

Schools Performance Scrutiny Panel

Date: 5 June 2014 **Time:** 3.30pm

Venue: Committee Room 3, Civic Centre

Members of the Panel:

Fiona Gordon	Paul Meara
Mike Day	Anthony Colburn
Beverley Hopkins	Dave Anderson-Thomas (Parent Governor Co-optee)
Cheryl Philpott	Sarah Joiner (Parent Governor Co-optee)
Jane Harris	
Mandy Evans	
Hazel Morris	

Copy of Agendas for information to:
Arwyn Thomas (Chief Education Officer)

AGENDA

No.	Item
1.	Elect a Convener for the meeting
2.	Notes arising from the meeting held on 29 April 2014 and letter to Dylan Thomas Community School
3.	Work programme/timetable for the coming year 2014/2015 as discussed at Panel on 29 April
4.	Education Inclusion / EOTAS Review - Update on progress (Arwyn Thomas)
Background Information (for information) a) Estyn Inspections for individual schools published since last update in March b) Relevant statistical, research or good practice since last update in March	

***Please note members should declare personal and prejudicial interests and party whipping in the usual manner

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Item 2

Schools Performance Scrutiny Panel 29 April 2014

Notes

In attendance:

Cllr Jennifer Raynor (Convener)
Cllr Cheryl Philpott
Cllr Fiona Gordon
Cllr Mike Day
Cllr Hazel Morris
Cllr Beverley Hopkins
Cllr Anthony Colburn
Cllr Jane Harris
Cllr Paul Meara
Michelle Roberts – Scrutiny Officer

Noted

Councillor Jennifer Raynor informed the panel she will be standing down as Chair and as a member of this Committee this decision was noted by the Committee with regret.

1. Panel's discussion on the response from Dylan Thomas School

- Point 2 of letter – Pupils being transferred mid year to Dylan Thomas. What is going wrong in the way we are dealing with these children in Swansea? Panel recognised that many of these transfers would be managed moves but recognised the impact this has on particularly attendance figures for Dylan Thomas.
- The Panel wanted to find out the reasons the pupils who highlighted were moved to Dylan Thomas ie: exclusion from another school, managed move, parental request...?
- The Panel were interested to find out how many pupils may have been transferred from Dylan Thomas to other schools and the reasons.
- The Panel did question why so many from Bishop Gore particularly has they have an established behaviour unit. The ability of individual schools to manage behaviour issues was also questioned.

2. Evaluation of the Year 2013/2014

1. What has gone well?	<ul style="list-style-type: none">– Members improved their knowledge base and are more confident and knowledgeable in their schools scrutiny– Challenging the Cabinet member and schools around performance– Feel they are starting to dig down and identify the key issues– Skills in questioning and drilling down getting better– Panel worked well as a team– Opportunity to try and explore different methods and tools to scrutinise, new process so some trial and error
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2. What has not gone so well?	Points highlighted about scrutiny more generally: <ul style="list-style-type: none"> – Need to scope and focus better so best use of time particularly in relation to SPC – Better research and information base for subjects looked at – Measuring impact of scrutiny difficult
3. Has the Panels work programme been focused on the right things?	<ul style="list-style-type: none"> – SPC needs to focus more on the bigger picture rather than going over old ground looking at convener's letters
4. What are the key learning points from the year? <i>What we have learnt this year that will help us with future scrutiny of education matters?</i>	<ul style="list-style-type: none"> – Need to talk to the public more – Develop ways to measure impact of scrutiny – Develop members skills and experience – Be more focused and targeted on subjects

3. Planning for the Year Ahead 2014/15

Find below possible items for the work programme arising from your discussion at the Panel meeting on the 29 April 2014

a) Ideas for possible education topics for scrutiny

- Advice / assistance given to Schools and School Governing Bodies in relation to:
 - Tacking poor performance of teachers and dealing with competence
 - Recruitment of senior staff within schools Transition between Primary and Secondary school
- Ensuring consistency in teacher and classroom assessments
- Schools use of the Pupil Deprivation Grant
- Speaking to System Leaders around ongoing improvements in schools around issues like for example: *numeracy and literacy across the curriculum, standards at different key stages, attendance, consistency of teachers assessments, assessment of teachers and quality of teaching, how we are stretching more able pupils.*
- Restorative Practice and its impact.

b) The schools the Panel wishes to speak to over coming year (see Swansea Support and Challenge Matrix attached in Appendix B) – to be agreed

