

Mr

3 August 2016

Dear

Freedom of Information Act 2000: Ysgol Llwynderw

I am writing in response to your request of 6 July 2016 relating to the following information on the monitoring visit to Ysgol Llwynderw, which is being dealt with by Estyn under the arrangements of the Freedom of Information Act (FOIA):

"It would be appreciated if you'd forward by return of message the following documentation:-

- "1/ All relevant legislature at the time of this inspection.*
- 2/ Estyn Inspector Disclosure Policy (Specifically referring to the disclosure of:- i) The Business Interests of School Inspectors, and ii) Familiarity with any member of a school governing body, including a head teacher prior to inspection*
- 3/ The disclosure made by prior to the inspection at YGG Llwynderw*

"In addition to the above, I seek assurance of the following :-

- 4/ Were the reporting team legally qualified to make the judgements provided within the report, and if so, what training had they received?*
- 5/ Does the reporting team have freedom to include any contextual information which they see as relevant within an inspection report ?*

"Finally :-

- 6/ I seek sight of all correspondence which took place between Estyn, Swansea LEA, the Governing Body & The School prior to the inspection. This specifically must include the minutes of the crisis meeting which took place at the school in the week prior to the inspection between myself, (Head of Education) and (Swansea LEA Lead Adviser)."*

When dealing with requests for information made under the FOIA, Estyn's obligations include:

- a) confirming or denying whether it holds information of the description specified in the request; and
- b) communicating the information requested to the applicant.

There are a number of exemptions under the FOIA which impact on these obligations. Estyn is required to consider the question of whether an exemption applies in the context of the information being released into the public domain and not to the particular applicant that has requested the information. If Estyn releases the information in response to a FOIA request, this is essentially a decision that the information released can then be released in response to any similar request from any member of the public.

In addressing your request I have collated and reviewed all the documents relating to your FOIA request, held in paper, emails and internal electronic folders.

1/ All relevant legislature at the time of this inspection

I can confirm that the legislation in place for the monitoring inspection of Ysgol Llwynderw was the 2005 Education Act, which is available on line at the following address:

<http://www.legislation.gov.uk/ukpga/2005/18/contents>

It is supported by The Education (School Inspection) (Wales) Regulations 2006, also available on line here:

<http://www.legislation.gov.uk/wsi/2006/1714/contents/made>

2/ Estyn Inspector Disclosure Policy

The details of Estyn Disclosure policy at the time of the inspection are contained in Estyn's 2012 copy of **Managing conflicts of interest in relation to inspection work**. This included as **Doc 1** alongside this letter.

3/ The disclosure made by prior to the inspection

Disclosures in relation to every inspector used on inspection are held by Estyn but are unable to be released owing to the inclusion of personal data information. The decision is made that the exemption contained within section 40 FOIA (Personal Information) is applicable in this case (please see paragraph on section 40 FOIA below).

4/ Were the reporting team legally qualified to make the judgements provided within the report, and if so, what training had they received?

I can confirm that individuals are appointed as HMI in accordance with the terms of the Education Act 2005, and following appropriate recruitment and selection processes. Local authority representatives are appointed in accordance with Estyn's **Protocol and guidance for local authority representatives joining Estyn follow-up monitoring visits to schools**. A copy of this protocol is attached as **Doc 2**.

I also attach for information the following documents in relation to the training of inspectors:

Doc 3: Delegate Handbook: Training for local authority officers to join Estyn monitoring visits 2011

Doc 4: Training objectives for new HMI and AI relating to schools requiring follow-up

Doc 5: Follow-up inspection activity powerpoint presentation

5/ Does the reporting team have freedom to include any contextual information which they see as relevant within an inspection report?

Inspectors include all contextual information relating to the inspection as they prepare the inspection report, which is subject to a thorough quality assurance process in order to ensure consistency and accuracy. More information can be identified in Estyn's guidance handbook for the inspection of primary schools, which is downloadable here:

<https://www.estyn.gov.wales/document/guidance-inspection-primary-schools>

6/ All correspondence which took place between Estyn, Swansea LEA, the Governing Body & the School prior to the inspection, including the minutes of the crisis meeting that you refer to

In identifying relevant information held by Estyn in relation to your request, a search was made of all correspondence between the three parties in relation to the inspection of Ysgol Llwynderw between September 2011 and November 2012, in connection with the forthcoming Estyn monitoring visit.

Estyn is of the opinion that these 'inspection documents' are exempt from release under sections 33 and 40 of the FOIA.

By releasing 'inspection documents', Estyn would be releasing into the public domain the initial views, comments and judgements and first impressions of individual inspectors in relation to a particular inspection. It is the very nature and purpose of 'inspection documents' that these develop through the input of other team members, as a result of the existence and consideration of new information and evidence and through internal discussions. It is therefore for these reasons that Estyn considers that the following exemptions apply to 'inspection documents'.

I am however able to confirm that Estyn does not hold any minutes, records or information regarding the meeting that you refer to in your email that took place at the school in the week prior to the inspection.

Section 40 – personal information

The documents I have collated in addressing your request contain personal information. However, I have considered whether the information requested can be released to you in a redacted form.

The following documents are forwarded to you, with personal data redacted in accordance with section 40 FOIA (Personal information):

- Doc 6: Email and attachment from Estyn to local authority –23/09/2011**
- Doc 7: Email and attachment from Estyn to school –23/09/2011**
- Doc 8: Email and attachment from Estyn to school –11/10/2012**
- Doc 9: Email and attachment from Estyn to local authority –11/10/2012 12:38**
- Doc 10: Email and attachment from Estyn to local authority – 11/10/2012 12:44**
- Doc 11: Email from Estyn to school – 19/10/2016**
- Doc12: Email from local authority to Estyn – 23/11/2012**
- Doc 13: Email from school to Estyn – 25/10/2012**

In respect of the remainder of the information requested, it has not been possible to redact the personal information contained therein. I therefore consider that the exemption contained within section 40 FOIA applies to this information as releasing the information further to your request would breach one of the data protection principles contained in section 1 of the Data Protection Act and/or would contravene section 10 of the Data Protection Act (where disclosure would, or would be likely to, cause damage or distress).

This is an absolute exemption.

Section 33: Public audit functions

This section applies to any public authority which has functions in relation to “*the examination of the economy, efficiency and effectiveness with which other public authorities use their resources in discharging their functions*”.

Information held by a public authority to which this section applies is exempt information if its disclosure would, or would be likely to, prejudice the exercise of any of the authority’s functions in relation to any of the matters referred to above.

Estyn, as Her Majesty’s Inspectorate for Education and Training in Wales, undertakes functions in relation to the examination of the economy, efficiency and effectiveness with which other public authorities, namely schools, use their resources in discharging their functions. I consider that releasing the information requested would, or would be likely to, prejudice Estyn’s functions in relation to the examination of the economy, efficiency and effectiveness with which other public authorities use their resources in discharging their functions.

In particular, releasing ‘inspection documents’ would have, significant consequences, including the following:

- members of the public and interested parties in particular would be likely to scrutinise the initial judgements recorded in ‘inspection documents’ and query the reasons why such judgements were made or why such judgements were changed. This would undermine the conclusions contained in the inspection report;
- inspectors would, or would be likely to, avoid recording their observations with full frankness for fear that their initial judgements would be released into the

public domain and would be criticised and scrutinised. This would have the effect of inspectors 'toning down' judgements and being less candid which would risk the inspection report being inaccurate and not reflecting the true findings of educational standards and quality in the school; and

- inspectors would, or would be likely to, avoid recording their judgements within 'inspection documents'. This would risk evidence relevant to the inspection being lost and would also result in judgements made by individual inspectors not being open to scrutiny and comment by other inspectors within the team.

Public interest test

Section 33 is a qualified exemption which requires Estyn to consider whether the public interest in releasing the 'inspection documents' outweighs the public interest in maintaining the exemption.

I have considered the arguments in favour of releasing the 'inspection documents' into the public domain and appreciate the importance of Estyn, as a public authority, being open and transparent. However, I consider that the argument in favour of increasing transparency is reduced given the existing substantial volume of information concerning school inspections that is already in the public domain and, in particular, the published inspections reports which in themselves contain a significant amount of the information contained in the 'inspection evidence'.

A further argument in favour of releasing 'inspection documents' relates to providing the public with further information to allow them the ability to scrutinise the processes and mechanisms designed to ensure the quality of inspections. Although it is important to allow members of the public the ability to challenge an inspection process and report, I note that there is already a mechanism in place to allow interested parties to do this during the core inspection and via Estyn's complaint handling procedure. In addition, there is an internal moderation process in place to ensure that the judgements of inspectors are consistent and appropriate.

In addition, it is in the public interest to have clear, transparent and unambiguous conclusions following the inspection of a school to ensure that schools and members of the public are able to identify the quality and standards of education in schools and improvements required. The 'inspection documents' could contain conflicting judgements to those produced in the inspection report and this would lead to ambiguity, uncertainty and confusion as to the standards and quality of the provision of education by the school in question.

In my view the arguments against releasing the 'inspection documents' and maintaining the exemption outweigh the arguments in favour of disclosure.

For your information, I have enclosed copies of the November 2012 and January 2014 published reports of visit (**Document 14** and **Document 15**).

If you are not satisfied with the response Estyn has made regarding your request for information, you are entitled to request that we review the matter. Your request for a review should be addressed to the Feedback and Complaints Manager, and received no later than 20 working days after the date of this communication.

If you are still not satisfied, you also have a right to complain to the Information Commissioner, who can be contacted at:

Information Commissioner's Office
Wycliffe House, Water Lane
Wilmslow
Cheshire
SK9 5AF

Tel: 01625 545 745
Fax: 01624 524510
Email: enquiries@ico.gsi.gov.uk

Yours sincerely



Robert Gairey
FOI Case Officer



Managing conflicts of interest in relation to inspection work

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Annex 1 – Register of Interest form

Version control	Date	Author	Comments
V1	October 2012 (draft)	Phil Sweeney	To be reviewed in 2015

1. Introduction

Why manage conflicts of interest?

Identifying and resolving conflict of interest situations is crucial to good governance and maintaining trust in the integrity of Estyn inspections. For an inspector, having an 'apparent conflict of interest' can be as serious as having an actual conflict, because of the potential for doubt to arise about the inspector's integrity.

This policy sets out how Estyn will manage conflicts of interest and minimise the risk of the perception of partiality in relation to inspection work.

2. To whom does this policy apply?

This policy applies to all inspectors who undertake inspection work for Estyn, including:

- Her Majesty's Inspectors (HMI);
- Additional Inspectors seconded to Estyn;
- Peer Inspectors (PIs);
- System Leader Inspectors (SLIs); and
- Contracted Additional Inspectors (CAIs), including:
 - Team Inspectors;
 - Registered Inspectors; and
 - Lay Inspectors.

3. Rules which preclude deployment on inspection due to potential conflict of interest

	Inspectors will be precluded automatically from being deployed to an inspection of any provider where:	Applies to:
a)	the inspector, or a family member, is currently employed or has previously worked for the provider (including working in a consultancy/advisory role, e.g. under a contract for services) within the previous three years;	All inspectors
b)	the provider to be inspected is within the same local education authority as a provider identified in a) or e);	All inspectors
c)	the provider to be inspected is within the same education consortium as a provider identified in a) above;	SLIs, only
d)	the provider to be inspected is within the same Work Based Learning (WBL) consortium as a provider identified in a) or e);	All inspectors
e)	a family member currently has, or has within the previous three years, a social or professional involvement in the affairs of the provider, e.g. is or has been a pupil/student, governor, advisor or contractor; and	All inspectors
f)	the inspector or a family member has any other interest in or dealing with the provider which may indicate an actual or perceived conflict of interest.	All inspectors

Note: 'Family member' is defined as parent, spouse (including partner) and/or child.

