



Dinas a Sir Abertawe

Hysbysiad o Gyfarfod

Fe'ch gwahoddir i gyfarfod

Panel Perfformiad Craffu - Addysg

Lleoliad: O bell drwy Microsoft Teams

Dyddiad: Dydd Iau, 18 Tachwedd 2021

Amser: 4.00 pm

Cynullydd: Y Cynghorydd Lyndon Jones MBE

Aelodaeth:

Cynghorwyr: C Anderson, A M Day, S J Gallagher, D W Helliwell, B Hopkins, L James, S M Jones, M A Langstone a/ac L J Tyler-Lloyd
Aelodau Cyfetholedig: D Anderson-Thomas a/ac A Roberts

Agenda

Rhif y Dudalen.

- | | | |
|----------|---|----------------|
| 1 | Ymddiheuriadau am absenoldeb. | |
| 2 | Datgeliadau o fuddiannau personol a rhagfarnol.
www.abertawe.gov.uk/DatgeliadauBuddiannau | |
| 3 | Gwahardd Pleidleisiau Chwip a Datgan Chwipiau'r Pleidiau | |
| 4 | Cofnodion | 1 - 10 |
| 5 | Cwestiynau gan y Cyhoedd
Rhaid cyflwyno cwestiynau'n ysgrifenedig, cyn hanner dydd ar y diwrnod gwaith cyn y cyfarfod fan bellaf. Rhaid i gwestiynau ymwneud ag eitemau ar yr agenda. | |
| 6 | Sesiwn Craffu ar Ysgolion 1 - Ysgol Gyfun Treforys
Cyfarfod â Phennaeth a Chadeirydd Llywodraethwyr Ysgol Gyfun Treforys | 11 - 25 |
| 7 | Cynllun Gwaith 2021-2022 | 26 |

Cyfarfod nesaf: Dydd Iau, 9 Rhagfyr 2021 ar 4.00 pm

Huw Evans

Huw Evans
Pennaeth Gwasanaethau Democrataidd
Dydd Iau, 11 Tachwedd 2021

Cyswllt: Michelle Roberts, Craffu

Agenda Item 4



To:
Councillor Robert Smith
Cabinet Member for Education
Improvement, Learning and Skills

BY EMAIL

Please ask for: Michelle Roberts
Gofynnwch am:
Scrutiny Office 01792 637256
Line:
Llinell
Uniongyrchol:
e-Mail scrutiny@swansea.gov.uk
e-Bost:
Date 18 October 2021
Dyddiad:

Summary: This is a letter from the Education Scrutiny Performance Panel to the Cabinet Member for Education Improvement, Learning and Skills following the meeting of the Panel on 30 September looking at the school improvement.

Dear Cllr Smith,

Education Scrutiny Performance Panel – 30 September 2021

We would like to thank you and the Lead School Improvement Adviser for attending our meeting. We are writing to you to reflect on what we learnt from the discussion and to share the views of the Panel.

School Improvement

We were pleased to hear about the positive work being undertaken by the School Improvement Team in the full and detailed report you provided. We were particularly keen to hear about progress with, for example, the City Deal and ensuring that our pupils in Swansea are in the best position to benefit from the opportunities it will bring.

We asked about the current situation with regard to school attainment. We previously had concerns about the level of attainment of pupils in receipt of Free School Meals (eFSM). We are keen for the Council to progress with improving this and asked when you will be in a position to focus back on this vital issue. We were pleased to hear that there is an evidence based approach to the spending of the Pupil Development Grant (PDG) being used by schools which is helping to address this. We would be interested to see any information on the correlation between how PDG is spent and how it reflects in increased attainment, when it is available.

OVERVIEW & SCRUTINY / TROSOLWG A CHRAFFU

SWANSEA COUNCIL / CYNGOR ABERTAWE

GUILDHALL, SWANSEA, SA1 4PE / NEUADD Y DDINAS, ABERTAWE, SA1 4PE

www.swansea.gov.uk / www.abertawe.gov.uk

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We heard that in terms of measuring attainment, the Welsh Government have removed the foundation phase teacher assessments and end of key stage two teacher assessments, which you said was a good thing but a new way to measure attainment now needs to be developed. We heard that in future, assessment arrangements will be included in the design of the new curriculum. We agreed with you that a good question for the Welsh Government will be how we as a council, or indeed as a country, can we measure whether the new Curriculum in Wales is having the desired effect. We heard that this will be an ongoing question that we will need to keep asking as schools develop the new assessment processes.

We were reassured that in terms of the support visits this Autumn Term, School Improvement Advisers will be looking at how well pupils are doing. We were told what they found in visits last year and this is likely be the case again this year. Last year schools found that it was the basic skills many of their pupils needed to focus on. Although before that it is essential that they continue to focus on pupil wellbeing, if pupils are not happy or comfortable in school it is difficult to learn.

We asked how the commissioning of Headteacher's worked and what sort of impact this had on the school releasing them. We heard that the commissioned Headteacher's log their days out of school and the school is financially remunerated for that time. This then in turn gives an opportunity, for say, the Deputy to come out of class and have the experience of running the school for a day or series of days. It is good professional development for senior staff in schools. It is also good professional development for the heads as well, visiting other schools and seeing different practices. You said that this has not been an easy thing to do, but it does give other people within school the opportunity to develop professionally and this will help build upon the pool of talent and assist in succession planning. We were keen to emphasise the importance of backfilling and associated budget provision to continue, so the financial impact for schools of releasing a commissioned Headteacher can be protected.

