

Proposal to establish provision for pupils with additional learning needs (ALN) at Ysgol Cynwyd Sant

Consultation document

Date of issue: 6 January 2022

Action required: Responses by 17 February 2022

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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 fifteen pupils with moderate learning difficulties (MLD) at Ysgol Cynwyd Sant.

How to respond

This consultation period will begin on 6 January 2022 and close on 17 February 2022. You can respond or ask further questions in the following ways.

Tel: (01656) 642617

Email: EDSU@bridgend.gov.uk

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

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

Alternative formats are also available upon request.

Data protection

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

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

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

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

Related documents

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

Visit:

www.bridgend.gov.uk/CitizensPanel

Background and information

- Local authorities across the United Kingdom are experiencing a rise in the demand for services for children and young people with additional learning needs (ALN) and the cost to support this is often exceeding budget. Anecdotal evidence from many local authorities suggests that not only are these needs becoming more numerous by volume, but also in their complexity.
- This is putting pressure on all local authorities to meet and resource these needs, and this will only be exacerbated by the additional pressures that have been caused by COVID-19. In this context many councils are reviewing their current provision to respond to changes in demand and to make services fit for purpose in terms of addressing the current and future needs of children and young people with ALN.
- Bridgend County Borough Council (BCBC) has taken a proactive approach to this by commissioning an additional learning needs strategic planning provision review in 2020.
- An Additional Learning Needs Strategic Planning Provision Review Board has been established. One of the areas which has been identified for provision to open is at Key Stage 2 in a Welsh-medium Primary School for children with MLD.

The proposal

- This is a proposal to establish provision for pupils at Ysgol Cynwyd Sant to meet the needs of pupils with a diagnosis of MLD, it is proposed to establish a LRC for a maximum of fifteen 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 1 September 2022.

Why has this proposal been brought forward?

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

What the proposal means in practice

The proposal if approved would mean that:

- A LRC at Ysgol Cynwyd Sant for a maximum of fifteen pupils with MLD would open from 1 September 2022.
- There would be a graduated intake from 1 September 2022. LRC admissions would be decided upon through an admissions panel which would assess the need of the pupil.
- The LRC would be an integrated part of the mainstream school, providing an appropriate environment in which pupils can develop and thrive within their peer group and have normal access to mainstream curriculum, where appropriate.
- The LRC would provide specialist learning facilities within the school, it would also provide MLD 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 Cynwyd Sant would afford those pupils with MLD to continue their education through the medium of Welsh in a specialist provision in BCBC.

What are the advantages if the proposal goes ahead?

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

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 Cynwyd Sant, regarding the proposal to establish a LRC for pupils with a diagnosis of MLD.
- There will be no likely impact of the proposal on the ability of Ysgol Cynwyd Sant to deliver the full curriculum at each key stage of education.

Other considerations

- The National Categorisation School Report 2019/2020 for Ysgol Cynwyd Sant is included at Appendix A.

Quality and standards in education

- Overall, standards of attainment in the foundation phase are good. Nearly all pupils make expected progress or better from their starting points.
- Performance at Key Stage 2, there is a track record of strong performance over time, and this is consistently in line with or higher than Wales.
- In terms of performance by specific groups, generally, pupils with additional learning needs perform well across the school and make expected progress.

Outcomes (standards and wellbeing)

- Attendance has been consistently high over the last three years with performance remaining in the top 25% when compared with similar schools.
- Generally, pupils' behaviour and their attitudes to learning are excellent with no incidents of fixed term exclusion over the last three years.

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

- Pupil voice is a key part of the school's success in terms of leadership. This has been very successful in ensuring progress in performance across the school.
- The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners. High expectations, the strong focus on pupil wellbeing, a successful nurture class, and nurturing pupils' confidence and self-esteem, impacts positively on learners' confidence, social and communication skills, and results in nearly all pupils making strong progress.
- There is a very strong focus on teaching across the school, with very good professional development to strengthen teaching further, as well as regular sharing of good practice within school, and with teachers attending training at Ysgol Cynwyd Sant. As a result, teaching across the school is consistently good, with excellent teaching evident in both key stages.

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

- The leadership of the school is excellent. Leaders and staff have a clear vision, high standards and expectations, and a strong focus on providing Welsh-medium education of the highest standard for all pupils.
- The governing body is very supportive, challenges standards effectively, and is well informed about school performance through regular presentations by staff and pupils, detailed updates by leaders, and involvement in learning walks, book scrutiny and listening to learners.

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 MLD who would be accessing the LRC at Ysgol Cynwyd Sant.

Land and buildings

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

Impact Assessments

Community Impact Assessment

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

Equality Impact Assessment

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

Risks

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

Alternative

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

Details of the affected school(s)

Ysgol Cynwyd Sant

Pen-yr-Ysgol
Maesteg
Bridgend
CF34 9YE

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

Ysgol Cynwyd Sant - Pupils on Roll (Age 3-11)					
Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	April 2021
311	302	293	290	290	285

The following table provides a five-year projection of pupil population for Ysgol Cynwyd Sant which is a Welsh-medium primary school with an age range of 3 to 11.

	N1	N2	R	1	2	3	4	5	6	Cyfanswm/ Total	Cyfanswm/ Total

Blwyd dyn /Year	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	2-11	4-11
				95%	96%	96%	100%	99%	99%		
2021	0	31	44	32	22	37	37	41	41	285	254
2022	1	34	43	42	31	21	37	37	41	287	252
2023	1	34	38	41	40	29	21	37	36	277	242
2024	1	34	41	36	39	39	29	21	36	276	241
2025	1	34	41	39	35	38	39	29	21	277	242
2026	1	34	41	39	35	38	39	29	21	277	242

The accommodation at Ysgol Cynwyd Sant would be graded as condition C. Grade C means operational but major repair or replacement needed in the short to medium-term (generally three years).

Ysgol Gynradd Bro Ogwr
Princess Way
Brackla
Bridgend
CF31 2LN

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

Ysgol Gymraeg Bro Ogwr - Pupils on Roll (Age 3-11)					
Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	April 2021
429	425	440	424	407	402

The following table provides a five-year projection of pupil population for Ysgol Gynradd Bro Ogwr which is a Welsh-medium primary school with an age range of 3 to 11.