4. Inspectors responsibility to declare potential conflict of interest

All Estyn inspectors are required to complete a Register of Interest Form (ROIF) prior to deployment on inspection (see Annex 1).

HMI and Additional Inspectors seconded to Estyn are be required to complete an ROIF upon employment/engagement by Estyn and are also be required to update the form at least annually.

Peer Inspectors (PIs) and System Leader Inspectors (SLIs) will be required to complete an ROIF following successful completion of Estyn's PI/SLI training programme and will also be required to provide an update to the form or confirmation of 'no change' prior to deployment to an inspection.

Contracted Additional Inspectors (CAIs) will be required to complete an ROIF when submitting tender bids for inspection contracts. As a condition of acceptance of contract award (when details of the date of an inspection and the provider name are supplied to the contractor) a CAI will be required to confirm that there is no actual or perceived conflict of interest.

When should inspectors declare a conflict of interest?

Inspectors can provide Estyn with an update of their preclusions and contact/personal details at any time.

When informed of their deployment to an inspection, inspectors should inform Estyn immediately if there is either an actual conflict of interest or the potential for a perceived conflict of interest. All inspectors must use their professional judgement to identify any potential conflict of interest that might not be covered by the above automatic preclusions. For example, an inspector might have left employment with a particular provider more than three years ago but might feel that a longer preclusion period would be more appropriate.

5. Responsibility of providers

When should a provider express concerns about a potential conflict of interest?

At the point of the inspection notification by Estyn, providers are asked to review the composition of the inspection team. It is the provider's responsibility to highlight any perceived or actual conflicts of interest as soon as possible and prior to the start of their inspection.

The above responsibility is included in the Inspection Guidance Handbook (under the section 'Expectations of Providers' in Part 1 of the guide).

6. Checks Estyn undertakes prior to deployment

Information provided by individual inspectors in ROIFs is stored on Estyn's inspection planning and deployment system (COBAS). The COBAS system has in-built functionality which automatically flags any known conflict of interest, matching the details of provider to be inspected with the preclusion rules listed in section 3 above, and prohibits the inappropriate allocation of an inspector to a particular inspection role.

An Estyn Inspection Co-ordinator (IC) will provide details of the programmed inspection team to a provider during the inspection notification call. Providers are required at this stage to inform Estyn of any concerns they might have regarding conflicts of interest – this may be done either verbally or through a declaration on the initial contact form (ICF) which is sent to them by the IC.

A record of concerns raised by providers and the action taken by Estyn will be maintained by Estyn within a 'Conflict of Interest (Inspections) Log'.

	Potential conflict	Name of organisation, including local education authority	End date, e.g. date left employment	Other relevant details, e.g. role
1.	Paid employment/association / commercial interest in educational institutions in the last 3 years			
2.	Unpaid employment/association / commercial interest in educational institutions in the last 3 years			
3.	Social or professional involvement of 'family member' in 'educational institutions or any companies' over the last 3 years, e.g. pupil/student, governor, advisor or contractor			
4.	Any other interests or information, which may indicate an actual or perceived conflict			
<p>Estyn staff are required to also complete boxes 5, 6, 7 and 8 to provide an additional declaration of other interests relevant to their role, e.g. other direct employment, consultancies and fee-paid work, commercial interests, fellowships, trusteeships, association memberships, and other public appointments.</p>				
5.	Current remunerated interests			
6.	Current unremunerated interests			
7.	Interests of family members			
8.	I have read the Seven Principles of Public Life and also Chapter 9 'What is proper conduct' (pages 39-40) of the Treasury's Regularity and Propriety Handbook.	YES / NO		
Name:		Signature:		
Date:				

'Family member' is defined as parent, spouse (including partner) and/or child.

PROTOCOL AND GUIDANCE FOR LOCAL AUTHORITY OFFICERS JOINING ESTYN FOLLOW-UP MONITORING VISITS TO SCHOOLS

General principles

If at least one of the overall judgements for a school in a core inspection report is adequate, but the school is not causing concern to the extent of requiring placement in the legally-defined categories of requiring significant improvement or special measures, the school will receive an Estyn monitoring visit. To receive this level of follow-up activity, key questions or quality indicators would be judged to be at least adequate. It would be possible that at least some key questions and quality indicators have been judged as good. However, the school would have some important areas for improvement that require monitoring.

The local authority (LA) will be invited to send an officer to join the monitoring team should they wish to do so. This role allows the LA to become more involved in the monitoring visit. The officer nominated to join the team will need to be familiar with the school's post-inspection action plan, the progress the school has made in implementing this plan and the role the LA has played in supporting and monitoring progress on this plan. The nominated person must also be on Estyn's list of officers who have undertaken training and are endorsed to join Estyn teams on monitoring visits.

Before the monitoring visit, the LA will also provide a brief written report, providing evidence of the progress the school has made in implementing the action plan as well as the role the LA has played in supporting and monitoring the school's progress.

Before the follow-up monitoring visit

The inspection co-ordinator (IC), in discussion with the LA, will establish if the LA wishes to take up the invitation of nominating an officer to join the team. If the LA wishes to nominate an officer to join the monitoring team, the IC will check that this person is on Estyn's list of endorsed officers and inform the reporting inspector (RI) for the follow-up monitoring visit and the school.

The IC will ask the LA to send written information to the Inspectorate about the school's progress.

During the follow-up monitoring visit

The LA officer will complete only those duties that can be carried out during the on-site period of the monitoring visit. The LA officer will provide the monitoring team with information about the progress the school has made and the role the LA has played in supporting and monitoring the school's progress.

The LA officer will join members of the inspectorate in conducting interviews, listening to learners and scrutinising relevant documentation from the school. The LA officer will be required to complete evidence forms (EFs) for these activities. During follow-up monitoring visits, **inspectors will not normally visit a sample of classes or scrutinise pupils' work.**

The LA officer will participate in team meetings where the school's progress in addressing recommendations from the section 28 inspection is discussed. The LA officer will need to exercise the objectivity essential to an external inspection process and to respect the strict confidentiality of all discussions.

The LA officer will prepare for and participate in the meeting to report back to the school at the end of the visit. The team will determine if the school has made sufficient progress and can be removed from the monitoring list. If the school has made insufficient progress, the team will consider the need for the school to be identified as requiring significant improvement.

After the follow-up monitoring visit

Following the monitoring visit, the RI will write to the school, copied to the LA, confirming the monitoring team's findings.

Responsibilities

The **Inspectorate** will:

- establish contact with the LA to invite them to nominate an officer;
- make sure that the LA officer feels fully involved with the monitoring team;
- plan the work of the LA officer during the monitoring visit;
- provide the LA officer with a copy of the team briefing letter; and
- ensure that the LA officer is aware of the arrangements for team meetings and for the feedback to representatives of the school and governing body.

The **local authority** will:

- inform the inspectorate whether they wish to accept the invitation to nominate an officer to join the monitoring team;
- be invited to provide a report on the progress the school has made since the section 28 inspection; and
- ensure that the nominated officer has sufficient knowledge of the context of the school and the progress the school has made since the section 28 inspection.

The **local authority officer** will:

- be familiar with Estyn's guidance on the role of the LA officer in monitoring visits and will have undertaken the specific training offered by Estyn to undertake this role;

- have a thorough understanding of the school’s section 28 inspection report and the school’s post-inspection action plan;
- ensure that inspectors are fully informed about the local authority’s view of the school and any support provided to the school;
- receive a briefing letter from the reporting inspector;
- be involved in collecting evidence, where appropriate and agreed;
- work under the direction of the reporting inspector;
- provide any notes, including evidence forms as requested by the RI;
- respect the confidentiality of all information received during the course of the inspection;
- contribute to meetings of the inspection team;
- avoid being defensive or an advocate for the school; and
- prepare for and participate in the meeting to feedback the team’s findings to representatives of the school and governing body .

The Inspectorate	<ul style="list-style-type: none"> • arranges for the LA officer to receive all information provided to other team members about the arrangements for the monitoring visit; • briefs the school about the role of the LA officer; • ensures that the LA officer is fully involved in the inspection; and • ensures that the LA officer contributes to the corporate judgements.
The local authority	<ul style="list-style-type: none"> • informs the inspectorate whether they wish to nominate an officer to join the monitoring team; • provides a report on the progress the school has made since the section 28 inspection; and • ensures that the nominated officer has sufficient knowledge of the context of the school and the progress the school has made since the section 28 inspection.
The local authority officer	<ul style="list-style-type: none"> • works under the direction of the reporting inspector; • participates in team meetings; • participates in interviews with members of the inspectorate; • listens to learners with members of the inspectorate; • scrutinises school documentation, as appropriate • completes all documentation as appropriate; • contributes to the preparation for the feedback meeting; and • attends the feedback meeting and, if appropriate, provides feedback on a particular recommendation.



DELEGATE HANDBOOK

TRAINING FOR LOCAL AUTHORITY OFFICERS TO JOIN ESTYN MONITORING VISITS 2011

Programme

Day 1

- 10:00 Registration and coffee
- 10:30 Welcome and introduction
- 10:40 Plenary
- Levels of follow-up activity
- 11:15 Workshop 1
- Overview of role of the LA officer in EM monitoring
 - Issues from inspection reports and post inspection action plans
- 12:30 Lunch
- 13:30 Workshop 2
- Planning activity during a visit
 - Evidence, Interviews and completing EFs
- 14:45 p m Tea/coffee
- 15:00 Workshop 3
- Making judgments and writing sections

Day 2

- 9:15 for 9:30 Tea/coffee
- 9:30 Workshop 4
- Issues in LA monitoring
- 10:30 Tea/coffee
- 10:45 Workshop 5
- LA reports for inspections and monitoring visits
- 11:45 Plenary
- 12:15 Lunch

PROTOCOL AND GUIDANCE FOR LOCAL AUTHORITY OFFICERS JOINING ESTYN FOLLOW-UP MONITORING VISITS TO SCHOOLS

General principles

Normally, this level of activity will be required when at least one of the overall judgements for a school in an inspection report is adequate, but the school is not causing concern to the extent of requiring placement in the legally defined categories of requiring significant improvement or special measures.

To receive this level of follow-up activity, key questions or quality indicators would be judged to be at least adequate. It would be possible that at least some key questions and quality indicators have been judged as good. However, the school would have some important areas for improvement that require monitoring.

For this level of follow-up, Estyn will invite the local authority to send an officer to join the monitoring team should they wish to do so. This role allows the local authority to become more involved in the monitoring visit. The officer nominated to join the team will need to be familiar with the school's post-inspection action plan, the progress the school has made in implementing this plan and the role the authority has played in supporting and monitoring progress on this plan.

Before the follow-up monitoring visit

The inspection co-ordinator, in discussion with the local authority, will establish if the authority wishes to take up the invitation of nominating an officer to join the team. If it does wish to nominate an officer to join the monitoring team, the inspection co-ordinator will inform the reporting inspector for the follow-up monitoring visit and the school.

