

Proposal to establish provision for pupils with additional learning needs (ALN) at Ysgol Gynradd Gymraeg Calon Y Cymoedd

Consultation document

Date of issue: 6 November 2018

Action required: Responses by 17 December 2018

Tel: (01656) 815253

Email: Anne.Whittome@bridgend.gov.uk

Web: www.bridgend.gov.uk/consultation

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Overview

The consultation is to invite your views on the proposal to establish a learning resource class (LRC) for a maximum of eight pupils with autistic spectrum disorders (ASD) at Ysgol Gynradd Gymraeg Calon Y Cymoedd.

How to respond

This consultation period will begin on 6 November 2018 and close on 17 December 2018. You can respond or ask further questions in the following ways;

Tel: (01656) 815253

Email:

Anne.Whittome@bridgend.gov.uk

Online: [Click here](#) or visit www.bridgend.gov.uk/consultation

Post: Education and Family Support Directorate, Bridgend County Borough Council, Angel Street, Bridgend, CF31 4WB.

Alternative formats are also available upon request.

Data protection

How we use the views and information you share with us.

All responses received by Bridgend County Borough Council (BCBC) will be seen in full by its staff members involved in the consultation process. The information may also be seen by other departments within the Council or local service board members to help improve upon the services provided.

The Council may also use the information gathered to publish subsequent documents both directly and indirectly linked to this consultation, however the Council will never disclose any personal information such as names or addresses that could identify an individual.

If you do not wish for your opinions to be publicised, please state so in your response.

Related documents

For more information on consultations in Bridgend County Borough or how to join our Citizens' Panel.

Visit:

www.bridgend.gov.uk/CitizensPanel

Background and information

- In December 2011, Cabinet received an update on the review of support and provision for the inclusion of children and young people with ALN.
- In conjunction with this proposal, an ASD LRC was opened at Ysgol Gyfun Gymraeg Llangynwyd in March 2018.
- The Council supports the principles that, when possible, children should be educated in a mainstream school environment and as near to their home as possible. The proposal to open an ASD LRC at Ysgol Gynradd Gymraeg Calon Y Cymoedd would afford those children with ASD who are currently taught through the medium of Welsh to continue their education.

The proposal

- This is a proposal to establish provision for pupils at Ysgol Gynradd Gymraeg Calon Y Cymoedd. In order to meet the needs of pupils with a diagnosis of ASD, it is proposed to establish a LRC for a maximum of eight pupils. The proposed LRC would open in conjunction with the opening of the new school building.
- The consultation exercise will seek the views of staff, parents, pupils, interested parties and the governing body as the first step in the statutory process. If the proposals are supported they would come into effect on 1 April 2019.

Why has this proposal been brought forward?

- The proposal is being raised in order to meet the needs of children and young people with ASD. There is a need for additional resource to be opened in order to meet the increase of need for pupils with a diagnosis of ASD. As a result of opening a LRC for ASD pupils through the medium of Welsh in BCBC, pupils will be able to continue their education through their chosen language and as near to their home as is possible.

What the proposal means in practice

The proposal if approved would mean that:

- A LRC at Ysgol Gynradd Gymraeg Calon Y Cymoedd for a maximum of eight pupils with ASD would open from 1 April 2019.
- There would be a graduated intake from 1 April 2019. LRC admissions would be decided upon through an admissions panel which would assess the need of the pupil.
- The LRC would be an integrated part of the mainstream school, providing an appropriate environment in which pupils can develop and thrive within their peer group and have normal access to mainstream curriculum, where appropriate.
- The LRC would provide specialist learning facilities within the school, it would also provide ASD specialist expertise to mainstream classes.
- The Council supports the principles that, as far as possible, children should be educated within a mainstream school environment and as near to their home as possible.
- The proposal of establishing a LRC at Ysgol Gynradd Gymraeg Calon Y Cymoedd would afford those pupils with ASD to continue their education through the medium of Welsh in a specialist provision in BCBC.

What are the advantages if the proposal goes ahead?

- There would be increased resource within BCBC to meet the demand of places for pupils with a diagnosis of ASD.
- There would be an ASD LRC established through the medium of Welsh at primary level therefore affording pupils with ASD the opportunity to continue their education through to the ASD LRC at secondary level.

What are the potential disadvantages if the proposal goes ahead?

- There are not any foreseen disadvantages to this proposal.

Impact of the proposals

Quality and standards in education

- There will be no likely impact on the quality of outcomes, provision and leadership and management in Ysgol Gynradd Gymraeg Calon Y Cymoedd, regarding the proposal to establish a LRC for pupils with a diagnosis of ASD.
- There will be no likely impact of the proposal on the ability of Ysgol Gynradd Gymraeg Calon Y Cymoedd to deliver the full curriculum at each key stage of education.

Other considerations

- The National Categorisation School Report 2017-2018 for Ysgol Gynradd Gymraeg Calon Y Cymoedd formally Ysgol Gynradd Cwm Garw is included at Appendix A.

Quality and standards in education

- The school has noted the progress made by individual pupils within their self-evaluation with many pupils, including additional learning needs, more able and children who are looked after making expected progress.
- There is a strong improving trend in writing in both languages. The school now needs to focus on the standards of reading.

Outcomes (standards and wellbeing)

- In the foundation phase both language, literacy and communication (LLC) and mathematical development (MD) show an upward trend based on the percentage of pupils, however the improvement is not evident from benchmarking.
- Attainment at level 5+ is inconsistent over time. However, in 2017, apart from Welsh, all subjects show an improvement based on their benchmarking position. This places Welsh and English in the lower 50% and science and mathematics in the higher 50% when compared with similar schools.
- In key stage 2, eFSM pupils have reached their targets at level 4+ in 2017. However, the gap in all subjects and the CSI is greater than the LA and CSC average. In 2017, at level 5, eFSM pupils have outperformed nFSM pupils in mathematics and science although this does not reflect the performance over the last three years.
- There has been good progress in attendance from 93.0% in 2013 - 2014 to 94.4% in 2015 – 2016 and 94.4% in 2016 – 2017

Provision (learning experiences, teaching, staffing, care support and guidance, and learning environment)

- There has been a clear improvement in the quality of teaching over the last year.
- There are successful systems in place to support more vulnerable pupils. This has led to better behaviour across the school and higher attendance figures.
- The standard of behaviour of many pupils is good. Exclusion rates, despite an increase in 2015 – 2016, remain low over time.

Leadership and management (leadership, improving quality, partnership working and resource management)

- Leaders and staff have established a clear vision that is shared with all stakeholders. This vision is well supported by a useful set of core values that are actively and effectively promoted with pupils, staff and parents. Over the last year, this has contributed to the school's ethos more positively. As a result, pupils are becoming more confident learners and their social skills are particularly improving
- During the last eighteen months, the interim headteacher, who is now the Headteacher, has provided strong leadership and clear direction to the school. There has been an ongoing and uninterrupted focus on school improvement, setting high standards and challenging underperformance.
- During the year there has been a strong focus on raising standards, improving provision and strengthening leadership. Leaders have been very clear on priorities and have enabled staff to take part in a range of strategies and programmes to support the change process.
- Governors have a good understanding of strengths and areas for improvement.
- Use of the pupil development grant is now planned more purposively and is closely linked to the key priorities of raising standards of language and mathematics. Whilst many of the strategies used to measure impact are relatively new, there is a clear picture of eFSM pupils making good progress against targets. Leaders are aware that opportunities to develop literacy and numeracy across the curriculum are limited.