Blwyd dyn /Year	N1	N2	R	1	2	3	4	5	6	Cyfanswm /Total	Cyfan swm /Total
	Oed /	Oed /	Oed /	Oed / Age 5 - 6	Oed / Age 6 - 7	Oed /	Oed /	Oed / Age	Oed / Age	2-11	4-11

	Age 2 - 3	Age 3 - 4	Age 4 - 5			Age 7 - 8	Age 8 - 9	9 - 10	10 - 11		
				96%	94%	97%	98%	97%	99%		
2021	6	42	47	49	49	45	51	60	53	402	354
2022	6	47	50	45	46	48	44	49	59	394	341
2023	6	46	50	48	42	45	47	43	49	376	324
2024	6	46	50	48	45	41	44	45	42	367	315
2025	6	46	50	48	45	44	40	42	45	366	314
2026	6	46	50	48	45	44	40	42	45	366	314

The condition of the accommodation at Ysgol Gymraeg Bro Ogwr is graded as condition C. Grade C means operational but major repair or replacement needed in the short to medium-term (generally three years).

Ysgol Gynradd Gymraeg Calon Y Cymoedd
Hill View
Bettws
Bridgend
CF32 8LU

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

Ysgol Gynradd Gymraeg Calon y Cymoedd - Pupils on Roll (Age 3-11)					
Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	April 2021
162	154	156	173	194	213

The following table provides a five-year projection of pupil population for Ysgol Gynradd Gymraeg Calon Y Cymoedd which is a Welsh-medium primary school with an age range of 3 to 11.

	N1	N2	R	1	2	3	4	5	6	Cyfanswm/ Total	Cyfanswm/ Total
Blwyd dyn /Year	Oed / Age 2 - 3	Oed / Age 3 - 4	Oe d / Ag e	Oed / Age 5 - 6	Oed / Age 6 - 7	Oed / Age 7 - 8	Oed / Age 8 - 9	Oed / Age 9 - 10	Oed / Age 10 - 11	2-11	4-11

			4 - 5									
				106 %	108 %	111%	107 %	97%	100%			
2021	9	26	30	25	30	28	22	29	14	213	178	
2022	4	26	25	32	27	33	30	21	29	227	197	
2023	4	26	26	27	34	30	36	29	21	233	203	
2024	4	26	26	28	29	38	32	35	29	247	217	
2025	4	26	26	28	30	32	41	31	35	253	223	
2026	4	26	26	28	30	32	41	31	35	253	223	
		26	27	29	30	33	35	33	40	257	227	

The condition of the accommodation at Ysgol Gynradd Calon Y Cymoedd is graded as condition A. Grade A is new condition.

Ysgol Y Ferch o'r Sgêr
Greenfield Terrace
North Cornelly
Bridgend
CF33 4LW

The table below provides details of the numbers on roll at Ysgol Y Ferch o'r Sgêr and the figures for the previous annual censuses.

Ysgol Y Ferch o'r Sgêr - Pupils on Roll (Age 3-11)					
Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	April 2021
249	221	192	173	166	168

Blwyddyn /Year	N1	N2	R	1	2	3	4	5	6	Cyfanswm /Total	Cyfanswm /Total
	Oed / Age 2 - 3	Oed / Age 3 - 4	Oed / Age 4 - 5	Oed / Age 5 - 6 ###	Oed / Age 6 - 7	Oed / Age 7 - 8	Oed / Age 8 - 9	Oed / Age 9 - 10	Oed / Age 10 - 11		
2021	8	21	19	16	16	12	24	28	24	168	139
2022	3	20	21	19	15	14	11	23	27	153	130

2023	4	20	20	21	18	14	13	10	22	142	118
2024	4	20	20	20	20	16	13	13	10	136	112
2025	4	20	20	20	19	18	15	12	12	140	116
2026	4	20	20	20	19	18	15	12	12	140	116

The following table provides a five-year projection of pupil population for Ysgol Y Ferch o'r Sgêr which is a Welsh-medium primary school with an age range of 3 to 11.

The condition of the accommodation at Ysgol y Ferch o'r Sgêr is graded as condition C. Grade C means operational but major repair or replacement needed in the short to medium-term (generally three years).

Finance

- The funding for the LRC would be allocated through the mainstream school's delegated budget, via the school's funding formula allocation, and using a combination of a class allocation and elements of the age-weighted pupil unit (AWPU).
- Funding levels would be derived from notional current staffing needs and are based on the salary of a teacher. One-off funding for the set-up costs would be £10k.
- As part of the Medium-Term Financial Strategy 2021-22, a budget pressure of £60k was approved for the provision of a MLD class to cater for Key Stage 2 children accessing education through the medium of Welsh. This budget will be used to fund the LRC, including the set-up costs, at Ysgol Cynwyd Sant should the proposal go ahead.

The consultation process

- The consultation process will be completed by 17 February 2022 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 2022.

Activity	Date
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Consultation period where we welcome your views on the proposal*.	6 January 2022- 17 February 2022
Consultation Report to Cabinet on the outcomes of the consultation.	8 March 2022
Publish Consultation Report on BCBC website, hard copies available on request.	22 March 2022
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.	5 April 2022
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.	2 May 2022
Potential implementation.	1 September 2022

*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 you support the proposal to establish a LRC for pupils with MLD at Ysgol Cynwyd Sant

How to make your views known?

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

Venue: Pencoed Primary School	Date	Time
School Council of Ysgol Cynwyd Sant	7 February 2022	14:15
Staff of Ysgol Cynwyd Sant	7 February 2022	15:30
Governing body of Ysgol Cynwyd Sant	7 February 2022	16:30
Parents of pupils at Ysgol Cynwyd Sant	7 February 2022	17:30

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

Post:

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

or **Email:** EDSU@bridgend.gov.uk

Tel: (01656) 642617

Alternative formats are also available upon request.

All views must be received by no later than 17 February 2022

Pro forma

Proposal to establish the MLD LRC at Ysgol Cynwyd Sant

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 2019/2020 Ysgol Cynwyd Sant

Appendix B

National Categorisation Report 2019/2020 Ysgol Gynradd Bro Ogwr

Appendix C

National Categorisation Report 2019/2020 Ysgol Gynradd Gymraeg Calon Y Cymoedd

Appendix D

National Categorisation Report 2019/2020 Ysgol Y Ferch O'r Sger

Appendix E

Communities impact assessment (CIA) initial screening

Appendix F

Equalities impact assessment (EIA) initial screening.

Appendix G

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

Appendix A

National School Categorisation Report

School:	Ysgol Cynwyd Sant
Region:	CSC

School Context

- The school's three-year average in terms of the percentage of pupils eligible for free school meals (eFSM) is 10.7% (CSC 19.7%, LA 19%).
- In 2018 – 2019, there were 41 pupils in Year 2, 14 boys and 27 girls and 33 pupils in Year 6, 12 boys and 21 girls.