Before the monitoring visit, Estyn will ask the local authority to provide evidence of the progress the school has made in implementing the action plan as well as the role the authority has played in supporting and monitoring the school's progress. This will be the case even when the authority does not choose to nominate an officer to join the monitoring team,

During the follow-up monitoring visit

It is the responsibility of the school to provide the monitoring team with evidence to demonstrate the progress it has made. The team will not be involved in gathering evidence. Inspectors will not normally visit a sample of classes or scrutinise pupils' work.

The local authority officer will complete only those duties that can be carried out during the on-site period of the monitoring visit. The officer will join members of the inspectorate in conducting interviews, listening to learners and scrutinising relevant documentation from the school. The officer will need to complete evidence forms for these activities.

The local authority officer will participate in meetings where the team will discuss the school's progress in addressing recommendations from the section 28 inspection. The officer will need to exercise the objectivity essential to an external inspection process and to respect the strict confidentiality of all discussions. It is important that they understand that their role is not that of an advocate or defender of the school.

The inspection team will discuss their findings and come to a corporate view of the school's progress. The reporting inspector is responsible for managing this discussion. The local authority officer will need to accept the leadership of the reporting inspector and the corporate decisions made by the inspection team as a result of the monitoring visit, even where corporate decisions may contradict their personal view.

The local authority officer will prepare for and participate in the meeting to report back to the school at the end of the visit. The team will determine if the school has made sufficient progress and can be removed from the monitoring list. If the school has made insufficient progress, the team will consider the need for the school to be identified as requiring significant improvement.

After the follow-up monitoring visit

Following the monitoring visit, the RI will write to the school confirming the monitoring team's findings and will send a copy to the LA..

Responsibilities

The **Inspectorate** will:

- establish contact with the local authority to invite them to nominate an officer;
- brief the school about the involvement of the local authority officer;
- plan the work of the local authority officer during the monitoring visit;
- provide the local authority officer with a copy of the team briefing letter and any other information provided to team members about the visit;
- make sure that the local authority officer is fully involved in the work of the monitoring team and has opportunities to contribute to corporate judgements; and
- make sure that the local authority officer is aware of the arrangements for team meetings and for the feedback to representatives of the school and governing body.

The **local authority** will:

- inform the inspectorate whether they wish to accept the invitation to nominate an officer to join the monitoring team;
- provide a report on the progress the school has made since the section 28 inspection; and
- make sure that the nominated officer has sufficient knowledge of the context of the school and the progress the school has made since the section 28 inspection.

The **local authority officer** will:

- be familiar with Estyn's guidance on the role of the local authority officer in monitoring visits;
- have a thorough understanding of the school's section 28 inspection report and the school's post-inspection action plan;
- make sure that inspectors are fully informed about the local authority's view of the school and any support provided to the school;
- receive a briefing letter and any other relevant information from the reporting inspector;
- work under the direction of the reporting inspector;
- participate in interviews, listen to learners and scrutinise documentation as appropriate;
- provide any notes, including completed evidence forms as requested by the RI;
- respect the confidentiality of all information received during the course of the inspection;
- participate in meetings of the inspection team;
- apply inspection criteria objectively and avoid acting defensively or as an advocate for the school; and
- prepare for and participate in the meeting to feed back the team's findings to representatives of the school and governing body.

Post-inspection action plans

The Action Plan must address all the key issues in the inspection report, and, for each issue, the plan should state:

- what is to be done (in terms of clear and specific actions);
- who is to do it (who is responsible for ensuring the action takes place, and who else is involved);
- what external support the school will draw in (partner schools, the LEA and other sources);
- when it will be done (timescale with key milestones);
- what resources are required;
- success criteria (quantitative targets where possible) against which progress will be judged; and
- how progress will be monitored (by whom, when and how).

Local authority reports on schools before inspection

We need an evidence-based view on standards, provision and leadership. We don't need a lengthy commentary on actual results since we have these ourselves. However, we do need to know the authority's view of the school's performance.

We need the authority to highlight the school's strengths as well as the areas for improvement, supported by evidence and examples. We would also like the authority's view of the school's capacity to improve with reasons to support this.

This could be summarised as:

- The current local authority risk/support category for the school;
- The school's strengths and areas for improvement in relation to outcomes, provision and leadership
- The authority's evaluation of the quality of leadership and management in the school including the governing body
- The school's progress on the recommendations from the previous inspection
- The school's capacity to improve with evidence to support this
- Any aspects of provision the local authority consider to be sector-leading practice with reasons (there is guidance on sector-leading practice on the Estyn website)
- Any significant information regarding the school's background and circumstances, for example changes in senior management.
- Outcomes of any reviews by the authority.

The report should be no longer than two sides of A4.

Appendix 1

Judgement descriptions

- Excellent** – Many strengths, including significant examples of sector-leading practice
- Good** – Many strengths and no important areas requiring significant improvement
- Adequate** – Strengths outweigh areas for improvement
- Unsatisfactory** – Important areas for improvement outweigh strengths

Quantities and proportions

- nearly all = with very few exceptions
- most = 90% or more
- many = 70% or more
- a majority = 60% or more
- half = 50%
- around half = close to 50%
- a minority = below 40%
- few = below 20%
- very few = less than 10%

Appendix 2

Guidance on sector-leading practice

If a provider gains an 'excellent' judgement for at least one of the two overall judgements, then the inspection team will have identified examples of sector-leading practice at the provider that warrant wider dissemination.

Inspection teams will discuss this possibility during team meetings, when sector-leading practice will have been a key consideration in reaching any such judgement.

Where there is 'sector-leading practice', the reporting inspector will invite the provider to prepare a written case study of no more than 600 words, accompanied by any relevant illustrative material if appropriate, describing the excellent practice.

The Reporting Inspector will provide a proforma to help providers to prepare their case study. The case study should describe the context and background of the excellent practice, the exact nature of the strategy or activity and what the impact has been on outcomes for the learners. The case study must be one that can be held up as an example of sector-leading practice for the scrutiny of other providers in the same or other sectors.

The case study should be sent to Estyn within four weeks of the end of the on-site part of the inspection. The case study should be accompanied by a letter or email showing that it has been approved for use by the inspectorate and signed off by the senior leader of the provider.

Guidance on what 'sector-leading practice' means:

- 1 'Sector-leading' means that the quality of the provision is at the forefront of the sector. So, inspectors need to ask themselves if the practice they have seen is among the best they have observed in the sector.
- 2 'Sector-leading' also means that the provider should use such practice to offer leadership to the sector so that the practice can be influential as an exemplar of work that is of high quality. It is difficult for provision to be leading the sector if the sector knows nothing about it. So, inspectors need to ask whether the provider has already shared the practice they have seen with others, in networks of professional practice, both internally and externally.
- 3 'Sector-leading practice' is innovative and cutting edge work that pushes at the boundaries, but it does not have to be unique. If it is being shared with others and emulated then clearly it will not be unique.
- 4 'Sector-leading practice' must be highly effective, and the effectiveness should be seen in terms of its clear impact on learners' progress and achievement.

- 5 'There is no pre-set quota on the number or proportion of 'excellent' judgements inspectors can make.
- 6 When considering a judgement of 'excellent', inspectors need to make sure that there are 'many strengths' before moving to a consideration of 'sector-leading practice'.
- 7 'Sector-leading practice' on its own – without 'many strengths' – should not secure an 'excellent' judgement.
- 8 What constitutes excellence and sector-leading practice may change as the inspection cycle moves on and providers improve.

Monday 12 September 2011

Schools requiring follow-up – training for new HMI and AI

10.30 – 12.00

Focus:

- The role of the HMI/AI in working with schools requiring follow-up

Objectives:

To enable all HMI/AI to:

- understand the processes when working with schools requiring follow-up;
- fulfil their roles and responsibilities confidently; and
- gain an overview of the current situation.

Materials:

- Summary guidance notes for the session
- Annex 9 – Guidance for the inspection of primary/secondary/special schools
- Follow-up folder on SharePoint
- PowerPoint presentation from July corporate training

Summary guidance notes

- There are so many separate sections to the process that I do not intend to go through everything. It would take far too long and you would never remember it all.
- This session is intended as an overview which will help guide you through the many protocols and documents which are involved.

Inspection framework (refer to Annex 9)

- In the inspection framework, there are five possible levels of follow-up
 - Excellent practice – no Estyn visit;
 - Local authority monitoring – no Estyn visit, but involves the local authority link inspector;
 - Estyn monitoring visit – brief Estyn visit a year after publication of report;
 - Significant improvement – Estyn monitoring visit a year after publication of report; and
 - Special measures – corroboration visit within four weeks - Estyn monitoring a term after publication and every following term.

Annex 9 (refer to Annex 9)

Annex 9 is the section in the inspection guidance book which gives specific guidance to reporting inspectors on the procedures to follow if they judge that a school requires follow-up activity.

- You need to be familiar with Annex 9 in the inspection guidance handbook as this is the starting point for HMI.
- After reading the annex, I will try to answer any general questions you may have.

Documentation (refer to follow-up page on SharePoint)

- All necessary protocols, letters and spreadsheets are available on the follow-up page in SharePoint.
- Protocols and letters for various stages of the process are in separate documents to enable easy access.
- The protocols are very specific and take you through the process step-by-step.
- Welsh translations of most letters are now available

The role of the inspection coordinator (IC)

- The IC acts as a conduit, through whom everything passes. The IC should always know at what stage the process is.
- All administration, such as initial contact with schools, letter writing, updating spreadsheet etc. is carried out by the IC.
- The next point of contact is the appropriate sector lead officer (Iolo Dafydd – primary; Nigel Vaughan – secondary; Mike Munting – special)
- Every school in follow-up has an electronic registered file set up on SharePoint, where the IC places all relevant documents and correspondence.

Protocols (refer to protocols on SharePoint)

- The folders are presented in the order in which you are likely to require them.
- There are references to other folders and appendices throughout the protocols.
- Take some time to find your way around and familiarise yourselves with the protocols.
- Using them is probably the best form of training because you'll learn as you go along.

Spreadsheets

- The spreadsheets on the follow-up page in SharePoint record all schools in follow-up.
- ICs update these every time a step in the process takes place.
- Only ICs, lead officer for operational support and lead officer for follow-up have write access to them; all other Estyn staff have read-only access.
- If HMI have queries or comments about them, they should be directed to the appropriate IC or lead officer for follow-up.

Action

- Familiarise yourselves with SharePoint page and protocols.
- Look at the spreadsheets to see how they track the progress of a school requiring follow-up.
- Email or ring me if you have any queries.

Current situation (refer to PowerPoint)

Questions

**Follow-up Inspection
Activity**
**Gweithgarwch Arolygu
Dilynol**

Background/Cefndir

- Shorter ‘core’ inspections for all providers.
- Enhanced levels of ‘follow-up’ inspection activity .
- Targeted on those providers who have been found, through their core inspection, to be under-performing.
- Arolygiadau ‘craidd’ byrrach ar gyfer pob darparwr.
- Lefelau gwell o weithgarwch arolygu ‘dilynol’
- Wedi’i dargeddu at y darparwyr y canfuwyd, trwy eu harolygiad craidd, eu bod yn tanberfformio.