We asked what the key challenges will be over the next 12 months for the Team when supporting schools. We heard Covid is still a key issue and the pressures schools are facing with this and then balancing that with day to day duties was still very real. The other key challenge areas are the introduction of the new Curriculum and the Additional Learning Needs Reform. We were also told that it is important for the School Improvement Team to ensure schools are moving forward with all of these issues.

Education Scrutiny Work Programme

We reviewed our work programme and highlighted the item on harassment in schools to followed up upon. The Panel deferred the issue earlier in the year for further work to be completed. They would now ask you to provide them with an update on the current position on this issue for our next meeting on the 21 October.

Your Response

We would welcome your comments on any of the issues raised in this letter but on this occasion do not require a formal written response.

Yours sincerely

COUNCILLOR LYNDON JONES

Convener, Education Scrutiny Performance Panel

Cllr.lyndon.jones@swansea.gov.uk



To:
Councillor Robert Smith
Cabinet Member for Education
Improvement, Learning and Skills

BY EMAIL

Please ask for: Michelle Roberts
Gofynnwch am:
Scrutiny Office 01792 637256
Line:
Llinell
Uniongyrchol:
e-Mail scrutiny@swansea.gov.uk
e-Bost:

Date 4 November 2021
Dyddiad:

Summary: This is a letter from the Education Scrutiny Performance Panel to the Cabinet Member for Education Improvement, Learning and Skills following the meeting of the Panel on 21 October looking at the harassment in schools, Welsh in Education Strategic Plan and the implementation of the New Curriculum for Wales.

Dear Cllr Smith,

Education Scrutiny Performance Panel – 21 October 2021

We would like to thank you, Helen Morgan Rees, Damien Beech and Rhodri Jones for attending our meeting. We are writing to you to reflect on what we learnt from the discussion and to share the views of the Panel.

Harassment in Schools

You told us that officers had looked specifically at the Swansea schools that were named on the 'everyone's invited' website but they were not able to cross reference any of the concerns highlighted with reports to the schools. You explained that support has been provided directly to schools making sure that they have appropriate safeguarding arrangements in place. Also, that officers report that they felt reassured by what they were told by schools and that safeguarding procedures were in place and that those were robust.

We heard, in the meantime Welsh Government has asked the Commissioner to undertake a thematic review of the issues raised by this website and that work is ongoing. We will be keen to see that once it is available.

You told us that safeguarding is taken very seriously by this Council. Some of the work undertaken more generally included the Education Child Protection and Safeguarding Officer leading on work linking a pilot for the new relationships and sex education

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curriculum with the whole education approach to violence against women, domestic abuse and sexual violence.

You also told us that many of the actions highlighted are in part in response to the disclosures on that website but also the ongoing commitment by the Council to keep pupils safe in schools and that the Council will also continue to respond to issues if and when they arise. You said you recognise that it is key to promote healthy relationships and to ensure that all learners feel safe and comfortable in the environment in which they find themselves.

The Director told us that there was no confirmation that any of the disclosures mentioned on the website took place within the school environment. She said from what we know, across the schools that were named nationally, six were in Swansea. We heard that our safeguarding training for schools makes it abundantly clear that teachers and staff really need to be seen as safe people to go to within a school environment, so pupils are able to disclose and share in confidence. We were concerned about those pupils who did not feel comfortable enough to raise issues in school but did recognise that there are many variables in a pupil's life that may stop them from doing so and they may not be ready to disclose at this particular time in their life. The Director agreed to provide more information to us about the position of Swansea in with respect to safeguarding.

We discussed the idea of having a telephone line that young people could call if they do not feel they want to, or are comfortable to, go to a teacher or other professional in their school. We heard that Child Line provide an important service in relation to this and that this number should be displayed in all school settings so that pupils are aware of this service.

Welsh in Education Strategic Plan Presentation

We thanked Rhodri for the comprehensive presentation he provided. We heard that the vision for the development of Welsh-medium education in Swansea is clear, robust and ambitious. That the work to be done is multi-faceted and multi-layered, and the next step after approval of the strategy will be to develop an action plan for the next 10 years. Also, that the clear use of data will enable the Council to set specific targets, which will allow us to measure the impact and success of the work.

We raised the issue of every teacher in Wales being able to and/or being trained to use the Welsh language in the classroom and how we are going to do that? We were told that this will be one of the biggest challenges faced by the Plan, with the need for the whole education profession to get on board with it. We were encouraged to hear that our teacher training providers locally are doing a lot on this with new teachers into the system. You also told us that Universities have been providing sabbatical schemes as opportunities for serving teachers, but that this and initial teacher training needs to be further supported by Welsh Government.

We welcomed the overall 10 year vision and strategic plan for the development of Welsh education and were pleased to see definite actions and proposals to move forward. We recognise that resourcing this plan will not come cheaply and emphasised the importance of ensuring that it is financial supported both locally and nationally.

