

Proposal to establish provision for pupils with additional learning needs (ALN) at Ysgol Gyfun Gymraeg Llangynwyd

Consultation document

Date of issue: 5 September 2017

Action required: Responses by 16 October 2017

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Overview

The consultation is to invite your views on the proposal to establish a learning resource class for a maximum of 12 pupils with autistic spectrum disorders (ASD) at Ysgol Gyfun Gymraeg Llangynwyd.

How to respond

This consultation period will begin on the **5 September 2017** and close the **16 October 2017**. You can respond or ask further questions in the following ways;

Tel: (01656) 815 253

Email:

Anne.Whittome@bridgend.gov.uk

Online: [Click here](http://www.bridgend.gov.uk/consultation) 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 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 additional learning needs (ALN).

In the Welsh Education Strategic Plan (WESP), (Bridgend 2017-2020) it states that:

Bridgend County Borough Council's vision is that our provision of Welsh-medium education and support for the teaching of the Welsh language should:

- deliver the key principles of equality, choice and opportunity for all;
- respect, promote and embody the linguistic and cultural diversity of Bridgend and Wales;
- recognise a common Welsh heritage;
- reflect the social, economic and cultural needs of Wales in the 21st century;
- provide opportunity to reflect on and develop personal identity and a sense of place and community;
- be consistent with the national aspirations set out in the Welsh Government's Welsh-medium Education Strategy (WMES);
- take into account Welsh Government's Welsh Language Strategy (2016) to reach a million Welsh speakers by 2050;

The focus in outcome six of the WESP, namely Welsh-medium provision for learners with additional learning needs (ALN) is upon extending capacity to provide appropriate additional learning needs provision through the medium of Welsh during all stages of education.

The proposal

This is a proposal to establish provision for pupils with additional learning needs (ALN) at Ysgol Gyfun Gymraeg Llangynwyd. In order to meet the needs of Welsh speaking pupils with a diagnosis of ASD, it is proposed to establish a learning resource centre (LRC) for a maximum of 12 pupils.

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 8 January 2018.

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 through the medium of Welsh. Currently there is no provision locally to meet these needs. As a result of opening a LRC for ASD in a Welsh-medium secondary school, pupils will be able to continue their education through the medium of Welsh in conjunction with having their needs met.

What the proposal means in practice

The proposal if approved would mean that:

- ▶ A LRC at Ysgol Gyfun Gymraeg Llangynwyd for a maximum of 12 pupils with ASD would open from **8 January 2018**.
- ▶ There would be a graduated intake from 8 January 2018. LRC admissions would be decided upon through an admissions panel.
- ▶ 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 Gyfun Gymraeg Llangynwyd would afford those pupils with ASD who speak Welsh in the Bridgend County Borough to be educated at the local Welsh-medium secondary school. The decision regarding the proposal to locate a key stage 2 LRC for ASD at one of the four feeder Welsh-medium primary schools will be submitted for Cabinet approval to consult in the autumn term 2017.

What are the advantages if the proposal goes ahead?

- ▶ Pupils who have ASD will be educated through the medium of Welsh at the Welsh-medium secondary school in Bridgend.
- ▶ There will be continuity of education and provision for these pupils.
- ▶ Pupils who are in the ASD LRC would still be able to socialise with their peers with whom they attended Welsh- medium primary.

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 Gyfun Gymraeg Llangynwyd, 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 Gyfun Gymraeg Llangynwyd to deliver the full curriculum at each key stage of education.

Other considerations

- ▶ The National Categorisation School Report 2016 / 2017 for Ysgol Gyfun Gymraeg Llangynwyd is included at appendix A.

Quality and standards in education;

Outcomes (standards and wellbeing);