The levels of follow up activity

Lefelau gweithgarwch dilynol

- **Sector-leading practice** Arfer sy'n arwain y sector
- **Local authority monitoring** Monitro gan yr awdurdod lleol
- **Estyn monitoring** Monitro gan Estyn
- **Significant Improvement** Gwelliant Sylweddol
- **Special Measures** Mesurau Arbennig

Sector

Arfer

- Cutting edge Blaengar
- Innovative practice Arfer arloesol
- Ahead of others Ar flaen y gad
- Inspirational Ysbrydoledig

Leading

Sy'n Arwain

- Exemplar to others
- EsiAMPL i eraill
- Transferable to others
- Modd ei rhannu ag eraill

Practice

Y Sector

- Highly effective
- Effeithiol dros ben
- Focused on improvement
- Canolbwyntio ar wella
- Clear impact on learners' progress and achievement.
- Effaith glir ar gynnydd a chyflawniad dysgwyr

Sector-leading practice / Arfer sy'n arwain y sector

- Schools invited to write-up short case studies.
- Practice must be capable of standing up to scrutiny.
- SLP section on Estyn's website.
- Site will be dynamic-change after three years.
- SLP showcased at events and in publications
- Ysgolion wedi'u gwahodd i ysgrifennu astudiaethau achos byr
- Rhaid i arfer allu wrthsefyll craffu
- Adran am AAS ar wefan Estyn
- Bydd y safle yn ddeinamig – newid ar ôl tair blynedd
- Arddangos AAS mewn digwyddiadau a chyhoeddiadau

Local authority monitoring

Monitro gan yr awdurdod lleol



- The least intensive follow-up activity.
- A small number of areas for improvement.
- A small number of quality indicators or key questions may be judged as adequate.
- May include instances of failure to meet statutory requirements.
- Y gweithgarwch dilynol lleiaf manwl.
- Nifer fach o feysydd i'w gwella.
- Mae'n bosibl y caiff nifer fach o ddangosyddion ansawdd neu gwestiynau allweddol eu barnu'n ddigonol.
- Gall gynnwys enghreifftiau o fethu bodloni gofynion statudol.

Estyn monitoring/ Monitro gan Estyn

- Second level of follow-up activity.
- School will have some important areas for improvement.
- At least one of the overall judgements is adequate.
- Key questions and/or quality indicators judged to be adequate but some will be judged good.
- Yr ail lefel o weithgarwch dilynol.
- Bydd rhai meysydd pwysig i'w gwella gan yr ysgol o hyd.
- Bydd o leiaf un o'r barnau cyffredinol yn ddigonol.
- Bernir bod cwestiynau allweddol a/neu ddangosyddion ansawdd yn ddigonol ond bernir bod rhai ohonynt yn dda.

Two formal categories of schools causing concern/ Dau gategori o ysgolion sy'n peri pryder

- Schools in need of significant improvement
- Schools requiring special measures
- Ysgolion sydd angen eu gwella'n sylweddol
- Ysgolion sydd angen mesurau arbennig

Measurau Arbennig

Special Measures



Mae angen cymryd mesurau arbennig mewn perthynas ag ysgol:

- os yw'r ysgol yn methu rhoi safon dderbyniol o addysg i'w disgyblion; ac
- os nad yw'r bobl sy'n gyfrifol am arwain, rheoli neu lywodraethu'r ysgol yn arddangos y gallu i sicrhau'r gwelliant sydd ei angen yn yr ysgol.

Special measures are required to be taken in relation to a school if:

- the school is failing to give its pupils an acceptable standard of education; and
- the persons responsible for leading, managing, or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Gwelliant sylweddol

Significant Improvement

- Mae angen gwelliant sylweddol ar ysgol os yw'n perfformio'n sylweddol waeth nag y gellid disgwyl yn rhesymol iddi berfformio yn yr holl amgylchiadau, er nad yw'n disgyn o fewn is-adran (1).
- A school requires significant improvement if, although not falling within subsection (1) it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Nodweddion ysgolion sy'n peri pryder

Characteristics of schools causing concern

- Arweinyddiaeth a rheolaeth
- Llywodraethwyr
- Safonau
- Addysgu ac Aseu
- Ymdrin â materion o'r arolygiad diwethaf
- Leadership and management
- Governors
- Standards
- Teaching and assessment
- Addressing issues from previous inspection

Monitro Monitoring

- Mesurau arbennig – bob tymor
- Gwelliant sylweddol – ar ôl blwyddyn
- Special measures – termly
- Significant improvement – after a year

Pa mor dda mae ALLau'n adolygu ac yn arfarnu ysgolion?

How well do LAs review and evaluate schools?

- Mae ganddynt bolisiâu da ar gyfer monitro, cefnogi, herio ac ymyrryd
- Mae'r rhan fwyaf yn deall yn dda sut mae ysgolion yn perfformio trwy:
 - ymweliadau monitro; a
 - dadansoddi data
- Have good policies for monitoring, supporting, challenge and intervention
- Most understand well how schools perform from:
 - monitoring visits; and
 - analysis of data

Pa mor dda mae ALLau'n adolygu ac yn arfarnu ysgolion

How well do LAs review and evaluate schools?

- Yn casglu tystiolaeth o lygad y ffynnon o ystafelloedd dosbarth yn ystod adolygiadau monitro
- Yn dosbarthu ysgolion yn ôl risg
- Collect first hand evidence from classrooms during monitoring reviews
- Classify schools according to risk

**Pa mor dda mae ALlau'n adolygu
ac yn arfarnu ysgolion?**

**How well do LAs review and
evaluate schools?**



Nid yw pob ALI:

- yn arfarnu ansawdd arweinyddiaeth a rheolaeth yn ddigon trwyadl;
- yn defnyddio ansawdd arweinyddiaeth a rheolaeth fel maen prawf ar gyfer asesu risg;

Not all LAs:

- evaluate rigorously enough the quality of leadership and management;
- use the quality of leadership and management as a criteria for risk assessment;

Pa mor dda mae ALLau'n adolygu ac yn arfarnu ysgolion?

How well do LAs review and evaluate schools?



Nid yw pob ALL:

- yn monitro cynnydd o ran mynd i'r afael ag argymhellion o'r arolygiad blaenorol yn ddigon da;
- yn sicrhau bod ysgolion yn deall categorïau risg; ac
- yn rhoi'r wybodaeth ddiweddaraf i gyrff llywodraethol am berfformiad yr ysgol.

Not all LAs:

- monitor well enough progress in addressing recommendations from previous inspection;
- make sure schools understand the categories of risk; and
- keep governing bodies well informed about the performance of the school.

Pa mor dda mae ALlau'n adolygu ac yn arfarnu ysgolion?

How well do LAs review and evaluate schools?



Nid yw cyrff llywodraethol ysgolion sy'n peri pryder:

- bob amser yn derbyn hyfforddiant sydd wedi'i deilwra i'w hanghenion;
- yn glir am ddiffygion o ran perfformiad neu arweinyddiaeth a rheolaeth; ac
- maent yn aml yn amharod i gymryd camau gweithredu cadarn i fynd i'r afael â pherfformiad gwael.

Governing bodies of SCC:

- do not always receive training tailored to their needs ;
- are not clear about shortcomings in performance or leadership and management; and
- are often reluctant to take firm action to address poor performance.

Pa mor dda mae ALLau'n cefnogi ac yn ymyrryd mewn ysgolion?

How well do LAs support and intervene in schools?

- Maent yn cefnogi'n dda pan fyddant mewn categorïau ac yn gyffredinol yn symud ymaith o fewn yr amser disgwylidig
- Nid ydynt yn nodi nac yn ymyrryd yn ddigon effeithiol ymlaen llaw er mwyn atal yr ysgol rhag mynd yn achos pryder;
- Support well when in categories and generally remove within expected time
- Do not identify or intervene effectively enough beforehand to prevent school becoming a cause for concern;

Pa mor dda mae ALLau'n cefnogi ac yn ymyrryd mewn ysgolion?



How well do LAs support and intervene in schools?

Mae ymyrraeth fwyaf effeithiol:

- pan fydd yr ysgol yn derbyn adroddiadau ysgrifenedig manwl;
- pan fydd swyddogion yn mynychu cyfarfodydd cyrff llywodraethol er mwyn adrodd;
- pan fydd prif swyddogion a chraffu'n derbyn adroddiadau ar gynnydd; a
- phan fydd gwasanaethau perthnasol eraill yn cymryd rhan.

Intervention is most effective when:

- the school receives detailed written reports;
- officers attend GB meetings to report;
- chief officers and scrutiny receive progress reports; and
- other relevant services involved.

Pa mor dda mae ALLau'n sicrhau atebolrwydd?

How well do LAs ensure accountability?

Maent fwyaf effeithiol:

- pan fydd uwch swyddogion yn monitro pob adroddiad;
- pan fydd prosesau da ar gyfer nodi a rhannu arfer orau; a
- phan fydd cyfnod sefydlu effeithiol a hyfforddi a datblygu parhaus.

Most effective when:

- senior officers monitor all reports;
- good processes to identify and share best practice; and
- effective induction and ongoing coaching and development.

Pa mor dda mae ALlau'n
sicrhau atebolrwydd?

How well do LAs ensure accountability?

- Nid yw aelodau etholedig yn cael digon o wybodaeth am ysgolion unigol;
- Nid yw'r swyddogaeth craffu'n nodi ac yn herio ysgolion sy'n tanberfformio yn ddigon trwyadl
- Elected members not kept well enough informed about individual schools;
- Scrutiny function does not identify and challenge underperforming schools rigorously enough

**Nid yw'r rhan fwyaf o'r ALLau'n
defnyddio ystod llawn eu pwerau**

**Most LAs not using full range
of powers**



- Hysbysiadau rhybudd
- Llywodraethwyr ychwanegol
- Atal pwerau wedi'u dirprwyo
- Bwrdd gweithredol interim
- Warning notices
- Additional governors
- Suspension of delegated powers
- Interim executive board

Estyn monitoring visit

Local authority:

- will be invited to send officer to join team;
- has a choice whether to do so; and
- will still be asked to provide a written report on the school's progress.

Nominated officer will:

- need to be familiar with the school's PIAP and the progress made;
- only be required to complete duties during the on-site visit;
- take part in interviews, listening to learners and in feeding back to the school; and
- be asked to complete evidence forms and contribute to feedback.

Monitoring visits will:

- generally be 1-1 ½ days depending on size and type of school;
- usually involve at least 2 HMI; and
- will not always involve lesson observations or book scrutiny.

Outcome

- At the end inspectors will decide whether school has made sufficient progress and can be removed from the monitoring list.
- If not the team will decide whether the school requires significant improvement

Principles

- It is the responsibility of the school to provide the monitoring team with evidence to demonstrate the progress it has made
- The role of the local authority officer is not to that of an advocate or defender of the school.

Principles

- The inspection team will discuss their findings and come to a corporate view of the school's progress. The reporting inspector is responsible for managing this discussion. The LA officer will need to accept the leadership of the reporting inspector and the corporate decisions made by the inspection team as a result of the monitoring visit, even where corporate decisions may contradict their personal view.

Local authority monitoring

Local authority monitoring

- Least intensive follow-up activity;
- Generally a good school but with a small number of areas requiring improvement
- Local authority are not expected to re-inspect the school

Local authority should:

- support the school in addressing recommendations from the inspection;
- agree the post-inspection action plan; and
- monitor the progress the school makes on this plan.

A year after the publication of the inspection report:

- The authority should provide a report on the progress the school has made in addressing the recommendations from the section 28 inspection;
- The report should be shared with the school and contain recommendations to help the school to continue to improve.

Link inspector

- Progress on the PIAP should be discussed with the link inspector during visits.
- The written report should be also be discussed with the link inspector at the end of the year.
- The report should be sent to the inspection co-ordinator in Estyn.

Estyn



- The appropriate Assistant Director and sector lead will decide whether the school has made enough progress to be removed from the list
- Estyn will write to the school and the local authority.