Progress with the Introduction of the New Curriculum

We heard that overall, the impact of the pandemic has slowed the Local Authorities and schools' preparations for the new curriculum. Although despite the pandemic, elements of curriculum development and related aspects have continued. For example, schools continued to share good practice related to teaching and learning through our networks. Practice shared has had a strong focus on developing effective teaching and learning approaches through a digital technology. This has led to many innovative approaches being developed that will support the new curriculum well. In addition to this, during the pandemic, the training delivery and offer to governors has been modernised.

We heard that at the national level, despite the pandemic, the Welsh Government has pressed ahead with its curriculum reform agenda. In light of the document the 'Welsh Government's, Curriculum for Wales: the journey to curriculum rollout', officers will need to consider re-establishing the Swansea Curriculum, Teaching and Assessment Group (SCTAG) Network and updating the local implementation plan.

We heard concerns remain over schools capacity to engage fully with curriculum reform. Currently, the pandemic is affecting school staff significantly, and the ability of schools to release staff for curriculum-related development is difficult. The Welsh Government has recognised this challenge, somewhat, in its new guidance with a more sensitive language around readiness, for example, it states: "We do not expect schools to have perfected or completed all aspects of curriculum design reform by roll-out". We stress the need to get this right including teacher engagement, otherwise those who suffer will be the pupils themselves. We agreed that it is important the School Improvement Advisers and Curriculum Advisers sensitively monitor and support schools in areas related to curriculum development.

Your Response

We would welcome your comments on any of the issues raised in this letter but would ask that you provide a written reply covering the following issue/s by 25 November 2021.

- Provide us with some more information, as mentioned by the Director, of the position of strength we are in Swansea in relation to harassment in schools and safeguarding.

Yours sincerely

COUNCILLOR LYNDON JONES

Convener, Education Scrutiny Performance Panel

Cllr.lyndon.jones@swansea.gov.uk



City and County of Swansea

Minutes of the **Scrutiny Performance Panel – Education**

Remotely via Teams

Thursday, 21 October 2021 at 4.00 pm

Present: Councillor L R Jones (Chair) Presided

Councillor(s)

C Anderson
D W Helliwell

Councillor(s)

A M Day
B Hopkins

Councillor(s)

S J Gallagher
S M Jones

Co-opted Member(s)

D Anderson-Thomas

Co-opted Member(s)

A Roberts

Co-opted Member(s)

Other Attendees

Cllr Robert Smith

Cabinet Member Education Improvement Learning and Skills

Officer(s)

Damien Beech
Rhodri Jones
Helen Morgan-Rees
Michelle Roberts

Head of Primary Phase Unit
Head of Performance Team - Education Dept
Director of Education
Scrutiny Officer

Apologies for Absence

Councillor(s): L James and M A Langstone

1 Disclosure of Personal and Prejudicial Interests.

Cllrs Susan Jones and David Helliwell declared an interest on the items on the agenda.

2 Prohibition of Whipped Votes and Declaration of Party Whips

None

3 Letters and Minutes

Minutes of the meeting on the 30 September 2021 were agreed.

4 Public Questions

No public questions were received.

5 Verbal Update - Harassment in Schools

The Panel thanked Cllr Robert Smith and Helen Morgan Rees for coming to update them on the current position with regards to harassment in schools. Cllr Smith updated the panel on the actions taken and where they plan to go from here. It was noted:

Officers looked specifically at the Swansea schools that were named on the 'everyone's invited' website. They looked but were not able to cross reference any other concerns highlighted to schools or from schools to the local authority. But we did provide support to schools directly, making sure that they had appropriate safeguarding arrangements in place. Officers report that they felt reassured by what they were told by schools and that safeguarding procedures were in place and that those were robust.

In the meantime, Welsh Government has asked the Commissioner to undertake a thematic review of the issues raised and that work is ongoing has not yet reported but the panel will be interested to see that when it comes out.

Cllr Smith said that we do take this very seriously as a Council, the education child protection and safeguarding officer has led on work linking the pilot for the new relationships and sex education curriculum with the whole education approach to violence against women, domestic abuse and sexual violence. He said the actions highlighted are in part in response to the website but also the ongoing commitment by the Council not to see any harassment in our schools. We want to promote positive relationships. We want to respond to issues as they arise. It is about ensuring healthy relationships and ensuring that all learners feel safe and comfortable in the environment in which they find themselves.

The Director said that there was no confirmation that any of the disclosures took place within the school environment, so from what we know, across 91 schools named nationally, there were six in Swansea. But they may be things that happened in the community and not necessarily within the parameters of a school environment, so I think it is important that the schools keep a log of all unacceptable behaviour. Prevention and the promotion of a value-based education including respect and dignity for all pupils is vital.

She also said that our safeguarding training to schools makes it abundantly clear that adults really need to be seen as safe people to go to within a school environment and to be able to disclose and share in confidence. The Panel were concerned about pupils being comfortable enough to raise issues in school but recognised that there are many variables in a pupil's life that may stop them from doing so. They may not be ready to raise it at this particular time in their life, and it may take years for them to be able to build the confidence to disclose at a later date. The Director agreed to provide some more information to the panel about the position of strength we are in on this matter in Swansea.

Panel members raised the possibility of having a telephone line that young people can call if they do not feel they want to go to a teacher or other professional. The Panel heard that places like Childline are very important for this.