Standards

Evaluation

An analysis of performance by leaders evaluates the following correctly:

- Overall, standards of attainment in the foundation phase are good. Performance at the expected outcome is a little lower than last year, although is higher than the Wales average across all areas. Performance at the expected outcome +1 is lower than last year and this year lower than Wales, although performance over time has been consistently higher than Wales. Nearly all pupils make expected progress or better from their starting points.
- Performance at key stage 2 is higher than last year at the expected level. There is a track record of strong performance over time, and this is consistently in line with or higher than Wales. Performance over time at the expected level +1 is more varied with performance this year lower than last year and lower than Wales in all areas. Many pupils made expected progress or better since the foundation phase.
- In terms of performance by specific groups, generally, pupils with additional learning needs perform well across the school and make expected progress. At key stage 2, eFSM pupils perform well at the expected level with no significant gap. However, the gap is wider at the expected outcome and +1 of the foundation phase and at the expected level +1 of key stage 2. There is no significant difference between the performance of boys and girls at the expected outcome of the foundation phase and key stage 2. However, girls

outperform boys at the expected outcome/level +1 in all areas with the gap being wider in Welsh and English at Key Stage 2.

- Attendance has been consistently high over the last three years with performance remaining in the top 25% when compared with similar schools.
- Generally, pupils' behaviour and their attitudes to learning are excellent with no incidents of fixed term exclusion over the last three years.

Step 2 – Improvement Capacity

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

Evaluation

- The leadership of the school is excellent. Leaders and staff have a clear vision, high standards and expectations, and a strong focus on providing Welsh-medium education of the highest standard for all pupils. Pupil voice is a key part of the school's success in terms of leadership. This has been very successful in ensuring progress in performance across the school.
- Leaders demonstrate a very strong capacity to plan, implement change and maintain improvement successfully. Their enthusiasm and strong commitment ensure that all members of staff engage very effectively in school initiatives and develop a stimulating environment for pupils. This is evident in the school's innovative work in raising standards of learning and teaching as noted in the Estyn report *'Improving Teaching'* in June 2018.
- The governing body is very supportive, challenges standards effectively, and is well informed about school performance through regular presentations by staff and pupils, detailed updates by leaders, and involvement in learning walks, book scrutiny and listening to learners.
- The school has a very successful culture of self-evaluation and procedures for securing improvement over time which extend across nearly all aspects of school life; as a result, leaders and staff have a comprehensive understanding of the school's strengths and areas requiring further development. The opinion of all stakeholders is important and valued. Pupil voice is an excellent feature of the process; their voice has a strong influence in ensuring arrangements and provision which responds successfully to the requirements of Curriculum for Wales. Their contribution to planning and evaluation is also very strong, and as a result they respond very enthusiastically to their work, particularly the cross-school projects.
- Leaders are clear about the school's priorities and is planning to develop them through new and innovative ways. Members of the leadership team have strong ownership of the priorities for which they are responsible in the school improvement plan. Thorough monitoring processes, led by members of the senior leadership team, provide a comprehensive range of first-hand evidence and ensure that leaders have a clear picture of impact and the next steps for

development. In addition, strong lines of accountability, which includes providing regular feedback to the headteacher and governors, results in them leading and managing change very effectively.

- The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners. High expectations, the strong focus on pupil wellbeing, a successful nurture class, and nurturing pupils' confidence and self-esteem, impacts positively on learners' confidence, social and communication skills, and results in nearly all pupils making strong progress.
- The school has a very strong track record in implementing successfully national and local priorities. Strategies to support pupils' language and mathematics are well embedded and result in consistency in practice.
- The school is at the forefront in addressing Curriculum for Wales and is a pioneer school, leading and sharing good practice with other schools. Very valuable attention is given to the pedagogical principles and the four purposes. The four purposes have been embedded and are central to school life. For example, staff and pupils plan together purposefully and effectively within the 4 purposes. Leaders cascade information relating to their work with Curriculum for Wales regularly and successfully within school, and through presentations at local and national events.
- The new professional standards are being incorporated purposefully into an active enquiry for performance management.
- The culture of Wales and the Cwricwlwm Cymreig are promoted very successfully through regular visits and visitors, extensive participation and very strong involvement in Urdd activities.
- Leaders and staff have well defined roles and responsibilities and exhibit high professional standards. The high priority given to staff development at all levels, effective use of the professional standards for education practitioners, and strong focus on performance management have all contributed very effectively to the successful implementation of national priorities and improving the quality of teaching and standards.
- There is a very strong focus on teaching across the school, with very good professional development to strengthen teaching further, as well as regular sharing of good practice within school, and with teachers attending training at Cynwyd Sant. As a result, teaching across the school is consistently good, with excellent teaching evident in both key stages. Nearly all teachers make effective use of a variety of rich teaching methods which ensure that most pupils achieve well and develop independent learning skills successfully. They provide tasks which engage and enthuse nearly all pupils. Most staff model standard language very successfully and an effective working relationship exists between them and the pupils. They question skilfully in order to extend pupils' understanding and develop their thinking skills effectively.
- Assessment for learning is a strong feature in lessons, and strategies are increasingly being mapped to ensure there is consistency and progression in terms of practice. As a result, learners have a strong awareness of their

targets, and how to improve their work. Processes to track pupils' progress are robust and leaders have a comprehensive overview of attainment. The electronic tracking system is used very effectively to track the progress of all pupils, including vulnerable groups, as well as to plan, steer learning and to focus on raising standards further.

- Leaders and staff work very successfully with schools and other partners to enhance significantly their own and others' capacity to bring about improvement. This results in the development of highly effective partnerships and a strong self-improving ethos in the school. The school is functioning very effectively as a Professional Learning Hub school for the consortium and delivers successful training programmes for NQTs and trainee teachers. Leaders work very successfully with the consortium's Welsh-medium schools and have been instrumental in the continued development of the Welsh medium Federation. The school, through the International School Partnership, has extensive links with countries across the globe. The school acknowledges that these extensive partnerships have contributed to the development of distributed leadership within the school and have refined school processes further.
- The school has very good capacity to support others; particularly in the effective use of assessment for learning, developing strategies to improve standards of pupils' oracy skills in Welsh, enhancing provision for the creative arts and preparing schools in developing the Curriculum for Wales.
- Leaders manage budget effectively by allocating spending, including grants against school, local and national priorities.

Evidence scrutinised to make the judgement

- Whole-school performance data over the last three years
- 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
- Notes of visits by the challenge adviser
- Attendance data
- Evidence from monitoring activities
- Evaluation of Hub training events and feedback from other schools

Recommendations

- Raise performance at the higher outcomes/levels.
- Continue to close the gender gap at the higher levels in Welsh and English
- Continue to close the eFSM gap, especially at the higher outcomes/levels
- Further refine pupil progress tracking procedures in order to ensure that nearly all key stage 2 pupils make at least expected progress from their starting points.
- Continue to further develop learning environments including the outdoor areas

Step 3 – Support Category

The overall support category for the school is: Green

Step 1	Step 2	Step 3
N/A	A	Green

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

Appendix B

National School Categorisation Report

(Provisional pending National Verification)

School:	Ysgol Gymraeg Bro Ogwr
Region:	CSC

School Context

- The school's three-year average for the percentage of pupils eligible for free school meals (eFSM) is 12.3%, (CSC 19.7%, LA 19%).
- In 2018 – 2019, there were 54 pupils in Year 2, 26 boys and 28 girls. There were 60 pupils in Year 6, 34 boys and 26 girls.

