

Report to Scrutiny – November 2015

Purpose of Report

1. To update the Committee on the outcomes of school inspections and the actions being taken by the local authority to improve the performance of schools.

The Outcomes of School Inspections

2. At the time of writing this report, 3 nursery schools, 76 primary schools, 5 special schools, 18 secondary schools and the Pupil Referral Unit (PRU) have been inspected since September 2010 when Estyn introduced a revised framework for inspections. The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2013-2014 cited that 65% (approximately two thirds) of primary schools and 69% of secondary schools are in some form of follow-up monitoring.
3. The table below shows the comparison of outcomes of school inspections requiring follow up activity over the last five years in Cardiff with Wales 2014-2015, by phase.

	Primary	Secondary
Cardiff	50%	72%
Wales	65%	69%

In 2014-2015 six special schools were inspected by Estyn. Three were judged to have excellent standards and three to have good standards. In Cardiff, in the last five years, one special school has been judged as excellent, three as good and one special school and the PRU have been placed in Estyn monitoring.

4. Of the 76 primary schools inspected in Cardiff, whose reports have been published, thirty eight (50%) have required a follow-up activity; fourteen (18%) have required Estyn follow-up monitoring; two schools required special measures and six significant improvements. Nine schools received a judgment of excellent in one or both of the overall indicators, sixteen (21%) schools required local authority monitoring.
5. Of the 18 secondary schools inspected 13 (72%) have required follow-up monitoring. Three of these required special measures (Cardiff proposed that one of these schools should close) and three significant improvement. Four schools required Estyn monitoring and three schools required local authority monitoring. Two schools received a judgement of excellent on one or both of the overall indicators.

6. Of the five special schools inspected one received a judgement of excellent on both overall indicators, three received judgements of good and the other required Estyn monitoring.

Key Issues

7. The Estyn inspection outcomes of Cardiff's primary schools are stronger than across the secondary sector when compared to inspections across Wales. The quality of provision is improving and becoming more consistent in the primary sector at a faster rate than in the secondary sector. This is reflected in the national categorisation of schools where a smaller proportion of the city's primary schools require the most intensive (red) level of support than is the case in Cardiff secondary schools.
8. The profile of examination, test results and teacher assessments, taken together with inspection judgements and the benchmark comparison of Cardiff schools with similar schools across Wales suggests that the quality of provision in Cardiff schools is improving. However, inspection grades and benchmark comparisons show that there are currently not enough schools with the highest quality of provision, judged to be excellent. There remain a small, but significant, number of schools where standards are too low and quality of provision is inadequate.
9. Actions to address weaknesses in poorly performing schools, through the work of challenge advisers, the systematic review of progress where standards are low, and where appropriate by the use of formal warnings from the local authority, are now being delivered at an earlier stage but there is a need for continued rigour in identifying causal factors in underperformance and acting promptly to ensure that these are addressed.
10. During the 2014-2015 academic year:
 - Five schools were judged as requiring significant improvement: Fairwater Primary, St. Cuthbert's RC Primary, Adamsdown Primary, Christ the King RC Primary and Cantonian High;
 - Two schools were judged as requiring special measures: Eastern High and Trelai Primary.
11. In the two secondary schools the local authority has taken intervention action:
 - Cantonian High, the proportion of pupils achieving the level 2+ threshold improved in 2015. The school is receiving 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, the school has made progress over the last year in some areas such as improving behaviour and leadership. Improving the quality of teaching is now the main focus in order to improve outcomes for pupils in 2016.
12. In the primary schools, poor performance at the end of each key stage and shortcomings in leadership were the main contributory factors. All these schools have clear improvement plans, regular reviews of progress involving headteacher, chair of governors, challenge adviser and local authority officer. Estyn carry out monitoring visits on a planned cycle.

13. Over the same period:
 - Two schools were removed from requiring significant improvement, namely Holy Family RC Primary and Allensbank Primary; and
 - St. Illtyds was removed from special measures.
14. A more robust working relationship between the local authority and the consortium is ensuring that schools receive an appropriate degree of challenge. There is closer alignment of the local authority, Schools Challenge Cymru and the consortium ensuring that the school improvement strategies currently being implemented are impacting positively on the rate of improvement. An increased focus on improving the quality of teaching and learning has accelerated the progress made by learners.
15. Where practice in schools is strong the structures to enable effective practice to be transferred between schools are beginning to have positive impact. A number of Cardiff schools are functioning as 'hubs' with a formal role in fostering the dissemination of good practice through providing training and networking. In addition a number of strong schools are now formally commissioned as improvement partners to work with schools in need of rapid improvement.