6 Welsh in Education Strategic Plan Presentation (A new 10 year plan is being developed, an overview of requirements and the progress made so far)

Cllr Robert Smith and Rhodri Jones attended the meeting to update the Panel on the Welsh in Education Strategic Plan 2022-2032 (WESP) development. The following points were discussed as part of the PowerPoint presentation.

- Statutory and strategic background to the plan
- National targets including: 30% by 2030/31 (approximately 10,500 in each year group) and 40% by 2050 (approximately 14,000 in each year group), transforming the way we teach Welsh and increasing the number of teachers who can teach through this medium.
- WESP requirements
- Overall targets
- Swansea specific targets
- How we get there...
- Our ten year vision
- The seven outcomes

The Panel heard that the vision for the development of Welsh-medium education in Swansea is clear, robust and ambitious. The work to be done is multi-faceted and multi-layered, and the next step after approval of the strategy will be to develop an action plan for the next 10 years. Clear use of data will enable us to set specific targets, which will allow us to measure the impact and success of the work

The issue of every teacher in Wales being able to/or trained to speak the language was raised and how we are going to do that? The panel heard that this will be one of the biggest challenges faced, with the need for the whole profession to get on board with it. Also hearing that it is encouraging that our teacher training providers locally are doing a lot on this with new teachers into the system. Councillor Smith said Universities have been providing sabbatical schemes as opportunities for serving teachers, which is considered important, but that that needs to be supported by Welsh Government as does the initial teacher training need, there needs to be a combined effort on this.

The Panel welcomed the overall 10 year vision and strategic plan for the development of Welsh education and were pleased to see definite actions and proposals to move forward. The Panel recognise that resourcing this plan will not come cheaply and emphasised the importance of ensuring that it is financial supported.

7 Progress with the Introduction of New Curriculum

The Panel thanked Cllr Robert Smith and Damien Beech for providing a report giving a progress update with the introduction of the New Curriculum for Wales here in Swansea. Some of what the Panel heard included:

- Overall, the impact of the pandemic has slowed the LA's and schools' preparations for the new curriculum.
- Despite the pandemic, elements of curriculum development and related aspects continued. For example, schools continued to share good practice related to

teaching and learning through our networks. Practice shared has had a strong focus on developing effective teaching and learning approaches through digital technology. This has led to many innovative approaches being developed that will support the new curriculum well.

- In addition, during the pandemic, the training delivery and offer to governors has been modernised.
- At the national level, despite the pandemic, the Welsh Government pressed ahead with its curriculum reform agenda.
- In the summer term, 2021, the Welsh Government approached Swansea Council to develop a trial for the new RSE framework. Seventeen schools are involved.
- In light of the Welsh Government's, Curriculum for Wales: the journey to curriculum rollout, officers will need to consider re-establishing SCTAG Network and updating the local implementation plan.
- Concerns remain over schools capacity to engage fully with curriculum reform. Currently, the pandemic is affecting school staff significantly, and the ability of schools to release staff for curriculum-related development is difficult. The Welsh Government has recognised this challenge, somewhat, in its new guidance with a more sensitive language around readiness, for example, it states: "We do not expect schools to have perfected or completed all aspects of curriculum design reform by roll-out".
- A significant degree of high-quality professional learning is taking place through support programmes, training and school networks. This needs to continue in a way that is sensitive to the challenges that schools still face in the pandemic.
- School Improvement Advisers and Curriculum Advisers will need to sensitively monitor and support schools in areas related to curriculum development.

8 Work Programme 2021/2022

The Panel accepted the work programme. The Panel wish to include the impact of gas price increases on schools in the February 2022 meeting when the Panel looks at the Annual Budget.

The meeting ended at 5.30 pm

Chair



Report of the Convener of the Education Performance Scrutiny Panel

18 November 2021

Schools Performance – Session with Morriston Secondary School

Purpose:	To provide ongoing challenge to school's performance to ensure that: pupils in Swansea are receiving high quality education and the authority is meeting its objectives in relation to improving school standards and pupil attainment.
Content:	Meeting with Headteacher and Chairs of Governors of Morriston Comprehensive School
Councillors are being asked to:	The Panel will consider and discuss the issue and give their views to the Cabinet Member via a letter from the Convener

Context

The Panel agreed as part of their work programme this year to speak to a selection of schools inviting the Head Teachers and Chairs of Governors to their meetings to discuss the schools performance and improvement plan, focusing on outcomes, provision and leadership.

Key Issues and Questions

In attendance at the meeting will be

Martin Franklin – Headteacher
Alyson Crabb – Chair of Governors

Below are the key issues/questions that were agreed by the Panel for all their sessions with schools. These have been sent to the Headteacher in advance of the meeting.

1. How has the school responded to its most recent Estyn Inspection findings and recommendations for improvement, including what the school needs to do to improve learner outcomes and to increase the schools capacity to improve in the future?
2. How is the school addressing the implementation of the New Curriculum and the National Mission for Education?
3. How are you improving the quality of teaching and learning experiences and what impact is that having on pupil outcomes?

4. What are the barriers to the school improving its learner outcomes including any challenges they are experiencing in implementing the new curriculum?
5. How are teaching staff engaging with the teaching and learning requirements including developing their own professional learning?
6. What is the school doing to improve levels of pupil attendance and to minimise school exclusions?
7. What are the governing bodies' priorities and how are they being addressed?
8. How does the school seek and use best practice (including sharing your good practice across schools)?
9. How well have you been supported by the local authority and the school improvement service?

