



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 3RD JULY 2018

SUBJECT: SUMMARY OF ESTYN INSPECTION OUTCOMES UNDER THE NEW COMMON INSPECTION FRAMEWORK (CIF) – SEPT 2017 TO MAY 2018

REPORT BY: SERVICE STRATEGIC AND POLICY LEAD, EDUCATION ACHIEVEMENT SERVICE (EAS) AND CHIEF EDUCATION OFFICER

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 (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 during the Autumn and Spring Terms, 2017-18. Each of them was inspected under the arrangements for inspections that came into effect on 1 September 2017.
- 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 recommended course of action contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:
 - A prosperous Wales
 - A resilient Wales
 - A more equal Wales
 - A Wales of vibrant culture and thriving Welsh language
 - A globally responsible Wales.

4. THE REPORT

BACKGROUND

Estyn Inspection Framework (Sept 2010 to August 2017)

4.1 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:

4.2 Summary:

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

4.3 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

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

- Excellent
- Good
- Adequate
- Unsatisfactory

4.5 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)

4.6 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.

4.7 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

4.8 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

Estyn Inspection Framework (Sept 2010 to August 2017) – Schools Removed from monitoring

4.9 The following schools that were placed in a monitoring category as under the old Estyn framework were removed from Estyn monitoring e/ Significant Improvement either in the final year of the 'old' framework' or the first year of the new framework.

School	Inspection follow-up category	Date of inspection	Date removed
Risca Comprehensive	Estyn monitoring	Mar-14	Nov-16
St Martin's Comprehensive	Significant Improvement	Apr-14	Sep-16
Hengoed Primary	Estyn monitoring	Oct-14	Nov-16
Lewis Girls Comprehensive	Estyn monitoring	Nov-14	May-18
Upper Rhymney Primary	Estyn monitoring	Nov-14	Dec-16
Rhymney Comprehensive	Estyn monitoring	Apr-15	Nov-16
Park Primary	Significant Improvement	Apr-15	Oct-17
Tir y Berth Primary	Estyn monitoring	Sep-15	Dec-16
Ty Sign Primary School	Estyn monitoring	Nov-15	Feb-17
Blackwood Comprehensive	Estyn monitoring	Nov-15	Nov-17
Pantside Primary	Estyn monitoring	Feb-16	May-17
St James Primary	Estyn monitoring	May-16	May-18

4.10 The following school, inspected in May 2017, remains in a monitoring category:

School	Inspection follow-up category	Date of inspection
Bedwas High	Special Measures	May-17

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

4.11 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 (8 in total, comprising 7 primary and 1 Secondary, with a further 3 schools who are awaiting publication of reports). Across the region a total of 26 schools have had inspection reports published (19 primary, 6 secondary and 1 PRU). Estyn have not yet published any national summary information.

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

School	National Categorisation (at time of inspection)	Date of Inspection	IA1	IA2	IA3	IA4	IA5	Follow-up Category
Ysgol Penalltau	Yellow	Oct-17	Good	Good	Good	Good	Good	PIAP
Abercarn Primary	Green	Nov-17	Good	Good	Good	Good	Good	Good
Hendre Junior	Green	Nov-17	Good	Good	Good	Good	Good	PIAP
Llanfabon Infants	Yellow	Nov-17	Adequate	Adequate	Adequate	Adequate	Unsatisfactory	SI
Lewis School Pengam	Amber	Jan-18	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn
Penllwyn Primary	Yellow	Jan-18	Good	Good	Good	Good	Good	PIAP
Greenhill Primary	Yellow	Feb-18	Good	Good	Good	Good	Good	PIAP
Ysgol Gymraeg Trelyn	Green	Mar-18	Good	Good	Good	Good	Good	PIAP
Maesycwmmmer Primary	Green	Apr-18	Inspection has taken place, however the report has not yet been published.					
White Rose Primary	Yellow	Apr-18						
Ty Isaf Infants	Yellow	Apr-18						
Heolddu Comprehensive	Amber	May-18						

