

BRIDGEND COUNTY BOROUGH COUNCIL

INFORMATION REPORT TO CABINET

3 OCTOBER 2017

REPORT OF THE INTERIM DIRECTOR OF EDUCATION AND FAMILY SUPPORT

ESTYN INSPECTION OUTCOMES FOR MYNYDD CYNFFIG PRIMARY

1. Purpose of report

1.1 This report informs Cabinet Members of the outcomes of the recent Estyn inspection of Mynydd Cynffig Primary School.

2. Connection to corporate improvement objectives/other corporate priorities

2.1 The information in this report relates to the following strategic priority in the Corporate Plan:

- Supporting a successful economy

3. Background

3.1 Mynydd Cynffig Primary School was inspected by Estyn in July 2017 and the report was published 6 September 2017. The full text of the report is available on the Estyn website: www.estyn.gov.uk

4. Current situation/proposal

4.1 Inspectors reached the following judgements:

Current Performance	Good
Prospects for Improvement	Good

How good are outcomes?	Good
Standards	Good
Wellbeing	Good

How good is provision?	Good
Learning experiences	Excellent
Teaching	Good
Care, support and guidance	Good
Learning environment	Good

How good are leadership and management?	Good
Leadership	Good
Improving quality	Good
Partnership working	Good
Resource management	Good

The school's current performance is good because:

- nearly all pupils make good progress and achieve well;
- a few pupils make excellent progress and achieve beyond expectations for their age by the end of key stage 2;
- most pupils with additional learning needs make good progress from their starting points and achieve their targets;
- most pupils make very good progress in their speaking, listening and writing skills and apply them well in their work across the curriculum;
- nearly all pupils feel happy and safe in school and enjoy learning;
- pupils' whole-hearted participation in expressive arts lessons is excellent;
- standards of behaviour are good throughout the school;
- the school provides a rich range of stimulating learning experiences for pupils, particularly through the excellent expressive arts curriculum;
- teachers have high expectations of pupils and the overall quality of teaching is good; and
- the school is a happy, inclusive and nurturing community, which supports pupils' wellbeing very effectively.

The school's prospects for improvement are good because:

- the headteacher is a visible and active presence around the school and knows staff and pupils very well;
- he has high expectations and a clear vision, which all members of staff share, for developing the school as an educational, stimulating environment;
- the school's innovative work as a curriculum pioneer for the expressive arts is uniting staff in the recently amalgamated school;
- leaders of different areas of learning work productively in cross-phase teams to address whole-school priorities;
- the governing body has a good understanding of the school's strengths and areas for development and holds the school to account effectively;
- the school has successful systems to identify its strengths and areas for improvement and the self-evaluation report provides an honest and accurate picture;
- staff respond constructively to parents' suggestions and to any concerns;
- the headteacher and governors manage school finances carefully and ensure that identified priorities receive appropriate funding; and
- the school has a good track record in addressing identified areas for improvement effectively.

4.2 The report included the following recommendations:

R1 In key stage 2, increase less confident readers' enthusiasm for reading and the range of books they read.

R2 Continue to develop a whole primary school ethos.

R3 Further develop shared leadership and ensure joint policies and working practices across the school.

4.3 The school will draw up a post-inspection action plan which will show how it will address the recommendations.

4.4 Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

4.5 The local authority, with Central South Consortium, will support the school to continue to improve outcomes and address all the recommendations.

5. Effect upon policy framework and procedure rules.

5.1 There is no impact on the Council's policy framework or procedure rules.

6. Equality Impact Assessment

6.1 There are no direct equality impact issues arising from this report.

7. Financial implications

7.1 There are no financial implications arising directly from this information report.

8. Recommendation

8.1 It is recommended that Cabinet notes the content of this report.

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Background documents

Estyn inspection report