Find attached in **Appendix A** the schools most recent Estyn Report.



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Morrison Comprehensive School
Heol Maes Eglwys
Morrison
Swansea
SA6 6NH**

Date of inspection: February 2020

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Morryston Comprehensive School

Morryston Comprehensive School is an English-medium 11-19 school in the north of Swansea.

There are currently 972 pupils on roll, which is lower than at the time of the last inspection in 2015. The school receives pupils from local primary schools and hosts a local authority specialist resource base catering for around 30 pupils with moderate to severe learning difficulties.

Around 24% of the pupils are eligible for free school meals, which is above the national average of 16.4%. Approximately 37% of pupils live in the 20% most deprived areas in Wales. A very few pupils come from minority ethnic groups. Most pupils speak English as their first language and only a very few pupils speak Welsh at home. Close to 28% of pupils have a special educational need, which is above the national average of 22.9%. Just over 5% of pupils have a statement of special educational needs, which is also above the national average of 2.2%.

The current headteacher took up post in May 2015. The senior leadership team consists of the headteacher, one deputy headteacher, three assistant headteachers, and the business manager.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Morriston Comprehensive School has a caring and inclusive ethos where many pupils feel safe and consider themselves to be valued members of the school community. These pupils make suitable progress and have positive attitudes to learning. However, a minority of pupils do not engage fully in lessons and make insufficient progress as well as disrupting the learning of others.

The majority of lessons are planned well and enable pupils to develop their knowledge and understanding suitably. Conversely, in a minority of cases, learning activities and assessment practices do not challenge pupils well enough. The school provides all teachers with beneficial professional learning opportunities to prepare them to deliver a curriculum for Wales in the future. However, the school does not have a sufficiently co-ordinated approach to the progressive development of pupils' skills across the current curriculum.

The headteacher demonstrates reflective leadership and his vision for all pupils to engage and achieve is communicated widely. He is supported appropriately by a committed team of staff and together with the governing body they have tackled the budget deficit robustly. However, self-evaluation processes do not focus well enough on key aspects of the school's work. As a result, leadership has not led to sufficient or sustained improvements in the quality of teaching and assessment, attitudes to learning and the standards achieved by all pupils, including the development of their skills.

Inspection area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Adequate and needs improvement
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Adequate and needs improvement
Leadership and management	Adequate and needs improvement

Recommendations

- R1 Improve teaching and assessment
- R2 Strengthen provision for the progressive development of pupils' skills
- R3 Embed strategies to improve pupils' behaviour and attitudes to learning
- R4 Strengthen the quality and impact of leadership at all levels
- R5 Improve pupils' standards and progress in lessons

What happens next

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Standards: Adequate and needs improvement

In Morriston Comprehensive School many pupils make sound progress in their learning. However, a minority do not make the progress expected, particularly in the development of their literacy and numeracy skills.

A majority of pupils recall prior learning well and demonstrate suitable understanding when, for example, they distinguish between static and dynamic stretches in physical education. A few pupils apply their prior learning effectively to new contexts such as when reflecting on the effective features of non-fiction texts including holiday brochures.

In lessons, many pupils are attentive and listen well for most of the time, though a minority do not listen carefully enough or with respect to the teacher and their peers. This limits how well they comprehend the tasks set and impedes their progress. A majority of pupils respond clearly to the teachers' questions and a few give extended, well-reasoned explanations, for example when discussing character interpretations of the Nurse in 'Romeo and Juliet'. Although only a minority volunteer readily to answer questions from the teacher, nearly all reply suitably, if briefly, when prompted. A majority of pupils make appropriate contributions to paired or group work when they have the opportunity.

A majority of pupils read to extract information effectively, such as when considering life during the Depression from contrasting historical sources. These pupils consider sources suitably taking appropriate note of audience, format and purpose. A few pupils use reading strategies, such as inference, successfully when comparing and contrasting writers' views on boxing.

A few pupils produce engaging writing. They make sophisticated language choices and use different sentence types and punctuation to good effect. When given the opportunity to write at length, a few pupils produce well-structured written accounts, for example to explain the process of gas exchange between the alveolus and blood capillary. A majority of pupils write with suitable accuracy. They communicate their ideas with clarity, for example when planning a modern-day parable in religious education and redraft descriptive writing suitably. However, a minority make frequent errors in spelling, grammar and punctuation. They do not organise their work with sufficient care, presentation is at times untidy and tasks remain incomplete. A minority lack the breadth of vocabulary to express their ideas effectively. These pupils do not take enough responsibility for improving the quality of their work and write for a limited range of purposes.

Many pupils solve simple numerical problems competently when they are given worked examples to follow, such as calculating pressure from applied force and surface area. These pupils plot a variety of graphs accurately, for example when recording the variation of river depth with distance downstream. A few can use their graphs to explain their findings competently. Many pupils understand how to organise data, for example by using Venn diagrams when classifying tectonic events. Most pupils can use a protractor and ruler to construct triangles with suitable attention to accuracy. However, they cannot always apply this skill in other contexts such as to measure angles of reflection and refraction in science.