Main Themes in Inspection Reports

16. Estyn's Annual Report 2013-2014 highlights that in primary schools where standards are excellent, pupils make very good progress in their learning, often from low starting points. They apply their literacy, numeracy, thinking and problem-solving skills well across the curriculum. Pupils eligible for free school meals generally perform as well as their peers and there tends to be little difference between the performance of boys and girls.
17. Where inspections judge standards to be only adequate, their report notes that there is no trend of improvement, numeracy skills are weaker than literacy skills and girls tend to perform better than boys, particularly at the higher-than-expected levels and in literacy. The quality and consistency of feedback pupils receive and how effective this is in helping pupils to improve their work are weak. Leaders do not hold senior and middle leaders to account for the standards pupils achieve and do not place an appropriate focus on improving standards. These comments apply equally to Cardiff schools.
18. In relation to secondary schools, Estyn's annual report 2013-2014 identifies that in the very few schools where standards are excellent, examination results are very good and consistently compare well with those of similar schools. Nearly all pupils display high levels of achievement and progress in their learning.
19. The report also documents that where standards are only adequate, there are weaknesses in mathematics, at the level 2+ indicator, and in the provision for more able and talented pupils. Leaders at all levels do not have enough impact on standards and the quality of teaching. Governors do not hold leaders to account well enough for their responsibilities or challenge the school enough on

areas for improvement. Recommendations highlighting the need to take action to improve in these areas have also been made in reports on Cardiff schools.

20. Where schools in Cardiff are judged to be unsatisfactory, there are low standards and/or weaknesses in leadership. Self-evaluation and planning for improvement are not robust enough and 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.

Actions being taken to improve inspection outcomes

Challenge and Support

21. Cardiff Local Authority, working in partnership with the Central South Consortium, challenges and supports schools in their work to raise standards. The introduction of the national categorisation has supported improvements in the accuracy of challenge advisers' judgements on schools current performance and also on schools' capacity to improve. This has led to earlier intervention in schools causing concern.
22. Performance management and quality assurance of challenge advisers' work is now more systematic. Challenge advisers' written reports are quality assured by senior challenge advisers and challenge advisers are accompanied on identified visits to schools to provide a first-hand view of the quality of their work. As a result of these changes there is now stronger oversight of challenge advisers' work and improvements in practice. This has resulted in a closer alignment between the judgements of consortium challenge advisers and Estyn inspections.
23. In schools where challenge advisers have concerns that insufficient or incomplete first hand evidence is collected in a systematic way across the year, the consortium carries out a whole school review on behalf of the local authority. The findings from such reviews are used to inform the categorisation process and the level and detail of support that is required to increase the rate of improvement.
24. In September 2014 the local authority revised its "Schools Causing Concern" process and refined it further in September 2015 in order to identify underperformance early, in a systematic way. Where schools give rise to concern there is now a more systematic approach to holding headteachers and chairs of governors to account for the progress of their school. A programme of half termly (red) or termly (amber) meetings to evaluate progress against the priorities and, where necessary, to alter the challenge and support with these schools is implemented. In many cases, there is evidence of greater pace in the improvement.

25. Where progress is insufficient in scale or pace the local authority formally communicates its concerns to the chair of governors and takes swifter action, when necessary, in respect of statutory powers. In the 2014-2015 academic year the local authority issued five warning notices in accordance with the School Standards And Organisation (Wales) Act 2013 and nine schools received letters of concern which clearly outline expectations for improvement within clear timescales. In five schools, four secondary and one primary, the local authority has used powers of intervention under the act.
26. These improved arrangements to identify and intervene in underperforming schools are impacting on leadership capacity, standards of attainment and the quality of provision in schools. This has improved the relative performance of schools.

Develop Leadership Capacity

27. In 2015 in schools where the capacity to improve is judged to be good or better a system of "Peer Review" has started. Eligible schools are grouped into threes and the headteachers work together to carry out a school review with a previously agreed focus. This allows good practice to be shared but also builds the expertise of the Headteachers involved in peer evaluation.
28. In order to build leadership capacity within schools the local authority commissions a range of leadership development programmes that are arranged by the consortium and delivered by experienced leaders and practitioners.
These include:
 - Aspiring middle leaders
 - Aspiring senior leaders
 - Aspiring headteachers
 - New to headship
 - Strategic headship (refresher course for heads in post 5 or more years and for those that need to make rapid improvement)
 - Consultant Leaders-for experienced high achievers who have the commitment and capacity to support other schools
 - Executive headship-for headteachers running more than one school.
29. Governance is being strengthened through the provision of both generic mandatory training and bespoke training particularly in red and amber schools. There has been a concerted effort by the local authority and schools to reduce the number of governor vacancies and to appoint governors which have a broader range of background and experience to bring to governing bodies.
30. The consortium has recruited a number of experienced governors to act as consultant governors in schools where there is a need to further develop the role of the governing body in challenging underperformance and holding the school leadership to account.

