

# Schools Performance Scrutiny Panel

**Date:** 16 October 2014

**Time:** 3.30pm

**Venue:** Meeting Room 3 (2.2.7.), Civic Centre

## Members of the Panel:

Fiona Gordon  
Mike Day  
Beverley Hopkins  
Cheryl Philpott  
Mandy Evans  
Hazel Morris

Paul Meara  
Anthony Colburn  
Penny Matthews  
Robert Smith  
Dave Anderson-Thomas (Parent Governor Co-optee)  
Sarah Joiner (Parent Governor Co-optee)

## Copy of Agendas for information to:

Arwyn Thomas (Chief Education Officer)

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## AGENDA

No.	Item
1.	Conveners Letter and notes arising from the meeting held on 18 September 2014
2. 3.30pm	Pre meeting with Challenge Leader for Morriston Comprehensive School
4.30pm	Morriston Comprehensive School – session with Headteacher and Chair of Governors
3.	Work Programme 2014/2015
4.	<b>Background Information</b> a) Estyn Inspections for individual schools published since last update b) Relevant statistical, research or articles since last update

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

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## Schools Performance Scrutiny Panel

18 September 2014

### Notes

In attendance:

Cllr Fiona Gordon (Convener)  
Cllr Cheryl Philpott  
Cllr Paul Meara  
Cllr Hazel Morris  
Cllr Anthony Colburn  
Cllr Robert Smith  
Dave Anderson-Thomas - Co-optee  
Arwyn Thomas – Chief Education Officer  
Helen Morgan-Rees – Hub Head of Education Improvement  
Michelle Roberts – Scrutiny Officer

#### 1. Issues arising from last meeting

- The Panel at its last meeting looked at elective home education and raised a number of issues around safeguarding matters in relation to tracking of children within the City and County more generally. The Panel recognised that safeguarding matters fall within the Child and Family Services Panel remit and would therefore like to refer their concerns to that Panel.

#### 2. Consistency of support from education improvement service

- Ensuring consistency includes: training for Challenge Advisers, a common, approach, common agenda, common templates, common criteria, common decisions, common aims and consistent messages.
- The Autumn visit will now have a common agenda across schools which will include:

##### Standing Agenda Items

- Progress since last visit
- Follow up on targets in last year's SIP
- Position on Estyn recommendations
- Safeguarding
- Data – analysis, discussion and interrogation of themes emerging from performance and attendance data
- Discussion on use of test data
- Target setting – challenge and discuss
- Other lines of enquiry that have been issued to the school in advance
- Leadership
- Leadership of learning
- Quality of documentation to support school improvement
- Challenge on the use of SEG/ PDG to improve outcomes
- Safeguarding (refer to up and coming visit re safeguarding health check)

- Indicative category discussion
- Bespoke menu discussion and agreement
- Formal review of Head Teacher's performance management with the relevant Governors in attendance
- There are also other issues that will trigger support and/or challenge including: new Head teacher, school reorganisation, financial arrangements, Estyn inspection, lack of confidence in school.
- A national moderation group for the National School Improvement and Categorisation System has been established in order to secure consistency across Wales and to standardise the use of the model.
- Ensuring quality is key this will include: Quality assurance by Lead Challenge Adviser and Head of Education Improvement, internal moderation, held to account by Chief Education Officer, equity and fairness, monitoring impact of support, national standards for Challenge Advisor and national standardisation.
- The guidance for autumn visits will include: Schools can expect that the visit will take place from the third week of September.
  - Schools causing concern, or at risk of causing concern, will be prioritised. Some schools should therefore expect to wait longer for their visit. Nevertheless, all schools should have normally received their visit by early December at the very latest. Challenge Advisers should make arrangements for these visits as early as possible in an academic year so as not to disrupt school schedules.
  - As the model is based on all schools having the capacity to improve itself ultimately, the initial steps of this process are based on effective analysis and evaluation by the school of its own performance data and strengths/weaknesses in other areas.
  - The school will receive a common template into which the data analysis fits neatly (see version attached). The current SER and SDP should be shared with the ERW Challenge Adviser as soon as possible. Schools will have receive notification of indicative categories in advance of the meeting.
  - The autumn visit must focus on a range of priorities and should follow the common ERW agenda.
- ERW doing work about consistency in assessments across the regions recognising that this is an issue? Commonality and consistency across the regions is becoming more and more important. Panel would like to been kept up to date with progress in this area.
- Teacher assessments and literacy and numeracy test outcomes discussed. For example tests saying one thing and teachers assessments saying another. Judgements and self evaluation closer. Improving and was much better in the most recent tests in which Swansea came out 7<sup>th</sup>.
- No standardised tests for sciences and the percentage of actual science trained teachers in primary sector raised. It has been the Cinderella of the core subjects because of the drive for improvements in literacy and numeracy.
- A menu of support will be offered to schools resulting from the autumn assessment. Swansea a diverse area with many different needs so support and challenge needs to be proportionate to the level of need.
- The hub which includes Neath Port Talbot has 17 challenge advisor posts. It is now a new team with a number of new advisors and the head of the hub in post.
- It was highlighted that there is not specialist support for languages, science or sports. There is a limit on the budget and schools can commission extra support in these areas externally.

