



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 26TH SEPTEMBER 2017

**SUBJECT: SUMMARY OF ESTYN INSPECTION OUTCOMES UNDER THE NEW
COMMON INSPECTION FRAMEWORK (CIF) – SEPT 2016 TO JULY
2017**

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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 2016-2017 (where published) and provide a summary of Caerphilly schools' inspection judgements since the introduction of the new Common inspection Framework in September 2010.

2. SUMMARY

2.1 The schools included in this report were inspected during the Autumn, Spring and Summer Terms, 2016-17. Each of them was inspected under the arrangements for inspections that came into effect on 1st September, 2010.

2.2 The report identifies the schools and the dates on which the inspections took place, together with the outcomes where available.

3. LINKS TO STRATEGY

3.1 The content of this report contributes to the Wellbeing of Future Generations Act (Wales) 2015, specifically to maximise the contribution of Education towards the national goals:

- A prosperous Wales as this is about developing a skilled and well educated population;
- A healthier Wales as this is about maximising peoples physical and well-being;
- A more equal Wales, as this is about enabling people to fulfil their potential no matter what their background or circumstances are.

3.2 This report links directly to the Education, Lifelong Learning and Leisure Directorate Plan 2016-17.

3.3 These strategies link to the Welsh Assembly Government School Effectiveness Framework (SEF).

4. THE REPORT

Introduction

- 4.1 Since September 2010 all schools in Wales have been inspected under a new Common Inspection Framework (CIF).
- 4.2 The purposes of inspection are to:
- provide accountability to the users of services and other stakeholders through public reporting on providers;
 - promote improvement in education and training; and
 - inform the development of national policy by Welsh Assembly Government.
- 4.3 This CIF judges schools under 3 Key Questions, comprising 10 Quality Indicators, as opposed to the 7 Key Questions of the previous framework.
- 4.4 The annual report of Her Majesty's Chief Inspector for Education and Training and Wales is published annually in January for the previous academic year. This report has a summary of the national profile of grades awarded from the report from January 2014.

The New Common Inspection Framework (CIF)

- 4.5 The framework asks the reporting inspector leading a team to provide judgements on the following indicators:

Summary:

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

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

- **Key Question 1:** How good are outcomes?
 - standards
 - wellbeing
- **Key Question 2:** How good is provision?
 - learning experiences
 - teaching
 - care, support and guidance
 - learning environment
- **Key Question 3:** How good are leadership and management?
 - leadership
 - improving quality
 - partnership working
 - resource management

- 4.6 Each of the 2 overall summary judgements, the judgements for the 3 Key Questions and the 10 Quality Indicators are based on the following 4 point scale:

- Excellent
- Good
- Adequate
- Unsatisfactory

- 4.7 In order for a school to be judged as "Excellent" for any indicator the schools must demonstrate 'Sector-leading Practice'. This means that the quality of the provision is at the forefront of the sector. 'Sector-leading' also means that the provider should use such practice as an exemplar to others. 'Sector-leading practice' is described by Estyn as innovative and cutting edge work that pushes at the boundaries.

4.8 The Welsh Government's target for the New Common Inspection Framework was that from September 2012, no school should be judged as less than "Adequate" and that by 2015 no school should be judged less than "Good".

4.9 In addition to the judgements, made against the 3 key questions, the reports also include a number of recommendations for the school to address. These recommendations are school specific, and are not included in this summary report.

Follow up Activity

4.10 If a school receives any judgement which is "Unsatisfactory" or "Adequate" there are 4 categories of follow up activity. If a school is found to be "Unsatisfactory" then the follow up activity is led by Estyn. For "Adequate" judgements the follow up activity will be led by either Estyn or LA Officers.

4.11 The 5 follow up categories are:

- Excellent Practice Case Study
- Local Authority follow up
- Estyn follow up
- Requiring significant improvement
- Requiring special measures

4.12 If schools in Local Authority or Estyn Monitoring do not make progress in the year following inspection and by the time of an Estyn Monitoring visit, then they are likely to be placed in either 'significant improvement or 'special measures'.