Evidence

- Estyn will not visit the school
- It is the responsibility of the school and the local authority to provide Estyn in their report with evidence to demonstrate the progress the school has made.

Robert Gairey

From: [REDACTED]
Sent: 23 September 2011 15:42
To: [REDACTED]@swansea.gov.uk
Subject: YGG Llwynderw - Monitoring notification
Attachments: 23.09.2011 LEA notification.pdf

Dear [REDACTED]

Please find attached a letter regarding the recent inspection of YGG Llwynderw. If you have any questions please do not hesitate to be in touch.

Many thanks

[REDACTED]
Cynorthwydd Cydlynnydd Arolygu/ Inspection Co-ordinator Support

Estyn

Arolygiaeth Ei Mawrhydi Dros Addysg A Hyfforddiant yng Nghymru
Her Majesty's Inspectorate For Education and Training in Wales

Cyfeiriad: Llys Angor, Heol Keen, Caerdydd, CF24 5JW

Address: Anchor Court, Keen Road, Cardiff, CF24 5JW

Ffôn Estyn/Estyn Phone: 02920 44 6 [REDACTED]

E-bost/E-mail: [REDACTED]@estyn.gov.uk

"Pwyllwch cyn argraffu" -  **Ystyriwch yr amgylchedd cyn i chi argraffu'r neges e-bost hon.**

"Think before you Print" -  **Please consider the environment before printing this email.**



**BUDDSODDWR
MEWN POBL**

| Aur



**INVESTORS
IN PEOPLE**

| Gold



Rhagoriaeth i bawb - Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

[REDACTED]
Corporate Director of Education
Education Department
County Hall
Oystermouth Road
Swansea
SA1 3SN

22 September 2011

Dea [REDACTED]

SCHOOLS REQUIRING ESTYN MONITORING FOLLOWING SECTION 28 INSPECTION

Ysgol Gymunedol Llwynderw was inspected by Gareth Wyn Jones, Rgl, during July 2011. The inspection team has informed us that the school has some important areas for improvement that require Estyn monitoring to ensure improvement.

The following recommendation will appear in the report:

'Estyn will monitor the school's progress'

Under the requirements of section 39 of the Education Act 2005, the governing body must draw up an action plan within 45 working days of the publication of report to address the issues identified in the inspection report. This action plan should be sent to the local authority.

A small team of Estyn inspectors will visit the school approximately one year from the scheduled date of publication of the inspection report. The local authority will be invited to send an officer to join the team. If sufficient progress has been made the school no further monitoring visits will take place.

If insufficient progress has been made, Estyn will place the school on a list of schools requiring significant improvement.



Estyn, Liys Angor, Heol Keen, Caerdydd, CF24 5JW
Estyn, Anchor Court, Keen Road, Cardiff CF24 5JW
Ffôn/Telephone 029 2044 6446 • Ffacs/Fax 029 2044 6448
Ebos/Email enquiries@estyn.gsi.gov.uk • <http://www.estyn.gov.uk>

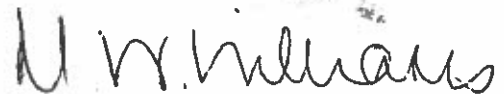


BUDSODDWR MEWN POBL
INSPECTOR IN CHIEF

A letter to confirm the findings of the monitoring visit will be sent to the chair of the governing body.

I have written to the chair of governors and the headteacher to inform them of this decision.

Yours sincerely

A handwritten signature in black ink, appearing to read 'M. W. Williams', written in a cursive style.

Mererid Wyn Williams
Assistant Director

[REDACTED]
Cyfarwyddwr Corfforaethol dros Addysg
Adran Addysg
Neuadd y Sir
Heol Ystumllwynarth
Abertawe
SA1 3SN

22 Medi 2011

Annwyl [REDACTED]

YSGOLION Y MAE ANGEN MONITRO GAN ESTYN ARNYNT YN DILYN AROLYGIAD ADRAN 28

Arolygwyd Ysgol Gymunedol Llwynderw gan Gareth Wyn Jones, AC, yn ystod mis Mehefin 2011. Mae'r tîm arolygu wedi ein hysbysu bod gan yr ysgol rai meysydd pwysig i'w gwella sy'n gofyn am fonitro gan Estyn er mwyn sicrhau gwelliant.

Bydd yr argymhelliad canlynol yn ymddangos yn yr adroddiad:

'Bydd Estyn yn monitro cynnydd yr ysgol'

O dan ofynion adran 39 Deddf Addysg 2005, rhaid i'r corff llywodraethol lunio cynllun gweithredu o fewn 45 diwrnod gwaith o gyhoeddi'r adroddiad i fynd i'r afael â'r materion a nodwyd yn yr adroddiad arolygu. Dylid anfon y cynllun gweithredu hwn i'r awdurdod lleol.

Bydd tîm bychan o arolygwyr Estyn yn ymweld â'r ysgol ryw flwyddyn o ddyddiad cyhoeddi'r adroddiad arolygu. Gwahoddir yr awdurdod lleol i anfon swyddog i ymuno â'r tîm. Os oes cynnydd digonol wedi'i wneud yn yr ysgol, ni fydd unrhyw ymweliadau monitro pellach.

Fel eithriad, os yw'r ysgol wedi gwneud rhywfaint o gynnydd cyfyngedig, gall fod un ymweliad pellach ymhen chwe mis. Os nad oes cynnydd digonol wedi'i wneud, yna byddaf yn ystyried a ddylid barnu bod angen ymweliad pellach ar yr ysgol.

Bydd llythyr yn cadarnhau canfyddiadau'r ymweliad monitro yn cael ei anfon at gadeirydd y corff llywodraethol.


Rwyf wedi ysgrifennu at Gadeirydd y Llywodraethwyr ac at y Pennaeth i roi gwybod iddynt am y penderfyniad hwn.

Yn gywir

A handwritten signature in black ink, appearing to read 'M.W. Williams', written in a cursive style.

Mererid Wyn Williams
Cyfarwyddwr Cynorthwyol

Robert Gairey

From: 
Sent: 23 September 2011 15:39
To: ygg.llwynderw@swansea-edunet.gov.uk
Subject: Monitoring notification - YGG Llwynderw
Attachments: 23.09.2011 COG nofication.pdf

Prynhawn da,

Yn atotedig y mae llythyr ynglyn a'ch arolwg diweddar. Os oes ganddoch unrhyw gwestiynau peidiwch ac oedi a bod mewn cysylltiad.

Diolch yn fawr
.....



Good afternoon,



Please find attached a letter regarding your recent inspection. If you have any questions please do not hesitate to be in touch.

Many thanks


Cynorthwydd Cydlynnydd Arolygu/ Inspection Co-ordinator Support

Estyn
Arolygiaeth Ei Mawrhydi Dros Addysg A Hyfforddiant yng Nghymru
Her Majesty's Inspectorate For Education and Training in Wales

Cyfeiriad: Llys Angor, Heol Keen, Caerdydd, CF24 5JW
Address: Anchor Court, Keen Road, Cardiff, CF24 5JW
Ffôn Estyn/Estyn Phone: 02920 44 
E-bost/E-mail: @estyn.gov.uk

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Rhagoriaeth i bawb - Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Chair of Governors
Ysgol Gymunedol Llwynderw
West Cross Lane
West Cross
Swansea
SA3 5LS

22 September 2011

Dear Chair

SCHOOLS REQUIRING ESTYN MONITORING FOLLOWING SECTION 28 INSPECTION

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If insufficient progress has been made, Estyn will place the school on a list of schools requiring significant improvement.



Estyn, Llys Angor, Heol Keen, Caerdydd, CF24 5JW
Estyn, Anchor Court, Keen Road, Cardiff CF24 5JW
Ffôn/Telephone 029 2044 6446 • Ffacs/Fax 029 2044 6448
Ebos/Email enquiries@estyn.gsi.gov.uk • <http://www.estyn.gov.uk>



BUDSODDWR MEWN POBL
INVESTOR IN PEOPLE

A letter to confirm the findings of the monitoring visit will be sent to you.

I am writing to [REDACTED], Corporate Director of Education for Swansea City and County Council. I am also copying this letter to the headteacher.

Yours sincerely

A handwritten signature in black ink, appearing to read 'M.W. Williams'.

Mererid Wyn Williams
Assistant Director

cc the headteacher

Cadeirydd y llywodraethwyr
Ysgol Gymunedol Llwynderw
West Cross Lane
West Cross
Swansea
SA3 5LS

22 Medi 2011

Annwyl Gadeirydd

YSGOLION Y MAE ANGEN MONITRO GAN ESTYN ARNYNT YN DILYN AROLYGIAD ADRAN 28

Arolygwyd Ysgol Gymunedol Llwynderw gan Gareth Wyn Jones, AC, yn ystod mis Mehefin 2011. Mae'r tîm arolygu wedi ein hysbysu bod gan yr ysgol rai meysydd pwysig i'w gwella sy'n gofyn am fonitro gan Estyn er mwyn sicrhau gwelliant.

Bydd yr argymhelliad canlynol yn ymddangos yn yr adroddiad:

'Bydd Estyn yn monitro cynnydd yr ysgol'

O dan ofynion adran 39 Deddf Addysg 2005, rhaid i'r corff llywodraethol lunio cynllun gweithredu o fewn 45 diwrnod gwaith o gyhoeddi'r adroddiad i fynd i'r afael â'r materion a nodwyd yn yr adroddiad arolygu. Dylid anfon y cynllun gweithredu hwn i'r awdurdod lleol.

Bydd tîm bychan o arolygwyr Estyn yn ymweld â'r ysgol ryw flwyddyn o ddyddiad cyhoeddi'r adroddiad arolygu. Gwahoddir yr awdurdod lleol i anfon swyddog i ymuno â'r tîm. Os oes cynnydd digonol wedi'i wneud yn yr ysgol, ni fydd unrhyw ymweliadau monitro pellach.

Fel eithriad, os yw'r ysgol wedi gwneud rhywfaint o gynnydd cyfyngedig, gall fod un ymweliad pellach ymhen chwe mis. Os nad oes cynnydd digonol wedi'i wneud, yna byddaf yn ystyried a ddylid barnu bod angen ymweliad pellach ar yr ysgol.

Bydd llythyr yn cadarnhau canfyddiadau'r ymweliad monitro yn cael ei anfon atoch.