Other considerations

Travel arrangements and accessibility impact

- The proposal would have no impact on the current travel arrangements as transport is available for those pupils who are eligible for a place at an LRC.
- Consideration would be given to the appropriate mode of transport for those pupils with ASD who would be accessing the LRC at Ysgol Gynradd Gymraeg Calon Y Cymoedd.

Land and buildings

- The proposal will not involve any potential transfer or disposal of land, nor is there any planned building associated with the proposal.

Impact Assessments

Community Impact Assessment

- There is no significant negative impact on the community.
(see Appendix E)

Equality Impact Assessment

- The Council has a duty to consider the implications of this proposal on all members of the local community who may be affected unfairly as a result of the proposal being carried out.
- An initial impact screening assessment has been undertaken (see Appendix F). The outcomes and actions identified by this assessment will be included in a report to Cabinet on the consultation process and will help to create a full equality impact assessment (EIA).
- If you have any views on the potential of this proposal to affect any groups or individuals either positively or adversely, then we would welcome your comments as part of this consultation. Please see consultation proforma.

Risks

- There are no current risks associated with this proposal. The LRC will increase the expertise amongst the staff of Ysgol Gynradd Gymraeg Calon Y Cymoedd to accommodate the needs of other pupils who are known to demonstrate ASD traits in the absence of a formal diagnosis.
- The full EIA will assess any potential impacts.

Alternative

- An alternative to opening the LRC at Ysgol Gynradd Gymraeg Calon Y Cymoedd would be to open an ASD LRC at one of the other three Welsh-medium primary schools in BCBC namely Ysgol Gynradd Bro Ogwr; Ysgol Gynradd Cynwyd Sant or at Ysgol Ferch O'r Sger.
- Another alternative would be to support the pupils in mainstream and for them not to have access to appropriate small class environment.
- The likely consequence of these alternatives is that the pupils' needs with ASD would not be met in the most appropriate way.

Alternative Provision

Details of the affected school(s)

Ysgol Gynradd Gymraeg Calon Y Cymoedd
Betws Road
Betws
Bridgend
CF32 8YD

The table below provides details of the January 2018 numbers on roll at Ysgol Gynradd Gymraeg Calon Y Cymoedd and the figures recorded for the previous three annual censuses.

Ysgol Gynradd Gymraeg Calon y Cymoedd – Pupils on Roll			
(Age 3-11)			
Jan 15	Jan 16	Jan 17	Jan 18
154	162	154	156

The following table provides a five-year projection of pupil population for Ysgol Gynradd Gymraeg Calon y Cymoedd which is a Welsh-medium primary school with an age range of 3 to 11 and will have a pupil capacity of 210 places (age 4 – 11) excluding nursery when they move to the new school on the Betws site.

Blwyddyn /Year	N1	N2	R	1	2	3	4	5	6	Cyfanswm /Total	Cyfanswm /Total
	Oed / Age 2 - 3	Oed / Age 3 - 4	Oed / Age 4 - 5	Oed / Age 5 - 6	Oed / Age 6 - 7	Oed / Age 7 - 8 100%	Oed / Age 8 - 9 98%	Oed / Age 9 - 10 104%	Oed / Age 10 - 11 103%	2-11	4-11
2018	4	27	20	18	26	13	20	16	12	156	125
2019	4	25	22	20	16	25	12	18	15	157	128
2020	4	25	23	21	18	16	24	11	17	159	130
2021	4	25	20	22	19	17	15	22	10	154	125
2022	4	25	25	20	20	19	16	13	20	162	133
2023	4	25	25	25	18	19	18	15	13	162	133
2024	4	25	25	25	22	17	18	16	14	166	137

As Ysgol Gynradd Gymraeg Calon y Cymoedd will transfer to a new build, the condition of the accommodation would be graded as condition A. Grade A means

that the condition is good and performing as intended. There is currently no sufficiency grading available for this school.

Ysgol Gynradd Bro Ogwr
Princess Way
Brackla
Bridgend
CF31 2LN

The table below provides details of the January 2018 numbers on roll at Ysgol Gynradd Bro Ogwr and the figures recorded for the previous four annual censuses.

Ysgol Gymraeg Bro Ogwr – Pupils on Roll			
(Age 3-11)			
Jan 15	Jan 16	Jan 17	Jan 18
426	429	425	440

The following table provides a five-year projection of pupil population for Ysgol Gymraeg Bro Ogwr which is a Welsh-medium primary school with an age range of 3 to 11 and a pupil capacity of 365 places (age 4 – 11) excluding nursery.

Blwyddyn /Year	N1	N2	R	1	2	3	4	5	6	Cyfanswm /Total	Cyfanswm /Total
	Oed / Age 2 - 3	Oed / Age 3 - 4	Oed / Age 4 - 5	Oed / Age 5 - 6	Oed / Age 6 - 7	Oed / Age 7 - 8	Oed / Age 8 - 9	Oed / Age 9 - 10	Oed / Age 10 - 11		
				103%	99%	105%	99%	100%	100%	2-11	4-11
2018	9	50	51	60	67	55	39	64	45	440	381
2019	5	59	57	49	59	64	52	38	61	444	380
2020	5	59	61	55	49	56	60	51	36	432	368
2021	5	59	62	59	55	46	54	59	49	448	384
2022	5	59	59	60	59	52	44	52	56	446	382
2023	5	59	59	57	59	56	49	43	50	437	373
2024	5	59	59	57	57	57	53	48	41	436	372

The condition of the accommodation at Ysgol Gymraeg Bro Ogwr is graded as condition C. Grade C means that it is poor and exhibiting major defects/and/or not opening as intended. There is no suitability and sufficiency grading available for this school.

Ysgol Gynradd Cynwyd Sant
 Pen-yr-Ysgol
 Maesteg
 Bridgend
 CF34 9YE

The table below provides details of the January 2018 numbers on roll at Ysgol Gynradd Cynwyd Sant and the figures recorded for the previous three annual censuses.

Ysgol Cynwyd Sant – Pupils on Roll			
(Age 3-11)			
Jan 15	Jan 16	Jan 17	Jan 18
314	311	302	293

The following table provides a five-year projection of pupil population for Ysgol Cynwyd Sant which is a Welsh-medium primary school with an age range of 3 to 11 and a pupil capacity of 290 places (age 4 -11) excluding nursery.

Blwyddyn /Year	N1	N2	R	1	2	3	4	5	6	Cyfanswm /Total 2-11	Cyfanswm /Total 4-11
	Oed / Age 2 - 3	Oed / Age 3 - 4	Oed / Age 4 - 5	Oed / Age 5 - 6 110%	Oed / Age 6 - 7 105%	Oed / Age 7 - 8 96%	Oed / Age 8 - 9 122%	Oed / Age 9 - 10 108%	Oed / Age 10 - 11 115%		
2018	1	26	40	44	42	41	36	33	30	293	266
2019	1	40	39	38	42	38	39	32	32	301	260
2020	1	40	40	37	36	37	36	34	31	292	251
2021	1	40	40	38	35	32	35	31	33	285	244
2022	1	40	40	38	36	32	30	31	31	279	238
2023	1	40	40	38	36	32	30	27	30	274	233
2024	1	40	40	38	36	32	30	26	26	269	228

The condition of the accommodation at Ysgol Cynwyd Sant is graded as condition B. Grade B means that it is satisfactory and performing as intended but exhibiting minor deterioration. The suitability grading is B and the sufficiency grading is B. Grade B means that it is mostly suitable/sufficient with some minor issues.

