

## Proposal to establish provision for pupils with additional learning needs (ALN) at Pencoed Primary School

### Consultation document

**Date of issue:** 7 February 2018

**Action required:** Responses by 21 March 2018

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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 Pencoed Primary School.

## How to respond

This consultation period will begin on 7 February 2018 and close on 21 March 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](http://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](http://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).
- Currently, in conjunction with this proposal there is also a proposal to establish a Welsh-medium ASD LRC at Ysgol Gyfun Gymraeg Llangynwyd which is at public notice stage of the consultation process.
- In addition, a proposal to open an ASD LRC in one of the Welsh-medium primary schools will be submitted to Cabinet to undergo a consultation exercise once the feeder primary school has been identified.
- 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. The proposal to open an ASD LRC at Pencoed Primary School would afford those pupils with ASD living in the east locality of the Bridgend County Borough to be educated locally.

## **The proposal**

- This is a proposal to establish provision for pupils at Pencoed Primary School. In order to meet the needs of pupils with a diagnosis of ASD, it is proposed to establish a LRC for a maximum of 8 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 September 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. 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 in the east locality of Bridgend County Borough Council, pupils will be able to continue their education as near to their home as is possible.

## What the proposal means in practice

The proposal if approved would mean that:

- A LRC at Pencoed Primary School for a maximum of 8 pupils with ASD would open from **1 September 2018**.
- There would be a graduated intake from 1 September 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 Pencoed Primary School would afford those pupils with ASD to be educated in a specialist provision in the East locality of Bridgend County Borough Council.

## What are the advantages if the proposal goes ahead?

- There would be increased resource within Bridgend County Borough Council to meet the demand of places for pupils with a diagnosis of ASD.
- There would be an ASD LRC established in the east locality therefore affording pupils the opportunity to be educated as close to their home as possible.

## 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 Pencoed Primary School, 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 Pencoed Primary School to deliver the full curriculum at each key stage of education.

### Other considerations

- The National Categorisation School Report 2016-2017 for Pencoed Primary School is included at Appendix A.

## Quality and standards in education

### Outcomes (standards and wellbeing)

- In the foundation phase at the expected outcome the school has fluctuated between the higher 50% and the lower 50% over the past three years.
- At the higher than expected outcome standards have again fluctuated over the last three years, but have mostly been in the higher 50% over this period when compared to similar schools.
- Pupils who are not entitled to free school meals (nFSM) outperform pupils who are entitled to free school meals (eFSM) in the Foundation Phase.
- Boys outperform girls in all indicators with the exception of personal and social development, both at the expected and higher outcomes.
- At the expected level in key stage 2 the school's performance in many key indicators over the past three years has fluctuated between the lower 50% and the bottom 25%. However at the higher level the school has been predominantly in the higher 50% when compared to similar schools.
- The school's own disaggregated data places it in the top 25% and the higher 50% for all key indicators in key stage 2.
- Girls outperform boys in all key indicators at the end of key stage 2.
- Leaders and staff have developed a shared vision and there is a very clear strategy that has improved outcomes for nearly all learners. The highly motivational and enthusiastic approach of senior leaders results in very high levels of commitment and professionalism from all staff across the school.
- Leaders and staff are highly effective in their analysis and use of the available performance data and evidence about the quality of learning and teaching and pupils' work to identify strengths and set improvement priorities.
- The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners over at least a three-year period. Analysis of the school's own data shows that nearly all pupils identified as having special educational needs make progress in line with their stage of development.

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

- The quality of teaching across the school, and the impact on nearly all pupils' learning and progress, is consistently good and often excellent. The school's monitoring records show that most teaching is good or better. In-house sharing of good practice and coaching has been used successfully to address shortcomings in teaching.
- All staff have a shared understanding of the characteristics of excellent and good teaching and demonstrate these in classroom practice. The school has developed its own "lesson map" which through the input of all staff, clearly identifies the features of good and excellent teaching.

- Processes to track pupils' progress, identify needs and provide support are robust and effective in nearly all cases. The school reviews and monitors its high quality tracking systems diligently and as a result of robust intervention programmes the school meets pupils' needs successfully.
- Teacher assessment is consistent and accurate. The school's assessments have been consistently agreed during cluster moderation meetings.