Caerphilly Schools Inspections from September 2016 – July 2017

4.13 During this academic year, 14 Caerphilly schools have been inspected. However, for these schools, at the time of writing this report, 12 inspection reports had been formally published.

4.14 Schedule and outcomes where available.

School	Evidence of best practice	Date of last inspection	Follow-up status of last inspection	The school's current performance	The school's prospects for improvement	Key Question 1: How good are outcomes?	Key Question 2: How good is provision?	Key Question 3: How good are leadership and management?
Tyn-y-Wern Primary*	-	Nov-16	PIAP - Excellence	Good	Good	Good	Good	Good
Cwm Glas Infants	-	Mar-17	PIAP	Good	Good	Good	Good	Good
Cwmaber Infants	-	Jun-17	PIAP - Excellence	Good	Good	Good	Good	Good
Waunfawr Primary	-	Mar-17	PIAP	Good	Good	Good	Good	Good
Cwmaber Junior	-	Nov-16	PIAP	Good	Good	Good	Good	Good
Bedwas High	-	May-17	SM	Unsatisfactory	Unsatisfactory	Unsatisfactory	Adequate	Unsatisfactory
Ysgol Gynradd Gymraeg Y Castell	Yes	Oct-16	PIAP	Good	Good	Good	Good	Good
Libanus Primary	-	Dec-16	PIAP	Good	Good	Good	Good	Good
Cwm Ifor Primary	-	Jan-17	PIAP	Good	Good	Good	Good	Good
Bedwas Junior	Yes	Mar-17	PIAP - Excellence	Good	Good	Good	Good	Good
Blackwood Primary	-	May-17	PIAP	Good	Good	Good	Good	Good
Cwmcarn Primary*	-	May-17	PIAP	Adequate	Good	Adequate	Good	Good
Hendredenny Park Primary	Yes	May-17	PIAP - Excellence	Excellent	Excellent	Excellent	Excellent	Excellent
Glyn-Gaer Primary	-	Jun-17	PIAP	Good	Good	Good	Good	Good

* - Special Needs Resource Base

Caerphilly Schools inspected September 2014 – July 2016 – Follow-up Status

- 4.15 During the previous academic year, 12 Caerphilly schools were inspected. Of these schools 8 were placed in a follow-up category, but 6 have now been removed. The following table also includes 2 school that remained in a follow-up category from the previous year.

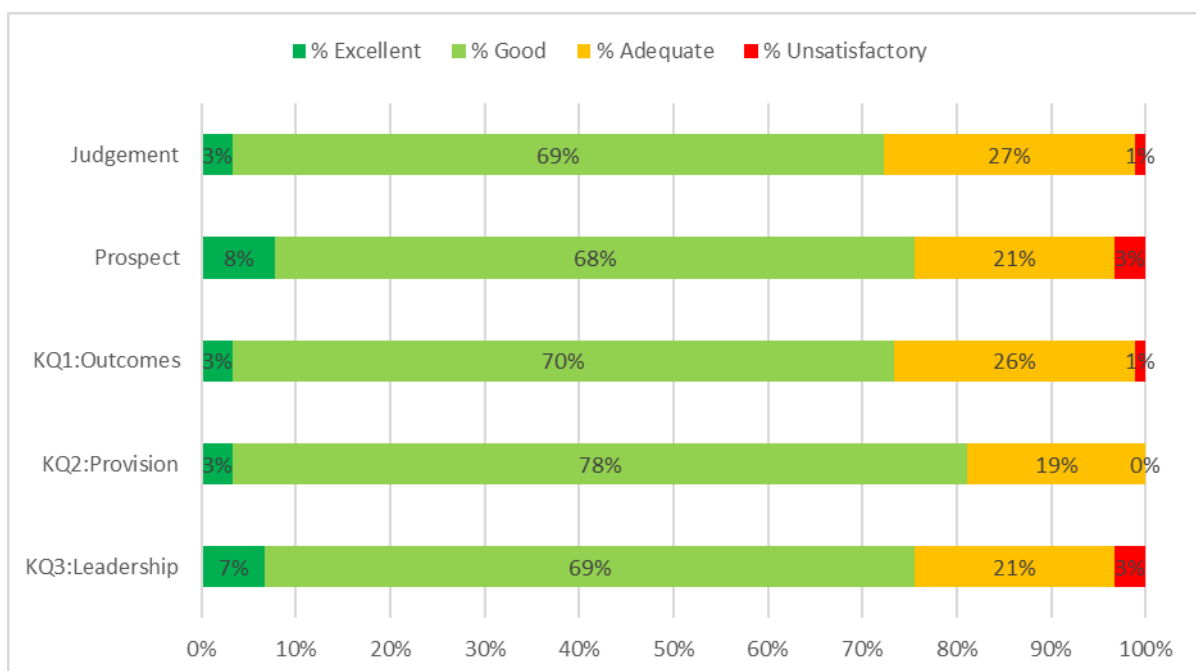
Schedule and outcomes where available.