- ▶ Overall, standards of attainment are good, with a very strong performance at key stages 4 and 5 in 2016.
- ▶ At key stage 3 there was improved performance in 2016 in nearly all indicators at level 5+, 6+ and 7+. However, despite improvement, performance for the last two years is predominantly in the bottom 25% when compared with similar schools. The only exception is the performance of science at level 5+, where outcomes are in the top 25% or higher 50% for the last three years. The gap in performance between boys and girls is narrower than local, regional and national averages in all core subjects at level 5+, and in English and science at level 6+ and 7+. However, the gap in performance between eFSM pupils and their peers is wider than local and regional averages for the core subject indicator and all core subjects at level 6+.
- ▶ There is a strong performance across key stage 3 in the national tests, with the percentage of pupils achieving a score of 85 and above in English and numeracy higher than local authority and national averages.
- ▶ At key stage 4, a fluctuating performance over time following a drop in key indicators such as the level 2 inclusive, core subject indicator and mathematics in 2015, followed by a significant improvement in 2016. This results in improved benchmarking positions in 2016, with the school predominantly in the top 25% in most areas when compared with similar schools. There is a strong improving trend in the performance of eFSM at the level 2 inclusive indicator, with 50% of pupils attaining the indicator in 2016 compared with 23% in 2014 and 44% in 2015. Improved performance also by boys, with 80% of them gaining the level 2 inclusive indicator, compared with 55% in 2014 and 51% in 2015. However, girls continue to outperform boys in both languages at level 2, although the gap in performance is less significant than local and national averages. At key stage 5, a very strong performance for the school's second year of entry at A level, with further improvement in all key indicators, and outcomes at A*-C, average wider point score and level 3 threshold above family, local authority and national averages for the last two years.
- ▶ There is an increase in attendance figures over time, from 94.2% in 2014 to 94.9% in 2016. Figures compare favourably with similar schools (higher 50%) over the last three years.
- ▶ There is very good pupil behaviour and further reduction in fixed term exclusion rates during the last academic year.
- ▶ The school has a good track record in raising the achievement of most pupils, including vulnerable learners.

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

- ▶ The quality of teaching and its impact on pupils' learning is good or better in around 80% of cases. There has been successful involvement in the Outstanding Teacher Programme, and Improving Teacher Programme. This involvement has been instrumental in improving aspects of teaching. Appropriate strategies such as triad working are in place to improve any areas identified for improvement, including an effective mentoring and support system for any teacher judged to be satisfactory or unsatisfactory.
- ▶ Provision for literacy and numeracy is promoted strongly across the curriculum. The school has responded positively to the implementation of the Welsh Baccalaureate and this is successfully embedded at key stage 5, resulting in very strong examination results in 2016.
- ▶ The relationships between staff and pupils are strong. Staff work closely with pupils, provide valuable support with a focus upon wellbeing and carefully monitor targeted pupils. As a result, vulnerable pupils demonstrate good or better behaviour, homework is completed on time and nearly all make progress that is at least in line with expectations.

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

- ▶ The leadership of the school is strong. There is a strong focus on raising standards and strengthening provision amongst the leaders. There is a clear understanding regarding the priorities in the school development plan. As a result of this scrutiny, outcomes have significantly improved in all key indicators in 2016.
- ▶ Self-evaluation processes are regular and thorough, and provide the school with a comprehensive range of first-hand evidence. The opinion of all stake-holders is important and valued.
- ▶ The roles and responsibilities of leaders and staff are well defined. There is a high priority given to staff development and focus upon performance management.
- ▶ The governors are very supportive and are proactive in their involvement with the school and are able to challenge the school effectively.
- ▶ The use of the Pupil Deprivation Grant targets individuals and specific groups of pupils, builds on previous successful initiatives, and covers a wide range of activities in and outside school. As a result, there is year on year improvement by eFSM pupils at key stage 4.

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 and who attend Ysgol Gyfun Gymraeg Llangynwyd.
- ▶ Consideration would be given to the appropriate mode of transport for those pupils with ASD who would be accessing the LRC at Ysgol Gyfun Gymraeg Llangynwyd.

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. Please see appendix C.

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 D). 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 learning resource centre will increase the expertise amongst the staff of Ysgol Gyfun Gymraeg Llangynwyd 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 associated with the protected characteristic of 'disabled' pupils.

Alternative

- ▶ An alternative to opening the LRC at Ysgol Gyfun Gymraeg Llangynwyd would be to for pupils to attend Maesteg Comprehensive School. The likely consequence of this is that pupils with ASD would not be able to continue their education through the medium of Welsh. They would also not be able to remain with their peers with whom they attended Welsh- medium primary school. (National Categorisation Report 2016/2017 attached at Appendix B).

Alternative Provision

- ▶ There is a LRC for pupils with a diagnosis of ASD at Maesteg Comprehensive School and the curriculum is delivered through the medium of English. This is for a maximum of 12 pupils. The ASD LRC at Maesteg Comprehensive School currently has capacity for two places.

Details of the affected school(s)

Ysgol Gyfun Gymraeg Llangynwyd
Maesteg
Bridgend.
CF34 9RW

The table below provides details of the January 2017 numbers on roll at Ysgol Gyfun Gymraeg Llangynwyd and the figures recorded for the previous three annual censuses.

Ysgol Gyfun Gymraeg Llangynwyd – Pupils on Roll			
Jan 14	Jan 15	Jan 16	Jan 17
556	607	617	617

The following table provides a five year projection of pupil population for Ysgol Gyfun Gymraeg Llangynwyd which is a Welsh-medium secondary school with an age range of 11 to 18 and a pupil capacity of 165 places.