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

- The highly motivational and enthusiastic approach of senior leaders results in very high levels of commitment and professionalism from staff across the school.
- Leaders demonstrate a very strong capacity to plan and implement change and sustain improvement successfully in nearly all aspects. They engage all staff and other partners very effectively in the change process. This has been highlighted by the formation of a Family Forum, through which parents are actively engaged in self-evaluation and school improvement activities.
- Self-evaluation is accurate, robust, systematic and well established. Self-evaluation is highly effective in contributing to improving standards, learning and teaching.
- Leaders and staff have a relentless focus on raising standards. Targets reflect high expectations for the future achievement of all pupils and these are met consistently.
- Leaders and staff work very successfully with schools and other partners to enhance significantly their own capacity to bring about improvement.
- Governors have a very good understanding of the school's strengths and areas for improvement and are highly effective in supporting and challenging the school's performance. All governing body members are linked to an area of the school improvement plan and hold the senior leadership team to account through relevant and challenging questioning.
- Leaders and staff have well defined roles and responsibilities and exhibit high professional standards.
- Improvement planning at all levels is highly effective in addressing the areas in need most of improvement. Action, including the use of resources, has led to sustained improvement in outcomes in key indicators for nearly all pupils, including those eligible for free school meals and vulnerable groups.

## 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 Pencoed Primary School.

### 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 D.

### 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 E). 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 Pencoed Primary School 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 Pencoed Primary would be to request the existing LRC's at Llangynwyd Junior School and Llangewydd Primary School to have surplus places.



- Another alternative would be to support the pupils in mainstream and for them not to have access appropriate small class environment.
- The likely consequence of both of these alternatives is that the pupils' needs with ASD would not be met in the most appropriate way.

## Alternative Provision

- There is an LRC for pupils with a diagnosis of ASD at Llangynwyd Primary School and Llangewydd Junior School. Each one of these LRC's is for a maximum of 8 pupils. There is currently no capacity in either of the LRCs. Estyn Inspection Report for Llangewydd Junior School is attached at Appendix B and Estyn Inspection Report for Llangynwyd Primary School is attached at Appendix C.

## Details of the affected school(s)

Pencoed Primary School  
Pencoed  
Bridgend  
CF35 6RH

The table below provides details of the January 2017 numbers on roll at Pencoed Primary School and the figures recorded for the previous three annual censuses.

Pencoed Primary School – Pupils on Roll			
Jan 14	Jan 15	Jan 16	Jan 17
468	474	492	487

The following table provides a five-year projection of pupil population for Pencoed Primary School which is an English-medium primary school with an age range of 4 to 11 and a pupil capacity of 451 places 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 - 6 103%	Oed / Age 6 - 7 99%	Oed / Age 7 - 8 105%	Oed / Age 8 - 9 99%	Oed / Age 9 - 10 100%	Oed / Age 10 - 11 100%		
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

The condition of the accommodation at Pencoed Primary School 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. The

suitability of the Pencoed Primary School accommodation is graded C. Grade C means that it is exhibiting major defects and or/not operating as intended.

The proposed ASD LRC would open in conjunction with the opening of Pencoed Primary School on a new site.

Llangewydd Junior School  
Llangewydd Road  
Bridgend  
CF31 4JT

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

<b>Llangewydd Junior School– Pupils on Roll</b>			
Jan 14	Jan 15	Jan 16	Jan 17
308	331	333	324

The following table provides a five year projection of pupil population for Llangewydd Junior School which is an English- medium primary school with an age range of 7 to 11 and a pupil capacity of 302 places.

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	Oed / Age 8 - 9	Oed / Age 9 - 10	Oed / Age 10 - 11		
2017						89	67	87	81	324	324
2018						101	87	69	89	346	346
2019						87	99	91	71	348	348
2020						99	85	102	93	379	379
2021						103	97	88	105	393	393
2022						87	101	100	90	378	378
2023						87	85	104	103	379	379

The condition of the accommodation at Llangewydd Junior School is graded as condition C. Grade C means that it is poor and exhibiting major defects and/or not operating as intended. The sufficiency grade is B. Grade B means that it is mostly suitable/sufficient with some minor issues. The suitability of the Llangewydd accommodation is graded B. Grade B means that it is mostly suitable/sufficient with some minor issues.