Rwy'n ysgrifennu at [REDACTED] y Cyfarwyddwr Corfforaethol dros Addysg o Gyngor Dinas a Sir Abertawe. Rwy'n anfon copi o'r llythyr hwn at y pennaeth

Yn gywir



Mererid Wyn Williams
Cyfarwyddwr Cynorthwyol

copi at y pennaeth

Robert Gairey

From: [Redacted]
Sent: 11 October 2012 12:35
To: 'YGG.Llwynderw@swansea-edunet.gov.uk'
Subject: Ymweliad i Ysgol Gynradd Llwynderw
Attachments: Llwynderw - Letter to notify of EM visit.pdf; Llwynderw - Letter to notify of EM visit cy.pdf

Annwyl Bennaeth a Chadeirydd y Llywodraethwyr,
Mae llythyr ynghlwm yn eich hysbysu am yr ymweliad monitro â Ysgol Gynradd Llwynderw a gynhelir ar y 15 o Tachwedd. Bydd Terwyn Tomos yn arwain yr ymweliad a bydd Huw Watkins yn bresennol hefyd. A allech chi ddarparu'r wybodaeth ganlynol i mi erbyn 25 Hydref:

1. Unrhyw wybodaeth am beth mae'r ysgol wedi'i wneud/manylion cynnydd ers yr ymweliad blaenorol
2. Adroddiad hunanarfarnu cyfredol yr ysgol
3. Y cynllun gwella ysgol cyfredol
4. Manylion staffio
5. Amserlenni ystafelloedd dosbarth ar gyfer wythnos yr ymweliad
6. Ymgynghorydd Cyswllt yr ALL a manylion cyswllt

Os oes gennych ymholiadau, cysylltwch â mi ar 02920 446 417 neu glyn.bryan@estyn.gov.uk



Yn gywir

[Redacted]
Cydlynnydd Arolygu
Inspection Co-ordinator

Estyn
Arolygiaeth Ei Mawrhydi Dros Addysg A Hyfforddiant yng Nghymru
Her Majesty's Inspectorate For Education and Training in Wales

Cyfeiriad: Llys Angor, Heol Keen, Caerdydd, CF24 5JW
Address: Anchor Court, Keen Road, Cardiff, CF24 5JW

Ffôn Estyn/Estyn Phone: 02920 44 [Redacted]
E-bost/E-mail: [Redacted]@estyn.gov.uk

"Pwyllwch cyn argraffu" -  **Ystyriwch yr amgylchedd cyn i chi argraffu'r neges e-bost hon.**
"Think before you Print" -  **Please consider the environment before printing this email.**

Chair of Governors
Ysgol Gymunedol Llwynderw
West Cross Lane
West Cross
Swansea
SA3 5LS

11 October 2012

Dear Chair

Ysgol Gymunedol Llwynderw

Schools requiring Estyn monitoring following Section 28 inspection

This letter is to confirm that Estyn will monitor the progress of the school on 15 November 2012.

Terwyn Tomos, HMI, will lead the monitoring visit and he will contact the headteacher soon to make arrangements. The local authority will be invited to send a representative to join the team.

At the end of the monitoring visit, the inspectors will report their findings to you, as Chair of Governors, to the head teacher and to a representative of the local authority. This will take place on 15 November 2012 at 16:00.

Her Majesty's Chief Inspector will confirm the findings of the monitoring visit in a letter.

I am copying this letter to the headteacher. I am also writing to the local authority.

Yours sincerely



Mererid Wyn Williams
Assistant Director

cc the headteacher



Cadeirydd y Llywodraethwyr
Ysgol Gymunedol Llwynderw
West Cross Lane
West Cross
Swansea
SA3 5LS

11 Hydref 2012

Annwyl Gadeirydd

Ysgol Gymunedol Llwynderw

**Ysgolion y mae angen iddynt gael eu monitro gan Estyn yn dilyn arolygiad
Adran 28**

Mae'r llythyr hwn i gadarnhau y bydd Estyn yn monitro cynnydd yr ysgol ar
15 Tachwedd 2012.

Bydd Terwyn Tomos, AEM, yn arwain yr ymweliad monitro, a bydd ef yn cysylltu â'r
pennaeth cyn bo hir i wneud y trefniadau. Bydd yr awdurdod lleol yn cael ei wahodd i
anfon cynrychiolydd i ymuno â'r tîm.

Ar ddiwedd yr ymweliad monitro, bydd yr arolygwyr yn adrodd eu canfyddiadau
wrthyich chi, fel Cadeirydd y Llywodraethwyr, wrth y pennaeth a chynrychiolydd o'r
awdurdod lleol. Cynhelir hyn ar am 16:00.

Bydd Prif Arolygydd Ei Mawrhydi yn cadarnhau canfyddiadau'r ymweliad monitro
mewn llythyr.

Rwy'n anfon copi o'r llythyr hwn at y pennaeth. Rwy'n ysgrifennu at yr awdurdod lleol
hefyd.

Yn gywir



Mererid Wyn Williams
Cyfarwyddwr Cynorthwyol

cc y pennaeth



Robert Gairey

From: [redacted]
Sent: 11 October 2012 12:38
To: [redacted]@swansea.gov.uk'
Subject: Monitoring visit to Ysgol Gynradd Llwynderw
Attachments: Llwynderw - Letter to inform LA of EM visit.pdf; Llwynderw - Letter to inform LA of EM visit cy.pdf

Annwyl [redacted]

Mae llythyr ynghlwm yn eich hysbysu am yr ymweliad monitro i Ysgol Gynradd Llwynderw ac yn cynnwys cais am adroddiad byr o farn yr awdurdod ar berfformiad y darparwr. Edrychaf ymlaen at glywed gennych maes o law.

Yn gywir


[redacted]

Cydlynnydd Arolygu
Inspection Co-ordinator

Estyn
Arolygiaeth Ei Mawrhydi Dros Addysg A Hyfforddiant yng Nghymru
Her Majesty's Inspectorate For Education and Training in Wales

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Address: Anchor Court, Keen Road, Cardiff, CF24 5JW

Ffôn Estyn/Estyn Phone: 02920 44 [redacted]
E-bost/E-mail: [redacted]@estyn.gov.uk

"Pwyllwch cyn argraffu" -  **Ystyriwch yr amgylchedd cyn i chi argraffu'r neges e-bost hon.**
"Think before you Print" -  **Please consider the environment before printing this email.**

Cyfarwyddwr Corfforaethol dros Addysg
Awdurdod Lleol Abertawe
Adran Addysg
Neuadd y Sir
Heol Ystumllwynarth
ABERTAWE
SA1 3SN

11 Hydref 2012

Annwyl Gadeirydd

Ysgol Gymunedol Llwynderw

**Ysgolion y mae angen iddynt gael eu monitro gan Estyn yn dilyn arolygiad
Adran 28**

Mae'r llythyr hwn i gadarnhau y bydd Estyn yn monitro cynnydd Ysgol Gymunedol Llwynderw ar 15 Tachwedd 2012. Bydd Glyn Roberts, AEM, yn arwain yr ymweliad monitro a bydd ef yn cysylltu â'r pennaeth i wneud y trefniadau.

Fe'ch gwahoddir i anfon cynrychiolydd o'r awdurdod lleol i ymuno â'r tîm yn ystod yr ymweliad monitro. Os ydych yn dymuno gwneud hynny, cadarnhewch enw a manylion cyswllt eich cynrychiolydd wrth [\[REDACTED\]@estyn.gov.uk](mailto: [REDACTED]@estyn.gov.uk) erbyn 25 Hydref 2012. Rhaid i'r unigolyn a enwebir fod ar restr Estyn o swyddogion sydd wedi'u hardystio i ymuno ag Estyn ar ymweliadau monitro. Amgaeaf gopi o'r protocol ar gyfer ymweliadau o'r fath, a gofynnaf i chi roi hwn i'r unigolyn priodol. Byddwn yn ddiolchgar pe byddech yn anfon adroddiad byr i'r un cyfeiriad e-bost hefyd yn crynhoi gwaith yr awdurdod yn yr ysgol a'ch barn am y cynnydd y maent wedi'i wneud.

Ar ddiwedd yr ymweliad monitro, bydd yr arolygwyr yn adrodd eu canfyddiadau wrth y pennaeth, Cadeirydd y Llywodraethwyr a chynrychiolydd o'r awdurdod lleol. Cynhelir hyn ar 15 Tachwedd 2012 am 16:00.



Bydd Prif Arolygydd Ei Mawrhydi yn cadarnhau canfyddiadau'r ymweliad monitro
mewn llythyr at Gadeirydd y Llywodraethwyr.

Yn gywir

M. W. Williams

Mererid Wyn Williams
Cyfarwyddwr Cynorthwyol

Mr Richard Parry
Corporate Director of Education
Swansea Local Authority
Education Department
County Hall
Oystermouth Road
SWANSEA
SA1 3SN

11 October 2012

Dear Mr Parry

Ysgol Gymunedol Llwynderw

Schools requiring Estyn monitoring following Section 28 inspection

This letter is to confirm that Estyn will monitor the progress of Ysgol Gymunedol Llwynderw on 15 November 2012. Terwyn Tomos, HMI, will lead the monitoring visit and he will contact the headteacher to make arrangements.

You are invited to send a local authority representative to join the team during the monitoring visit. If you wish to do so, please confirm the name and contact details of your representative to [redacted]@estyn.gov.uk by 25 October 2012. The nominated person must be on Estyn's list of officers who are endorsed to join Estyn on monitoring visits. I enclose a copy of the protocol for such visits and ask that you pass this on to the appropriate person. I would be grateful if you would also send to the same email address a short report summarising the authority's work in the school and your view of the progress that they have made.

At the end of the monitoring visit, inspectors will report their findings to the headteacher, the Chair of Governors and a representative of the local authority. This will take place on 15 November 2012 at 16:00.



Her Majesty's Chief Inspector will confirm the findings of the monitoring visit in a letter to the Chair of Governors.

Yours sincerely

M. W. Williams

Mererid Wyn Williams
Assistant Director

Robert Gairey

From: [REDACTED]
Sent: 11 October 2012 12:44
To: [REDACTED]@swansea.gov.uk'
Subject: RE: Monitoring visit to Ysgol Gynradd Llwynderw
Attachments: LA officers joining Estyn monitoring.pdf; LA officers joining Estyn monitoring cy.pdf

Annwyl [REDACTED]

Yn dilyn fy e-bstod isod, dyma'r protocol am swyddogion awdurdodau leol sy'n ymuno ar ymweliadau Estyn.

Diolch

[REDACTED]

From: [REDACTED]
Sent: 11 October 2012 12:38
To: [REDACTED]@swansea.gov.uk'
Subject: Monitoring visit to Ysgol Gynradd Llwynderw

Annwyl [REDACTED]

Mae llythyr ynghlwm yn eich hysbysu am yr ymweliad monitro i Ysgol Gynradd Llwynderw ac yn cynnwys cais am adroddiad byr o farn yr awdurdod ar berfformiad y darparwr. Edrychaf ymlaen at glywed gennych maes o law.

Yn gywir

[REDACTED]

Cydlynnydd Arolygu
Inspection Co-ordinator

Estyn
Arolygiaeth Ei Mawrhydi Dros Addysg A Hyfforddiant yng Nghymru
Her Majesty's Inspectorate For Education and Training in Wales

Cyfeiriad: Llys Angor, Heol Keen, Caerdydd, CF24 5JW
Address: Anchor Court, Keen Road, Cardiff, CF24 5JW

Ffôn Estyn/Estyn Phone: 02920 44 [REDACTED]
E-bost/E-mail: [REDACTED]@estyn.gov.uk

"Pwyllwch cyn argraffu" -  **Ystyriwch yr amgylchedd cyn i chi argraffu'r neges e-bost hon.**

"Think before you Print" -  **Please consider the environment before printing this email.**

PROTOCOL AND GUIDANCE FOR LOCAL AUTHORITY OFFICERS JOINING ESTYN FOLLOW-UP MONITORING VISITS TO SCHOOLS

General principles

If at least one of the overall judgements for a school in a core inspection report is adequate, but the school is not causing concern to the extent of requiring placement in the legally-defined categories of requiring significant improvement or special measures, the school will receive an Estyn monitoring visit. To receive this level of follow-up activity, key questions or quality indicators would be judged to be at least adequate. It would be possible that at least some key questions and quality indicators have been judged as good. However, the school would have some important areas for improvement that require monitoring.