Ysgol Ferch O'r Sger

Greenfield Terrace

North Cornelly

Bridgend

CF33 4 LW

The table below provides details of the January 2018 numbers on roll at Ysgol Ferch O'r Sger and the figures recorded for the previous three annual censuses.

Ysgol y Ferch o'r Sger – Pupils on Roll			
(Age 3-11)			
Jan 15	Jan 16	Jan 17	Jan 18
251	249	221	192

The following table provides a five-year projection of pupil population for Ysgol Ferch o'r Sger which is a Welsh-medium primary school with an age range of 3 to 11 and a pupil capacity of 198 places (age 4 – 11) excluding nursery.

Blwyddyn /Year	N1	N2	R	1	2	3	4	5	6	Cyfanswm /Total 2-11	Cyfanswm /Total 4-11
	Oed / Age 2 - 3	Oed / Age 3 - 4	Oed / Age 4 - 5	Oed / Age 5 - 6	Oed / Age 6 - 7	Oed / Age 7 - 8 100%	Oed / Age 8 - 9 98%	Oed / Age 9 - 10 104%	Oed / Age 10 - 11 103%		
2018	1	17	18	27	29	29	23	26	23	193	175
2019	2	27	27	16	25	27	27	23	25	199	170
2020	2	27	27	25	15	23	25	26	22	192	163
2021	2	27	27	25	23	14	22	24	25	189	160
2022	2	27	27	24	23	21	13	21	23	181	152
2023	2	27	29	25	23	21	20	13	20	180	151
2024	2	27	29	26	23	21	20	19	12	179	150

The condition of the accommodation at Ysgol y Ferch o'r Sger is graded as condition C. Grade C means that it is poor and exhibiting major defects/and/or not opening as intended. There is no sufficiency grading available for this school.

Finance

- The funding for the LRC would be allocated through the mainstream school's delegated budget, via the school's formula allocation, and using a combination of the age-weighted pupil unit (AWPU) element, plus a per place factor.
- Funding levels would be derived from notional staffing needs. If pupil numbers remain constant, then the cost of the provision would be largely unchanged. The number of places would be reviewed annually and agreed with the headteacher to enable staffing stability and to assist in school planning.
- These proposed funding arrangements are similar to those implemented for secondary schools in 2013-2014, that were part of the annual consultation with governing bodies and the School Budget Forum on changes to the schools' funding formulae. One-off funding for the set-up costs would be £10k
- As part of the medium-term financial strategy (MTFS) budget-setting process for 2017-2018, a total of £263k was allocated under budget pressures to establish additional learning resource centres for pupils with ASD in two Welsh-medium schools and two English-medium school with effect from the academic year 2017-2018. This allocation will be used to fund the LRC at Ysgol Gynradd Gymraeg Calon Y Cymoedd if the proposal goes ahead

The consultation process

- The consultation process will be completed by 17 December 2018 and the outcomes (which will be incorporated into the proposal where possible) will be reported to Cabinet. If there is a decision not to proceed, that will be the end of this proposal for the future and an alternative proposal will need to be sought.
- If the decision is to go ahead, a statutory notice outlining the proposals would need to be published for a period of 28 days. If there are no objections to the proposal, then it will go ahead subject to final approval by Cabinet. If there are objections at the Public Notice stage, an objection report must be published. Cabinet could determine to accept, reject or modify the proposal.
- It is proposed to implement the proposal from 1 April 2019.

Activity	Date
Consultation period where we welcome your views on the proposal*.	6 November 2018 to 17 December 2018
Consultation Report to Cabinet on the outcomes of the consultation.	22 January 2019
Publish Consultation Report on BCBC website, hard copies available on request.	30 January 2019
If agreed by the Cabinet of Bridgend County Borough Council, a public notice will be published and there will be a period of 28 days in which to submit any objections to the proposal in writing.	31 January 2019
End of Public Notice period. If there are no objections Cabinet can immediately decide whether to proceed or not. If there are any objections, an Objections Report will be published and forwarded to Cabinet for their consideration and subsequent determination.	27 February 2019
Potential implementation.	1 April 2019

*Please note that responses to consultation will not be counted as objections to the proposal and that objections can only be registered following publication of the public notice.

What do you now have to consider?

You are invited to consider the proposal and submit your views as to whether or not you support the proposal to establish a LRC for pupils with ASD at Ysgol Gynradd Gymraeg Calon Y Cymoedd from 1 April 2019.

How to make your views known?

There will be consultation meetings held as detailed below for the different interested parties. You are invited to attend the relevant meetings where you can hear an explanation of the proposal, put questions and express any views or concerns you may have.

Venue: Pencoed Primary School	Date	Time
School Council of Ysgol Gynradd Gymraeg Calon Y Cymoedd	15 Tachwedd 2018	2.45pm
Staff of Ysgol Gynradd Gymraeg Calon Y Cymoedd	15 Tachwedd 2018	3.40pm
Governing body of Ysgol Gynradd Gymraeg Calon Y Cymoedd	15 Tachwedd 2018	4.30pm
Parents of pupils at Ysgol Gynradd Gymraeg Calon Y Cymoedd and other interested parties	15 Tachwedd 2018	5.30pm

If you have any further questions regarding this proposal, wish to put your views in writing, suggest alternative proposals or request a copy of the consultation report when published, please contact (using the pro forma):

Post:

Director of Education and Family Support
 Education and Family Support Directorate, Civic Offices
 Angel Street
 Bridgend
 CF31 4WB

Please mark for the attention of Anne Whittome, or **Email:** Anne.Whittome@bridgend.gov.uk

Tel: (01656) 815253

Alternative formats are also available upon request.

All views must be received by no later than 17 December 2018

Pro forma

Pro forma - Proposal to establish the ASD LRC at Ysgol Gynradd Gymraeg Calon Y Cymoedd

Name:

Contact details:

Are you (*please tick*):

School governor

Parent/guardian

School pupil

School staff

Other interested party (please specify)

Comment/suggestions/requests/questions:

Appendix A

National Categorisation Report 2016/2017 Ysgol Gynradd Gymraeg Cwm Garw
(formely Calon Y Cymoedd)

Appendix B

Estyn Inspection Report Ysgol Gynradd Bro Ogwr

Appendix C

Estyn Inspection Report Ysgol Cynwyd Sant

Appendix D

National Categorisation Report 2016/2017 Ysgol Ferch O'r Sger

Appendix E

Communities impact assessment (CIA) initial screening

Appendix F

Equalities impact assessment (EIA) initial screening.

Appendix G

Well-being of future generations (Wales) ACT 2015 Assessment

National School Categorisation Report

(Provisional pending National Verification)

School:	Cwm Garw
Region:	CSC

School Context

- The school's three-year average for the percentage of pupils eligible for free school meals (eFSM) is 21.8%, (CSC 20.6%, Wales 18.9%).
- There were 14 pupils in Year 2, 10 boys and 4 girls and 17 pupils in Year 6, 10 boys and 7 girls in 2016-2017.
- The number of pupils of statutory school age is 113, compared with 108 in 2016 and 110 in 2015.