Llangynwyd Primary School  
 Heol Cadrawd  
 Llangynwyd  
 Maesteg  
 Bridgend  
 CF34 9TE

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

<b>Llangynwyd Primary School – Pupils on Roll</b>			
Jan 14	Jan 15	Jan 16	Jan 17
89	93	98	102

The following table provides a five-year projection of pupil population for Llangynwyd Primary School which is an English-medium primary school with an age range of 4 to 11 and a pupil capacity of 102 places 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 - 6 110%	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%	2-11	4-11
2017	4	10	11	13	19	13	16	18	12	116	102
2018	3	10	17	12	14	18	16	17	21	128	115
2019	3	10	14	18	13	13	22	17	20	130	117
2020	3	10	14	15	19	12	16	24	20	133	120
2021	3	10	10	15	16	19	15	17	28	133	120
2022	3	10	14	11	16	15	23	16	20	128	115
2023	3	10	14	15	12	15	19	25	19	132	119

The condition of the accommodation at Llangynwyd Primary School is graded as condition B. Grade B means that it is mostly suitable/sufficient with some minor issues. The sufficiency grade is B. Grade B means that it is mostly suitable/sufficient with some minor issues. The suitability of the Llangynwyd accommodation is graded B. Grade B means that it is mostly suitable/sufficient with some minor issues.

## Finance

- The funding for the ASD 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 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 £10k.
- As part of the medium-term financial strategy 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 schools with effect from the academic year 2017-2018. This allocation will be used to fund the LRC at Pencoed Primary School if the proposal goes ahead.

### **The consultation process**

- The consultation process will be completed by 21 March 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 September 2018.

Activity	Date
Consultation period where we welcome your views on the proposal*.	7 February 2018 to 21 March 2018
Consultation Report to Cabinet on the outcomes of the consultation.	24 April 2018
Publish Consultation Report on BCBC website, hard copies available on request.	2 May 2018
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.	3 May 2018
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.	31 May 2018
Potential implementation.	1 September 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 Pencoed Primary School from 1 September 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: Pencoed Primary School	Date	Time
School Council of Pencoed Primary School	26 February 2018	2.45pm
Staff of Pencoed Primary School	26 February 2018	3.40pm
Governing body of Pencoed Primary School	26 February 2018	4.30pm
Parents of pupils at Pencoed Primary School and other interested parties	26 February 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:** 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](mailto: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 21 March 2018

Pro forma

**Pro forma** - Proposal to establish the autistic disorders learning resource centre at Pencoed Primary School

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 Pencoed Primary School.

## **Appendix B**

Estyn Inspection Report Llangewydd Junior School November 2015

## **Appendix C**

Estyn Inspection Report Llangynwyd Primary School June 2017

## **Appendix D**

Communities impact assessment (CIA) initial screening

## **Appendix E**

Equalities impact assessment (EIA) initial screening.