The local authority (LA) will be invited to send an officer to join the monitoring team should they wish to do so. This role allows the LA to become more involved in the monitoring visit. The officer nominated to join the team will need to be familiar with the school's post-inspection action plan, the progress the school has made in implementing this plan and the role the LA has played in supporting and monitoring progress on this plan. The nominated person must also be on Estyn's list of officers who have undertaken training and are endorsed to join Estyn teams on monitoring visits.

Before the monitoring visit, the LA will also provide a brief written report, providing evidence of the progress the school has made in implementing the action plan as well as the role the LA has played in supporting and monitoring the school's progress.

Before the follow-up monitoring visit

The inspection co-ordinator (IC), in discussion with the LA, will establish if the LA wishes to take up the invitation of nominating an officer to join the team. If the LA wishes to nominate an officer to join the monitoring team, the IC will check that this person is on Estyn's list of endorsed officers and inform the reporting inspector (RI) for the follow-up monitoring visit and the school.

The IC will ask the LA to send written information to the Inspectorate about the school's progress.

During the follow-up monitoring visit

The LA officer will complete only those duties that can be carried out during the on-site period of the monitoring visit. The LA officer will provide the monitoring team with information about the progress the school has made and the role the LA has played in supporting and monitoring the school's progress.

The LA officer will join members of the inspectorate in conducting interviews, listening to learners and scrutinising relevant documentation from the school. The LA officer will be required to complete evidence forms (EFs) for these activities. During follow-up monitoring visits, **inspectors will not normally visit a sample of classes or scrutinise pupils' work.**

The LA officer will participate in team meetings where the school's progress in addressing recommendations from the section 28 inspection is discussed. The LA officer will need to exercise the objectivity essential to an external inspection process and to respect the strict confidentiality of all discussions.

The LA officer will prepare for and participate in the meeting to report back to the school at the end of the visit. The team will determine if the school has made sufficient progress and can be removed from the monitoring list. If the school has made insufficient progress, the team will consider the need for the school to be identified as requiring significant improvement.

After the follow-up monitoring visit

Following the monitoring visit, the RI will write to the school, copied to the LA, confirming the monitoring team's findings.

Responsibilities

The Inspectorate will:

- establish contact with the LA to invite them to nominate an officer;
- make sure that the LA officer feels fully involved with the monitoring team;
- plan the work of the LA officer during the monitoring visit;
- provide the LA officer with a copy of the team briefing letter; and
- ensure that the LA officer is aware of the arrangements for team meetings and for the feedback to representatives of the school and governing body.

The local authority will:

- inform the inspectorate whether they wish to accept the invitation to nominate an officer to join the monitoring team;
- be invited to provide a report on the progress the school has made since the section 28 inspection; and
- ensure that the nominated officer has sufficient knowledge of the context of the school and the progress the school has made since the section 28 inspection.

The local authority officer will:

- be familiar with Estyn's guidance on the role of the LA officer in monitoring visits and will have undertaken the specific training offered by Estyn to undertake this role;

- have a thorough understanding of the school's section 28 inspection report and the school's post-inspection action plan;
- ensure that inspectors are fully informed about the local authority's view of the school and any support provided to the school;
- receive a briefing letter from the reporting inspector;
- be involved in collecting evidence, where appropriate and agreed;
- work under the direction of the reporting inspector;
- provide any notes, including evidence forms as requested by the RI;
- respect the confidentiality of all information received during the course of the inspection;
- contribute to meetings of the inspection team;
- avoid being defensive or an advocate for the school; and
- prepare for and participate in the meeting to feedback the team's findings to representatives of the school and governing body .

<p>The Inspectorate</p>	<ul style="list-style-type: none"> • arranges for the LA officer to receive all information provided to other team members about the arrangements for the monitoring visit; • briefs the school about the role of the LA officer; • ensures that the LA officer is fully involved in the inspection; and • ensures that the LA officer contributes to the corporate judgements.
<p>The local authority</p>	<ul style="list-style-type: none"> • informs the inspectorate whether they wish to nominate an officer to join the monitoring team; • provides a report on the progress the school has made since the section 28 inspection; and • ensures that the nominated officer has sufficient knowledge of the context of the school and the progress the school has made since the section 28 inspection.
<p>The local authority officer</p>	<ul style="list-style-type: none"> • works under the direction of the reporting inspector; • participates in team meetings; • participates in interviews with members of the inspectorate; • listens to learners with members of the inspectorate; • scrutinises school documentation, as appropriate • completes all documentation as appropriate; • contributes to the preparation for the feedback meeting; and • attends the feedback meeting and, if appropriate, provides feedback on a particular recommendation.

Robert Gairey

From: [REDACTED]
Sent: 19 October 2012 11:53
To: 'yggllwynderw@swansea-edunet.gov.uk'
Subject: FW: Ymweliad i Ysgol Gynradd Llwynderw
Attachments: Llwynderw - Letter to notify of EM visit.pdf; Llwynderw - Letter to notify of EM visit cy.pdf

Hi [REDACTED]

Fi'n credu nes ti weud bod gyda ti'r ebost hyn.

Os all di hala gyd or wybodaeth gwaelod i [REDACTED] - [REDACTED] estyn.gov.uk fe fydd [REDACTED] codi lan ei ebostiau (tra bod e i ffwrdd or swyddfa) ai ddodi mewn i'r VIR. Roeddwn i yn meddwl bod ni dal yn danfon allan enw defnyddiwr a cyfrinair i chi cael neud eich hunan, ond arol siarad i cydweithwr ffeindies i allan taw dim hwn yw'r drefn ar y foment.

Unrhyw broblemau plis rho galwad ffon i fi.

Diolch
[REDACTED]
[REDACTED]

From: [REDACTED]
Sent: 11 October 2012 12:35
To: 'YGG.Llwynderw@swansea-edunet.gov.uk'
Subject: Ymweliad i Ysgol Gynradd Llwynderw

Annwyl Bennaeth a Chadeirydd y Llywodraethwyr,
Mae llythyr ynghlwm yn eich hysbysu am yr ymweliad monitro â Ysgol Gynradd Llwynderw a gynhelir ar y 15 o Tachwedd. Bydd Terwyn Tomos yn arwain yr ymweliad a bydd Huw Watkins yn bresennol hefyd. A allech chi ddarparu'r wybodaeth ganlynol i mi erbyn 25 Hydref:

1. Unrhyw wybodaeth am beth mae'r ysgol wedi'i wneud/manylion cynnydd ers yr ymweliad blaenorol
2. Adroddiad hunanarfarnu cyfredol yr ysgol
3. Y cynllun gwella ysgol cyfredol
4. Manylion staffio
5. Amserlenni ystafelloedd dosbarth ar gyfer wythnos yr ymweliad
6. Ymgynghorydd Cyswllt yr ALL a manylion cyswllt

Os oes gennych ymholiadau, cysylltwch â mi ar 02920 446 [REDACTED] neu [REDACTED]

Yn gywir
[REDACTED]

Cydlynnydd Arolygu
Inspection Co-ordinator

Estyn
Arolygiaeth Ei Mawrhydi Dros Addysg A Hyfforddiant yng Nghymru
Her Majesty's Inspectorate For Education and Training in Wales

Dec 12

Robert Gairey

From: [REDACTED] (LEA) [REDACTED]@swansea.gov.uk>
Sent: 23 October 2012 08:50
To: [REDACTED]
Cc: [REDACTED]
Subject: YGG Llwynderw monitoring report
Attachments: Llwynderw monitoring report 22Oct12.doc; Llwynderw - Gwerthusiad o arolwg llwynderw 2012.doc

Hi Glyn

Here is the monitoring report on YGG Llwynderw, English and Welsh versions. Roger Davies will represent the LA at the monitoring visit.

Thanks

[REDACTED]
[REDACTED]
Planning & Improvement Officer
Tel: [REDACTED]

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administrator@swansea.gov.uk

Bydd yr holl ohebiaeth a anfonir at y Cyngor neu ganddo yn destun cofnodi a/neu fonitro yn unol Ã' r ddeddfwriaeth berthnasol

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Robert Gairey

From: YGG.Llwynderw@Swansea-edunet.gov.uk
Sent: 25 October 2012 16:28
To: [REDACTED]
Cc: adegcg@live.co.uk
Subject: Ymweliad Monitro Ysgol Gymraeg Llwynderw
Attachments: Adroddiad Hunan Arfarnu 2011 2012 Ysgol Gymraeg Llwynderw.docx; Crynodeb Data 2012 2013 Ysgol Gymraeg Llwynderw.doc; Cynllun Datblygu 2012 2013 Ysgol Gymraeg Llwynderw.doc; Cynllun Datblygu CS 2012-2013 ATODIAD 5.6.doc; Staff ysgol Llwynderw.docx; Amserlen Blwyddyn6 2012 2013.pub; Amserlen Blwyddyn5 2012 2013.pub; Amserlen Blwyddyn 3a4 2012 2013.pub; Amserlen blwyddyn3 2012 2013.pub; amserlen Mrs Morgan blwyddyn 2.pub; amserlen Miss Thomas blwyddyn 1 a 2.pub; amserlen Mrs Jones blwyddyn 1.pub; Amserlen y Blynnyddoedd Cynnar Tymor yr Hydref 2012.doc

Annwyl [REDACTED]

Amgaeaf y rhan fwyaf o wybodaeth gofynwyd amdano mewn perthynas a ymweliad Estyn i Ysgol Gymraeg Llwynderw ar y 15fed o Dachwedd 2012.

Nid yw'r Sir hyd yma wedi ein hysbysu o'i cynrychiolydd. Hyderwn fydd y Sir yn gwneud hyn yn uniongyrchol a chi.

Os fydddech cystal a chadarnhau gyda ni sut hoffech dderbyn y ffeil dystiolaeth ychwanegol.

Yn gywir,

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Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

**Report of visit
Level of follow-up: Estyn monitoring**

**YGG Llwynderw
West Cross Lane
West Cross
Swansea
SA3 5LS**

Date of visit: November 2012

by

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



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The monitoring team

Terwyn Tomos	Reporting Inspector
Huw Watkins	Team Inspector
Roger Davies	Local authority representative

Outcome of the visit

It is judged that Ysgol Gynradd Gymraeg Llwynderw has made insufficient progress in relation to the recommendations following the core inspection in July 2011.

As a result, Her Majesty's Chief Inspector for Education and Training in Wales is increasing the level of follow-up activity.

Estyn inspectors will re-visit the school in about 12 months to inspect the progress made against the recommendations in the original inspection report.

Progress since the last inspection

Recommendation 1: To continue with the current good standards and in key stage 2, improve the quality of writing skills amongst boys in Welsh, and raise the percentage of girls who achieve level 5 or above in science and mathematics

This recommendation has been partly addressed.

Teacher assessment results at the end of both key stages in 2012 show that the school's standards remain consistently good. Although they are not as good as in previous years, the results remain above the family and Welsh averages, and the school's performance is fairly close to the expectations compared to the other schools in the family. The number of pupils in the cohort is fewer than usual, and the percentage value of each pupil is high as a result. It is therefore difficult to form a meaningful judgement on trends.

Teacher assessment results at the end of key stage 2 in Welsh and English writing show that boys have made progress on previous years' results. Similarly, girls' results in the higher than expected levels (level 5) in mathematics and science are higher than the family and Welsh averages.

Throughout the school, up to Year 6, most pupils' work books show appropriate progress in standards. They develop effectively across the skills and within subjects, and there is progression and continuity in the work.