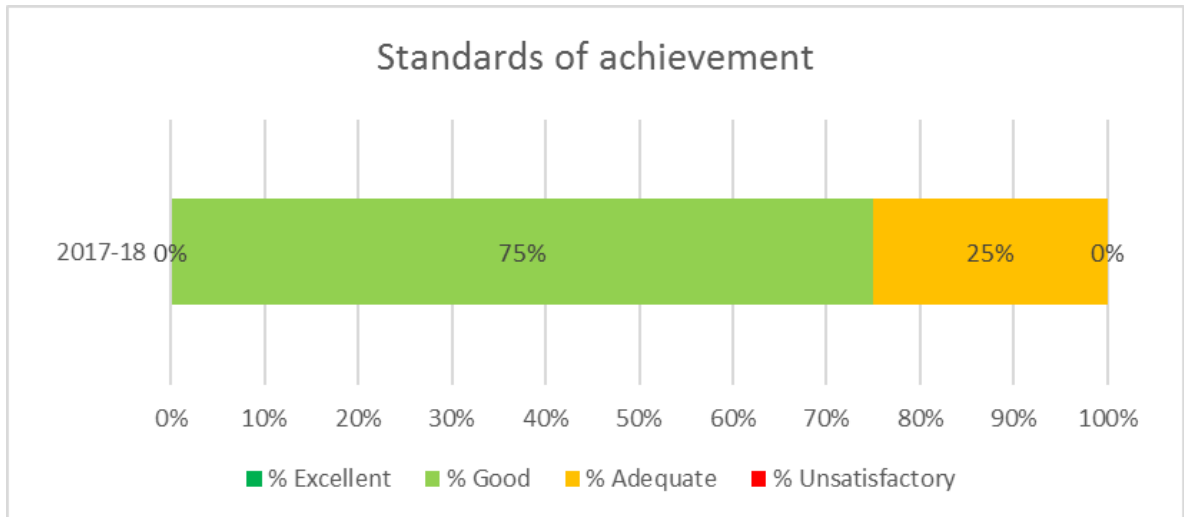
4.13 Key: Please note the following colour coding used in the columns related to each Inspection Area.

Excellent
Good
Adequate and needs improvement
Unsatisfactory and needs urgent improvement

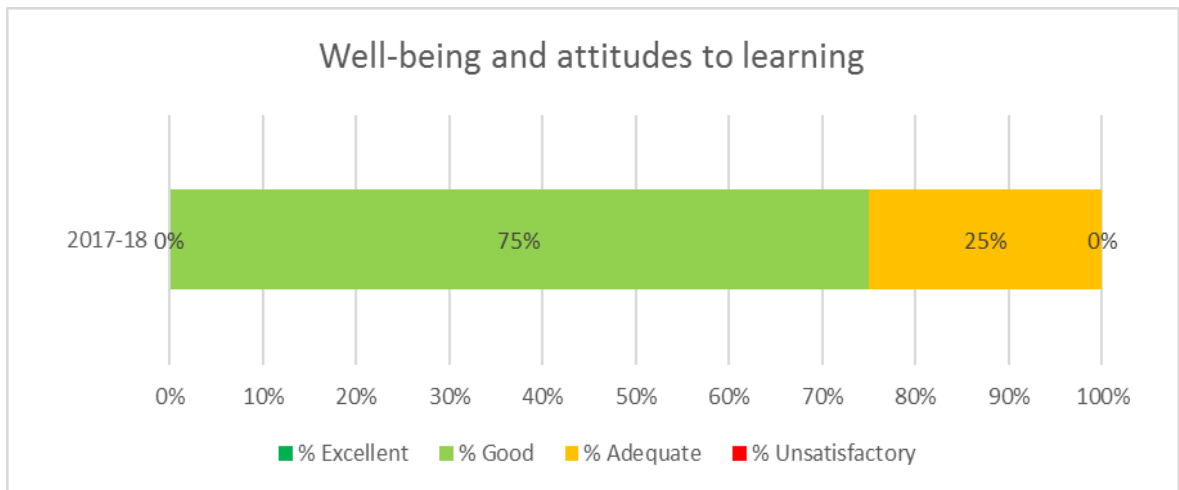
4.14 The following charts give a summary of judgements for each of the 5 Inspection Areas in Caerphilly. Please note that for each Caerphilly chart approximately 12.5% is the equivalent of one school. Not all charts will add up to 100% due to rounding to 0 decimal places.

4.15 The charts below are for all schools combined, given that only 1 secondary school has 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