## National Categorisation Report 2016/2017 Pencoed Primary School

Quality Assurance	
Reg Mod.	
Nat. Ver	

School	Pencoed Primary School
Region	Primary

## Step 1 - Standards Category

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

School Context
<ul style="list-style-type: none"> <li>The school's three-year average for the percentage of pupils eligible for free school meals (e-FSM) is 17.7%, (CSC 21.1%, Wales 19.6%).</li> <li>There were 60 pupils in Year 2 and 68 pupils in Year 6 in 2015-2016.</li> <li>The percentage of pupils identified as having special educational needs is about average when compared locally, regionally and nationally.</li> <li>The school houses three learning resource bases for the local authority.</li> </ul>
<p>Evaluation</p> <p>The school's analysis of its performance correctly evaluates the following:</p> <ul style="list-style-type: none"> <li>All of the school's published data for Foundation Phase and key stage 2 is inclusive of pupils in the learning resource bases.</li> <li>In the Foundation Phase at the expected outcome the school has fluctuated between the higher 50% and the lower 50% over the past three years.</li> <li>At the higher than expected outcome standards have again fluctuated over the last three years, but have mostly been in the higher 50% over this period when compared to similar schools.</li> <li>The school's own disaggregated data places the school in the top 25% or higher 50% for all key indicators in the Foundation Phase in 2015-2016.</li> <li>The school's own rigorous assessment data demonstrates that all pupils in the Foundation Phase observation class make good progress.</li> <li>Boys outperform girls in all indicators with the exception of personal and social development, both at the expected and higher outcomes. The national test data does not support this as the performance of boys and girls is shown to be very similar in all three tests.</li> <li>Pupils who are not entitled to free school meals (nFSM) outperform pupils who are entitled to free school meals (eFSM) in many key indicators in the Foundation Phase. The data for the national reading test supports this. However procedural test data shows that eFSM pupils outperformed nFSM pupils at the higher level (&gt;115 standardised score) and in the reasoning test the percentage of pupils attaining the expected level and above (&gt;85 standardised score) is almost identical.</li> <li>At the expected level in key stage 2 the school's performance in many key indicators over the past three years has fluctuated between the lower 50% and the bottom 25%. However at the higher level the school has been predominantly in the higher 50% when compared to similar schools.</li> <li>The school's own disaggregated data places it the top 25% and higher 50% for all key indicators in key stage 2.</li> <li>The school's own rigorous assessment data demonstrates that all pupils in the key stage 2 learning resource base make good progress.</li> <li>Girls outperform boys in all key indicators in at the end of key stage 2. The school's disaggregated data highlights boys' writing at the higher level as an area for improvement. The national test data for all three tests supports this in terms of pupils who attained the expected level, however at the higher</li> </ul>

level in the reasoning and procedural tests boys outperformed girls.

- Pupils who are not entitled to free school meals (nFSM) outperform pupils who are entitled to free school meals (eFSM) in all key indicators at the end of key stage 2. The national test data supports this in all three tests.
- After a fall in attendance in 2014-2015 which moved the school into the lower 50%, attendance levels in 2015-2016 rose by 0.4 percentage points which is the highest achieved by the school in the past three years.

#### Areas for further improvement

The school's leaders and the challenge adviser agree that there is a need to secure further improvement in the following areas:

- To improve the standard of boys' writing at the higher level in key stage 2.
- To improve performance at the expected level in the national numeracy tests in lower key stage 2.

## Step 2 - Improvement Category

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

#### Evaluation

- Leaders and staff have developed a shared vision and there is a very clear strategy that has improved outcomes for nearly all learners. The highly motivational and enthusiastic approach of senior leaders results in very high levels of commitment and professionalism from all staff across the school.
- Leaders demonstrate a very strong capacity to plan and implement change and sustain improvement successfully in nearly all respects. They engage all staff and other partners very effectively in the change process. This has been highlighted by the formation of a Family Forum, through which parents are actively engaged in self-evaluation and school-improvement activities.
- Self-evaluation is accurate, robust, systematic and well established. Self-evaluation is highly effective in contributing to improving standards, learning and teaching. New processes have ensured that the views of pupils and staff are regularly received by the senior leadership team and feed directly into the self-evaluation process.
- Leaders and staff are highly effective in their analysis and use of the available performance data and evidence about the quality of learning and teaching and pupils' work to identify strengths and set improvement priorities. Detailed and robust analysis of data is ongoing throughout the year. Trends in performance of classes, year groups and vulnerable groups are accurately identified and regular feedback is given to the governing body. This enables the governing body to effectively challenge the school on its performance.
- Leaders and staff have a relentless focus on raising standards. Targets reflect high expectations for the future achievement of all pupils and these are met consistently. This is clearly evidenced in the school's tracking system which identifies the high level of progress made by most pupils. The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners over at least a three-year period. Analysis of the school's own data shows that nearly all pupils identified as having special educational needs make progress in line with their stage of development.
- Improvement planning at all levels is highly effective in addressing the areas in need of most improvement. Action, including the use of resources, has led to sustained improvement in outcomes in key indicators for nearly all pupils, including those eligible for free school meals and other vulnerable groups. Identification of the need to improve attainment at outcome 6 in the Foundation Phase led the school to make changes to planning and provision. The school's own data for mainstream pupils shows increases of 9 percentage points in LLC, 19 percentage points in MD and 34 percentage points in PSD over the past three years as a result.
- The school has a very strong track record in implementing successfully national and local priorities to improve standards and the quality of learning and teaching. The school has successfully embedded both the literacy and numeracy framework and the Foundation Phase. The school has rightly identified the digital competence framework in its school improvement plan for 2016-2017 and is well placed to implement change