Standards

Evaluation

- In the foundation phase both language, literacy and communication (LLC) and mathematical development (MD) show an upward trend based on the percentage of pupils, however the improvement is not evident from benchmarking. In personal and social development, wellbeing, and cultural diversity (PSWCD) at outcome 5+, attainment is a little lower than 2016 with performance lower than the family, local authority and national averages and in the lower 50% when compared with similar schools. All areas of learning at the expected outcome and the foundation phase outcome indicator (FPOI) are in the lower 50% or the bottom 25%. At the above expected outcome, the school performs better in LLC, reaching the higher 50% however it remains in the bottom 25% for PSWCD for the third year and in the lowest 50% for mathematical development for the fourth year. In both LLC and MD, the school has performed better than the family, local authority and all-Wales averages however they have performed below the family, local authority and all-Wales averages in PSWCD.
- In key stage 2, performance at the expected level is inconsistent compared to similar schools over the last three years. Most areas and the core subject indicator (CSI) are in the lower 50%, although Welsh is in the higher 50%. In 2017 the school has performed below the all-Wales, family of schools and local authority averages in English and mathematics. However, in science the school has outperformed the local authority, family of schools and all-Wales averages. Welsh has performed better than the all-Wales and family of schools averages, but below the local authority average.

- Attainment at level 5+ is inconsistent over time. However, in 2017, apart from Welsh, all subjects show an improvement based on their benchmarking position. This places Welsh and English in the lower 50% and science and mathematics in the higher 50% when compared with similar schools.
- There is a strong improving trend in writing in both languages. The school now needs to focus on the standards of reading.
- In the foundation phase, the girls outperform the boys in most instances over time at both the expected level and above expected levels. However, in 2017 at the expected level, the boys have made good progress and have outperformed the girls in all areas of learning except PSWCD. In key stage 2 there is no discernible pattern between the performance of boys and girls at the expected level or the above expected level over time.
- In the foundation phase over the last three years, at both outcome 5 and 6 in 2017, pupils eligible for free school meals (eFSM) have consistently underperformed in almost all areas of learning compared to nFSM pupils. The gap is often greater than the local authority and all-Wales averages.
- In key stage 2, eFSM pupils have reached their targets at level 4+ in 2017. However, the gap in all subjects and the CSI is greater than the LA and CSC average. In 2017, at level 5, eFSM pupils have outperformed nFSM pupils in mathematics and science although this does not reflect the performance over the last three years.
- Performance in all areas in the national tests in 2017 is weak. At the >115 level, the school is performing lower than the local, regional and all-Wales averages in the foundation phase and key stage 2.
- The school has noted the progress made by individual pupils within their self-evaluation with many pupils, including additional learning needs, more able and children who are looked after making expected progress.
- There has been good progress in attendance from 93.0% in 2013 - 2014 to 94.4% in 2015 – 2016 and 94.4% in 2016 – 2017. However, performance over time remains in the lower 50% of similar schools.
- The standard of behaviour of many pupils is good. Exclusion rates, despite an increase in 2015 – 2016, remain low over time.

Step 2 – Improvement Capacity

The categorisation based on evidence and discussion at Step 2 is C.

Evaluation

- The quality of leadership has improved well over the last year, and is now adequate and improving quickly. It has been a period of significant change at Ysgol Cwm Garw, with the interim headteacher appointed as headteacher last term and a new deputy headteacher appointed. Four new permanent teachers have also been appointed for this year. During the last eighteen months, the interim headteacher, who is now the Headteacher, has provided strong leadership and clear direction to the school. There has been an ongoing and uninterrupted focus on school improvement, setting high standards and challenging underperformance. There has been useful progress in terms of improving strategic leadership. The headteacher is fully aware that more time is required to embed practices in order to further impact

upon standards and provision.

- Leaders and staff have established a clear vision that is shared with all stakeholders. This vision is well supported by a useful set of core values that are actively and effectively promoted with pupils, staff and parents. Over the last year, this has contributed to the school's ethos more positively. As a result, pupils are becoming more confident learners and their social skills are particularly improving.
- During the year there has been a strong focus on raising standards, improving provision and strengthening leadership. Leaders have been very clear on priorities and have enabled staff to take part in a range of strategies and programmes to support the change process. As a result, members of staff are now more open to change and participate well in whole school initiatives. One example is staff involvement in reinforcing wellbeing which has led to an improvement in pupil attendance. There are successful systems in place to support more vulnerable pupils. This has led to better behaviour across the school and higher attendance figures. However, the school is aware that many practices, particularly regarding the development of literacy and numeracy, have just been introduced and they have not yet had the full impact intended on standards.
- Self-evaluation processes have been re-established over the last eighteen months. During the academic year, a variety of monitoring activities have been undertaken leading to a comprehensive first-hand evidence base. There has been greater involvement by all members of staff in ongoing monitoring activities, for example a learning pathway focusing on the classroom environment and book scrutiny. By interpreting data and monitoring information effectively, school leaders and staff have a picture of strengths and areas for development. Information gathered via these self-evaluation processes is appropriate in order to identify the school's priorities. Leaders respond quickly to findings of monitoring activities, and as a result self-evaluation is starting to have a strong impact on improving standards, learning and teaching
- The school places a clear emphasis on raising standards by setting high expectations, however pupil attainment over three years is inconsistent.
- Leaders and staff are now clear regarding the priorities in the school improvement plan. Recent planning and use of resources have had a positive impact on pupil wellbeing, particularly via the effective use of the ELSA programme. Effective work has taken place this year to implement writing, oracy and reading programmes as well as a new scheme of work for mathematics. This has led to more consistency in many classes across the school; however, more time is needed to embed and have greater impact on standards.
- Historically, the school has not always given due attention to local and national priorities. Use of the pupil development grant is now planned more purposively and is closely linked to the key priorities of raising standards of language and mathematics. Whilst many of the strategies used to measure impact are relatively new, there is a clear picture of eFSM pupils making good progress against targets. Leaders are aware that opportunities to develop literacy and numeracy across the curriculum are limited.
- Leaders and staff take part in school improvement activities; however, the school has received support and has only recently started sharing good practice.

- Governors have a good understanding of strengths and areas for improvement. They are very supportive, fully aware of the challenges facing the school and are addressing key issues. Since September 2016, governors have taken on a greater role in monitoring activities via learning pathways, book scrutiny and meetings with subject coordinators and the school council. As a result of the training, governors have a better understanding of data, how the school's performance compares with others, and the need to set more challenging targets. They are becoming more confident in their ability to challenge.
- The responsibilities of leaders and staff have been clearly defined. The high priority given to performance management structures and staff development has contributed to improvements in planning and ensuring professional standards.
- There has been a clear improvement in the quality of teaching over the last year. The quality of teaching was judged as unsatisfactory during the school's inspection in June 2016. Generally, the quality of teaching is now adequate. Work with the Pathfinder Partnership school and participation in the OLEVI Improving Teacher Programme is having a positive impact on the school's practice. Lesson observations show better planning, more effective use of differentiation, and interesting stimulus activities that engage pupils well in their learning. Findings of book scrutiny show there is gradual improvement in standards in many classes. However, the impact of teaching on standards and pupils' learning remains inconsistent, with pupils' work and attitude to learning unsatisfactory at the lower end of key stage 2. Whilst there is increasing use of effective assessment and feedback strategies, these practices are not yet consistent across the school. Given all the new staff who started in September, the senior team have shared and discussed what they consider to be excellent teaching. They have established triads to strengthen consistency across the school.
- Processes to track pupil progress are improving and now give a more accurate picture of pupil progress. Staff attend progress meetings regularly. This has raised the status of accountability. Teachers now have a clearer picture of pupil progress.
- Staff now take an active role in school improvement activities with other schools, and this is key to the strong momentum of change at the school. The school has worked successfully with another school and this has led to improvements in the quality of teaching and supporting Cwm Garw to incorporate its ELSA programme for the benefit of the school. As a result of working with a Foundation Phase Alliance school, there is better provision for writing in classes and the outdoor area. Working with a school in its school improvement group has also been key to promoting the school's core values, which has had a positive impact on the school's ethos. There is strong evidence that partnership work is successfully strengthening and building the school's capacity for improvement.
- Teacher assessments have been inconsistent in the past but with cluster moderation all staff have improved their ability to assess pupils' work. Consistency is starting to develop as well as the accuracy and reliability of teacher assessment.

