

BRIDGEND COUNTY BOROUGH COUNCIL

INFORMATION REPORT TO CABINET

8 FEBRUARY 2022

REPORT OF THE CORPORATE DIRECTOR OF EDUCATION AND FAMILY SUPPORT

ESTYN INSPECTION OUTCOMES FOR PLASNEWYDD PRIMARY SCHOOL, OGMORE VALE PRIMARY SCHOOL, CEFN CRIBWR PRIMARY SCHOOL AND ARCHBISHOP MCGRATH CATHOLIC HIGH SCHOOL

1. Purpose of report

1.1 The purpose of this report is to inform the Cabinet Members of the outcomes of the recent Estyn:

- revisit of Plasnewydd Primary School;
- revisit of Ogmores Vale Primary School;
- review of progress at Cefn Cribwr Primary School; and
- review of progress at Archbishop McGrath Catholic High School.

2. Connection to corporate well-being objectives / other corporate priorities

2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:

Supporting a successful sustainable economy - taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focused on raising the skills, qualifications and ambitions for all people in the county borough.

Helping people and communities to be more healthy and resilient - taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.

Smarter use of resources - ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

3. Background

- 3.1 During autumn term 2021, Estyn revisited two primary schools, and reviewed progress at one primary school and one secondary school in Bridgend. The full text of these reports is available on the Estyn website: www.estyn.gov.uk.

Plasnewydd Primary School

- 3.2 Plasnewydd Primary School was inspected by Estyn in January 2018 and the report was published on 4 April 2018.
- 3.3 In accordance with the Education Act 2005, her Majesty's Chief Inspector (HMCI) judged that special measures were required in relation to this school. Inspectors reached the following judgements:

Inspection Area	Judgement
Standards	Unsatisfactory and needs urgent improvement
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Unsatisfactory and needs urgent improvement
Care, support and guidance	Adequate and needs improvement
Learning and management	Unsatisfactory and needs urgent improvement

- 3.4 The report included the following recommendations:

Recommendation number	Recommendation
Recommendation 1	Improve the quality of teaching and assessment in key stage 2
Recommendation 2	Raise standards in reading, writing and mathematics in key stage 2
Recommendation 3	Revise the curriculum so that it is broad and balanced and meets the needs of all pupils
Recommendation 4	Challenge more able pupils
Recommendation 5	Strengthen the effectiveness of senior leaders in identifying and addressing shortcomings in standards and provision
Recommendation 6	Address the safeguarding issues identified during the inspection

- 3.5 The school produced a post-inspection action plan (PIAP), which showed how it would address the recommendations. Estyn continued to monitor the school's progress on a termly basis.

Ogmore Vale Primary School

- 3.6 Ogmore Vale Primary School was inspected by Estyn in October 2017 and the report was published on 4 December 2017.
- 3.7 In accordance with the Education Act 2005, her Majesty's Chief Inspector (HMCI) judged that special measures were required in relation to this school. Inspectors reached the following judgements:

Inspection Area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Adequate and needs improvement
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Adequate and needs improvement
Learning and management	Unsatisfactory and needs urgent improvement

- 3.8 The report included the following recommendations:

Recommendation number	Recommendation
Recommendation 1	Improve strategic planning systems and communication to involve all staff and enable the school to make and sustain improvements
Recommendation 2	Monitor the school's work rigorously so that leaders can evaluate strengths and weaknesses accurately, identify priorities precisely and challenge underperformance
Recommendation 3	Improve the quality of teaching and assessment across the school
Recommendation 4	Raise standards of reading and spelling
Recommendation 5	Analyse the progress of specific groups of pupils to target and evaluate the effectiveness of interventions
Recommendation 6	Increase opportunities for pupils to contribute purposefully to the life and work of the school

- 3.9 The school produced a PIAP, which showed how it would address the recommendations. Estyn continued to monitor the school's progress on a termly basis.