Appendix 1 – Summary of Inspection Outcomes

Primary Schools	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
At least good	8	10	9	6	5
LA or ESTYN monitoring	8	5	8	4	5
Significant Improvement or Special Measures	-	2		2	4 (+1)*
Total Schools Inspected	16	17	17	12	14

*Fairwater Primary was moved into requiring significant improvement from Estyn monitoring

Secondary Schools	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
At least good	2		2		1
LA or ESTYN monitoring	1	3		1	2
Significant Improvement or Special Measures		1	3		2
Total Schools Inspected	3	4	5	1	5

Special Schools	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
At least good		1	2	1	
LA or ESTYN monitoring	1 PRU			1	
Significant Improvement or Special Measures					
Total Schools Inspected	1	1	2	2	0

Appendix 2 – Outcomes of inspections by school between September 2010 and August 2015

Primary Schools

School	Date	Current Performance	Prospects for Improvement	Inspection follow-up	Outcome
Pentyrch Primary	Sep-10	Adequate	Adequate	Estyn monitoring	Removed
Baden Powell Primary	Oct-10	Good	Good	LA monitoring	Removed
St Cadoc's RC Primary	Nov-10	Good	Good		
Ysgol Bro Eirwg	Nov-10	Good	Good		
Ysgol Coed-y-Gof	Nov-10	Good	Good		
Trelai Primary	Dec-10	Adequate	Adequate	Estyn monitoring	Removed
Roath Park Primary	Feb-11	Good	Good		
Lansdowne Primary	Feb-11	Good	Good	LA monitoring	Removed
Pen y Bryn Primary	Feb-11	Adequate	Adequate	Estyn monitoring	Removed
Pentrebane Primary	Mar-11	Good	Good		
Peter Lea Primary	Mar-11	Good	Adequate	Estyn monitoring	Removed
All Saints CW Primary	May-11	Good	Excellent	Excellent Practice Case Study	
Ysgol Gymraeg Pwll Coch	May-11	Good	Good		
Meadowlane Primary School	Jun-11	Good	Good	LA Monitoring	Removed
Radyr Primary School	Jun -11	Good	Adequate	ESTYN Monitoring	Removed
Ysgol y Berllan Deg	Jul -11	Good	Good		
Rhydypenau Primary	Oct-11	Good	Good	Excellent Practice Case Study	
Bryn Celyn Primary	Nov-11	Adequate	Adequate	Significant Improvement	Removed
St Alban's RC Primary	Nov-11	Unsatisfactory	Unsatisfactory	Special Measures	Removed
St John Lloyd RC Primary	Nov-11	Good	Good		
Ysgol Treganna	Jan-12	Good	Good	Excellent Practice	

				Case Study	
Stacey Primary	Jan-12	Adequate	Adequate	Estyn Monitoring	Removed
Trowbridge Primary	Feb-12	Adequate	Adequate	Estyn monitoring	Removed
Pencaerau Primary	Feb-12	Good	Good		
St Monica's CW Primary	Mar-12	Good	Good	LA monitoring	Removed
Tongwynlais Primary	Mar-12	Excellent	Excellent	Excellent Practice Case Study	
St Paul's CW Primary	Mar-12	Good	Good		
Ysgol Tan yr Eos	May-12	Good	Good	Excellent Practice Case Study	
Ysgol Nant Caerau	May-12	Good	Good	LA monitoring	Removed
Oakfield Primary	May-12	Adequate	Adequate	Estyn monitoring	Removed
Ysgol Pen Y Pil	May-12	Good	Good		
Grangetown Primary	Jun-12	Good	Good		
Bishop Childs CW Primary	Jul-12	Good	Good		
Springwood Primary	Sep-12	Good	Adequate	Estyn monitoring	Removed
Moorland	Sep-12	Good	Good		
St Francis RC	Nov-12	Good	Good	LA monitoring	Removed
St Mary the Virgin CIW	Nov-12	Excellent	Excellent	Excellent Practice Case Study	
Albany	Nov-12	Good	Good	LA monitoring	Removed
Ysgol Pen y Groes	Nov-12	Adequate	Adequate	Estyn monitoring	Removed
Millbank	Dec-12	Good	Good		
Ysgol Gwaelod y Garth	Jan-13	Good	Good		
St Philip Evans RC	Jan-13	Excellent	Excellent	Excellent Practice Case Study	
Marlborough	Jan-13	Good	Good	LA monitoring	Removed
St Patrick's RC	Mar-13	Good	Good		
Glyn Coed	May-13	Good	Good		
St Peter's RC	Jun-13	Good	Adequate	Estyn monitoring	Removed
Llanedeyrn	Jun-13	Good	Good	LA monitoring	Removed