		98%	96%	98%	101%	67%	79%	Cyfanswm /Total
Blwyddyn /Year	7	8	9	10	11	12	13	
Oed / Age	11-12	12-13	13-14	14-15	15-16	16-17	17-18	
2017	110	106	110	75	105	69	42	617
2018	109	108	102	108	76	71	55	629
2019	105	107	103	100	108	51	56	630
2020	128	103	102	101	100	73	40	647
2021	113	125	99	100	102	68	58	665
2022	129	111	120	97	101	69	54	681

The condition of the accommodation at Ysgol Gyfun Gymraeg Llangynwyd is graded as condition B. Grade B means that it is satisfactory and performing as intended but exhibiting minor deterioration. There is no sufficiency grading available for this school. The suitability of the Ysgol Gyfun Gymraeg Llangynwyd accommodation is graded A. Grade A means that it is entirely suitable.

Maesteg Comprehensive School
Ffordd Dysgu
Maesteg
Bridgend

The table below provides details of the January 2017 numbers on roll at Maesteg Comprehensive School and the figures recorded for the previous four annual censuses.

Maesteg Comprehensive School – Pupils on Roll			
Jan 14	Jan 15	Jan 16	Jan 17
1124	1096	1113	1104

The following table provides a five year projection of pupil population for Maesteg Comprehensive School which is an English medium secondary school with an age range of 11 to 18 and a pupil capacity of 228 places.

		99%	101%	98%	99%	57%	73%	Cyfanswm /Total
Blwyddyn /Year	7	8	9	10	11	12	13	
Oed / Age	11-12	12-13	13-14	14-15	15-16	16-17	17-18	
2017	186	203	184	164	190	80	97	1104
2018	170	185	204	181	162	108	59	1069
2019	158	169	186	201	178	92	79	1063
2020	191	157	170	183	198	101	67	1067
2021	187	190	158	167	180	112	74	1068
2022	198	186	191	156	165	102	82	1080

The condition of the accommodation at Ysgol Gyfun Gymraeg Llangynwyd is graded as condition B. Grade B means that it is satisfactory and performing as intended but exhibiting minor deterioration. There is no sufficiency grading available for this school. The suitability of the Ysgol Gyfun Gymraeg Llangynwyd accommodation is graded A. Grade A means that it is entirely suitable

Finance

- ▶ The funding for the learning resource centre 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 current 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 £10,000.
- ▶ As part of the Medium -Term Financial Strategy budget setting process for 2017-18, a total of £263,000 was allocated under budget pressures to establish additional learning resource centres for pupils with Autistic Spectrum Disorders with effect from the 2017-18 academic year.

The consultation process

The consultation process will be completed by 16 October 2017 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 8 January 2018.

Activity	Date
Consultation period where we welcome your views on the proposal*.	5 September 2017 to 16 October 2017
Consultation Report to Cabinet on the outcomes of the consultation.	31 October 2017
Publish Consultation Report on BCBC website, hard copies available on request.	7 November 2017
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.	8 November 2017
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.	6 December 2017
Potential implementation.	8 January 2018

*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 Gyfun Llangynwyd from 8 January 2018.

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: Ysgol Gyfun Gymraeg Llangynwyd	Date	Time
School Council of Ysgol Gyfun Gymraeg Llangynwyd	20 September 2017	2.00pm
Staff of Ysgol Gyfun Gymraeg Llangynwyd	20 September 2017	3.00pm
Governing body of Ysgol Gyfun Gymraeg Llangynwyd	20 September 2017	4.00pm
Parents of pupils at Ysgol Gyfun Gymraeg Llangynwyd and other interested parties	20 September 2017	5.00pm

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: Interim 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

Online: [Click here](#)

Tel: (01656) 815253

Alternative formats are also available upon request.

All views must be received by no later than **16 October 2017**.

Pro forma

Pro forma - Proposal to establish the autistic disorders learning resource centre at Ysgol Gyfun Gymraeg Llangynwyd

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 School Report 2016 / 2017 Ysgol Gyfun Llangynwyd.

Appendix B

National Categorisation School Report 2016 / 2017 Maesteg Comprehensive School.

Appendix C

Communities impact assessment (CIA) initial screening

Appendix D

Equalities impact assessment (EIA) initial screening.

National Categorisation School Report 2016 / 2017

School:	Ysgol Gyfun Gymraeg Llangynwyd
Region:	Central South Consortium (CSC)

Step 1 - Standards Group

Based upon the National Categorisation for standards the school is in standards group 1.