Standards

Evaluation

Leaders' analysis of performance correctly evaluates the following strengths and areas for development:

- Overall, standards of attainment in the foundation phase are very good. Performance at the expected outcome and the expected outcome +1 is consistently high over time and above Wales averages in all areas. All pupils made expected progress or better from their starting points in language, literacy and communication and mathematical development.
- In Key Stage 2, performance is in line with or higher than last year at the expected level and the expected level +1. There is a record of very strong performance over time, which is consistent or higher than Wales averages. All pupils made expected progress or better since the foundation phase in mathematics and most in Welsh.
- In terms of performance by specific groups, generally, pupils with additional learning needs perform well across the school with effective interventions enabling pupils to make at least the expected progress. Generally, at foundation phase and Key Stage 2, at the expected outcome/levels and +1, pupils eligible for free school meals (eFSM) made good progress. However, across foundation phase and key stage 2, a gap exists in the performance of eFSM pupils when compared with non-eFSM pupils at both the expected and higher outcomes/levels. There is no significant difference between the performance of boys and girls at

foundation phase with no particular trend over time. At Key Stage 2, boys outperformed girls at the expected levels and+1 across all areas.

- Attendance is consistent high over time and places the school in the top 25% when compared with similar schools.
- Generally, the behaviour of nearly all pupils and their attitudes to learning are excellent and incidents of fixed term exclusions over time are very rare.

Step 2 – Improvement Capacity

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

Evaluation

- The Headteacher is supported effectively by an experienced Deputy Headteacher providing very robust leadership for the school. Leaders and staff have a clear vision, high expectations, and a strong focus on providing Welsh-medium education of the highest standard for all pupils. An ethos of teamwork is key to the school's success and an element of distributed leadership continues to develop very effectively.
- All staff engage very effectively with whole school changes, leading and developing interventions and initiatives effectively and preparing high quality support materials. This has been successful in ensuring progress over the last three years for most pupils, e.g., the school has started to embed the four purposes of the new curriculum and is focusing on developing independence for most pupils very effectively.
- Self-evaluation procedures are robust, systematic and well established and provide the school with a comprehensive range of first-hand evidence. Teaching staff have an active role in monitoring, for example in their regular scrutiny of pupils' work, learning walks and listening to pupils. There is a strong emphasis on developing the professional skills of staff and ensuring consistency in judgements when undertaking monitoring activity. Activities such as lesson observations are undertaken jointly, and records of monitoring activities are analysed in detail by members of the senior leadership team to promote further consistency. The views of all stakeholders are considered important and are valued. The contribution of parents to the self-evaluation process has been developed further this year, for example, by analysing responses of useful questionnaires.
- A very effective and thorough analysis of data by leaders ensures they have a clear and accurate picture of the school's strengths and areas for development. Information gathered through these self-evaluation procedures is used very effectively in order to identify the school's priorities. Recommendations from monitoring activities are carefully evaluated over time, and there is a definite focus on improvement making a very robust contribution to maintaining the high standards in recent years.

- 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. Leaders and key members of staff have strong ownership of the priorities for which they are responsible. Actions, and the use of resources, are very effective in maintaining standards. For example, the cluster's digital leaders have worked together on a useful coding project, and as a result the ICT skills of most KS2 pupils have been strengthened during the year.
- The school has a good track record in raising the achievement of most pupils, including vulnerable learners at the expected outcome and level. Very high expectations of all pupils, the strong focus on pupil wellbeing, and very successful bespoke literacy and numeracy intervention programmes result in nearly all pupils making strong progress. Progress tracking activities have been refined further this year. As a result, underachieving pupils are identified early, with nearly all making expected progress or better from their starting points.
- The school pays good attention to national and local priorities. Strategies to support pupils' language and mathematics are well embedded. Scrutiny of pupils' work demonstrates extensive evidence of literacy and numeracy across the curriculum. Classroom assistants lead and manage a wide range of literacy, numeracy and wellbeing interventions very skilfully, with clear impact data available. The Pupil Development Grant is used effectively to meet the needs of individual pupils, with a strong focus on pupils' wellbeing and literacy and numeracy interventions.
- The culture of Wales and the Cwricwlwm Cymreig is promoted successfully through regular visits and visitors to the school and enthusiastic involvement in Urdd activities. The school has been successful in gaining the Welsh Language Charter bronze award this year and is working towards the silver award. As a result, there is a strong Welsh ethos and identity in the school.
- There is an increasing focus on promoting the Digital Competence Framework. A new scheme, which incorporates the skills required by the framework, has been embedded and as a result there are useful opportunities for pupils to practice their skills across the curriculum. The school has responded very effectively in developing the Foundation Phase this year, with the internal and external learning environments developing pupil independence purposefully and offering greater challenge. The school recognises that it needs to further develop the outdoor areas during the year.
- Leaders and staff have well defined roles and responsibilities and exhibit suitable professional standards. The high priority given to staff development at all levels and the strong focus on performance management have all contributed effectively to maintaining high standards and ensuring more consistency in provision. The school has introduced the

new professional standards and uses them effectively in determining performance management objectives which purposefully support the school's priorities.

- Governors take an active role in monitoring activities. These include learning walks and meetings with members of the senior leadership team, staff responsible for key priorities and school councils. Ongoing use is made of their skills, particularly in relation to data and Curriculum for Wales, which has led to a more effective overview of provision and performance. Governors are well informed about school performance, very supportive and are challenge the school purposively and consistently.
- There is a strong focus on teaching throughout the school. Careful joint planning ensures that experiences are comparable in classes where there are pupils of the same age range. Regular sharing of good practice and very effective use of a wide range of teaching strategies provides a stimulating experience for pupils. Generally, the standard of teaching is good, often with elements of excellence. A strong working relationship exists between teachers and pupils in all classes and support staff play a very effective role in supporting learning. The school has developed pupils' capacity to work more independently and increasingly make decisions about their learning. All staff are good language models, and this has a positive impact on improving the standard of language of most pupils.
- Assessment for learning has strengthened during the year and has been well embedded with a variety of useful strategies used effectively across the school. As a result of robust internal and external moderation procedures, teacher assessments are consistent and accurate.
- Pupil tracking processes are comprehensive and ensure the accountability of class teachers for pupil performance. Leaders have a clear and thorough overview of pupil attainment. Classroom assistants lead and manage literacy, numeracy and wellbeing interventions successfully, with clear impact data available. The school's targets reflect their high expectations, and they aim to set challenging targets for all pupils.
- Leaders and staff work successfully with a wide range of other schools. Collaboration with their School Improvement Group has led to beneficial engagement, for example with the Consortium's school oracy project to create a resource that will assess pupil's oracy skills effectively.
- The school has particularly strong practice that can be shared in robust intervention systems which impact very positively on the performance of pupils with specific needs as well as the more able, and effective strategies to promote pupils' oracy skills in Welsh.
- Leaders manage the budget, including grants, effectively, and this is allocated appropriately against the school's priorities, health and safety priorities, and local and national priorities.