School	Date of last inspection	Original Follow-up	Current Follow -Up
Ty Sign Primary*	Nov-15	Estyn	Removed
Tir-y-Berth Primary*	Sep-15	Estyn	Removed
Pantside Primary*	Feb-16	Estyn	Removed
Blackwood Comprehensive	Nov-15	Estyn	Estyn
Gilfach Fargoed Primary	Jan-16	LA	Removed
Ysgol Gyfun Cwm Rhywni	Apr-16	LA	Removed
St James Primary*	May-16	Estyn	Estyn
The Twyn School	Jul-16	LA	Removed
Park Primary	Apr-15	Estyn	Significant Improvement
Lewis Girls Comprehensive	Nov-14	Estyn	Estyn

Evaluation of Judgements from September 2010 – July 2017

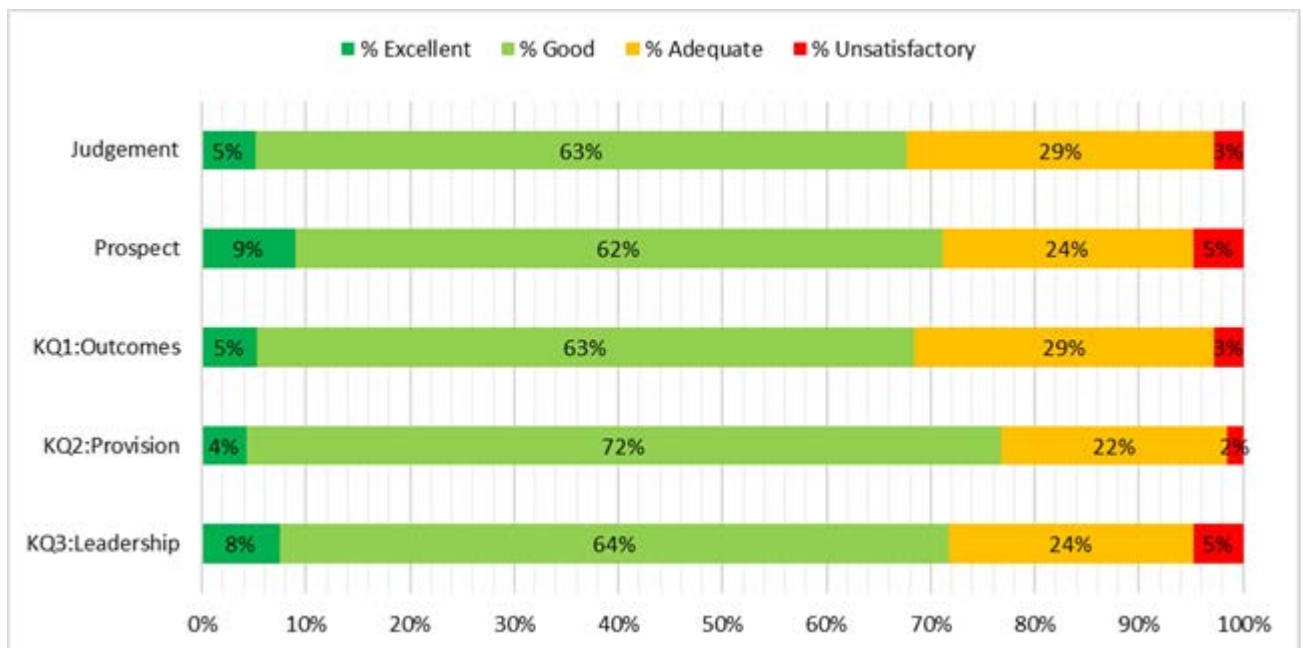
- 4.16 The table below describes the judgements made about the 90 Caerphilly schools inspected in the last 6 years. *Please note that not all charts will add up to 100% due to rounding to 0 decimal places.*