School Context

- The school's three-year average for the percentage of pupils eligible for free school meals (eFSM) is 14.6%, (CSC 19.1%, Wales 17.3%).
- There were 77 pupils in Year 9 and 99 pupils in Year 11 in 2015-2016.

Evaluation

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

- Overall, standards of attainment are good, with a very strong performance at key stages 4 and 5 in 2016.
- At key stage 3, improved performance in 2016 in nearly all indicators at level 5+, 6+ and 7+. However, despite improvement, performance for the last two years is predominantly in the bottom 25% when compared with similar schools. The only exception is the performance of science at level 5+, where outcomes are in the top 25% or higher 50% for the last three years. The gap in performance between boys and girls is narrower than local, regional and national averages in all core subjects at level 5+, and in English and science at level 6+ and 7+. However, the gap in performance between eFSM pupils and their peers is wider than local and regional averages for the core subject indicator and all core subjects at level 6+.
- There is a strong performance across key stage 3 in the national tests, with the percentage of pupils achieving a score of 85 and above in English and numeracy higher than local authority and national averages. Performance in reasoning in all year groups, at the average and above average score, compares favourably with similar schools (higher 50% or top 25%).
- At key stage 4, a fluctuating performance over time following a drop in key indicators such as the level 2 inclusive, core subject indicator and mathematics in 2015, followed by a significant improvement in 2016. This results in improved benchmarking positions in 2016, with the school predominantly in the top 25% in most areas when compared with similar schools. There is a strong improving trend in the performance of eFSM at the level 2 inclusive indicator, with 50% or pupils attaining the indicator in 2016 compared with 23% in 2014 and 44% in 2015. Improved performance also by boys, with 80% of them gaining the level 2 inclusive indicator, compared with 55% in 2014 and 51% in 2015. However, girls continue to outperform boys in both languages at level 2, although the gap in performance is less significant than local and national averages.

- At key stage 5, a very strong performance for the school's second year of entry at A level, with further improvement in all key indicators, and outcomes at A*-C, average wider point score and level 3 threshold above family, local authority and national averages for the last two years.
- Increase in attendance figures over time, from 94.2% in 2014 to 94.9% in 2016. Figures compare favourably with similar schools (higher 50%) over the last three years.
- Very good pupil behaviour and further reduction in fixed term exclusion rates during the last academic year.

Areas for further improvement

The school's leaders are rightly seeking to secure further improvement in the following areas through the school's improvement plan:

- performance at key stage 3
- standards at key indicators at key stage 4
- performance of eFSM pupils at key stage 3 and 4

Step 2 – Improvement Capacity

Based upon scrutiny of evidence and discussion the school's improvement capacity is B.

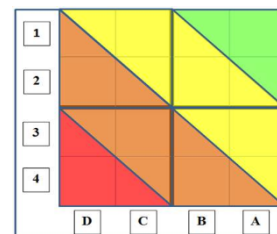
Evaluation

- The leadership of the school is strong. Leaders and staff have a clear vision for the school, with a strong focus on providing Welsh-medium education of the highest standard for all pupils. This has been successful in ensuring significantly improved outcomes at GCSE in 2016, and two successful years of A level results. A strong team identity ensures a caring, inclusive and strong Welsh ethos.
- Leaders demonstrate a strong capacity to plan, implement change and maintain improvement successfully. Members of staff engage effectively in whole school initiatives, and are willing to lead and contribute to key strategies. For example, the active involvement of all departments in ensuring that pupils respond effectively to teacher feedback results in valuable and meaningful strategies being implemented across the curriculum, impacting positively on pupils' work.
- Self-evaluation processes are regular and thorough, and provide the school with a comprehensive range of first-hand evidence. The opinion of all stake-holders is important and valued. Information gathered via these processes is used effectively in order to identify the school's priorities. Very effective analysis of data by leaders ensures they have a clear and accurate picture of the school's strengths and areas for development. The self-evaluation report is a concise and evaluative document that identifies accurately strengths and areas for development. However, leaders acknowledge appropriately that monitoring activities, and how findings contribute to the self-evaluation report, are not yet fully embedded. The reference to impact in the self-evaluation report is also underdeveloped.
- Leaders are clear about the priorities that need to be addressed in the school's improvement plan, and there is a strong focus on raising standards and strengthening provision. As a result, outcomes have significantly improved in all key indicators in 2016. In addition, monitoring activities demonstrate that strong progress has been made against each of the recommendations arising from the

Estyn inspection in March 2015. Provision for pupils with additional learning needs is now in line with statutory requirements. There is first-hand evidence to suggest that the quality and consistency in teachers' feedback has improved across the school. Adopting a whole school assessment policy and introducing Improving Personal Effectiveness sessions result in more consistency in the feedback provided to pupils within and across departments. There is now strong evidence of pupils reflecting on their work, responding positively to teachers' comments and improving the quality of their work.