- Leaders and staff work very successfully with schools and other partners to enhance significantly their own capacity to bring about improvement. The school has extensive experience of providing support to other schools through its cluster and school improvement group and is currently a professional learning hub, providing training schools on parental engagement. However, the school is not yet fully able to identify the impact of its work within the settings it has supported.
- The challenge adviser can confirm that governors have a very good understanding of the school's strengths and areas for improvement and are highly effective in supporting and challenging the school's performance. All governing body members are linked to an area of the school improvement plan and hold the senior leadership team to account through relevant and challenging questioning.
- Leaders and staff have well defined roles and responsibilities and exhibit high professional standards. The school has a very clear line management structure which enables excellent communication and highly effective collaboration between teachers and support staff throughout the school.
- The school's leaders and governors give a high priority to developing the workforce: performance management and professional development are highly successful in improving pupils' progress, classroom practice and in dealing with underperformance. Professional development opportunities link directly to priorities in the school improvement plan and performance management activities measure their impact and success.
- The quality of teaching across the school, and the impact on nearly all pupils' learning and progress, is consistently good and often excellent. The school's monitoring records show that most teaching is good or better. In-house sharing of good practice and coaching has been used successfully to address shortcomings in teaching.
- All staff have a shared understanding of the characteristics of excellent and good teaching and demonstrate these in classroom practice. The school has developed its own 'lesson map' which, through the input of all staff, clearly identifies the features of good and excellent teaching. Processes to lead, identify, validate and share effective practice achieve continuous improvement in the quality of learning and teaching across the school as a whole.
- Processes to track pupils' progress, identify needs and provide support are robust and effective in nearly all cases. The school reviews and monitors its high quality tracking systems diligently and as a result of robust intervention programmes the school meets pupils' needs successfully.
- Teacher assessment is consistent and accurate. The school's assessments have been consistently agreed during cluster moderation activities.

## Recommendations

The headteacher, governors and challenge adviser agreed that the following represent areas where further improvement is necessary:

- The school needs to be able to measure the impact of its of professional learning work with other schools on those particular settings.

## 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

Step3-SupportCategory

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

#### Exceptions

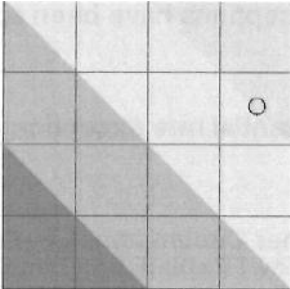
Exceptions have been applied:

Potential rare exceptions

Other circumstances where the matrix has been overridden (please list reasons and evidence below) Explanation base with evidence:

Categorisation Overview

Step 1	Step 2	Step 3	Exceptions Applied
2	A	Green	.



This categorisation report will be shared with Governing Body after the National Verification meeting.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

### Current performance

The school's current performance are good because:

- Many pupils make at least good progress and build on their skills well as they move through the school
- Pupils of all abilities make good progress in learning and using Welsh as a second language
- Pupils' behaviour and their level of engagement are good
- Listening and responding to pupils' views are a strength
- There is a robust system for assessing and tracking pupils' progress regularly
- There are outstanding levels of care, support and guidance for all pupils, which also have a positive impact on parents
- The school is a vibrant community where staff recognise and celebrate the diversity of its pupils

### Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher provides highly effective leadership and direction for the school
- The governing body carries out its duties very well and contributes extensively to the strategic direction of the school
- The school's arrangements for self-evaluation, monitoring and planning for further improvements are well established and very effective
- The school has developed an excellent partnership with parents
- The school has an important and active role within the local community, where outstanding relationships are evident
- Leaders manage the deployment of staff and resources highly effectively
- The school uses its resources well to ensure that all groups of pupils achieve successfully



## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The school's current performance is adequate because:

Many pupils make suitable progress from their individual starting points

- Most pupils are keen to learn and show good levels of concentration
- Pupils generally behave well and are polite and respectful towards each other
- The school uses a good range of intervention and support programmes to improve the basic skills of pupils whose progress is less than expected
- Most teachers plan and deliver lessons that engage pupils and stimulate their curiosity
- The school's attention to pupils' wellbeing means that levels of care, support and guidance are high
- Staff ensure an inclusive and welcoming environment in which all pupils are treated equally in all aspects of school life