Caerphilly Summary:



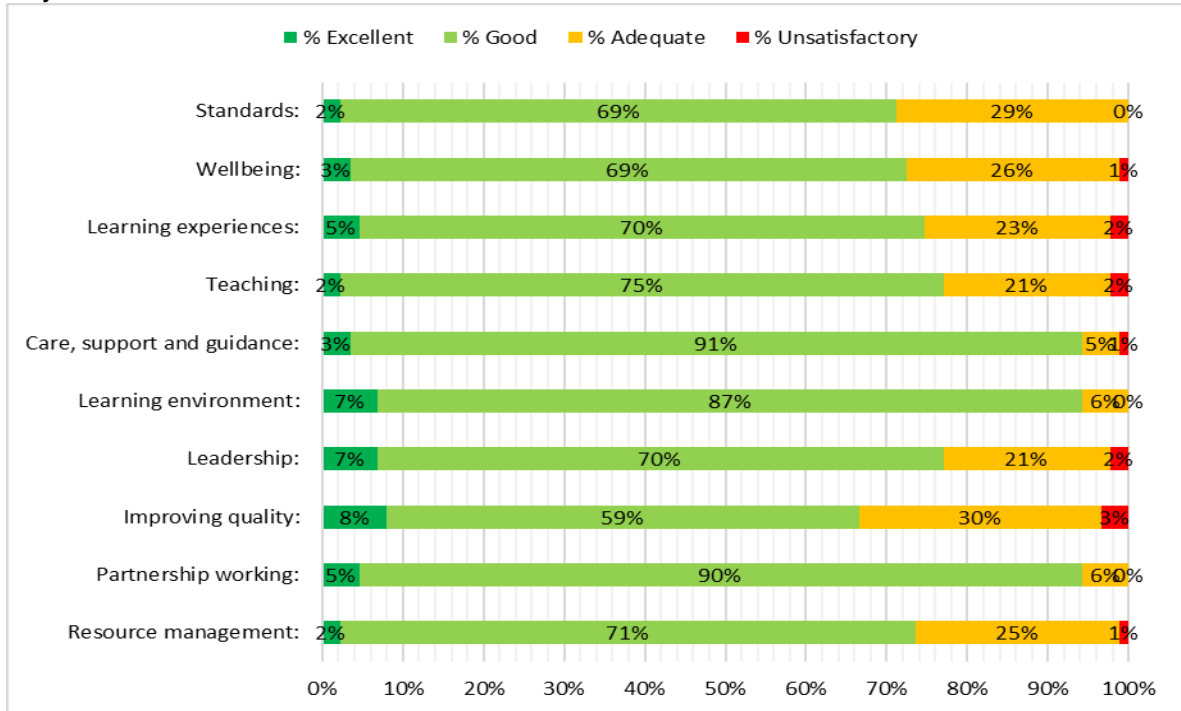
- 4.17 In total 72% of schools have been judged to be “Good” or better overall, with a further 27% judged to be “Adequate”. The proportion of schools judged excellent to 3% (3 schools), which is now closer to the national proportion.
- 4.18 Prospects for improvement are better with 8% judged Excellent, 68% judged to have “Good” prospects for improvement, 21% of schools judged to have “Adequate” prospects, but with a further 3% (3 schools) judged to have unsatisfactory prospects for improvement. One of these schools has been removed from Special Measures and with the Local Authority, in partnership with the EAS, continuing to support this school.
- 4.19 For KQ1, Outcomes, 73% of schools are judged to be “Good”, or better, with a further 26% “Adequate”.
- 4.20 For KQ2, Provision, 81% of schools were judged to be “Good”, or better with 19% “Adequate”.
- 4.21 For KQ3, Leadership, 7% of schools were judged to be “Excellent”, 69% were “Good”, 21% “Adequate”, but 3% Unsatisfactory.
- 4.22 The LA will continue to support these schools in partnership with the EAS, as part of the established strategies for challenge and support.
- 4.23 The table below gives the overall national judgements that are available from September 2010 – August 2016, the latest national data available.