- The school has a good track record in raising the achievement of most pupils, including vulnerable learners. The nurture club is proving to be effective, particularly in developing vulnerable pupils' confidence and addressing their social and emotional needs. Staff work closely with pupils, provide valuable support, a strong focus on wellbeing, and carefully monitor targeted pupils. As a result, vulnerable pupils demonstrate good or better behaviour, homework is completed on time and nearly all make progress that is at least in line with expectations.
- The school gives good attention to national and local priorities. Provision for literacy and numeracy is promoted strongly across the curriculum. The school has responded positively to the implementation of the Welsh Bacallaureate and this is successfully embedded at key stage 5, resulting in very strong examination results in 2016. Use of the Pupil Deprivation Grant targets individuals and specific groups of pupils, builds on previous successful initiatives, and covers a wide range of activities in and outside school. As a result, there is year on year improvement by eFSM pupils at key stage 4.
- Leaders and staff have well defined roles and responsibilities and exhibit high professional standards. The high priority given to staff development, and strong focus on performance management, have all contributed effectively to the strong progress made in relation to Estyn recommendations.
- The governors are very supportive of the school and good use is made of their expertise. They are well informed and knowledgeable about school performance through detailed updates, regular presentations and effective links with key areas. They are proactive in their involvement with the school and are able to challenge the school effectively.
- Strong systems are in place for tracking teaching and learning, which includes effective departmental reviews. As a result there is a comprehensive bank of detailed observation records that provide a clear picture of teaching. The quality of teaching and its impact on pupils' learning is good or better in around 80% of cases. Involvement in the OLEVI Outstanding Teacher Programme, and Improving Teacher Programme, has been instrumental in improving aspects of teaching during the last year. Appropriate strategies are in place to improve any areas identified for improvement, including an effective mentoring and support system for any teacher judged to be satisfactory or unsatisfactory, triad workings and valuable involvement in key working parties.
- The school has thorough and rigorous systems to track pupil progress with predicted outcomes at key stage 4 very close to actual examination performance. Targets also reflect the school's high expectations, and would place the school in the higher 50% or top 25% if realised. Leaders are anticipating a drop in performance in 2017, which is reflected in the targets set. Work is already ongoing in monitoring and tracking pupils carefully and ensuring appropriate interventions of targeted pupils are in place.

- Leaders and staff work very successfully with schools and forums. Active involvement with the 14-19 regional Welsh medium forum enables the school to enhance curricular provision, and for staff to gain in confidence through training and professional learning communities. Leaders are prominent in developing work within the family of schools and School Improvement Group (SIG). For example, discussions and implementation of successful reward strategies identified in a SIG working party have further improved attendance in 2016. The school's formal collaboration with a nearby secondary school, and partnership with the local college ensures that a wide range of subjects, including vocational options, are offered at key stage 4 and 5.



Areas for further improvement

Appropriate priorities in the school improvement plan relate closely to:

- strengthening the quality of teaching across the school
- addressing the planned curricular changes including responding to Successful Futures, involvement as a lead creative school, and implementation of the Digital Competence Framework

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.
- The challenge adviser's previous school improvement report and notes of school visit.
- Documentation concerning the headteacher's performance objectives and the monitoring of progress against objectives.

Step 3 – Support Category

It was agreed at the meeting that the overall support category is B.

Exceptions

Exceptions have been applied: No

Categorisation Overview

Step 1	Step 2	Step 3	Exceptions applied
1	B	Yellow	No

The judgements at Step 2 and Step 3 are provisional until national verification has been completed.

The draft and final reports should be shared with the governing body.

National Categorisation School Report 2016 / 2017

School Maesteg Comprehensive School
Region Secondary

Step 1 - Standards Category

Based upon the National Categorisation for standards the school is judged to be: 2

School Context

The school's three-year average for the percentage of pupils eligible for free school (eFSM) meals is

26.6%, (CSC 19.1%, Wales 17.3%).

There were 157 pupils in Year 11 in 2015-2016.

Evaluation

Senior leaders' analysis of performance correctly evaluates the following points: At key stage 3, attainment in all three core subjects, and in most non-core subjects, has improved at level 5+ over the last three years. Outcomes are now in either quarter 1 or quarter 2 when compared with similar schools and exceed the family's average and national figures. At level 6, outcomes have improved in English and mathematics over the last year, following a dip in 2015. However, only performance in science is above the median in quarter 2. The outcomes in most of the non-core subjects at level 6 are showing a rise over the past three years, and all subjects, apart from design technology, are above the median.