Evidence scrutinised to make the judgement

- Whole-school performance data over the last three years including national benchmarking data and the all-Wales core data sets
- Data at individual pupil level including the performance of specific groups of pupils such as e-FSM pupils and value-added data
- National literacy and numeracy test data
- The school's self-evaluation report
- The school's improvement plan
- The school's analysis of the outcomes of classroom observation and book scrutiny
- Previous school improvement report and notes of visit by the previous challenge adviser

Recommendations

- Continue to strengthen provision for literacy and numeracy by focusing on raising performance in reading in both languages and reasoning skills
- Continue the ongoing work to improve the quality and consistency of teaching and assessment by focusing on the performance of eFSM pupils
- Continue to improve attendance at the school
- Refine provision for wellbeing through greater parental involvement and strengthening pupil voice
- Strengthen digital learning across the school by responding to the Digital Competence Framework

Step 3 – Support Category

The overall support category for the school is: Amber

Step 1	Step 2	Step 3
N/A	C	Amber

The judgement at Step 2 and the decision made during Step 3 are provisional until national verification has been completed.



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

A report on

**Ysgol Gymraeg Bro Ogwr
Princess Way
Brackla
Bridgend
CF31 2LN**

Date of inspection: June 2017

by

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

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- Most pupils make good progress in their learning
- Nearly all pupils feel happy and safe at school, and know whom to approach if they need help or support
- Staff provide comprehensive learning experience for pupils, which engage their interest and motivate them well
- Staff apply the requirements of the Literacy and Numeracy Framework purposefully to their schemes of work to enable most pupils to make good progress in their literacy and numeracy skills over a period of time
- Provision for the Welsh language and the Welsh dimension is effective □ The quality of teaching is effective in many classes
- It is a caring community in which pupils' wellbeing is a clear priority, and all pupils treat each other with respect and care
- There is a homely and inclusive ethos

Prospects for improvement

Prospects for improvement are good because:

- The acting headteacher, with the valuable support and contribution of the senior management team, sets a purposeful strategic direction for developing the school
- Leaders evaluate the quality of the school's work systematically by implementing a cycle of effective monitoring activities that have been planned well
- The school development plan is comprehensive and identifies a number of relevant improvement targets
- The school works successfully with a variety of partners in a way that has a positive effect on pupils' standards and wellbeing, and expands their learning experiences well
- The school is staffed effectively and makes successful use of individuals' expertise to enrich teaching and learning
- Support staff are an integral part of the team and contribute significantly towards the success of learning
- The school provides good value for money



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

A report on

**Ysgol Cynwyd Sant
Pen-Yr-Ysgol
Maesteg
Bridgend
CF34 9YE**

Date of inspection: October 2016

by

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

The school's current performance	Good
The school's prospects for improvement	Excellent

Current performance

The school's current performance is good because:

- Most pupils make sound progress in their learning during their time there
- Most pupils develop their thinking skills and independent learning skills very successfully
- Most pupils develop their oral skills to a very high standard and are able to convey themselves in writing clearly and interestingly in a range of forms across the curriculum
- Pupils' information and communication technology (ICT) skills are developing robustly across the school
- Most pupils' contribution to the school's life and work is very effective
- There is a wide range of rich learning experiences that stimulate pupils' interest and develop them to become confident independent learners
- Provision for developing the Welsh language and the Welsh dimension is comprehensive, effective and central to all of the school's life and work
- The quality of teaching is effective and consistently robust across the school
- It has comprehensive procedures for ensuring care, support and guidance for pupils, which have a positive effect on their standards and wellbeing

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher's progressive and innovative leadership ensures that her vision and philosophy are shared very successfully with all stakeholders
- Leaders contribute excellently to ensuring a high quality provision and raising standards across the school
- The governing body plays a key part in ensuring that the school has a clear strategic direction, which enables it to challenge the school and hold it to account for its performance effectively
- It has a very successful culture of self-evaluation and quality assurance procedures that permeate nearly all aspects of school life; as a result, leaders and staff have a comprehensive understanding of the school's strengths and areas that need to be developed further

- Self-evaluation procedures include the views of stakeholders well, and the pupil voice is an excellent feature of the process; their voice has a strong influence on ensuring successful arrangements and curriculum for creative arts
- The school plans very effectively to realise priorities that derive from the self-evaluation report
- The school shares its good practice very successfully and co-operates exceptionally effectively with a large number of schools and other organisations

locally and nationally; this strengthens the competence of the school's staff very effectively in order to ensure continuous improvements and raise standards

- There are very effective performance management processes, and purposeful training supports staff's needs very successfully; all staff's continuous professional development links clearly with the philosophy that drives the school's work very successfully
- The school is a very effective learning community, and there are successful networks between the school and a number of other schools and organisations that offer a wide range of opportunities for leaders, teachers and assistants to develop professionally and work together successfully to improve pupils' standards of work

National School Categorisation Report

(Provisional pending National Verification)

School:	Ferch o'r Sger
Region:	CSC

School Context

- The school's three-year average for the percentage of pupils eligible for free school meals (eFSM) is 14.7%, (CSC 20.6%, Wales 18.9%).
- There were 31 pupils in year 2 and 28 pupils in year 6 in 2016-2017.

Standards

Evaluation

Leaders' analysis of performance correctly evaluates the following strengths and shortcomings:

- In the foundation phase, performance has been strong for two of the last three years (2015 and 2017), with outcomes higher than local and all-Wales averages and in the top 25% in all areas compared with similar schools. The school has improved its benchmarking position compared with similar schools at outcome 6+, varying from the higher 50% and lower 50%. The performance at the expected level +1 has been inconsistent over three years.
- At key stage 2, performance at level 4+ is consistent when the school's benchmarking position is considered against similar schools. Apart from Welsh, which has risen to the higher 50%, there has been no change in the position for English, higher 50%, mathematics, higher 50% and science, bottom 25% compared to similar schools over the last two years. Despite being consistent, the school needs to set a greater challenge to improve the benchmarking position. Attainment in all areas at level 5+ shows an increase compared to 2016, with the school reaching the higher 50% or top 25% compared to similar schools, however the school needs to ensure that improvement continues over time.
- There is clear improvement in reading and although writing over the last three years at level 4+ shows progress, attainment is lower than the family average, local authority and region in Welsh.
- In the national tests, in year two, the school has performed below the local regional and all-Wales averages in every test at >115. This pattern is also true at key stage 2. The performance in year 4 is very low.
- Pupils with additional learning needs reach their targets across the school.
- eFSM pupils perform well in the expected level at key stage 2. However, at the higher than expected levels, there is a gap between Welsh and English. In the foundation phase, all pupils achieved their targets. No gap exists between eFSM

and nfsm pupils. This is a strong feature over time with efsm pupils outperforming nfsm pupils at the expected outcome in personal social wellbeing and cultural diversity and mathematical development. In language, literacy and communication efsm pupils outperformed nfsm pupils in 2016 and no gap has existed over the last three years. The pupils eligible for efsm have performed well in all areas of learning at outcome 6+ in the foundation phase having outperformed the local, regional and all-Wales average over time. In key stage two, the performance of efsm pupils has shown good improvement in 2017 however this needs to be consistent. At level 5+, efsm pupils have outperformed nfsm pupils in mathematics and science over the last two years. In Welsh and English, the gap has widened in 2017.