Evidence scrutinised to make the judgement

- Whole-school performance data over the last three years
- 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 monitoring evidence
- Challenge Adviser's reports

Recommendations

- Continue to close the gap between eFSM and non eFSM pupils, especially at the higher outcomes/levels.
- Continue to close the gender gap further, especially at the higher outcomes of the foundation phase.
- Continue to develop the outside areas and outdoor learning
- Continue to prepare for changes to the curriculum and the amended ALN bill

Step 3 – Support Category

The overall support category for the school is: Green

Step 1	Step 2	Step 3
N/A	A	Green

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

Appendix C

National School Categorisation Report

(Provisional pending National Verification)

School:	Ysgol Gynradd Gymraeg Calon y Cymoedd
Region:	CSC

School Context

- The school's three-year average for the percentage of pupils eligible for free school meals (eFSM) is 18.8%, (CSC 19.7%, LA 19%).
- In 2018 – 2019 there were 21 pupils in year 2, 9 boys and 12 girls. In year 6, there were 15 pupils, 9 boys and 6 girls.

Standards

Evaluation

Leaders' analysis of performance correctly evaluates the following strengths and areas for development:

- Performance at the expected outcome of the foundation phase is lower than last year with the foundation phase outcome indicator significantly lower than the Wales average. Performance at the expected outcome +1 in language, literacy and communication (LLC) and personal and social development (PSWCD) is lower than last year and below the Wales average. Mathematical development (MDT) is higher than last year and above Wales. However, nearly all pupils made expected progress or better from their starting points in LLC and PSWCD with most in MDT.
- Low pupil numbers at key stage 2 make meaningful data comparisons difficult. However, performance is in line with last year at the expected level, above Wales and becoming more consistent over time. Performance at the expected level +1 is higher than last year in English, mathematics and science although showing an increasing downward trend in Welsh. Despite this, performance remains below Wales in all areas although low pupil numbers have an impact on the data. Nearly all pupils made expected progress or better from their starting points.

- In terms of performance by specific groups, generally, pupils with additional learning needs perform well across the school enabling nearly all pupils to meet their targets. Across the school pupils eligible for free school meals (eFSM) make good progress, however a gap still exists in performance at foundation phase, being wider at the expected outcome +1. Generally, at foundation phase, girls outperform boys in all areas of the (apart from PSWCD Outcome 5), the gap being wider at the higher outcomes. At Key Stage 2, there is no significant difference between the performance of boys and girls at the expected level and +1.
- Strategies to promote good attendance continue to have a positive impact on standards. Performance over time, when compared with similar schools, has risen from the lower 50% to the top 50% over the past two years.
- The behaviour of most pupils and their attitudes to learning are very good with no incidents of fixed term exclusions during the year. This is a significant improvement compared with previous years.

Step 2 – Improvement Capacity

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

Evaluation

- The school relocated to a new site in January this year and has settled in well in its new community. The quality of leadership has continued to strengthen during the year, with a well-embedded and robust senior leadership structure in place. The Headteacher continues to provide strong leadership and clear direction for the school. There is an ongoing and continuous focus on school improvement, setting high standards and challenging underperformance. Good progress has been made during the year in terms of improving strategic and distributed leadership at all levels. However, the school recognises that more time is required to embed practices in order to further impact upon standards and provision.
- Leaders and staff have established a clear vision that is shared effectively with all stakeholders. This vision is well supported by a useful set of core values that are actively and effectively promoted with pupils, staff and parents. Over the last year, this has continued to contribute to the school's ethos very positively. As a result, pupils are confident learners and their social skills have improved considerably e.g., exclusions are currently at nil for the last two years which is a considerable improvement and shows increasing consistency.

- During the year there has been a strong and continued focus on raising standards, improving provision and strengthening leadership. Leaders have been very clear on priorities and have enabled staff to take part in a range of strategies and programmes to support the change process. As a result, members of staff now participate in and engage effectively with whole school initiatives, e.g. adapting planning to reflect the 4 core purposes of Curriculum for Wales. Stronger leadership and revised provision has ensured that interventions have had a positive effect on standards in literacy and numeracy. However, this needs to embed further over the coming year in order to ensure continued impact and raise standards in reading across the school.
- Self-evaluation processes continue to develop effectively. During the academic year, a variety of monitoring activities have been undertaken leading to a comprehensive first-hand evidence base. There has been greater involvement by all members of staff in ongoing monitoring activities, for example a learning pathway focusing on positivity, book scrutiny and listening to learners. By interpreting data and monitoring information effectively, school leaders and staff have a clear and accurate picture of strengths and areas for development. Information gathered via these self-evaluation processes is appropriate in order to identify the school's priorities. Leaders respond quickly to findings of monitoring activities, and as a result self-evaluation processes are beginning to have a strong impact on improving standards, learning and teaching.
- The school places a clear emphasis on raising standards by setting high expectations. However, pupil attainment over three years continues to be inconsistent, particularly at the higher outcomes/levels. Although a small cohort in Key Stage 2 again this year this continues to have an impact on the data.
- Leaders and staff are clear regarding the priorities in the school improvement plan. Recent planning and use of resources have had a positive impact on pupil wellbeing, particularly with the effective use of the Family Action Zone (FAZ), Lego Therapy and rights of the child workshops. Effective work has taken place this year to further structure literacy and numeracy programmes and interventions. This has had a particularly positive impact on writing and numeracy standards and ensured greater consistency across the school. However, more time is needed to embed these further in order to fully measure the impact on standards, particularly in reading.
- The school gives due attention to local and national priorities. Use of the pupil development grant is planned purposefully and is closely linked to the key priorities of raising standards of language, mathematics and wellbeing. The strategies used to measure impact show that there is a clear picture of eFSM pupils making good progress against targets and at the expected

outcome/levels. Opportunities to develop literacy and numeracy across the curriculum are developing well, however there is a need to ensure a purposeful approach and consistency across the school