Too many pupils, particularly boys, are making progress which is lower than expected in English and mathematics. The key stage 2 to 3 progress measures show over half of the year group making one level of progress or less in both of these core subject areas. In science, the figure is better with almost 70% making at least 2 levels of progress.

Most pupils speak confidently in lessons and girls read fluently. Girls also develop their writing skills well in most subjects. However, the gap between girls' and boys' writing is too wide at 30% and more than twice that at both local authority and all-Wales levels.

There has been a decline in performance in 2016 against a number of key measures at key stage 4.

Outcomes in the level 1 threshold (level 1), the 2 threshold (level 2), the level 2 threshold including English and Performance in science (92%) is particularly strong exceeding both local authority and Wales figures. However, performance fell slightly in English (2 percentage points) and significantly in mathematics (11 percentage points). In both these cases, and against the level 2+ threshold, outcomes were lower than in each of the preceding two years. As a result, the school has dropped from standards group 1 to group 2.

The proportion of the school's more able pupils achieving 5+ A/A* grades has been up and down over the last three years, (2014 15.2%, 17.7% in 2015, 2016 13.4%). Overall, this proportion is too low and is below both local (16.5%) and regional (17.2%) averages. Out of the 20 pupils in Year 11 recognised as more able and talented pupils, only 15% achieved an average grade of an A.

Free school meal pupils (eFSM), make good progress at level 5 in key stage 3, with 81% gaining the core subject indicator. This is just 7% lower than non eFSM pupils and narrower than the regional gap of 15%. However, this gap widens to 30% at the higher level 6. In key stage 4 at level 2 inclusive (L2+), the school's three year average is just over 35% which, in turn, is just over the national target of 32%.

However, the pattern has been variable over the course of the last three years with a 13 percentage point fall on the 2015 eFSM L2+ figure (33%/46% respectively).

Pupils with a special educational need make good progress from their starting points. Nearly all are 2/6 successful in achieving a recognised qualification at key stage 4. Nearly all achieve the level 1 threshold and just under one third the level 2 inclusive threshold.

The data from the national reading and numeracy procedural tests shows that the percentage of pupils achieving an average or above average progress measure, is lower than that of the local authority and nationally in every year group. The numeracy reasoning outcome is above local and national averages in years 8 and 9 but not in year 7.

Post 16, approximately 98% of boys and girls achieve the level 3 threshold at A level. However, only just over 10% have achieved A*/A grades— a figure that is below regional and national averages.

Attendance rates have placed the school in the higher 50% when compared with similar schools in recent years. However, the rate of improvement has been up and down over the last three years and in 2016 fell from the 2015 figure of 94.1% to 93.7%.

The number of fixed-term exclusions, has risen significantly this year from 53 in 2014/15 to 153 in 2015/16. The proportion of fixed term exclusions per 1000 pupils at 85.8 is higher than the local authority average of 67.1.

Areas for further improvement

The challenge adviser agrees with the priority that the school's leaders are giving to securing improvement in the following areas:

- raising standards in mathematics at both key stages 3 and 4;
- raising standards in English at key stage 4;
- improving outcomes at the higher levels in key stage 3 for eFSM pupils and improving outcomes against the L2+ at key stage 4 for these pupils;
- improve outcomes at the higher grades at GCSE and A Level;
- improving boys' reading and writing skills and all pupils' skills with number;
- reducing the number of fixed term exclusions.

Step 2 - Improvement Category

The categorisation based upon evidence and discussion at Step 2 is 'C' because;

Evaluation

The school judged that the school's improvement capacity is B. However, the challenge adviser judged that improvement capacity is currently C. The headteacher has been in post for a year and has developed a clear vision and strategic priorities for the school's future direction. These are beginning to be understood more.

Self-evaluation involves many stakeholders and the report is largely evaluative. Whole-school and departmental self-evaluation, and the use of performance data, are rigorous in the main but some leaders and teachers, such as those in mathematics, do not use the performance data accurately enough to secure improvement. The roles and responsibilities are clearly defined for all leaders and staff but there are inconsistencies in the extent to which accountability is exercised in practice. Arrangements for holding middle leaders to account for performance, including both performance management and line management meetings, do not drive forward the school's improvement sufficiently in all areas, including the core subjects at both key stage 3 higher levels and key stage 4.