- There is wide variation in the performance of boys and girls in the foundation phase at outcome 6+ with the gap in performance wider than local and all-Wales averages. At the expected level, performance of the boys has been very good in two out of three years, outperforming local, regional and all-Wales averages in most areas of learning.
- Attendance figures compare very favourably over time, with the school reaching the upper 25% in 2017. Pupils have very good behaviour and the exclusion rate has been very low in recent years.

Step 2 – Improvement Capacity

The categorisation based on evidence and discussion at Step 2 is C.

Evaluation

- The quality of leadership has improved appropriately, however the change in the management team demonstrates a need to restructure duties and ensures that distributed leadership is embedded in the school. Leaders and staff share the same vision for the school, there are clear strategic priorities and a strong focus on raising standards and meeting the needs of pupils. Over the past year, this has been successful in improving above expected standards in key stage 2, and in terms of improving results this year in all areas of the foundation phase. However, the impact on results achieved by learners has been inconsistent over the last three years.
- Leaders plan and implement change successfully in some areas. In other areas, changes aren't implemented consistently and therefore do not lead to continuous improvement. They enable members of staff to take an effective role in whole school initiatives, for example encouraging pupils to improve their extended writing and mental mathematical skills. This has had a positive impact on standards and in terms of ensuring more consistency in provision over the last two years. However, addressing consistency in the quality of teaching remains an ongoing challenge for the school.
- The timetable of self-evaluation activities ensures that procedures are systematic and well established and provides the school with a comprehensive range of first-hand evidence. The self-evaluation process is accurate, regular and thorough in most areas. The opinions of all stakeholders are valued and the school acts on them. Information gathered through these processes is used, along with effective and appropriate data

analysis, in order to identify the school's priorities. All members of staff have received useful training on data and target setting. This awareness of performance and training has led to the school raising its aspirational targets and end of key stage targets. Teachers are now more regularly involved in and make a greater contribution to the development of the school's self-evaluation report. As a result, the self-evaluation report is a much more purposeful and reflective document.

- Leaders are clear on the priorities that need to be addressed in the school improvement plan, and there is a strong emphasis on local and national priorities, particularly in terms of developing pupils' literacy and numeracy skills. One example is the active engagement by the school in the local authority Welsh project to raise standards at level 5+. This has led to implementing high quality rich tasks and more challenging provision for reading and writing in years 5 and 6. The impact of this work is evident in the effective improvement in outcomes at the higher level, with 53% of pupils reaching level 5+ in Welsh in 2017 compared with 27% in 2016. However, the school's record of improving pupil achievement is inconsistent over a three year period. Pupils with additional learning needs have managed to reach their targets this year. The allocation of the Pupil Deprivation Grant is closely linked to the school's priorities of raising standards, developing pupils' literacy and numeracy skills and strengthening pupil wellbeing. This has had a positive impact with most eFSM pupils making good progress against their targets.
- The school gives appropriate attention to implementing local and national priorities; however planning does not always have enough impact on standards, learning and teaching. There are now clear expectations and processes in place to ensure that the literacy and numeracy framework is implemented consistently. As a result, there are interesting and useful examples of numeracy and literacy skills being developed during class themes and enrichment days. The school is starting to raise awareness of the digital competence framework through training and introducing a new scheme of work; however, progress is limited due to the strong focus on literacy and numeracy.
- The school has worked effectively this year with a Pathfinder Partnership school, and this has led to better understanding of results and level descriptors. As a result, pupil profiles are of a high standard and lesson objectives are now closely related to curricular areas. There is an effective relationship with the local secondary school. For example, pupils from Ysgol Gyfun Gymraeg Llangynwyd have worked with digital leaders, leading to useful opportunities to develop pupils' coding skills. Over the last few years, the school has engaged well in school to school work; however, engagement last year was limited and there is no evidence of impact of the school's work on other schools.
- Governors are supportive, knowledgeable and undertake monitoring activities including monitoring progress against the school's priorities. As a result, they have a good understanding of the school's strengths and areas for development. Their work in supporting and challenging the school's performance is relevant and appropriate.
- The roles and responsibilities of staff and school leaders are appropriately defined, however due to the changes in staffing the school needs to re-examine the responsibilities of school leaders. Priority is given to staff development, and performance management and professional development

opportunities are closely linked to priorities in the school improvement plan.

- There is a strong focus on teaching across the school, with regular opportunities for teachers to reflect on their own teaching, and observe parts of lessons. Ongoing discussions on key elements of teaching ensure that most members of staff have a shared understanding of the features of good and excellent teaching. However, the general quality of teaching is adequate when lesson observations and evidence of pupils' work are taken into account. In many lessons, thorough preparation and effective use of resources ensure that pupils are well engaged in their lessons. Features of good and excellent teaching are clearly defined but are not consistently applied in classroom practice. All teachers and class assistants know and care for pupils well, and manage their behaviour positively and effectively. In many lessons, the pace of provision is good and this engages and stimulates pupils well. In terms of assessment and feedback, marking is up to date in most cases, and many teachers give clear direction to pupils on how to improve their extended writing. In most classes in key stage 2, there are increasing examples of peer assessment. In terms of areas for improvement, the use of differentiated resources and tasks to support pupils with their work has been sufficiently developed across the school. Marking is not up to date in all cases, and the opportunity for pupils to respond to teachers' comments on their work varies across the school. There is an overreliance on worksheets which limits pupils' ability to provide extended responses to tasks, particularly in the foundation phase. The school recognises these shortcomings, and is actively addressing the variance in the quality of teaching via staff training, sharing of good practice and regular opportunities for joint planning and colleague observation.
- The accuracy of teacher assessment has greatly improved, with cluster moderation agreeing with the school's judgement on the best fit level for pupil profiles. There is more thorough tracking of pupil progress, and the early identification of underachievement is developing well across the school. This is having a positive impact on the progress of eFSM pupils.