- Schools causing concern
- Top performing schools
- Other

c) Any ongoing monitoring

- **EOTAS (identified at high priority)
- Annual Education Performance data (*available Dec*)
- Regionalisation

d) Possible Topics for in-depth Scrutiny

→ *School Governance*

Issues around school governors and governing bodies, including for example:

- training and support
- provision and effective use of data
- role as critical friends

e) Ways of working

- Use of case studies as example to performance
- Seek more insight from the public
- Meet in a School setting

4. Actions arising from the meeting

- ✓ Put together basic timetable of work based on section 3 above
- ✓ Write letter to Dylan Thomas with thank you for response and ask further questions as section 1 above.
- ✓ Contact Arwyn Thomas to attend next meeting of the Panel on 5 June to give update on progress with Education Inclusion/EOTAS review.

City And County Of Swansea

Dinas A Sir Abertawe

Mr Robert Phillips

Headteacher

Mr Dereck Roberts

Chair of Governors

Dylan Thomas Community School

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Date 6 May 2014
Dyddiad:

Dear Mr Phillips and Mr Roberts,

Schools Performance Scrutiny Panel – Dylan Thomas Community School

The Panel would like to thank you for your detailed and helpful response to their previous correspondence relating to the Cabinet response to issues raised after the Panel met with you. The Panel looked at your reply at their meeting on 29th April. Arising from that meeting the Panel had a couple of further questions for you:

1. Point 2 of your letter – Pupils being transferred mid year to Dylan Thomas. The Panel recognised that many of these transfers would be managed moves but recognised the impact this has on particularly attendance figures for Dylan Thomas and would like to find out the reasons the pupils who are highlighted were moved to Dylan Thomas (observing anonymity of course) for example: exclusion from another school, managed move and why, at parental request...?
2. Similarly, the Panel were interested to find out how many pupils may have been transferred from Dylan Thomas to other schools and the reasons for those transfers.

Thank you once again for your time.

We look forward to your reply.

Yours sincerely

Michelle Roberts

Scrutiny Officer for the Schools Performance Scrutiny Panel

Item 3

TIMETABLE/PLAN OF WORK 2014/2015 Schools Performance Scrutiny Panel

Meeting date and venue	Item to be discussed
Meeting 1 29 April 14 – 3.30pm	Discuss and agree Panel work programme for the coming year
Meeting 2 5 June 14 – 3.30pm CR3	Update on progress with Education Inclusion / EOTAS Review (Arwyn Thomas)
Meeting 3 3 July 14 - 3.30pm Chamber Meeting Room	Advice / assistance given to Schools and School Governing Bodies in relation to (<i>Arwyn and Human Resources</i>): <ul style="list-style-type: none"> – Tacking poor performance of teachers and dealing with competence issues – Recruitment of senior staff within schools
Meeting 4 21 Aug 14 – 3.30pm Meeting Room 3	Look at schools use of the Pupil Deprivation Grant (data)
Meeting 5 18 Sep 14 – 3.30pm Meeting Room 3	How are we ensuring consistency in teacher and classroom assessments? (<i>Arwyn and Challenge Leaders</i>)
Meeting 6 16 Oct 14 – 3.30pm Meeting Room 3	School 1 (to be chosen from support and challenge matrix) <i>Meet in the chosen school?</i>
Meeting 7 13 Nov 14 - 3.30pm Meeting Room 3	Restorative Practice and its impact (data, case studies and schools views?)
Meeting 9 11 Dec 14 – 3.30pm Meeting Room 3	<ul style="list-style-type: none"> – Annual Education Performance Data Reporting (Cabinet Member invited) – Update on Regionalisation issues
Meeting 9 22 Jan 15 - 3.30pm Meeting Room 3	School 2 (to be chosen from support and challenge matrix) <i>Meet in the chosen school?</i>
Meeting 10 19 Feb 15 – 3.30pm Meeting Room 3	Look at position and the drive for improvements in: <ul style="list-style-type: none"> – Numeracy and literacy across the curriculum – Drill down into standards at different key stages (<i>Arwyn and Challenge Leaders</i>)
Meeting 11 19 Mar 15 – 3.30pm Meeting Room 3	School 3 (to be chosen from support and challenge matrix) <i>Meet in the chosen school?</i>
Meeting 12 16 Apr 15 - 3.30pm Meeting Room 3	<ul style="list-style-type: none"> • Evaluate your year • Plan year ahead