However, the work in the books of current Year 6 pupils is not appropriate to the pupils' age and ability. There is not enough work in the books, there are too many examples of unfinished work, and there is no evidence of work in science.

Recommendation 2: To ensure that the philosophy of the Foundation Phase is implemented in the relevant classes

This recommendation has been fully addressed.

The standards of Foundation Phase pupils are good. The children listen well and respond appropriately in focus sessions, and they take part enthusiastically in the variety of activities provided for them. Their literacy and numeracy skills are developing successfully. They show an increasing interest in books, and they take

part voluntarily in writing and reading activities in the different activity areas. They are able to apply their number skills to various situations on a level that is appropriate to their ability and age, such as in the shop, the cafe or kitchen.

As a result of implementing a specific development plan, the provision now meets the philosophy and requirements of the Foundation Phase in full. Teachers plan thoroughly, and respond well to the children's ideas. The continuous assessment which takes place is having a good influence on planning the way forward for pupils. In the nursery and reception classes and in Years 1 to 3, there is a good balance between focused activity and giving children opportunities to choose the direction of their own learning. There are enough staff available to support the learning, and they do so effectively by modelling language of a high standard, and they deal appropriately with any behavioural issues.

Recommendation 3: To improve the quality of the School Development Plan (SDP) by using quantitative targets, for example, and developing the role of teachers and governors in monitoring the school's work within the self-evaluation process

This recommendation has been partly addressed.

Following the inspection, changes were made to the school's staffing, and the school was led by a temporary headteacher and deputy headteacher. In September 2012, the school's headteacher returned to his post, and a deputy headteacher was appointed.

The school development plan, which has been formed since the inspection by the temporary senior management team, is a useful document and is based upon the outcomes of a new self-evaluation procedure. It includes quantitative targets where appropriate.

The new self-evaluation procedures are appropriate and include an effective contribution from teachers and governors. The monitoring timetable is clear, and includes lesson observations, data analysis and monitoring pupils' work. Up until July 2012, the monitoring timetable was implemented effectively and in line with time limits.

However, since September 2012, the current management team has not continued with the monitoring timetable, and there is not enough evidence for it to monitor and evaluate progress against the development plan's priorities.

Recommendation 4: To improve the quality of learning, teaching and behaviour where it is unsatisfactory

This recommendation has been partly addressed.

Learning and teaching standards are inconsistent across the school. In the Foundation Phase classes, provision is effective and encourages children to learn in a colourful and stimulating environment. However, at the upper end of key stage 2, the achievements in lessons and work books do not reflect the appropriate standards for pupils' age and ability.

By now, the schemes of work are consistent across the school, and, in general, implemented effectively across the school. In the best teaching, the pace of lessons is good, teachers' expectations are high, and pupils are challenged appropriately. However, at the upper end of key stage 2, pupils are not challenged enough, and there is no effective differentiation. As a result, not all pupils achieve to the best of their abilities.

Pupils' behaviour is generally good in lessons and during play time.

Recommendation 5: To ensure that every teacher and governor has received in-service training (INSET) in child protection and respond more effectively to the minority of pupils who have concerns regarding bullying

This recommendation has been fully addressed.

Every member of staff and the governors have now received appropriate training in child protection. They are all fully aware of their role and responsibilities.

The school has introduced a range of measures to respond to pupils' concerns regarding bullying, and these are effective on the whole. The school continually monitors the situation and is working to develop positive attitudes amongst the pupils.

Recommendation 6: To further develop assessment by improving the effect of marking, and teachers' progression to work that pupils have not completed or corrected

This recommendation has been partly addressed.

The school has an appropriate marking policy, which has been distributed to every teacher, but this is not implemented consistently across the school. Teachers give oral and written responses to pupils' work, but the standard of feedback received by pupils is inconsistent. Teachers give direction to pupils' work and assist them to overcome problems. However, the comments and responses are superficial, and do not contribute towards developing pupils' understanding.

A number of assessment for learning strategies have been introduced, and there are opportunities for pupils to assess their own work through a traffic lights system. However, this is not used consistently across the school. On the whole, pupils do not understand how well they are doing in their work and what they have to do in order to improve.

Procedures to track pupils' progress have been embedded within the school. During the last year, the school has begun to use a suitable procedure of tracking progress. Gradually, this is influencing the teaching and learning, enabling teachers to analyse progress better and gain a better understanding of the school's performance data.

Recommendation

The school should continue to pay attention to the recommendations that it has not yet fully addressed.



Report on visit
Level of follow-up activity: significant improvement

YGG Llwynderw
West Cross Lane
West Cross
Swansea
SA3 5LS

Date of visit: January 2014

by

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

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The monitoring team

Terwyn Tomos	Reporting Inspector
Ann Jones	Team Inspector

Outcome of visit

Following the previous monitoring visit, there were further changes in staffing at the school, and the school was led by a temporary headteacher and a deputy headteacher until September 2013. A new permanent headteacher was appointed in September 2013, and a deputy headteacher in January 2014. The senior management team was restructured to include the headteacher, the deputy headteacher, the leader of key stage 2 and the leader of the Foundation Phase.

It is judged that Ysgol Gynradd Gymraeg Llwynderw has made enough progress in relation to the recommendations following the core inspection in July 2011.

As a result, Her Majesty's Chief Inspector for Education and Training in Wales is removing the school from the list of schools that need significant improvement.

Progress since the previous inspection

Recommendation 1: Continue with the current good standards and in KS2 improve the quality of writing skills among boys in Welsh, and raise the percentage of girls who are able to achieve level 5 or better in science and mathematics.

This recommendation has been largely addressed.

Results of teacher assessments at the end of key stage 2 in 2013 have risen again after falling a little in 2012. In 2013, results were higher than the averages for the family and Wales and placed the school in the top 25% of similar schools in all subjects and in the core subject indicators.

Results of teacher assessments at the end of key stage 2 in writing in Welsh and English show that boys had made very good progress on the results in previous years at the expected level (level 4 or higher). Although boys' achievements continue to be lower than girls' achievements at the higher levels (level 5 or higher), they have made significant progress. Girls' results at the higher levels in mathematics and science are higher than the averages for the family and Wales, and place the school among the top 25% of similar schools.

Pupils' work books across the school show that the provision offers a good range of learning experiences across curriculum subjects. There are appropriate opportunities for pupils to use their literacy and numeracy skills across the curriculum. Across key stage 2, the majority of pupils' work books show appropriate progress in standards and there is clear progression and continuity in the work.

The headteacher and the senior management team, with the support of the local authority, have led a training programme for staff, in order to develop and improve teachers' understanding of National Curriculum levels. This has resulted in good co-operation between all the school's staff to assess and moderate pupils' work. However, this effective work has not had enough time to embed across the school to date. As a result, these arrangements have not had enough of an effect on standards and progress in a very few classes.

Recommendation 2: Ensure that the philosophy of the Foundation Phase is implemented in the relevant classes

This recommendation has been fully addressed.

Foundation Phase pupils' standards are good. Children listen well and respond appropriately in focus sessions, and they play an enthusiastic part in the variety of activities that are provided for them. Their literacy and numeracy skills are developing successfully. They show an increasing interest in books, and they take part voluntarily in reading and writing activities in the various activity areas. At a level that is appropriate to their age and ability, pupils are able to apply their numeracy skills to a variety of situations, such as in the shop, in the café or in the kitchen.

As a result of implementing a specific development plan, the provision now fulfils the philosophy and requirement of the Foundation Phase in full. Teachers plan thoroughly, and respond well to the children's ideas. The continuous assessment that is carried out has a good influence on planning the way forward for pupils. In the nursery and reception classes, and in Years 1 to 3, there is a good balance between focused activity and giving pupils opportunities to choose the direction of their own learning. There are enough staff available to support learning, and they do this effectively by modelling polished language and dealing appropriately with any behavioural problems.

Recommendation 3: Improve the quality of the School Development Plan (SDP) by, for example, using quantitative targets, and developing teachers' and governors' roles in monitoring the work of the school within the self-evaluation process

This recommendation has been fully addressed.

The new headteacher led a full and detailed consultation including all members of the teaching and support staff, and governors, in order to establish a new vision for the school, and to identify priorities for improvement. As a result, the school's staff and governors have a clearer understanding of their roles.

The management team's operational methods have been established firmly, and members have a thorough understanding of their responsibilities and of the school's development needs. They contribute effectively to monitoring the school's standards and provision, and co-operate successfully as a team. The monitoring timetable is clear and includes lesson observations, data analysis and monitoring pupils' work. Monitoring reports by the management team and subject leaders is analytical, and report clearly on strengths and areas to be improved.

The governing body has developed its role since the previous visits, and governors have a sound understanding of the school's strengths and areas for improvement. They work closely with the headteacher and the senior management team, and develop a programme of monitoring to strengthen their understanding further.

Recommendation 4: Improve the quality of learning, teaching and behaviour where this is unsatisfactory

This recommendation has been fully addressed.

In general, standards of learning and teaching have improved across the school. In Foundation Phase classes, provision is effective and promotes pupils' learning in a colourful and stimulating environment. The provision and environment in key stage 2 have improved in key stage 2 as a result of creating corners to provide more challenging learning experiences in each classroom.

Nearly all pupils concentrate well in lessons; they are keen to contribute and very prepared to help each other in pair or group work. Pupils' oral skills are developing well in line with their age and ability across the school. They speak increasingly correctly and confidently. In general, pupils write confidently, and make appropriate use of paragraphs. They spell and punctuate their work with increasing accuracy. However, pupils are not challenged regularly enough to write at length in both languages across learning areas. In addition, there is a little inconsistency in terms of the standard of presentation and handwriting in pupils' books across key stage 2.

All teachers plan jointly in an effective way. As a result, schemes of work are consistent and they are implemented successfully across the school. In the best teaching, the pace of lessons is good, teachers' expectations are suitable and they provide a good variety of interesting activities which are differentiated appropriately. However, at the top end of key stage 2, the most able pupils are do not achieve consistently to the best of their ability.

Pupils' behaviour is consistently good across the school.

Recommendation 5: Ensure that every teacher and governor has received in-service training (INSET) in child protection and responds more effectively to the minority of pupils who have concerns regarding bullying

This recommendation has been fully addressed.

All members of staff and governors have received appropriate training in child protection. They are all aware of their roles and responsibilities.

The school has introduced a range of measures to respond to pupils' concerns about bullying and these are effective. The school continues to monitor the situation continuously and works effectively to develop positive attitudes among pupils.

Recommendation 6: Further develop assessment by improving the effect of marking, and teacher follow up to work that has not been completed or corrected by pupils

This recommendation has been largely addressed.

The school has reviewed and refined the marking policy and most teachers now implement the policy consistently. In lessons, most teachers respond positively orally

and in writing to pupils' work. They mark work regularly and also provide clear direction to pupils' work and help them to overcome problems. However, a very few teachers' written comments on how to improve work vary too much and are superficial at times.

All teachers deliver an appropriate variety of assessment for learning strategies in their classes. On the whole, this provides suitable opportunities for pupils to assess their own work and at times to assess each other's work. However, in a very few lessons, these strategies are not used effectively enough.

The school continues to work in order to ensure that all teachers have a better understanding of assessment, moderating and standardising pupils' work. As a result, teachers feel more confident in identifying and tracking pupils' progress effectively. Teachers also have a better understanding of the school's performance data. These systems have a positive influence on teaching and learning in the classroom.

Recommendations

In order to maintain and improve on this progress, the school should continue to work towards addressing the recommendations that have not been met fully to date.