Evidence scrutinised to make the judgement

- Whole-school performance data over the last three years including national benchmarking data and the all-Wales core data sets
- Data at individual pupil level including the performance of specific groups of pupils such as e-FSM pupils and value-added data
- National literacy and numeracy test data
- The school's self-evaluation report
- The school's improvement plan
- The school's analysis of the outcomes of classroom observation and book scrutiny
- Previous school improvement report and notes of visit by the previous challenge adviser

Recommendations

- Continue to improve the standard of pupils' oracy and writing in both languages;
- Develop reasoning work;
- Further improve the quality of teaching, with a specific focus on differentiation, assessment for learning and ensure consistency in teachers' expectations;
- Strengthen digital lessons across the school, and continue to engage with the Digital Competence Framework;
- Undertake school to school work, if possible weave into the school's priorities
- To develop distributed leadership across the school in order to build capacity

Step 3 – Support Category

The overall support category for the school is: Amber

Step 1	Step 2	Step 3
N/A	C	Amber

The judgement at Step 2 and the decision made during Step 3 are provisional until national verification has been completed.

Community Impact Assessment

Draft – to be updated following consultation

Name of proposal:

Proposal to establish a LRC at Ysgol Gynradd Gymraeg Calon Y Cymoedd for a maximum of eight pupils with ASD from 1 April 2019.

Who will make the decision? :

Cabinet

Who has been involved in developing the proposal? :

Director of Education and Family Support

Group Manager Inclusion and School Improvement

Aims and objectives: The ASD provision at Ysgol Gynradd Gymraeg Calon Y Cymoedd

Key actions: Statutory procedure to establish a LRC at Ysgol Gynradd Gymraeg Calon Y Cymoedd for a maximum of 8 pupils with ASD from 1 April 2019.

Expected outcomes: To establish a LRC for pupils with ASD with proposed implementation 1 April 2019.

Who will be affected: Staff, governors, pupils, parents and the community.

Approximately how many people will be affected: There are minimal people affected by this proposal. There will be an additional two members of staff at Ysgol Gynradd Gymraeg Calon Y Cymoedd.

Expected date of decision: March 2019

Scope/focus of the assessment: Consideration given to:

- Current quality and standards in education
- School priority targets (in the statement of action)
- Current provision of additional learning needs (ALN)
- Relationship of school with stakeholders.
- Potential impact of introducing the proposal on pupils and staff.
- Potential impact on the community.
- Potential impact on protected characteristics (outlined in the EIA).

Relevant data and/or research:

- The following table provides a five year projection of pupil population for Ysgol Gynradd Gymraeg Calon Y Cymoedd which is a Welsh-medium primary school with an age range of 4 to 11 and a pupil capacity of 451 places excluding nursery.

Blwyddyn /Year	N1 Oed / Age 2 - 3	N2 Oed / Age 3 - 4	R Oed / Age 4 - 5	1 Oed / Age 5 - 6 103%	2 Oed / Age 6 - 7 99%	3 Oed / Age 7 - 8 105%	4 Oed / Age 8 - 9 99%	5 Oed / Age 9 - 10 100%	6 Oed / Age 10 - 11 100%	Cyfanswm /Total 2-11	Cyfanswm /Total 4-11
2017	14	62	63	76	73	64	72	70	69	563	487
2018	6	66	70	65	76	77	64	72	70	566	494
2019	7	66	67	72	64	79	76	64	72	567	494
2020	7	66	67	68	72	67	79	76	63	565	492
2021	7	66	66	68	68	75	67	79	76	572	499
2022	7	66	67	68	68	71	75	67	79	568	495
2023	7	66	67	69	67	71	71	75	67	560	487

In December 2011, Cabinet received an update on the review of support and provision for the inclusion of children and young people with additional learning needs (ALN).

Findings:

- The projected level of enrolment between 2016–2020 has no expected level of significant fluctuation that would impact the proposal (table regarding future projected level of enrolment provided in ‘relevant data’ section above).

Inclusion of children and young people:

- This proposal follows the ‘inclusion of young people with additional learning needs’ policy.

Impact on extended community

- There is no significant negative impact on the community.

Impact on other schools

- There is no impact upon other schools as the LRC’s within the alternative schools are at capacity.

How will the decision affect people with different protected characteristics? :

The ratio is one teacher to eight pupils for an ASD LRC All other ASD LRC’s work to this. Those pupils in Welsh-medium primary education with a diagnosis of ASD will be able to transition to the Welsh-medium secondary school.

Consultation

Has there been specific consultation on this decision (if not, state why not and/or when this may happen):

Consultation will commence in November 2018.

What were the results of the consultation? :

The impact of this proposal has been considered and further responses have been requested as part of this consultation, the outcome of which will be recorded and reported to Cabinet in the Consultation Report.

Across the protected characteristics, what difference in views did analysis of the consultation reveal?

To be completed upon completion of consultation.

What conclusions have been drawn from the analysis on how the decision will affect people with different protected characteristics?

To be completed upon completion of consultation.

Assessment of impact on staff

There is no impact upon the reduction of staffing. An additional teacher and learning support officer will be required.

Assessment of impact on wider community

There is no significant negative impact on the wider community.

Analysis of impact by protected characteristics

Please summarise the results of the analysis:

To be completed upon completion of consultation.

Assess the relevance and impact of the decision to people with different characteristics Relevance = High/Low/None Impact = High/Low/Neutral.

Characteristic	Relevance	Impact
Age	High	Low
Disability	High	Low
Gender reassignment	None	Neutral
Marriage and civil partnership	None	Neutral
Pregnancy and maternity	None	Neutral
Race	None	Neutral
Religion or belief	None	Neutral
Sex	None	Neutral
Sexual orientation	None	Neutral
Other socially excluded groups (include health inequalities)	None	Neutral

Where any negative impact has been identified, please outline the measures taken to mitigate against it:

Subject to the outcome of consultation on this proposal:

- There are no current risks associated with this proposal. The LRC will increase the expertise amongst the staff of Ysgol Gynradd Gymraeg Calon Y Cymoedd to accommodate the needs of other pupils who are known to demonstrate ASD traits in the absence of a formal diagnosis.

Please advise on the overall equality implications that should be taken into account in the final decision, considering relevance and impact:

An EIA has been conducted taking into account protected characteristics and any other potential impacts on minority groups. Once the consultation is complete and the results comprehensively considered, a full community impact assessment and equalities impact assessment will be provided along with the final report on the outcomes of the consultation.

Signed:

M Hatcher

Date: 28:09:18

Equality impact assessment (EIA) screening form

Please refer to the [guidance notes](#) when completing this form.

Proposal being screened

Proposal to establish a LRC at Ysgol Gynradd Gymraeg Calon Y Cymoedd for a maximum of eight pupils with ASD from 1 April 2019.

Brief description of the proposal

The proposal is for a maximum of 8 pupils with ASD to access the LRC from 1 April 2019. Consultees will include staff, governors, pupils and parents of the school, members of the local community and any other interested parties.

Does this policy relate to any other policies?

In December 2011, Cabinet received an update on the review of support and provision for the inclusion of children and young people with additional learning needs (ALN).

What is the aim or purpose of the policy?

The Council supports the principles that, when possible, children should be educated within a mainstream school environment and as near to their home as possible.

Who is affected by this policy (e.g. staff, residents, disabled people, women only?)

Pupils with special educational needs, parents, existing staff members in Ysgol Gynradd Gymraeg Calon Y Cymoedd.

Who is responsible for delivery of the policy?

Corporate Director Education and Family Support.

Is this a review of an existing policy?

No.

If this is a review or amendment of an existing policy, has anything changed since it was last reviewed?

No.

Has an EIA previously been carried out on this policy?

No.

Screening questions

1. Is this policy an important or 'large scale' function, and/or is it likely the policy will impact upon a large number of staff, residents and/or contractors

Yes.