- Leaders and staff regularly take part in school improvement activities and have taken a proactive role this year in sharing good practice with other schools and partnerships e.g., collaborating with cluster schools on the 'microbits' project and collaborating with the MET on developing a mindfulness app. The school has also been successful again this year in its application to offer training next year on developing pupil wellbeing through involvement and links with parents.
- Staff take an active role in school improvement activities with other schools, and this is key to the strong momentum of change at the school. The school has worked successfully with other schools and this has led to improvements in the quality of teaching e.g., SIG partnership working to develop independent learners in line with the 4 core purposes of Curriculum for Wales. There is strong evidence that partnership work is strengthening and building the school's capacity for improvement successfully.
- Governors have a good understanding of strengths and areas for improvement. They are very supportive, fully aware of the challenges facing the school and are addressing key issues. Governors now take on a greater role in monitoring activities via learning pathways, book scrutiny and meetings with subject coordinators and the school council. Governors have a good understanding of data, how the school's performance compares with others, and the need to set challenging targets. As a result, they are able to challenge the school more effectively.
- The responsibilities of leaders and staff have been clearly defined. The high priority given to performance management structures and staff development has contributed to improvements in planning and ensuring professional standards.
- The quality of teaching over the last two years has varied. The school has acted swiftly to challenge cases of underperformance and acted positively upon advice and support given. As a result, the quality of teaching and observations have shown an improvement and are now good in most lessons. Measures and procedures are in place to monitor the quality of teaching carefully during the year. The leadership team is part of a middle managers course and shares good practice internally with staff. Lesson observations show better planning, more effective use of differentiation, and interesting stimulus activities that engage pupils well in their learning. Findings of book scrutiny show there is improvement in standards in many classes. However, the impact of teaching on standards and pupils' learning remains inconsistent at times, particularly within the Foundation Phase. Increased use of effective assessment and feedback strategies continues

to develop well; however, these practices are not yet consistent across the school. Leaders have established beneficial triads to strengthen consistency across the school and share good practice effectively and this will continue next year.

- Processes to track pupil progress continue to improve and give an accurate picture of pupil progress. Staff attend and participate fully in regular progress meetings developing better awareness and accountability. As a result, teachers have a clearer picture of pupil progress and the way forward.
- Robust and appropriate internal and external monitoring, tracking and moderation procedures have ensured that teachers are now able to assess pupils work confidently and accurately.
- Leaders manage the budget effectively, acting promptly and efficiently to reduce the current deficit. They are working with the local authority to ensure that spending, including the use of grants, is allocated appropriately according to the school's priorities, along with local and national priorities.

Evidence scrutinised to make the judgement

- Whole-school performance data
- 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
- Monitoring evidence
- Challenge Adviser's notes of visit
- Estyn report

Recommendations

- Continue to raise attainment across all areas of the foundation phase and Key Stage 2, at the expected outcome/levels and +1
- Close gap in performance of eFSM pupils when compared with non-FSM pupils at foundation phase
- Raise boys' attainment at the expected outcome and +1 of the foundation phase
- Raise standards of reading across the school
- Continue to improve and embed strategic and distributed leadership at all levels in order to further impact upon standards and provision

Step 3 – Support Category

The overall support category for the school is: Yellow

Step 1	Step 2	Step 3
N/A	B	Yellow

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

Appendix D

National School Categorisation Report

(Provisional pending National Verification)

School:	Y Ferch o'r Sgêr
Region:	CSC

School Context

- The school's three-year average for the percentage of pupils eligible for free school meals (eFSM) is 13.3%, (CSC 19.7%, LA 19.0%)
- In 2018 – 2019, there were 25 pupils in year 2, 11 boys and 14 girls, with 23 pupils in year 6, 15 boys and 8 girls.

Standards

Evaluation

Leaders' analysis of performance correctly evaluates the following strengths and areas for development:

- Performance at the expected outcome is higher or line with last year in mathematical development (MDT) and personal and social development (PSWCD), although lower in language, literacy and communication (LLC) and the foundation phase outcome indicator (FPOI). However, at the expected outcome, performance is above Wales in all areas. Performance at the expected outcome +1 is lower than last year, although above the Wales average in PSWCD and the FPOI. However, performance at the expected outcome +1 is significantly lower than Wales in LLC and MDT. Despite the variable data, all pupils made expected progress or better from their starting points. A majority made higher than expected progress or better in LLC and around half in MDT and PSWCD.
- At KS2, performance is generally in line with or higher than last year at the expected level in English, mathematics and science, and above Wales in English and mathematics. Performance in Welsh is lower than last year and just below the Wales average. Performance at the expected level +1 is lower than last year in all subjects, although above Wales in Welsh and mathematics. There has been an improving trend over time at the expected outcome +1, although this has become more consistent over the last two years. Many pupils made expected progress or better from

foundation phase in Welsh with nearly all making expected progress or better in mathematics.

- In terms of performance by specific groups, generally, pupils with additional learning needs perform well across the school enabling most pupils to meet their targets. At foundation phase and key stage 2, pupils eligible for free school meals (eFSM) make very good progress, with no significant gap in performance at the expected outcome/levels and +1. At the expected outcome and +1 of the foundation phase, boys outperform girls in all areas apart from the expected outcome +1 PSWCD. At Key Stage 2, girls outperform boys in all subjects apart from mathematics at the expected level and across all subjects at the expected level +1. However, there are no specific trends over time in both key phases.
- Attendance is consistent over time although a little lower than last year. This places the school in the top 50% and lower 50% respectively when compared with similar schools.
- Generally, the behaviour of most pupils and their attitudes to learning are good. However, the incidents of fixed term exclusions have risen slowly over the past three years. The school has implemented effective wellbeing initiatives and interventions during the year which are beginning to have a positive impact on pupil wellbeing.

Step 2 – Improvement Capacity

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

Evaluation

- The provision for and quality of leadership has strengthened further during the year following changes to the senior management team. A new Deputy Headteacher was appointed in the spring term. As a result, an effective model of distributed leadership is now developing effectively at the school. Leaders and staff share the same vision for the school; there are now clear strategic priorities and a strong focus on raising standards and meeting the needs of all pupils.
- Leaders plan and implement change successfully in most areas. Overall, they enable members of staff to take an effective role in whole school initiatives, for example strategies to improve wellbeing. This has had a generally positive impact on standards and ensuring consistency and quality of provision over the last two years. The school has presented aspects of their work on developing pupil wellbeing to the cluster and at federation Headteacher meetings.
- The timetable of self-evaluation activities ensures that procedures are systematic and well established and provides the school with a comprehensive range of firsthand evidence. The self-evaluation process is accurate, regular and gives an honest picture of the school's strengths and

areas for development. The opinions of all stakeholders are valued and the school acts on them. Information gathered through these processes is used, along with effective and appropriate data analysis, in order to accurately identify the school's priorities. Teachers are now more regularly involved in and make a greater contribution to the development of the school's self-evaluation report. Teaching staff and senior leaders contribute effectively to self-evaluation processes through accurate monitoring, reflecting and evaluation of key areas. As a result, the self-evaluation report is a purposeful and reflective document.