Mount Stuart	Jun-13	Excellent	Excellent		
Bryn Deri	Jun-13	Good	Good		
Fairwater	July-13	Adequate	Adequate	Estyn monitoring	Now in significant improvement
Holy Family	Oct-13	Adequate	Adequate	Significant improvement	Removed
Willowbrook	Nov-13	Good	Good	LA monitoring (attendance)	Removed
St Bernadette's	Nov-13	Good	Good	None	
Allensbank	Dec-13	Adequate	Adequate	Significant improvement	Removed
St David's	Dec-13	Good	Good	Excellent Practice Case Study	
Ysgol Glan Ceubal	Dec-13	Good	Good		
Tremorfa Nursery	Dec-13	Good	Good	Excellent Practice Case Study	
Thornhill Primary School	Jan-14	Good	Adequate	ESTYN Monitoring	Removed
Coryton Primary School	Feb-14	Good	Good	LA Monitoring	
Gladstone Primary	Feb-14	Adequate	Good	ESTYN Monitoring	
Llandaff City C.I.W. Primary School	Mar-14	Excellent	Excellent	Excellent practice case study	
Herbert Thompson	Mar-14	Excellent	Excellent	Excellent practice case study	
Llanishen Fach Primary School	Mar-14	Good	Excellent	Excellent practice case study	
Grangetown Nursery School	Oct-14	Good	Good		
Coed Glas Primary School	Oct-14	Adequate	Good	LA monitoring	
Christ the King RC Primary School	Nov-14	Adequate	Unsatisfactory	Significant Improvement	
Lakeside Primary School	Nov-14	Good	Good	LA monitoring	
Radnor Primary School	Dec-14	Adequate	Adequate	LA monitoring	
Ely Caerau Children's Centre	Dec-14	Good	Good		
Whitchurch Primary School	Jan-15	Good	Good		
Glan yr Afon	Jan-15	Adequate	Good	LA monitoring	

Gabalfa	Feb-15	Good	Good	LA monitoring	
Pentrebane	Mar-15	Good	Good		
St. Cuthberts	Mar-15	Adequate	Unsatisfactory	Significant Improvement	
Adamsdown	Mar-15	Adequate	Unsatisfactory	Significant Improvement	
Rhiwbina	May-15	Excellent	Good		
Trelai	May-15	Unsatisfactory	Unsatisfactory	Special Measures	
Pencaerau	Jun-15	Good	Good	Excellent Practice Case Study	
Ysgol Melin Gruffydd	Jun-15	Good	Good		
St. Mary's RC	Sept-15				Report Due 24/11/15
St. Paul's RC	Sept-15				Report Due 1/12/15
Hywel Dda	Nov-15				Report Due 8/1/16
Bryn Hafod	Nov-15				Report Due 8/1/16

Special Schools

School	Date	Current Performance	Prospects for Improvement	Inspection follow-up	Outcome
Bryn Y Deryn PRU	Mar-11	Adequate	Adequate	Estyn monitoring	Removed
Ty Gwyn Special	May-12	Excellent	Excellent	None	
Greenhill	Mar-13	Good	Good	None	
The Hollies	May-13	Good	Good	None	
Meadowbank	Nov-13	Good	Adequate	Estyn monitoring	Removed
The Court	Jun-14	Good	Good	None	
Riverbank	Nov-15				Report Due 15/1/16

Secondary Schools

School	Date	Current Performance	Prospects for Improvement	Inspection follow-up	Outcome
Fitzalan High	Sep-10	Good	Good	None	
Cantonian High	Feb-11	Good	Good	LA monitoring	Removed
Ysgol Glantaf	May-11	Good	Good	None	

Bishop of Llandaff	Oct-11	Good	Adequate	Estyn monitoring	Removed
Glyn Derw	Nov -11	Unsatisfactory	Adequate	Significant improvement	Removed
Michaelston Community College	Nov-11	Adequate	Adequate	Estyn monitoring	Removed
Llanedeyrn High	May-12	Adequate	Good	Estyn monitoring	Removed
Llanrumney High	Oct-12	Unsatisfactory	Unsatisfactory	Special Measures	Closed
St Illtyd's RC	Nov-12	Unsatisfactory	Unsatisfactory	Special measures	Removed
Willows High	Dec-12	Unsatisfactory	Adequate	Significant improvement	Removed
Cathays High	Feb-13	Good	Good	Excellent practice case study	
Cardiff High	Mar-13	Excellent	Excellent	Excellent practice case study	
St Teilo's C.I.W. High School	Feb-14	Good	Good	LA monitoring	
Ysgol Gyfun Gymraeg Plasmawr	Sep-14	Adequate	Adequate	Estyn monitoring	
Eastern High School	Dec-14	Unsatisfactory	Unsatisfactory	Special Measures	
Cantonian High	Feb-15	Adequate	Unsatisfactory	Significant Improvement	
Corpus Christi	Feb-15	Good	Good	LA monitoring	
Mary Immaculate RC High	May 15	Good	Excellent		