- Support follows the following categories:
  - Green – a little support
  - Yellow – bespoke support
  - Amber – support and challenge
  - Red – intensive support and challenge

Important to get more yellow and amber to green - not just targeting support for reds

- It is important for governors to be in the loop early. Panel raised the issue of have more than one governor at the autumn meeting to ensure that messages coming out are consistent and shared across governing body. Best practice to have more than one governor as part of the discussion.
- Challenge leaders work in partnership with schools but sometimes they will need to provide a reality check for schools also.
- Must ensure positive outcomes from Pupil Deprivation Grant. The panel raised the issue of schools not using their PDG in isolation and the possibility of some schools pooling it or using it across the clusters more. The Panel will be looking at the PDG usage across Swansea schools at their meeting in December.
- The issue of under the radar underperformance was raised. The panel were informed there is a two step system to identify this: data from Wales Government (looking at three years worth) and looking at leadership and management in greater depth now. Looking at schools ability to bring about there own improvement.
- Including the voices of children and young people was also discussed. The Panel were informed that in the spring term challenge leaders speak to learners about their work.

### **3. Actions arising from the meeting**

1. ✓ Refer issues raised around safeguarding matters in relation to tracking of children within the City and County to Child and Family Services Performance Panel to follow up.
2. Conveners letter outlining issues discussed around consistency of support be written.
3. ✓ Circulate slides from meeting.
4. ✓ Invite Morryston Comprehensive School Head Teacher and Chair of Governors to the next meeting, with a pre meeting with the challenge advisor for the school.
5. Start preparation for November meeting looking at behaviour and restorative practice in schools. Comprehensive Schools asked to participate with written submission?

**Schools Performance Scrutiny Panel**  
**Questions for Morriston Comprehensive**

Wayne Newton – Head Teacher  
Graham Hanford – Chair of Governors

**Q&A session:**

Questions (as discussed by email)

*Head and Chair of Governors*

1. What have you done since your last Estyn inspection to make improvements?
2. What are the barriers the school faces to continuing to make improvements?
3. What can the local authority do to help the school to continue to improve?
4. How have you used your school deprivation grant to improve the outcomes of those children receiving free school meals?
5. What does the school need to do to improve learner outcomes and to increase the schools capacity to improve in the future?
6. How is the school using tools and initiatives available to improve outcomes?
7. What is the school doing to improve levels of pupil attendance?
8. What is the school is doing to minimise school exclusions?
9. How do you use best practice elsewhere to help you improve, give example.

The Panel may also raise issues around bullying, management of behaviour and looked after children. Also whether you have any children placed in a Pupil Referral Unit and what the process is for return at your school i.e.: revolving door?

*For Chair of Governors specifically*

1. What are the governing bodies priorities currently and how are you addressing them?

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

<b>Meeting date and venue</b>	<b>Item to be discussed</b>
<b>Meeting 1</b> 29 April 14 – 3.30pm	Discuss and agree Panel work programme for the coming year
<b>Meeting 2</b> 5 June 14 – 3.30pm	Update on progress with Education Inclusion / EOTAS Review (Arwyn Thomas)
<b>Meeting 3</b> 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"> <li>– Tackling poor performance of teachers and dealing with competence issues</li> <li>– Recruitment of senior staff within schools</li> </ul>
Education Inclusion Scrutiny Panel will be reconvened	Meeting to be arranged to look at EOTAS independent review feedback and arising draft action plan <i>This meeting is scheduled for 23 October at 4pm</i>
<b>Meeting 5</b> 21 Aug 14 – 3.30pm Meeting Room 3	<ul style="list-style-type: none"> <li>• Elective Home Education (<i>Arwyn Thomas</i>)</li> </ul>
<b>Meeting 6</b> 18 Sep 14 – 3.30pm Meeting Room 3	How are we ensuring consistency in teacher and classroom assessments and in support given by Challenge Leaders? ( <i>Arwyn and Head of School Improvement Service</i> )
<b>Meeting 7</b> 16 Oct 14 – 3.30pm Meeting Room 3	<b>School 1</b> (chosen from support and challenge matrix) <ul style="list-style-type: none"> <li>• Morriston Secondary School (Headteacher, Chair of Governors and pre meeting with Challenge Leader)</li> </ul>
<b>Meeting 8</b> 13 Nov 14 - 3.30pm Meeting Room 3	<ul style="list-style-type: none"> <li>• Look at how we tackle behaviour issues in schools (policies etc)</li> <li>• Impact on educational performance of Drugs and Alcohol issues</li> <li>• Restorative Practice and its impact (data, case studies and schools views?)</li> </ul>
<b>Meeting 9</b> 11 Dec 14 – 3.30pm Meeting Room 3	<ul style="list-style-type: none"> <li>– Annual Education Performance Data Reporting (Cabinet Member invited)</li> <li>– Look at schools use of the Pupil Deprivation Grant (data)</li> </ul>
<b>Meeting 10</b> 22 Jan 15 - 3.30pm Meeting Room 3	<b>School 2</b> (chosen from support and challenge matrix) <ul style="list-style-type: none"> <li>• Clwyd Primary School (Headteacher, Chair of Governors and pre meeting with Challenge Leader)</li> </ul>
<b>Meeting 11</b> 19 Feb 15 – 3.30pm Meeting Room 3	Look at position and the drive for improvements in: <ul style="list-style-type: none"> <li>– Numeracy and literacy across the curriculum</li> <li>– Drill down into standards at different key stages</li> </ul> ( <i>Arwyn and Challenge Leaders</i> )
<b>Meeting 12</b> 19 Mar 15 – 3.30pm Meeting Room 3	<b>School 3</b> (chosen from support and challenge matrix) <ul style="list-style-type: none"> <li>• St Josephs Primary School (Headteacher, Chair of Governors and pre meeting with Challenge Leader)</li> </ul>
<b>Meeting 12</b> 16 Apr 15 - 3.30pm Meeting Room 3	<ul style="list-style-type: none"> <li>• Evaluate your year</li> <li>• Plan year ahead</li> </ul>