- Leaders are clear on the priorities that need to be addressed in the school improvement plan, and there is a strong emphasis on local and national priorities, particularly in terms of developing pupils' literacy, numeracy and wellbeing. The allocation of the Pupil Development Grant is closely linked to the school's priorities of raising standards, developing pupils' literacy and numeracy skills and strengthening pupil wellbeing. This has had a positive impact with nearly all eFSM pupils making good progress against their targets and from their baseline.
- The school gives appropriate attention to implementing local and national priorities and planning is now having a more positive impact on standards, learning and teaching. There are clear expectations and processes in place to ensure that the literacy and numeracy framework is implemented consistently. As a result, there are useful examples of numeracy and literacy skills being developed during class themes and enrichment days. The school continues to raise awareness of the digital competence framework through effective training and mentoring, including working closely with another school in the cluster. A recently introduced new scheme ensures consistency, effective provision and improved standards with a solid evidence base across the school.
- Effective external moderation processes ensure that teacher assessments are generally accurate, and evidence based. Following moderation, the school has shared examples of effective practice with cluster schools. However, the school has recognised a need to further strengthen internal moderation processes to ensure accuracy of assessments in a very few classes.
- There is an effective relationship with the local secondary school. For example, pupils from Ysgol Gyfun Gymraeg Llangynwyd have worked with digital leaders, leading to useful opportunities to develop pupils' coding skills. This year, the school has engaged well in school to school work leading a valuable SIG project on wellbeing and resilience.
- Governors are supportive and knowledgeable. As a result, they have a good understanding of the school's strengths and areas for development and are increasingly able to support and challenge the school effectively.
- The roles and responsibilities of staff and school leaders are appropriately defined and have been restructured effectively this year to support the school's development priorities, Estyn recommendations and curriculum

change. Priority is given to staff professional development through robust performance management procedures and professional development opportunities are closely linked to priorities in the school improvement plan and post inspection plan.

- Ongoing discussions on key elements of teaching ensure that nearly all members of staff have a shared understanding of the features of good and excellent teaching. The general quality of teaching is good or better when lesson observations and evidence of pupils' work are taken into account. In most lessons, thorough preparation and effective use of resources ensure that pupils are well engaged in their lessons.
- Nearly all staff know their pupils well and manage their behaviour positively and effectively. In most lessons, the pace of provision is good and this engages and stimulates pupils well. In terms of assessment, marking and feedback, most teachers give clear direction to pupils on how to improve their work. There are now more consistent opportunities for pupils to self-assess and reflect upon their work. However, more time should be given for pupils to respond to feedback, re-draft and improve work as a result. Peer assessment strategies are beginning to be used more frequently but need to be further embedded across the school.
- The use of differentiated resources and tasks to support pupils with their work is now more sufficiently developed across the school. However, the school will continue to monitor carefully to ensure continued consistency and appropriate challenge for all pupils. The school carefully monitors the quality of teaching and learning and staff respond well to highlighted areas for improvement e.g. reducing the over reliance on worksheets across the school.
- Effective tracking processes ensures that pupil progress is monitored carefully. As a result, most pupils are targeted appropriately for early intervention where there is a concern that they may underachieve. This is generally having a more positive impact on the progress of most pupils, including those from vulnerable groups. All members of staff have received beneficial training on data and target setting. However, the school will continue to further refine processes for tracking pupil progress and strengthen target setting procedures.
- The school currently has a significant deficit budget. There is an appropriate long-term recovery plan in place, which has been agreed by the LA. However, this will need to be monitored carefully by the school to ensure that good progress is made in reducing the deficit over the coming year.

Evidence scrutinised to make the judgement

- Whole-school performance data over the last three years
- 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
- MER evidence and analysis
- CA school improvement reports and notes of visit
- Estyn report

Recommendations

- Improve attainment in writing across the school and in in both languages at Key Stage 2.
- Continue to improve using and applying numeracy and problem-solving skills.
- Continue to ensure consistency in teaching and learning, ensuring appropriate challenge for all pupils.
- Further refine assessment and pupil progress tracking procedures.
- Continue to embed the new leadership structure, further strengthening leadership at all levels.
- Manage the deficit budget, implementing the agreed recovery plan.

Step 3 – Support Category

The overall support category for the school is: Yellow

Step 1	Step 2	Step 3
N/A	B	Yellow

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

Appendix E

Community Impact Assessment

Draft – to be updated following consultation

Name of proposal:

Proposal to establish a LRC at Ysgol Cynwyd Sant for a maximum of fifteen pupils with MLD from 1 September 2022.

Who will make the decision?

Cabinet

Who has been involved in developing the proposal? :

Corporate Director of Education and Family Support

Group Manager Learner Support

Aims and objectives: The MLD provision at Ysgol Cynwyd Sant

Key actions: Statutory procedure to establish a LRC at Ysgol Cynwyd Sant for a maximum of fifteen pupils with MLD from 1 September 2022.

Expected outcomes: To establish a LRC for pupils with MLD with proposed implementation 1 September 2022.

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 staff at Ysgol Cynwyd Sant.

Expected date of decision: May 2022

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 Cynwyd Sant which is a Welsh-medium primary school with an age range of 4 to 11.

•	N1	N2	R	1	2	3	4	5	6	Cyfanswm/ Total	Cyfanswm/ Total
Blwyd dyn /Year	Oed / Age 2 - 3	Oed / Age 3 - 4	Oed / Age 4 - 5	Oed / Age 5 - 6 95%	Oed / Age 6 - 7 96%	Oed / Age 7 - 8 96%	Oed / Age 8 - 9 100%	Oed / Age 9 - 10 99%	Oed / Age 10 - 11 99%	2-11	4-11
2021	0	31	44	32	22	37	37	41	41	285	254
2022	1	34	43	42	31	21	37	37	41	287	252
2023	1	34	38	41	40	29	21	37	36	277	242
2024	1	34	41	36	39	39	29	21	36	276	241
2025	1	34	41	39	35	38	39	29	21	277	242
2026	1	34	41	39	35	38	39	29	21	277	242

- Bridgend County Borough Council (BCBC) has taken a proactive approach to this by commissioning an additional learning needs strategic planning provision review.
- An Additional Learning Needs Strategic Planning Provision Review Board has been established. One of the areas which has been identified for provision to open is at Key Stage 2 in a Welsh-medium Primary School for children with MLD.