3.30pm pre-meeting with Panel at 4pm

As at: 14/01/2015

Item 4

Schools Performance Panel – 5 June 2014

Education Inclusion Review Update / Education Other Than At School

Item

Update on progress in relation to the local authority review of Education Inclusion / EOTAS

Who

Arwyn Thomas, Chief Education Officer

Why

At request of Panel at last meeting on 29 April 2014

Papers/information

To follow

Item 5

For Information

A. Estyn Inspections Summary
(Published since your update in March 2014)

For Information

School	Date published	Schools Current Performance	Schools Prospects for improvement	Estyn Recommendations
<p>Clydach Primary School Link</p> <p>What happens next? The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.</p>	March 2014	Good	Good	<p>R1 Increase the proportion of pupils achieving the higher than expected level at the end of key stage 2 in mathematics</p> <p>R2 Improve the accuracy of teachers' assessments in the Foundation Phase</p> <p>R3 Address the health and safety concerns identified during the inspection, in partnership with the local authority</p> <p>R4 Develop the strategic role of the new governing body, to allow it to operate more robustly as a critical friend</p>
<p>Llangyfelach Primary School Link</p> <p>What happens next? The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.</p>	March 2014	Adequate	Adequate	<p>R1 Improve standards of extended writing in key stage 2</p> <p>R2 Improve the provision for older Foundation Phase pupils, including the use of the outdoors as an area for learning</p> <p>R3 Improve the quality and consistency of teaching in key stage 2, to ensure that teachers challenge pupils of all abilities, but especially the more able</p> <p>R4 Refine the school improvement plan to set clear and measurable improvement targets linked to raising pupils' standards</p> <p>R5 Develop the role of the governors as a critical friend</p>

<p>Gorseinon Primary School Link</p> <p><i>What happens next?</i> The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.</p>	April 2014	Adequate	Adequate	<p>R1 Raise standards in the core subjects at the end of Foundation Phase and key stage 2</p> <p>R2 Improve pupils' independent writing skills in the Foundation Phase</p> <p>R3 Improve the standards of pupils' Welsh in key stage 2</p> <p>R4 Improve levels of attendance</p> <p>R5 Develop procedures to ensure the accuracy of assessment and effective tracking and monitoring of pupils' progress</p> <p>R6 Focus action planning and self-evaluation processes more rigorously on the standards of pupils' work</p>
<p>St Josephs Cathedral Primary School Link</p> <p><i>What happens next?</i> The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.</p>	May 2014	Good	Adequate	<p>R1 Improve the level of challenge for more able pupils in the Foundation Phase</p> <p>R2 Make sure that staff implement the principles of the Foundation Phase fully, particularly in providing opportunities for children to learn independently</p> <p>R3 Make sure that assessment procedures are streamlined to enable teachers to make more effective use of assessment information</p> <p>R4 Improve the quality and consistency of marking and feedback to pupils to ensure that they understand what they need to do to improve their work</p> <p>R5 Establish robust systems for self-evaluation and link the outcomes more closely to priorities within the school improvement plan</p>

<p>Christchurch (C.I.W.) Voluntary Aided Primary School Link</p> <p>What happens next? The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.</p>	May 2014	Good	Good	<p>R1 Improve the standards of attainment in mathematics and science of more able pupils at the end of key stage 2</p> <p>R2 Increase the opportunities for pupils to write extensively in different styles in subjects across the curriculum</p> <p>R3 Increase the opportunities for pupils to develop higher order numerical skills in subjects across the curriculum</p>
<p>Mayals Primary Schools Link</p> <p>The school will draw up an action plan that shows how it is going to address the recommendations. The local authority will monitor the school's progress.</p>	May 2014	Good	Good	<p>R1 Improve pupils' standards in their use of numeracy skills across the curriculum</p> <p>R2 Improve attendance</p> <p>R3 Provide more opportunities for pupils in key stage 2 to take more responsibility for their own learning</p> <p>R4 Ensure that planned activities offer enough of a challenge for the most able pupils</p>

As at 14 January 2015

- Also see below links to two recent Pupil Referral Unit setting Inspection reports in other local authority areas:
 - Canolfan yr Afon Pontygof, Ebbw Vale, Blaenau Gwent (unsatisfactory, unsatisfactory) - [view](#)
 - Bryncoch Tuition Centre, Bryncoch, Neath (adequate, unsatisfactory) - [view](#)