As at: 03/09/2014

## Item 4

For Information

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

For Information

School	Date published	Schools Current Performance and prospects for improvement	Previous Estyn Inspection outcome	Estyn Recommendations
<b>Birchgrove Primary School</b>  <a href="#">Link</a>  <b>Next steps</b> Estyn monitoring	Sep 2014	Adequate / good		R1 Improve outcomes in literacy and numeracy R2 Raise levels of attendance R3 Ensure consistency in marking pupils' work R4 Include all stakeholders in the self-evaluation process
<b>Pontlliw Primary School</b>  <a href="#">Link</a>  <b>Next steps</b> LA monitoring	Sep 2014	Good / good		R1 Strengthen planning to develop pupils' skills progressively across the curriculum R2 Provide learning experiences that consistently challenge more able pupils R3 Improve marking and involve pupils more in assessing their own learning R4 Improve attendance R5 Develop the outdoor learning areas for pupils in the Foundation Phase

## **B. Relevant statistical, research or articles since last update (Published since your last update on 5 June 2014)**

### **Reports and Articles**

#### **Coming soon from Estyn...**

- On 25 Sep 2014  
**Attendance in secondary schools**  
A report focussing on strategies and actions in secondary schools and local authorities to improve attendance. The report includes case studies of best practice and recommendations.
- On 01 Oct 2014  
**Thematic report - Effective classroom observation in primary and secondary schools**  
Strategies to improve pupils' standards of achievement through classroom observation, including recommendations for schools and local authorities.

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### **Snippets of Best Practice elsewhere**

#### **Whole school tracking system helps to raise standards - [link](#)**

Staff at Ysgol Moelwyn, Gwynedd, transformed the way they tracked assessments in order to identify pupils that needed intervention. The school implemented a new tracking system and re-designed their follow up procedure.

Pupils identified as in need of further support have the opportunity to attend a homework club and subject revision workshops. The school also engages with parents who are invited to workshops to help them support their children.

As a result, achievement has improved, attendance is excellent and the school has shared their good practice with other providers.

#### **Engaging pupils to improve behaviour - [link](#)**

Rhyl High School, Denbighshire, reduced behavioural issues by using a multiagency approach. The school worked in partnership with external organisations such as Rhyl Football club, Communities First and the local army camp in order to engage pupils and help them reach their potential.

Close links with local primary schools has helped the transition to secondary school and a mentoring system where year 7 pupils help those in year 6 has been beneficial.

Attendance has improved, exclusions fallen and pupils have become more engaged and confident about their futures.

## Schools Estyn have identified as Excellent/Excellent in recent inspections

### Barry Island Primary July 2014 - [link](#)

The school's current performance is **excellent** because:

- by the end of key stage 2, almost all pupils make very good progress relative to their starting point;
- pupils eligible for free school meals nearly all achieve very well;
- pupils of all abilities are encouraged and supported to reach their full potential in academic, sport, technology and cultural activities;
- pupils have outstanding opportunities to use digital technology to support their learning;
- the school's arrangements for supporting pupils with additional learning needs are highly effective;
- the arrangements for monitoring and reporting on pupils' progress are very purposeful and clear;
- the school has very strong and effective partnerships with parents;
- the school's curriculum is rich and diverse;
- teaching is consistently good; and
- the learning environment is stimulating and attractive.

The school's prospects for improvement are **excellent** because:

- the headteacher provides dynamic and highly effective leadership;
- all staff have high expectations of all pupils;
- the quest for improvement is at the heart of all aspects of the school's activities;
- self-evaluation is very thorough, honest and used to drive improvement;
- all members of staff feel highly valued and contribute very well to all aspects of school improvement;
- parents support their children and the school very well;
- the extensive range of partnerships support improvement very effectively;
- the governors challenge the school to improve further; and
- the careful management of resources helps to ensure excellent outcomes for pupils.