Most pupils use information and communication technology (ICT) competently to research, for word processing and presentations. They carry out a limited range of programming tasks in computing using a variety of coding software and design story boards in creative media.

In a few subjects, such as textiles and art, pupils produce particularly detailed, well-presented notes and designs, and show considerable creativity. For example, they use colour rendering and movement effectively and demonstrate great pride in their work. A few pupils who participate in the vocational 'Morryston MILE' programme demonstrate their developing thinking skills well when they apply driving theory and respond to simulated situations.

A majority of pupils are entered for a GCSE qualification in Welsh. Most of these pupils gain a level 2 qualification. When opportunities arise, more able pupils write at length in Welsh about topics that interest them, such as personal sporting activities. These pupils have a good understanding of tense and write well in the first and third person. A majority of pupils are able to locate and use other basic retrieval strategies to gather information for example when evaluating the poem 'Bwyd y Byd'. However, a minority have difficulty with their pronunciation, lack basic vocabulary and the confidence to answer in full sentences.

At the end of Year 11, nearly all pupils remain in education, employment or training.

Over the last three years pupils' performance in many indicators at key stage 4 generally compares well to modelled outcomes. Overall, outcomes for more able learners over this period remain strong. The performance of pupils eligible for free school meals is line with expectations.

Performance in the sixth form has improved over time and is generally in line with that expected. Performance is stronger for pupils who take A levels than those who follow vocational programmes of study. The completion rate for both types of study is similar to that nationally.

Wellbeing and attitudes to learning: Adequate and needs improvement

Many pupils feel safe in school and know whom they can turn to if they require help. Most believe that the school deals well with any incidents of bullying.

Most pupils arrive promptly to lessons and a majority are ready to learn and participate well. Many work together well in pairs and groups on specific tasks, supporting each other effectively. They demonstrate a positive attitude towards staff and other pupils. Although many pupils behave well around the school a minority do not focus suitably during lessons, hindering their own learning and that of others. For example, they talk while the teacher is talking, distract others, do not apply themselves to tasks set and generally lack resilience. A few pupils do not engage appropriately with staff and their peers.

Generally, pupils participate enthusiastically in a broad range of sporting activities at lunchtimes and after school, for example football, rugby, netball, basketball and swimming. Many pupils are developing well as ethical, informed citizens and show care and concern for others. For example, key stage 4 pupils visit local care homes

and organise engaging activities, as well as a Christmas tea and entertainment. In addition, pupils undertake a range of fund-raising activities for charities such as Cancer Research UK and the 'Race for Life'. Pupils in the sixth form organise many of these school-wide charity events and participate in a wide range of extra-curricular activities and trips including to Iceland, Auschwitz and the Imperial War Museum.

The pupil leadership team has influenced beneficially recent changes in the school such as improvements to the canteen menu and managing lunchtime queues. The Eco team has focused its work purposefully on sustainability to ensure that the school environment is managed well. However, the work of the pupil leadership team is at an early stage of development and has had limited impact on influencing changes to teaching and learning in the school.

Teaching and learning experiences: Adequate and needs improvement

Most teachers have strong subject knowledge and in many lessons create a positive learning environment.

The majority of lessons are planned well. In these lessons, teachers set out appropriate learning objectives to give purpose and structure to the lesson and provide clear explanations and examples, which support pupils to make good progress. In these instances, teachers match tasks to pupils' abilities well. This results in appropriate levels of pupil engagement and a beneficial pace to their learning. In the majority of lessons, teachers employ a broad range of questioning strategies that enable pupils to demonstrate their understanding.

Learning support assistants make a valuable contribution to supporting the progress of pupils with additional learning needs.

In a minority of lessons, teachers' expectations of what pupils can do are not high enough. They do not plan well enough to support pupils in making sufficient progress or in developing their skills. A minority of teachers do not use questioning effectively to consolidate pupils' learning, or ensure that they involve all pupils in class discussion. A similar proportion do not manage pupils' behaviour well enough. In a few lessons, the learning is over-directed by the teacher, and pupils are not given enough opportunities to think for themselves, to discover new knowledge, or to learn independently.

In many lessons, teachers provide useful verbal feedback and monitor pupils' progress carefully. However, in general, there is too much inconsistency in the effectiveness of assessment. Written feedback is too variable and teachers do not ensure often enough that pupils respond purposefully to any further tasks set to improve their work.

The school plans and adapts its curriculum to meet the needs and interests of most groups of pupils. Curriculum leaders have identified appropriately where opportunities exist for the development of pupils' literacy and numeracy skills across the curriculum in key stage 3. The majority of subject areas set a range of suitable tasks for pupils to practise these skills. For example, in history lessons, pupils plan and write about the experience of a child factory worker. A programme of suitable intervention is in place to support pupils who have weak literacy and numeracy skills.

However, planning for and co-ordination of the progressive development of pupils' literacy and numeracy skills across the curriculum is not precise enough. Overall, the school does not monitor effectively the suitability of opportunities to help pupils to develop competence in those skills. The school's co-ordination of its provision for developing pupils' ICT skills across the curriculum is at an early stage of development.

