consultees: Christina Harray, Interim Chief Executive  
Richard Edmunds, Corporate Director of Education & Corporate Services  
Keri Cole, Chief Education Officer  
Education Directorate Senior Management Team  
Councillor Philippa Marsden, Cabinet Member, Education and Achievement  
Councillor Derek Havard, Chair Education for Life Scrutiny Commit  
Councillor Carol Andrews, Vice Chair Education for Life Scrutiny Committee  
Lynne Donovan, Head of People Services  
Rob Tranter, Head of Legal Services and Monitoring Officer  
Nicole Scammell, Head of Corporate Finance and Section 151 Officer  
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)  
Ros Roberts, Performance Manager  
Education Achievement Service Staff  
SEWC Directors and Diocesan Directors  
Regional Joint Executive Group  
Education Achievement Service Company Board  
Education Achievement Service Audit and Risk Assurance Committee  
Local Authority Education Scrutiny Committees  
Regional Headteacher Strategy Group  
Pupil Consultation