Overall, the impact of leadership is adequate at present. The school's targets at both key stages reflect high expectations and, if achieved, will bring performance in line with the top 25% of similar schools by 2017. The school's ability to raise pupils' achievement is inconsistent over a three year period. Outcomes from 2016 at key stage 4 particularly, demonstrate a lack of accurate monitoring of pupils' progress towards their targets. This was particularly evident in mathematics which had a target set of 70% and attained an actual result of 54%. As a result, performance fell short of the level 2 inclusive target of 65% by 18% (47%).

School leaders have made suitable links between the outcomes of self-evaluation and the improvement priorities in the main. Planning and the use of resources have had impact in a wide number of areas at key stage 3 but not in the core areas at key stage 4. National and local priorities have had inconsistent impact in those aspects of literacy and numeracy where progress is slow.

Senior leaders gather first-hand evidence about learning and teaching. However, judgements about the quality of learning and teaching are made largely on the basis of lesson observation alone. Insufficient connection is made with pupils' progress over time. The judgements about the quality of teaching do not take enough account of end of year outcomes. Leaders have implemented a comprehensive 3/6 development programme to improve teaching and involved a number of teachers in the 'outstanding teacher programme'. The characteristics of good and excellent teaching are well defined and the majority of the teaching is of a good quality. However, there are inconsistencies across the curriculum as a whole. This restricts pupils' outcomes in a number of areas such as mathematics, at the higher levels/grades in key stage 3 and key stage 4, and in design technology at key stage 3 which is the only noncore subject to remain below the median.

There are also inconsistencies in the accuracy with which pupils' progress is tracked and the effectiveness of the support provided for pupils within some departments. This is demonstrated by variable or downwards trends in performance over time such as in English at key stage 4.

The governing body receives relevant information about performance and is very supportive. Governors rely very much on the tracking and monitoring data provided by the school. Given that the data provided is not fully accurate, governors are currently unable to scrutinise performance effectively.

Work in collaboration with other schools as both a pioneer school and a literacy hub, has made little contribution to core subject improvement to date.

Areas for further improvement

The school improvement plan appropriately addresses the following:

The need to strengthen the accuracy of tracking and monitoring at all levels so accurate prediction of pupil performance can be made in time to address any weaknesses.

However, there is also a need to:

- ensure good teaching translates to good learning so that in school variation is eradicated;
- embed those actions that support the school's vision and strategic direction so that they lead to sustained improvement in outcomes and aspects of provision;
- bring greater consistency to the quality, rigour and impact of self-evaluation and improvement planning across the school.

The school judged that the overall support category for the school is yellow. However the challenge adviser judged this to be amber.

It was not possible to agree the outcomes at both step 2 and step 3 at the categorisation meeting. The outcomes will be referred to the senior challenge for review, in line with the requirements nationally, if the school decides that it wishes to submit the disagreement proforma.

Evidence scrutinised to make the judgement

- performance data at whole-school, cohort and pupil level;
- comparative performance data;
- value-added data and data about pupils' progress;
- the school's self-evaluation report and improvement plan;
- the school's targets;
- the previous categorisation report;
- previous notes of visits and/ or progress reports;
- documentation relating to the headteacher's performance management;
- reports relating to the school's inspection where relevant;
- first-hand knowledge of the life and work of the school.

Governing Body Ratification

After discussion the Governing body were not in full agreement with the Support Category shown above.

Step 3 - Support Category

The Overall Support category for the school is judged to be: Amber.

Exceptions

Exceptions have been applied:

4/6

-

Potential rare exceptions

Other Circumstances where the matrix has been overridden (please list reasons and evidence below)

Explanation base with evidence:

5/6

**Step 1 Step 2 Step 3 Exceptions
Applied**

2 C ● Amber

Community Impact Assessment

Draft – to be updated following consultation

Name of proposal:

Proposal to establish a learning resource centre at Ysgol Gyfun Gymraeg Llangynwyd for a maximum of 12 pupils with autistic spectrum disorders (ASD) from 8 January 2018.

Who will make the decision? :

Cabinet

Who has been involved in developing the proposal? :

Interim Director of Education and Family Support

Group Manager Inclusion and School Improvement

Aims and objectives: The ASD provision at Ysgol Gyfun Gymraeg Llangynwyd.

Key actions: Statutory procedure to establish a learning resource centre at Ysgol Gyfun Gymraeg Llangynwyd for a maximum of 12 pupils with autistic spectrum disorders (ASD) from 8 January 2018.

Expected outcomes: To establish learning resource centre for pupils with ASD with proposed implementation 8 January 2018.

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. The pupils would attend Ysgol Gyfun Gymraeg from their feeder primary schools. There will be an additional two members of staff at Ysgol Gyfun Gymraeg Llangynwyd.

Expected date of decision: 6 December 2017

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 Gyfun Gymraeg Llangynwyd which is a Welsh-medium secondary school with an age range of 11 to 18 and a pupil capacity of 165 places.