At key stage 4, most pupils can choose from a valuable range of academic and vocational courses that allows for suitable progression to the sixth form or further education. However, as a result of their choices, a few pupils in key stage 4 have limited opportunities to participate in physical education lessons. The school has recently strengthened the alternative curriculum provision for vulnerable pupils and this provides relevant learning experiences and basic skill development as well as opportunities to gain formal qualifications. It works appropriately in partnership with a local school to provide a broad range of academic and vocational courses in the sixth form.

The school provides a wide range of opportunities for pupils to engage in worthwhile curriculum enrichment activities. These include educational visits abroad, for example to Rome, and programmes that impact positively on the local community, such as a beach clean and work with the local hospital's children's ward.

The school provides valuable activities for more able pupils, such as links with academics from universities and the 'Seren' and 'Seren Bach' networks.

In 2019, the majority of pupils were entered for a Welsh GCSE qualification. The school offers relevant opportunities for pupils to develop their appreciation of Welsh heritage and culture, for example through the school Eisteddfod and visits to Llangrannog. However, pupils have few opportunities to use Welsh outside of Welsh lessons.

Care, support and guidance: Adequate and needs improvement

Morryston Comprehensive School has a caring and inclusive ethos and provides appropriate care, support and guidance for all pupils, in particular for those who face significant challenges.

The school tracks closely the progress of all pupils. This enables progress leaders and curriculum leaders to have a good understanding of the effort and attainment of pupils. However, the division of responsibilities between pastoral and curriculum leaders for dealing with pupil underperformance does not lead to robust monitoring, mentoring and securing improvements in pupils' work.

Behaviour is tracked suitably. Most pupils understand the expected standards of behaviour. Strategies to create positive working relationships between staff and pupils are not embedded despite clear guidance. This is because not all teachers apply the principles of the behaviour policy consistently.

The school provides valuable support for pupils with social and emotional needs. The beneficial and wide-ranging support within school and from outside agencies ensures that the wellbeing of these pupils is supported particularly effectively.

Provision for pupils with special educational needs has been strengthened recently. These pupils are guided and supported appropriately, for example with alternative curriculum choices and discreet teaching groups. However, these arrangements are at an early stage of development and it is too soon to judge their effectiveness.

Communication with parents is sound. For example, the school communicates through social media, a newsletter and offers messages of congratulations to parents for good pupil behaviour and attendance where appropriate. Interim and annual reports provide parents with valuable information regarding pupil progress, and include appropriate targets for improvement.

The school helps pupils to understand suitably issues relating to equality and diversity. The school responds appropriately to the very few incidents of bullying. Pupils are encouraged to develop understanding and respect through the values of a Rights Respecting School.

The school has beneficial arrangements to help pupils make a smooth transition into Year 7. Appropriate activities support pupils to settle quickly and effectively into their new school. The comprehensive personal and social education programme usefully supports pupils' spiritual, social, moral and cultural development. It provides useful guidance and information to prepare pupils for adult life on important aspects such as relationships, sexuality and online safety.

Appropriate arrangements are in place to promote healthy eating and drinking. In response to pupil feedback, the canteen offers "No Meat Monday" and there is a range of helpful opportunities for sport and fitness activities to encourage pupils to lead healthy lifestyles.

There is a valuable range of extra-curricular activities offered by the school to all pupils. Opportunities include movie, coding and production clubs and effective educational visits, for example the Year 7 trip to a wildlife park to research the ethical issues relating to animal captivity.

The school provides pupils with opportunities for worthwhile involvement in the local community and wider world. Pupils raise funds to buy gifts for the children's ward in the local hospital and fundraising also supports children in Zambia as part of the 'Global Classroom'. This promotes pupils' understanding of the needs and rights of others and develops an understanding of their culture, the local community and a diverse world.

The school offers helpful advice to pupils as they make option and career related choices. Careful consideration is given to learning pathways in curriculum design and the option process to ensure provision is appropriate for individual pupils. The makeup of the pupil leadership team is inclusive and draws pupils from all year groups. However, the role of this group is underdeveloped and the impact of student voice overall is limited. There are few opportunities for pupils to participate in decision-making in the school and to influence what and how they learn.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Adequate and needs improvement

Leaders have adopted suitable strategies and arrangements to promote, support and monitor developments in key areas of the school's work. While leadership at all levels is contributing suitably to strengthening particular aspects of provision, these improvements have not had sufficient or sustained impact on pupils' attitudes to learning, the quality of teaching including the development of pupils' skills and the standards that pupils achieve.

The headteacher provides focused and reflective leadership. He articulates a clear vision to 'Inspire, Engage and Achieve'. This vision is underpinned by the supportive working relationships between staff and pupils that help raise aspirations and contribute to the generally purposeful learning environment. Together with the leadership team, the headteacher has set out clear expectations, and established appropriate systems and routines to guide all areas of the school's work. These strategies are contributing suitably to rewarding achievement and managing pupils' behaviour.

Leaders at all levels understand clearly their roles and responsibilities to address the school's priorities. Line management arrangements are well defined to monitor and support staff to achieve specific objectives. Senior leaders provide suitable guidance to help staff analyse performance data carefully and to identify relevant aspects in need of improvement in their areas of work. Meetings between subject leaders and their line managers focus primarily on monitoring pupils' progress and identifying those pupils who are underperforming and require further support. However, the work of progress leaders does not focus closely enough on improving outcomes for these pupils.