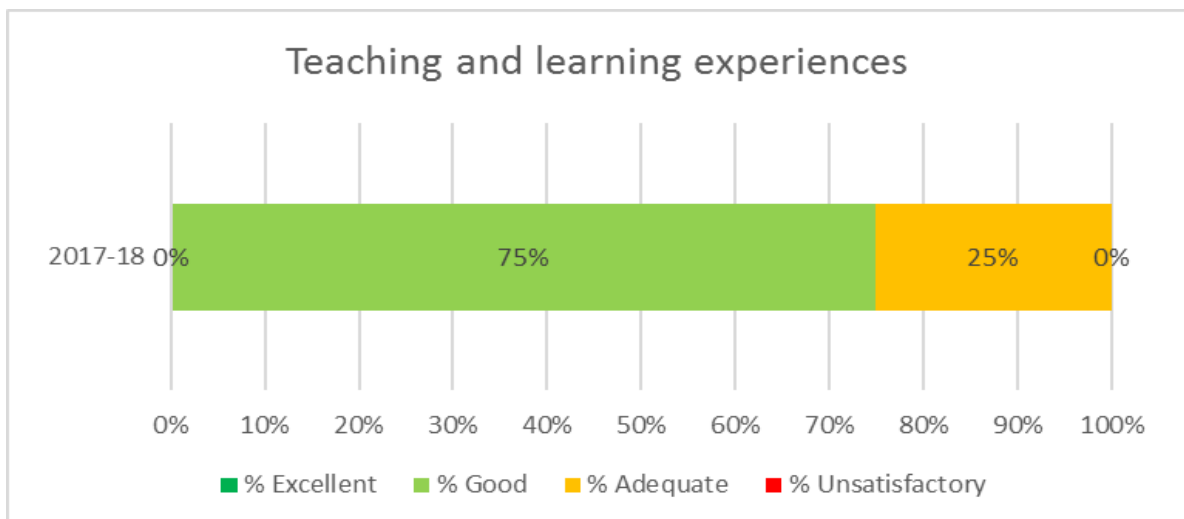
4.16 Inspection Area 1



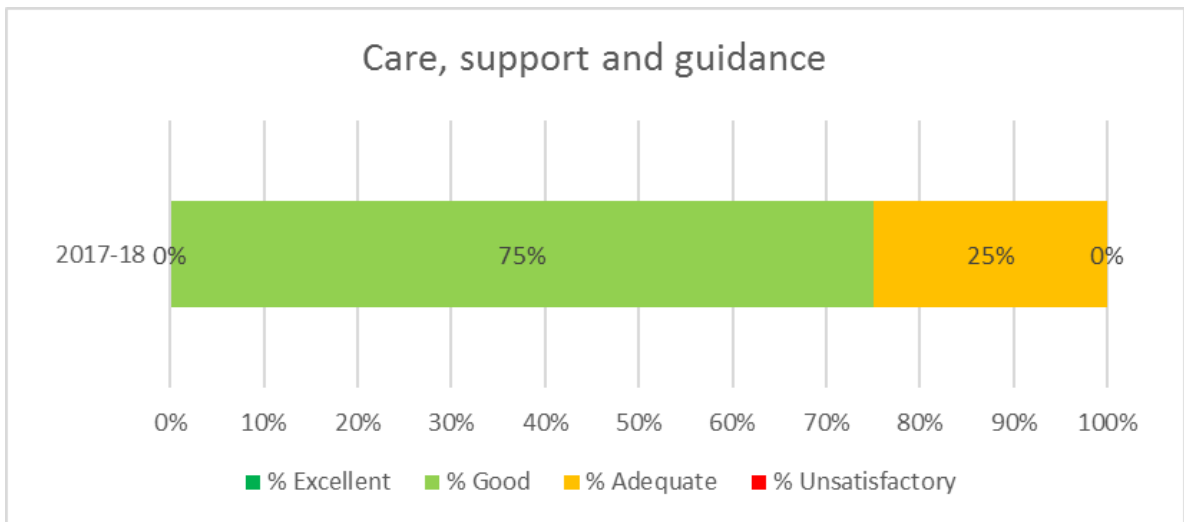
4.17 Inspection Area 2



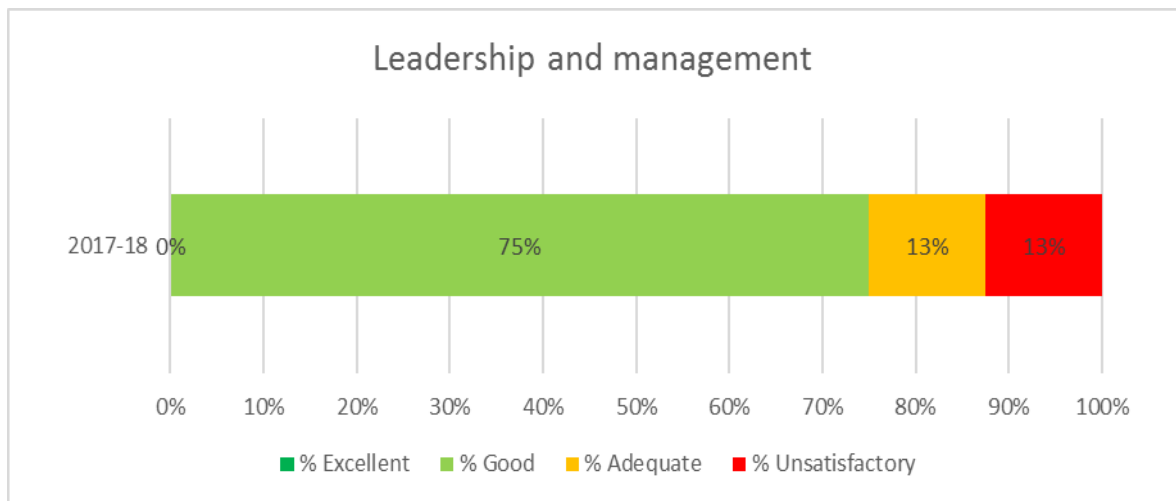
4.18 Inspection Area 3



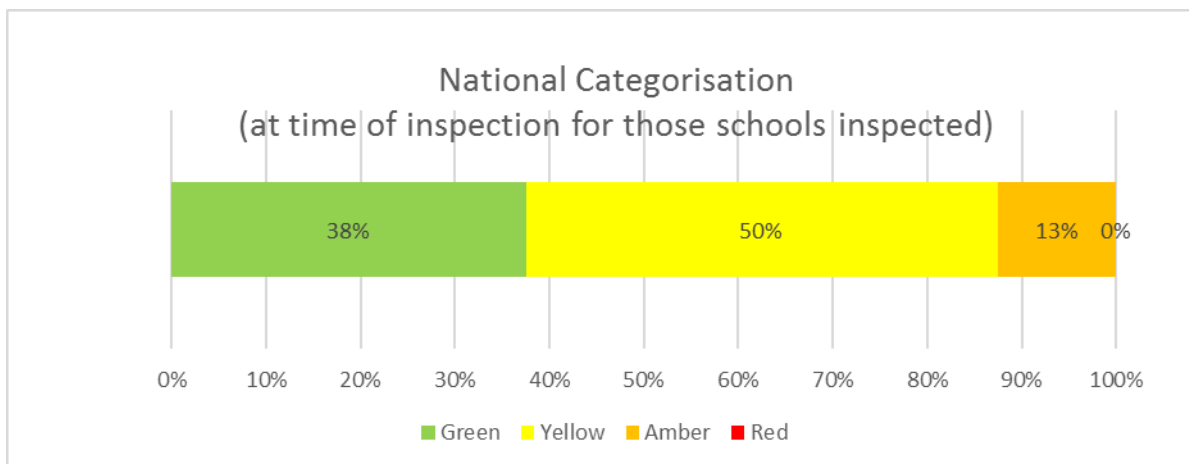
4.19 Inspection Area 4



4.20 Inspection Area 5



4.21 National Categorisation



- 4.22 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. The remaining school was Amber for National Categorisation and judged to be Adequate for Leadership.
- 4.23 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, case studies can be shared with other schools.
- 4.24 The school inspection profile for primary phase provision for this academic year continues, in the main, to underline many strengths and complements the performance and categorisation information of these schools.
- 4.25 In regard to the secondary phase, whilst it is encouraging to see that Lewis Girls school has been removed from the category of Estyn review, some 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 interventions towards KS3 and 4.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 The schools causing concern protocol and risk register 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. 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.

6. EQUALITIES IMPLICATIONS

- 6.1 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.

7. FINANCIAL IMPLICATIONS

- 7.1 There are no specific financial implications for maintaining the Schools Causing Concern Risk Register.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no personnel implications.

9. CONSULTATIONS

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

10. RECOMMENDATIONS

- 10.1 That Members scrutinise the information provided and consider the main strengths and areas for development within Caerphilly schools.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 For members to have the opportunity to comment on the process and progress of Caerphilly schools included on the Risk Register.

12. STATUTORY POWER

- 12.1 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 Harrhy, Interim Chief Executive
Cllr Philippa Marsden, Cabinet Member, Education and Achievement
Cllr Derek Havard, Chair Education for Life Scrutiny Committee
Cllr Carol Andrews, Vice Chair Education for Life Scrutiny Committee
Dave Street, Corporate Director - Social Services
Jane Southcombe, Finance Manager (Education, Lifelong Learning & Schools)
Sue Richards, Head of Education Planning and Strategy
Sarah Ellis, Lead for Inclusion and ALN
Paul Warren, Strategic Lead for School Improvement
Sarah Mutch, Early Years Manager
Lynne Donovan, Head of People Services
Steve Harris, Deputy Section 151
Lisa Lane, Interim Monitoring Officer
Nicole Scammell, Head of Corporate Finance
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)