Findings:

- The projected level of enrolment 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 Additional Learning Needs and Educational Tribunal Act 2018.

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 this will provide additional resource for pupils with additional learning needs through the medium of Welsh.

How will the decision affect people with different protected characteristics?

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

Consultation

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

Consultation will commence in January 2022.

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

Subject to the outcome of consultation on this proposal:

- There are no current risks associated with this proposal. The LRC will increase the expertise amongst the staff of Ysgol Cynwyd Sant to accommodate the needs of other children who are known to demonstrate MLD traits in the absence of a formal diagnosis.

Please advise on the overall equality implications that should be considered 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: 10:11:21

Appendix F

Equality impact assessment (EIA) screening form

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

Proposal being screened

Proposal to establish a LRC at Ysgol Cynwyd Sant for a maximum of fifteen pupils with MLD from 1 September 2022.

Brief description of the proposal

The proposal is for a maximum of fifteen pupils with MLD to access the LRC from 1 September 2022. 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?

- The additional learning needs and educational tribunal Act 2018.

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 ALN, parents, existing staff members in Ysgol Cynwyd Sant.

Who is responsible for delivery of the policy?

Corporate Director Education and Family Support.

Is this a review of an existing policy?

No.

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

No.

Has an EIA previously been carried out on this policy?

No.

Screening questions

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

Yes.

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

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

<i>Characteristic</i>	Yes	No	Unknown	Explanation of impact
<i>Age</i>	X			There will be growth for pupils with MLD to access support through the medium of Welsh at primary school
<i>Disability</i>	X			There will be growth for pupils with MLD and to access support through the medium of Welsh.
<i>Gender reassignment</i>		X		Gender reassignment is not expected to be impacted by this proposal.
<i>Pregnancy and maternity</i>		X		Pregnancy and maternity are not expected to be impacted by this proposal.
<i>Race</i>		X		Race is not expected to be impacted by this proposal.
<i>Religion/belief</i>		X		Religion and belief are not expected to be impacted by this proposal.
<i>Sex</i>		X		Sex is not expected to be impacted by this proposal.
<i>Sexual orientation</i>		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.
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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 MLD as there would be growth of provision in this area; this is new provision for Welsh-medium education.

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

Please expand on your answer:

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

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

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

The policy enables those with learning difficulties (disability being a protected characteristic) to be taught in a Welsh-medium mainstream school facility which could potentially create relationships between pupils that are categorised as having ALN and pupils from mainstream teaching at Ysgol Cynwyd Sant thereby removing divisions between pupils.

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

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

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

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 MLD will be able to attend a Welsh-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*.	6 January 2022-17 February 2022
Report to Cabinet on the outcomes of the consultation.	8 March 2022
Publish Consultation Report on BCBC website, hard copies available on request.	22 March 2022
If agreed by the Cabinet of Bridgend County Borough Council, a Public Notice will be published and there will be a period of	5 April 2022

28 days in which to submit any objections to the proposal in writing.	
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.	2 May 2022
Potential implementation.	1 September 2022

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: 10.11.21

Appendix G

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

<ul style="list-style-type: none"> Project Description (key aims): <p>Proposal to establish a learning resource class (LRC) for a maximum of fifteen pupils with MLD at Ysgol Cynwyd Sant</p>	
Section 1 Complete the table below to assess how well you have applied the 5 ways of working.	
Long-term (The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)	1. How does your project / activity balance short-term need with the long-term and planning for the future? There is a need for an MLD LRC through the medium of Welsh which will then afford the pupils the opportunity to move to the newly opened Welsh-medium secondary LRC if required. There will be a graduated intake into the LRC to ensure that there is provision in BCBC through the medium of Welsh. Additional places are required to meet the demand of the increase in the diagnosis of pupils with MLD.
Prevention (How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)	2. How does your project / activity put resources into preventing problems occurring or getting worse? The opening of the MLD LRC will result in increased resource at primary level as part of the graduated response as stated in the ALN Code of Practice. Ultimately pupils will be prevented from being placed out-of-authority.
Integration (Considering how the public	3. How does your project / activity deliver economic, social, environmental & cultural outcomes together? A MLD LRC is key in ensuring that pupils with a diagnosis of having access to mainstream education experiences with their

<p>body's well-being objectives may impact upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies)</p>	<p>peers and have an opportunity to integrate into mainstream where possible.</p>
<p>Collaboration</p> <p>(Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives)</p>	<p>4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?</p> <p>Excellent collaboration between the local authority with schools that have LRCs. The Learner Support Service provides on-going support; advice and guidance to all schools.</p>
<p>Involvement</p> <p>(The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves)</p>	<p>5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?</p> <p>A range of stakeholders are involved with a pupil placed in an MLD LRC ensuring that the individual needs of the pupil are met.</p>

Section 2 Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals (use Appendix 1 to help you).

Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
<p>A prosperous Wales</p> <p>An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The MLD LRC affords the opportunity for pupils with a diagnosis of MLD to gain necessary skills at an early stage.</p>	<p>The impact on local communities will be monitored.</p>
<p>A resilient Wales</p> <p>A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>The MLD LRC is proposed to open in a newly built school.</p>	<p>The impact on local communities will be monitored.</p>

<p>A healthier Wales</p> <p>A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<p>The individual needs of the pupils are met within the MLD LRC.</p>	<p>The impact on local communities will be monitored.</p>
<p>A more equal Wales</p> <p>A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	<p>The individual needs of the pupils are met within the MLD LRC.</p>	<p>The impact on local communities will be monitored.</p>
<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	<p>The opening of the MLD LRC through the medium of Welsh affords the Welsh community to be better connected.</p>	<p>The impact on local communities will be monitored.</p>
<p>A Wales of vibrant culture and thriving Welsh language</p> <p>A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	<p>The MLD LRC through the medium of Welsh affords pupils to be educated through their chosen language.</p>	<p>The impact on local communities will be monitored.</p>
<p>A globally responsible Wales</p> <p>A nation which, when doing anything to improve the economic, social, environmental and cultural</p>	<p>The MLD LRC affords the opportunity for pupils to thrive locally and beyond.</p>	<p>The impact on local communities will be monitored.</p>

well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.		
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Section 3 Will your project / activity affect people or groups of people with protected characteristics? Explain what will be done to maximise any positive impacts or minimise any negative impacts

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

Welsh Language:	Yes	No	The development of the LRC will be monitored
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Section 4 Identify decision meeting for Project/activity e.g. Cabinet, Council or delegated decision taken by Executive Members and/or Chief Officers

Compiling Officers Name:	Michelle Hatcher
Compiling Officers Job Title:	Group Manager Learner Support
Date completed:	10 November 2021