

## Outcomes of Inspections

### **The Outcomes of School Inspections**

- 12.1 At the time of writing this report, 3 nursery schools, 85 primary schools, 7 special schools, all 18 secondary schools and the Pupil Referral Unit (PRU) have been inspected since September 2010 when Estyn introduced a revised framework for inspections.
- 12.2 During the 2015-2016 academic year:
- 13 primary schools were inspected. 10 of the schools were judged overall to be good or excellent, the remaining 3 were judged to be adequate.
  - The three secondary schools inspected were judged adequate in one or both of the two overall judgements and placed into ESTYN monitoring;
  - One of the two special schools inspected required ESTYN monitoring the other was judged as requiring special measures.
- 12.3 The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2014-2015 cited that 61% of primary schools and 68% of secondary schools are in some form of follow-up monitoring. This represents a slight reduction in the number of primary schools in a category from 65% in 2013-14. There was little change in the equivalent figure for secondary schools.
- 12.4 In the four secondary schools the local authority has taken intervention action:
- Cantonian High remains on the list of schools requiring significant improvement, but the proportion of pupils achieving the level 2+ threshold improved again in 2016. The school has received support for leadership, learning and teaching from a high performing school and the school is also involved in the Schools Challenge Cymru programme.
  - Eastern High continues to make progress against the recommendations from the inspection in December 2014, but remains in special measures. Outcomes improved in some indicators, but overall standards remain too low. In order to further raise standards, improving the capacity of middle leaders and the quality of teaching are the main priorities in 2017.
  - Michaelston and Glyn Derw were placed into special measures following their inspection in October 2016 as a result of the continuing low standards and significant shortcomings in the quality of provision. Leadership has had limited impact on standards and provision, due to the number of significant changes in senior leadership over the last three years. The school is planned to close in the summer 2017.

- 12.5 In the primary schools, Adamsdown Primary and St. Cuthberts RC Primary made good progress over the year and have been removed from Estyn's list of schools requiring significant improvement. Trelai Primary School remains in special measures but the leadership issues are being addressed.
- 12.6 The special school Woodlands High was placed in special measures in January 2016. The local authority intervened, appointing additional governors and requiring the school to seek advice from Ty Gwyn Special School. This has led to a strengthened governing body and additional leadership capacity.

### **Main Themes in Inspection Reports**

- 12.7 Estyn's Annual Report 2014-2015 highlights that in primary schools where standards are excellent, pupils of all abilities and backgrounds make very good progress from their starting points due to the consistently high quality of teaching and learning. Where schools have excellent prospects for improvement, leaders use an extensive range of methods to monitor the quality of provision and the standards that pupils achieve. They make highly effective use of this information to inform school improvement priorities.
- 12.8 Where inspections judge standards to be adequate at best, their report notes that there are inconsistencies in the quality of the provision. There are marked variations in the quality of teaching between classes and in how well teachers plan progressive activities to develop pupils' literacy, numeracy and ICT skills. These schools also have weaknesses in the quality of leadership and management.
- 12.9 In relation to secondary schools, Estyn's annual report 2014-2015 identifies that in the very few schools where standards are excellent, senior leaders have established a shared sense of ambition and pride, and an ethos of co-operation, support and trust. Leaders at all levels make improving teaching a key priority.
- 12.10 The report also documents that where standards are only adequate, schools usually have poor performance in one or more of the core subjects. The quality of teaching is inconsistent and activities are not always challenging enough. Assessment information used in tracking systems is not accurate enough to enable teachers and leaders to monitor performance. Leaders do not effectively use performance data and information from lesson observations to monitor progress or to improve teaching and standards. Recommendations highlighting the need to take action to improve in these areas have also been made in reports on Cardiff schools.
- 12.11 Where schools in Cardiff are judged to be unsatisfactory, there are low standards and shortcomings in leadership at all levels. Self-evaluation and planning for improvement have not had enough impact on raising standards and improving the quality of teaching. Governors do not challenge the school's leaders rigorously enough or hold them to account fully for the standards that pupils achieve.

## Inspection Report Analysis - Outcomes from September 2011 - August 2016

In the tables below KQ refers to the key questions against which judgements are made.

KQ1 – How good are the outcomes?

KQ2 – How good is provision?

KQ3 – How good are leadership and management?

### Percentage of reports graded Excellent

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	9.78%	4.40%	3.63%
Primary	KQ2	10.87%	4.09%	3.16%
Primary	KQ3	10.87%	6.29%	6.17%
Secondary	KQ1	4.76%	10.91%	11.79%
Secondary	KQ2	4.76%	9.09%	9.91%
Secondary	KQ3	9.52%	10.91%	13.68%
Special/PRU	KQ1	12.50%	18.18%	16.22%
Special/PRU	KQ2	12.50%	9.09%	12.16%
Special/PRU	KQ3	12.50%	18.18%	17.57%

### Percentage of reports graded Good

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	68.48%	69.50%	67.75%
Primary	KQ2	65.22%	75.47%	75.54%
Primary	KQ3	64.13%	69.50%	67.59%
Secondary	KQ1	38.10%	30.91%	34.91%
Secondary	KQ2	42.86%	52.73%	56.13%
Secondary	KQ3	38.10%	50.91%	44.34%
Special/PRU	KQ1	75.00%	68.18%	56.76%
Special/PRU	KQ2	50.00%	68.18%	59.46%
Special/PRU	KQ3	37.50%	54.55%	45.95%

### Percentage of reports graded Adequate

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	19.57%	24.84%	27.47%
Primary	KQ2	23.91%	19.50%	20.29%
Primary	KQ3	20.65%	21.07%	22.30%
Secondary	KQ1	33.33%	45.45%	41.98%
Secondary	KQ2	38.10%	30.91%	30.66%
Secondary	KQ3	33.33%	27.27%	33.96%
Special/PRU	KQ1	12.50%	13.64%	20.27%
Special/PRU	KQ2	37.50%	22.73%	21.62%
Special/PRU	KQ3	37.50%	22.73%	22.97%

### Percentage of reports graded Unsatisfactory

<b>Type</b>	<b>KQ</b>	<b>Cardiff</b>	<b>CSC</b>	<b>Wales</b>
Primary	KQ1	2.17%	1.26%	1.16%
Primary	KQ2	0.00%	0.94%	1.00%
Primary	KQ3	4.35%	3.14%	3.94%
Secondary	KQ1	23.81%	12.73%	11.32%
Secondary	KQ2	14.29%	7.27%	3.30%
Secondary	KQ3	19.05%	10.91%	8.02%
Special/PRU	KQ1	0.00%	0.00%	6.76%
Special/PRU	KQ2	0.00%	0.00%	6.76%
Special/PRU	KQ3	12.50%	4.55%	13.51%