National Comparison:



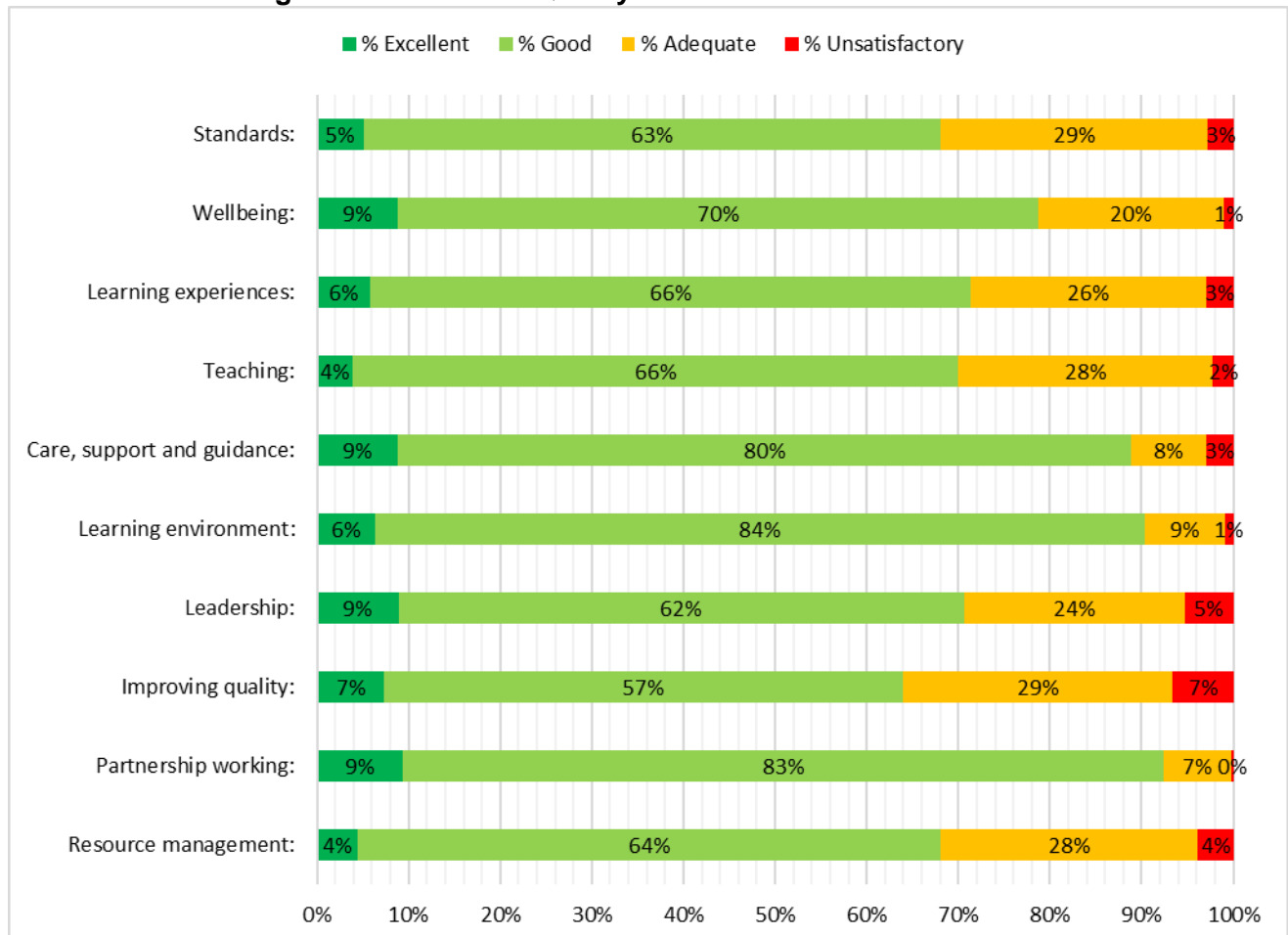
Caerphilly Judgements on the 10 Quality Indicators:

4.24 The table below shows the judgements for the 10 Quality Indicators which contribute to the 3 Key Questions.



4.25 The table below gives the same judgements across Wales as a whole, for those schools where inspections have been published.

National Judgements on the 10 Quality Indicators:



- 4.26 Leadership is judged to be “Good” or better in 75% of Caerphilly schools, compared with 71% nationally.
- 4.27 There have been improvements in the percentage of “Excellent” judgements for Caerphilly in 2016-17. However the overall percentage remains slightly smaller than those made nationally.

Summary of all Local authorities in Wales (2010-2016) (Latest Published)

- 4.28 The table below gives a summary for each of the LAs in Wales for: Overall Judgement, Prospects for Improvement, and the 3 Key Questions.





5. WELL-BEING OF FUTURE GENERATIONS IMPLICATIONS

5.1 The content in this this report contributes to the Well-being Goals as set out in Links to Strategy above.

It is consistent with the five ways of working as defined within the sustainable development principle in the Act and more specifically for the principles noted below:

- Long Term – The report recognises the importance of improvement in school outcomes and provisions through good leadership and prospects to improve in meeting the needs of young people over the long-term need.
- The ESTYN assessment and subsequent follow up support for those schools in need of extra help will seek to prevent any decline – We are acting to prevent problems occurring by recognising and monitoring those that need help to improve.
- Involvement – The output (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.
- Improvement in wellbeing and attainment for children and young people through effective school provision maximises our contribution to many other public sector objectives and to Welsh Government's own wellbeing objective number 2: *Improve education outcomes for all and reduce the gap in outcomes for different groups.*

6. EQUALITIES

- 6.1 The strategies listed in Section 3 all include Equalities and Welsh language considerations, having included relevant officers and groups in the development process. The Council's Policy Unit works closely with the Directorate of Education to support schools and governing bodies in delivering their statutory Equalities duties, which in turn supports overall school performance and provides supplementary information during Estyn inspections.

7. FINANCIAL IMPLICATIONS

- 7.1 There are no specific financial implications.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no specific personnel implications

9. CONSULTATIONS

- 9.1 As detailed below. All comments have been reflected in the report.

10. RECOMMENDATIONS

- 10.1 Members are asked to consider and note the report.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 To inform Members of the judgements made by Estyn inspection teams of Caerphilly schools for the academic year 2016-2017.

12. STATUTORY POWER

- 12.1 Education Act 1996.

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