B. Some Good Practice highlighted recently by Estyn

- **Porthcawl Comprehensive School**

Number of pupils: **1494** Age range: **11 - 18 years**

Sector-leading practice which has been identified during inspection relates to: Transition between primary and secondary school

Context and background to sector-leading practice:

Porthcawl Comprehensive School is a mixed comprehensive school serving the seaside town of Porthcawl. The 3 year rolling average for FSM is 9.9% but for the academic year 2013-14 it has risen to 12.2%. The school offers a fairly traditional curriculum and has good levels of attendance and achievement. Historically, the school has drawn pupils from four primary schools within the town, but in recent years an increasing number of parents have chosen to send their children to Porthcawl Comprehensive from outside the traditional catchment area. In September 2013, the Year 7 cohort of 235 pupils came from over 20 different primary schools, with 67 pupils classed as “out of catchment”. This presents a significant challenge for the school in terms of its transition work with partner primary schools, and in particular for the support for more vulnerable and anxious pupils.

The ‘education other than at school’ (EOTAS) service in Bridgend County Borough identified work around primary and secondary transition as an area that needed improving. Too many pupils were struggling with the move to secondary school and this was impacting negatively on their attendance and achievement. As part of the transition process, the school works closely with cluster primary schools to identify pupils in Year 6 for whom the move to secondary school may prove to be a difficult and anxious time. The school works with these pupils and their parents to ensure a smooth transition occurs. The school measures their emotional wellbeing and the impact upon attendance and behaviour.

Nature of strategy or activity identified as sector-leading practice:

The primary schools administer online questionnaires designed by the ‘National Review of Behaviour and Attendance’ (NBAR) to help identify pupils that may be vulnerable or anxious. Parents of these pupils are then contacted by the school and their children invited to form part of the school’s “Helping Hands” group. Parents are invited to meet with the transition co-ordinator and family engagement officer initially to discuss the programme. “Moving on” booklets are issued to all Year 6 pupils but they become a primary focus for the anxious children to work through with their parents/carers but also on their additional visits to the comprehensive. Tailored support programmes are put in place through the summer term of year 6 and autumn term of year 7 to assist these identified pupils with their particular issues. These are run by the family engagement officer, the education welfare officer and two pupil support officers from the school. Support staff from feeder primary schools also assist in running these sessions and are able to further support the pupils and discuss issues of concern each time they return to their primary.

The school uses information from the NBAR questionnaires to plan the support needed by individual pupils. The school has programmes specifically geared towards building pupils’ confidence, social skills or organisational skills. Often, the parents are anxious themselves about their children’s move to secondary school and this is why working with the parents/cares is such a vital element of the programme.

The identified pupils from the primary schools visit the school on a number of occasions throughout the summer term in small groups. These visits are in addition to the standard visits undertaken by all pupils in year 6. During these small group visits a great deal of time and care is given to confidence building and allaying the fears that pupils and parents have. They meet all the secondary school staff who will play a key role in ensuring a smooth

transition for them. This includes Heads of Year, P.E. staff, canteen staff, receptionists, first aid staff, attendance clerk, as well as all members of the senior leadership team. A variety of activities are used, such as circle time or craft development, which help pupils become more familiar with the school, the way it works and its staff. This is very effective at reducing the anxiety levels that these pupils have with the move to secondary school.

When the parents/carers attend to discuss the progress made by their children and we then start planning with them the support that will continue in secondary school. When the pupils transfer to secondary school, they continue to receive support as required from staff in the school's nurture base and from other agencies. Through year 7, the pupils' wellbeing is monitored closely using the wellbeing questionnaire survey. Support programmes are refined, amended or withdrawn as required.

The NBAR questionnaires are also used by the school on an annual basis for all pupils. Vulnerable pupils are identified and interventions are put into place, such as: Student Assistance Programme, Counselling, Student Support Centre, Peer Listening, Buddying, Seating arrangements, Role of responsibility

Specific entry and exit data "My feelings" and "My class" are used to monitor and evaluate the impact of interventions. Use is also made of attendance and exclusion data with pupils.

Impact on provision and learners' standards:

Overall, the levels of pupils' wellbeing, from the "Helping Hands" group, in both primary and secondary schools have improved. The attendance rates for these pupils increases over the duration of the support. Evaluation of the entry and exit criteria for pupils indicates a significant improvement in pupils' emotional wellbeing. Surveys of form tutors in secondary school note significant changes to pupils' attitude in terms of self-esteem, confidence, social skills and behaviour.