There is a systematic programme of monitoring activities that includes extensive learning walks. Annual departmental reviews and evaluations are informed suitably by thorough analyses of data, lesson observations and scrutiny of pupils' work. These reviews are contributing beneficially to staff self-reflection. They help provide leaders with an appropriate understanding of particular strengths and relevant areas for improvement. However, lesson observations and reviews do not focus closely enough on standards and pupils' progress and the development of their skills. As a result, leaders have an overly generous view of the quality of teaching and learning.

Senior leaders set out clearly the school's improvement priorities and identify a useful range of initiatives and actions to achieve specific objectives. Middle leaders take appropriate responsibility for addressing these priorities within their areas of work. However, leaders do not always recognise well enough the link between standards and provision. As a result there is not a sufficiently sharp and focused emphasis across the school on improving the quality of teaching and assessment and on promoting the development of pupils' skills.

The school has suitable systems for managing the performance of staff. These help to identify clear and relevant professional learning objectives that link directly to school priorities. These include strengthening pupils' oracy skills and developing effective behaviour management strategies. The school is fostering a collaborative culture through encouraging an 'open classroom' approach to identify and promote good practice in teaching and learning. Leaders have established beneficial links

with a range of providers, working in a peer engagement programme to support further professional learning. However, there is no robust evaluation of the impact of these activities on the quality of teaching and attitudes to learning.

The school has tackled the current budget deficit robustly. The headteacher, governors, business manager, and local authority have worked together effectively to resolve this situation quickly. The school has taken a series of decisive actions to reduce the deficit and is now on course to complete the financial year with a surplus budget, one year ahead of schedule. As a result, however, senior leaders and middle leaders with responsibility for skills currently do not have sufficient time to carry out their responsibilities fully and this is restricting school development.

The school uses its resources, including the pupil development grant effectively to reduce the impact of poverty on educational attainment. In the main this has a positive impact on the outcomes of pupils eligible for free school meals.

Governors show a strong commitment to the school. They support the school in many aspects of its work. Through their evolving links with specific subject areas, and their participation in departmental reviews and learning walks, governors are developing a sound understanding of the school's strengths and areas for improvement. The governing body works closely with senior leaders to determine the school's strategic direction. Governors are prepared to question and challenge leaders appropriately about particular proposals and initiatives to improve provision.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

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

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Publication date: 06/04/2020

Agenda Item 7

Education Scrutiny Performance Panel Work Programme 2021/2022

All meetings will be held remotely for foreseeable future

Date	Items to be discussed	Who
Meeting 1 24 Jun 21	<ol style="list-style-type: none"> 1. Harassment in School - deferred 2. Covid Recovery and key issues affecting Education moving forward 3. Planning 2021/2022 Council year in Education Scrutiny – Draft Work Programme (for discussion by Panel) 	Cllr R Smith H Morgan Rees Panel
Meeting 2 15 Jul 21	<ol style="list-style-type: none"> 1. Behaviour Strategy, how associated delegated spend to schools is being used – speak to two secondary schools (<i>Panel identified this item for scrutiny pre Covid</i>) 2. Feedback from ERW Scrutiny Councillor Group 28 Jun21 	Pontarddulais, Bishop Gore Cllr L Jones
Meeting 3 1 Sep 21	<ol style="list-style-type: none"> 1. The New Estyn Regime and thematic reviews 2. Update – Education Covid Recovery moving into new school year 3. Update – Regional Scrutiny moving forward 	Estyn - confirmed Cllr R Smith H Morgan Rees
Meeting 4 30 Sep 21	How are we improving schools in Swansea? (How are School Improvement Advisers supporting, evaluating and monitoring schools in Swansea). To also include: Sharing good practice, supporting eFSM pupils and readiness for the City Deal.	Cllr R Smith, Lead School Improvement Advisers
Meeting 5 21 Oct 21	<ol style="list-style-type: none"> 1. Harassment in Schools Update 2. Welsh in Education Strategic Plan (A new 10 year plan is being developed, an overview of requirements and the progress made so far) 3. New Curriculum progress update 	Cllr R Smith H Morgan Rees
Meeting 6 18 Nov 21	School Scrutiny Session 1 – Morriston Comprehensive School - Confirmed	Headteacher and Chair of Governors
Meeting 7 9 Dec 21	<ol style="list-style-type: none"> 1. Performance against identified education priorities (RAG) (Overview and then Cabinet Member Q&A) 2. Swansea Skills Partnership update 3. Update on progress – Regional Education Partnership 	Cllr R Smith H Morgan Rees
Meeting 8 20 Jan 22	School Scrutiny Session 2 – Penyrheol Comprehensive School - Confirmed	Headteacher and Chair of Governors
Meeting 9 14 Feb 22 (3.00pm)	Annual Budget as it relates to Educations matters (<i>Annual item</i>). To include how education has been affected by energy price rises.	Cllr R Smith H Morgan Rees
Meeting 10 24 Mar 22	<i>Updates on watching brief items:</i> <ol style="list-style-type: none"> 1. Additional Learning Needs Reform 2. New Curriculum 3. Education Other Than At School (EOTAS) 4. End of year report - Education Scrutiny 	Cllr R Smith H Morgan Rees Cllr L Jones

1. To schedule in: a visit to new pupil referral unit Maes Derw (when possible)