2. Is it possible that any aspect of the policy will impact on people from different groups in different ways? (See *guidance for list of 'protected characteristics' to consider*) No for the following reasons:-

- There would be growth for pupils with a diagnosis of ASD through the medium of Welsh.
- Capacity would be created for a maximum of 8 pupils.

Characteristic	Yes	No	Unknown	Explanation of impact
Age		X		There will be growth for pupils with ASD to access support through the medium of Welsh at primary school
Disability		X		There will be growth for pupils with ASD and to access support through the medium of Welsh.
Gender reassignment		X		Gender Reassignment is not expected to be impacted by this proposal.
Pregnancy and maternity		X		Pregnancy and Maternity is not expected to be impacted by this proposal.
Race		X		Race is not expected to be impacted by this proposal.
Religion/belief		X		Religion and Belief is not expected to be impacted by this proposal.
Sex		X		Sex is not expected to be impacted by this proposal.
Sexual orientation		X		Sexual Orientation is not expected to be impacted by this proposal.
Civil Partnerships and Marriage		x		Civil Partnerships and Marriage is not expected to be impacted by this proposal.

3. What is the risk that any aspect of the policy could in fact lead to discrimination or adverse effects against any group of people? (See guidance for list of protected characteristics?)

There is no risk for pupils diagnosed with ASD as there would be growth of provision in this area; this is new provision for Welsh-medium education.

What action has been taken to mitigate this risk? [Guidance](#)

Please expand on your answer:

4. Could any aspect of the policy help BCBC to meet the main public sector duties? Bear in mind that the duty covers 9 [protected characteristics](#). [Guidance](#)

Duty	YES	NO	Unknown
Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act		X	
Advance equality of opportunity between persons who a relevant protected characteristic and persons who do not share it	X		
Foster good relations between persons who share a relevant protected characteristic and persons who do not share it	X		

Please set out fully your reasoning for the answers given to question 4 including an awareness of how your decisions are justified.

The policy enables those with learning difficulties (disability being a protected characteristic) to be taught in a Welsh-medium mainstream school facility which could potentially create relationships between pupils that are categorised as having 'special education needs' and pupils from 'mainstream' teaching at Ysgol Gynradd Gymraeg Calon Y Cymoedd thereby removing divisions between pupils.

5. Could any aspect of this “policy” assist Bridgend County Borough Council with its compliance with the Welsh Language Standards and the Welsh Language (Wales) Measure 2011 which are to consider:-

- The proposal is to grow ALN provision through the medium of Welsh.
- The proposal offers those pupils with ASD to continue their education through the medium of Welsh.

6. Are you aware of any evidence that different groups have different needs, experiences, issues and/or priorities in relation to this policy?

forwarded to Cabinet for their consideration and subsequent determination.	
Potential implementation.	1 April 2019

10. Who will carry out the full EIA?

Education and Family Support Directorate – Group Manager and / or Corporate Director.

EIA screening completed by: Michelle Hatcher Date: 28:09:18

APPENDIX G

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

- | |
|--|
| <ul style="list-style-type: none"> • Project Description (key aims): |
|--|

Proposal to establish a learning resource class (LRC) for a maximum of eight pupils with autistic spectrum disorders (ASD) at Ysgol Gynradd Gymraeg Calon Y Cymoedd

Section 1	
Complete the table below to assess how well you have applied the 5 ways of working.	
Long-term	1. How does your project / activity balance short-term need with the long-term and planning for the future?
(The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)	<p>There is a need for an ASD LRC through the medium of Welsh which will then afford the pupils the opportunity to move to the newly opened Welsh-medium secondary LRC if required.</p> <p>There will be a graduated intake into the LRC to ensure that there is provision in BCBC through the medium of Welsh. Additional places are required in order to meet the demand of the increase in the diagnosis of pupils with ASD.</p>
Prevention	2. How does your project / activity put resources into preventing problems occurring or getting worse?
(How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)	<p>The opening of the ASD LRC will result in increased resource at primary level as part of the graduated response as stated in the ALN Code of Practice.</p> <p>Ultimately pupils will be prevented from being placed out-of-authority.</p>
Integration	3. How does your project / activity deliver economic, social, environmental & cultural outcomes together?
(Considering how the public body's well-being objectives may impact upon each of the wellbeing goals, on their objectives, or on	<p>An ASD LRC is key in ensuring that pupils with a diagnosis of having access to mainstream education experiences with their peers and also have an opportunity to integrate into mainstream where possible.</p>

the objectives of other public bodies)	
Collaboration	4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?
(Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives)	Excellent collaboration between the LA with schools that have LRCs. The Inclusion Service provides on-going support; advice and guidance to all schools.
Involvement	5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?
(The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves)	A range of stakeholders are involved with a pupil placed in an ASD LRC ensuring that the individual needs of the pupil are met.
Section 2	Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals (use Appendix 1 to help you).
Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?
	Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being

		goals)?
<p>A prosperous Wales</p> <p>An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The ASD LRC affords the opportunity for pupils with a diagnosis of ASD to gain necessary skills at an early stage.</p>	<p>The impact on local communities will be monitored</p>
<p>A resilient Wales</p> <p>A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>The ASD LRC is proposed to open in a newly built school.</p>	<p>The impact on local communities will be monitored</p>
<p>A healthier Wales</p> <p>A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<p>The individual needs of the pupils are met within the ASD LRC.</p>	<p>The impact on local communities will be monitored</p>

<p>A more equal Wales</p> <p>A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	<p>The individual needs of the pupils are met within the ASD LRC</p>	<p>The impact on local communities will be monitored</p>
<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	<p>The opening of the ASD LRC through the medium of Welsh affords the Welsh community to be better connected.</p>	<p>The impact on local communities will be monitored</p>
<p>A Wales of vibrant culture and thriving Welsh language</p> <p>A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	<p>The ASD LRC through the medium of Welsh affords pupils to be educated through their chosen language.</p>	<p>The impact on local communities will be monitored</p>
<p>A globally responsible Wales</p> <p>A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p>	<p>The ASD LRC affords the opportunity for pupils to thrive locally and beyond.</p>	<p>The impact on local communities will be monitored</p>

Section 3 Will your project / activity affect people or groups of people with protected characteristics? Explain what will be done to

maximise any positive impacts or minimise any negative impacts

Protected characteristics	Will your project / activity have any positive impacts on those with a protected characteristic?	Will your project / activity have any negative impacts on those with a protected characteristic?	Is there any way to maximise any positive impacts or minimise any negative impacts?
Age:	Yes	No	The development of the LRC will be monitored
Gender reassignment:	No	No	The development of the LRC will be monitored
Marriage or civil partnership:	No	No	The development of the LRC will be monitored
Pregnancy or maternity:	No	No	The development of the LRC will be monitored
Race:	No	No	The development of the LRC will be monitored
Religion or Belief:	No	No	The development of the LRC will be monitored
Sex:	No	No	The development of the LRC will be monitored
Welsh Language:	Yes	No	The development of the LRC will be monitored

Section 4**Identify decision meeting for Project/activity e.g. Cabinet, Council or delegated decision taken by Executive Members and/or Chief Officers****Compiling Officers Name:**

Michelle Hatcher

Compiling Officers Job Title:

Group Manager Inclusion and School Improvement

Date completed:

28 September 2018