However:

- Many pupils in key stage 2 use only a limited range of literacy and numeracy skills across the curriculum
- Pupils' experiences are not planned effectively enough to ensure that all pupils benefit fully from a broad and balanced curriculum

### Prospects for improvement

The school's prospects for improvement are adequate because:

- School leaders and managers share a clear vision for the future of the school that is based on inclusiveness and ensuring pupils' wellbeing
- There is an ethos of effective teamwork among all members of staff
- Governors make a worthwhile contribution to the process of self-evaluation and planning for improvement.
- Self-evaluation procedures give leaders a reasonably accurate picture of the school's strengths and areas for improvement
- The school works effectively with a wide range of partners, which has a beneficial effect on pupils' learning and wellbeing
- Leaders and managers deploy the school's finances and resources efficiently

However:

- Senior leaders have not been fully effective in addressing shortcomings in the curriculum or in ensuring appropriate levels of challenge for all pupils

## Community Impact Assessment

### Draft – to be updated following consultation

**Name of proposal:**

Proposal to establish a LRC at Pencoed Primary School for a maximum of 8 pupils with ASD from 1 September 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 Pencoed Primary School

**Key actions:** Statutory procedure to establish a LRC at Pencoed Primary School for a maximum of 8 pupils with ASD from 1 September 2018.

**Expected outcomes:** To establish a LRC for pupils with ASD with proposed implementation 1 September 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. There will be an additional two members of staff at Pencoed Primary School.

**Expected date of decision:** June 2018

**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 Pencoed Primary School which is an English-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	2 Oed / Age 6 - 7	3 Oed / Age 7 - 8	4 Oed / Age 8 - 9	5 Oed / Age 9 - 10	6 Oed / Age 10 - 11	Cyfanswm /Total 2-11	Cyfanswm /Total 4-11
				103%	99%	105%	99%	100%	100%		
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 1 teacher to 8 pupils for an ASD LRC All other ASDLRC’s work to this. Those pupils in English-medium primary education with a diagnosis of ASD will be able to transition to the English-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 February 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 Pencoed Primary School 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
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<b>Date:</b> 02:01:18
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## 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 Pencoed Primary School for a maximum of 8 pupils with ASD from 1 September 2018.

### Brief description of the proposal

The proposal is for a maximum of 8 pupils with ASD to access the LRC from 1 September 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).

### 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 Pencoed Primary School.

### 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 English.
- Capacity would be created for a maximum of 8 pupils.

<b>Characteristic</b>	<b>Yes</b>	<b>No</b>	<b>Unknown</b>	<b>Explanation of impact</b>
<b>Age</b>		X		There will be growth for pupils with ASD to access support through the medium of English at primary school
<b>Disability</b>		X		There will be growth for pupils with ASD and to access support through the medium of English.
<b>Gender reassignment</b>		X		Gender Reassignment is not expected to be impacted by this proposal.
<b>Pregnancy and maternity</b>		X		Pregnancy and Maternity is not expected to be impacted by this proposal.
<b>Race</b>		X		Race is not expected to be impacted by this proposal.
<b>Religion/belief</b>		X		Religion and Belief is not expected to be impacted by this proposal.
<b>Sex</b>		X		Sex is not expected to be impacted by this proposal.
<b>Sexual orientation</b>		X		Sexual Orientation is not expected to be impacted by this proposal.
<b>Civil Partnerships and Marriage</b>		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 English-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 an English-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 Pencoed Primary School 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 English.
- The proposal offers those pupils with ASD to be educated as near to their home as is possible.

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

Yes                                      No                                      Unknown                                      [\(Guidance\)](#)

No.

If 'yes', please expand:

## 7. Is this policy likely to impact on Community Cohesion?

No – there will be minimal change to the community as pupils with ASD will be able to attend a local English-medium primary school.

## 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*.	7 February 2018- 21 March 2018
Report to Cabinet on the outcomes of the consultation.	24 April 2018
Publish Consultation Report on BCBC website, hard copies available on request.	2 May 2018
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.	3 May 2018
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.	31 May 2018

Potential implementation.	1 September 2018
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**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: 02:01:18***