Blwyddyn /Year	7	98%	96%	98%	101%	67%	79%	Cyfanswm /Total
Oed / Age	11-12	12-13	13-14	14-15	15-16	16-17	17-18	
2017	110	106	110	75	105	69	42	617
2018	109	108	102	108	76	71	55	629
2019	105	107	103	100	108	51	56	630
2020	128	103	102	101	100	73	40	647
2021	113	125	99	100	102	68	58	665
2022	129	111	120	97	101	69	54	681

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).

In the Welsh Education Strategic Plan (WESP), (Bridgend 2017-2020) it states that:

Bridgend County Borough Council's vision is that our provision of Welsh-medium education and support for the teaching of the Welsh language should:

- deliver the key principles of equality, choice and opportunity for all;
- respect, promote and embody the linguistic and cultural diversity of Bridgend and Wales;
- recognise a common Welsh heritage;
- reflect the social, economic and cultural needs of Wales in the 21st century;
- provide opportunity to reflect on and develop personal identity and a sense of place and community;
- be consistent with the national aspirations set out in the Welsh Government's Welsh-medium Education Strategy (WMES);
- take into account Welsh Government's Welsh Language Strategy (2016) to reach a million welsh speakers by 2050;

The focus in outcome six of the WESP, namely Welsh-medium provision for learners with additional learning needs (ALN) is upon extending capacity to provide

appropriate additional learning needs provision through the medium of Welsh during all stages of education.

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 pupils from the Welsh-medium feeder primary school with a diagnosis of ASD will be able to transition to the Welsh-medium secondary school.

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

The ratio is 1 teacher to 12 pupils for an ASD class. All other ASD classes 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 early September 2017

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 Welsh speaking 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 learning resource Centre will increase the expertise amongst the staff of Ysgol Gyfun Gymraeg Llangynwyd 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:27.6.17

Equality impact assessment (EIA) screening form

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

Proposal being screened

Proposal to establish a learning resource centre at Ysgol Gyfun Gymraeg Llangynwyd for a maximum of 12 pupils with autistic spectrum disorders (ASD) from 8 January 2018.

Brief description of the proposal

The proposal is for a maximum of 12 pupils with ASD to access the learning resource centre from 8 January 2018. 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).

In the Welsh Education Strategic Plan (WESP), (Bridgend 2017-2020) it states that:

Bridgend County Borough Council's vision is that our provision of Welsh-medium education and support for the teaching of the Welsh language should:

- deliver the key principles of equality, choice and opportunity for all;
- respect, promote and embody the linguistic and cultural diversity of Bridgend and Wales;
- recognise a common Welsh heritage;
- reflect the social, economic and cultural needs of Wales in the 21st century;
- provide opportunity to reflect on and develop personal identity and a sense of place and community;
- be consistent with the national aspirations set out in the Welsh Government's Welsh-medium Education Strategy (WMES);
- take into account Welsh Government's Welsh Language Strategy (2016) to reach a million welsh speakers by 2050;

The focus in outcome six of the WESP, namely Welsh-medium provision for learners with additional learning needs (ALN) is upon extending capacity to provide appropriate additional learning needs provision through the medium of Welsh during all stages of education.

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 Gyfun Gymraeg Llangynwyd.

Who is responsible for delivery of the policy?

Interim 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 12 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 secondary

				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. Other than the possible development of Welsh speaking pupils to receive their education through the medium of Welsh.
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. Therefore a pupil who attends a Welsh-medium school who has ASD will be able to be educated through the medium of Welsh.

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

Please expand on your answer:

No – there will be minimal change to the community as pupils with ASD will be able to attend a local Welsh-medium secondary school. These children would have come from Welsh-medium feeder primary schools.

Conclusions

8. What level of EIA priority would you give to this policy? [\(Guidance\)](#)

HIGH - full EIA within is to be undertaken.

Please explain fully the reasons for this judgement including an awareness of how your decisions are justified.

High – to ensure the policy is correctly implemented.

9. Will the timescale for EIA be affected by any other influence e.g. Committee deadline, external deadline, part of a wider review process?

[\(Guidance\)](#)

Activity	Date
Consultation period where we welcome your views and observations on the proposal*.	5 September 2017- October 2017
Report to Cabinet on the outcomes of the consultation.	31 October 2017
Publish Consultation Report on BCBC website, hard copies available on request.	7 November 2017
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.	8 November 2017
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.	6 December 2017
Potential implementation.	8 January 2018

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: 27.6.17

When complete, this initial screening form and, if appropriate, the full EIA form must be sent to [Paul Williams](#)