- 3.10 In April 2019, Estyn revisited Ogmere Vale Primary School and judged the school to have made insufficient progress since the section 28 inspection.
- 3.11 As a result, Her Majesty's Chief Inspector of Education and Training in Wales increased the level of follow-up activity.
- 3.12 The school produced another PIAP, which showed how it would address the recommendations. Estyn planned to return to the school in a further four to six months' time, to monitor progress in addressing a sample of the recommendations.

Cefn Cribwr Primary School

- 3.13 Cefn Cribwr Primary School was inspected by Estyn in February 2020 and the report was published on 6 April 2020.
- 3.14 In accordance with the Education Act 2005, her Majesty's Chief Inspector (HMCI) judged that Estyn review was required in relation to this school. Inspectors reached the following judgements:

Inspection Area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Good
Learning and management	Adequate and needs improvement

- 3.15 The report included the following recommendations:

Recommendation number	Recommendation
Recommendation 1	Ensure that self-evaluation and improvement processes result in better outcomes for pupils
Recommendation 2	Improve the quality of teaching and assessment to ensure that all pupils build on their skills progressively, particularly in literacy and numeracy
Recommendation 3	Improve standards in literacy across the school
Recommendation 4	Ensure that the principles of the foundation phase are reflected fully in mainstream and observation classes in the foundation phase

- 3.16 The school produced a PIAP, which showed how it would address the recommendations. Estyn planned to review the school's progress after approximately one year, although this was impacted by COVID-19.

Archbishop McGrath Catholic High School

- 3.17 Archbishop McGrath Catholic High School was inspected by Estyn in November 2019 and the report was published on 30 January 2020.
- 3.18 In accordance with the Education Act 2005, her Majesty's Chief Inspector (HMCI) judged that Estyn review was required in relation to this school. Inspectors reached the following judgements:

Inspection Area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Learning and management	Adequate and needs improvement

- 3.19 The report included the following recommendations:

Recommendation number	Recommendation
Recommendation 1	Improve consultation and communication, including around decision-making
Recommendation 2	Increase the precision of self-evaluation processes at all levels
Recommendation 3	Strengthen provision for the progressive development of pupils' skills
Recommendation 4	Address the safeguarding issue identified during the inspection

- 3.20 The school produced a PIAP, which showed how it would address the recommendations. Estyn planned to review the school's progress after approximately one year, although this was impacted by COVID-19.

4. Current situation/proposal

Plasnewydd Primary School

- 4.1 In November 2021, Estyn revisited Plasnewydd Primary School and judged the school to have made sufficient progress since the section 28 inspection.
- 4.2 The local authority, with Central South Consortium (CSC), supported the school to bring swift improvement and addressed all the recommendations. The report noted the following evidence in terms of progress since the last inspection:

- Recommendation 1 Leaders have developed a culture across the school where improving teaching and learning is everyone's priority, and at the heart of the school's work. Together, staff have created a teaching and learning charter that identifies precisely what leaders expect teachers to deliver.
- Recommendation 2 All staff plan suitable opportunities for pupils to develop their reading skills, through focused, well-structured work to improve their speech and language, guided reading groups and targeted phonics and intervention sessions. Pupils write for a wide range of purposes, and many write at a level suitable for their age and stage of development. Teachers have begun to improve the quality of pupils' writing with a stronger focus on purposeful, extended writing. Most pupils across the school develop a suitable range of mathematical skills at an appropriate level and recent analysis shows that many pupils across the school are making suitable progress to reach and exceed the expected levels.
- Recommendation 3 The school has developed comprehensive long, medium and short-term planning that reflect all the areas of learning thoughtfully. Planning is monitored regularly to ensure that pupils acquire the necessary skills in literacy, numeracy and ICT as they move through the school. Together with the pupils, the staff are working to design a curriculum that is engaging, exciting and that meets the needs of the whole school community.
- Recommendation 4 Teachers and support staff have high expectations of more able pupils and generally challenge them to extend their learning well. Through careful monitoring of teachers' planning, leaders challenge and support teachers to raise their expectations of what all pupils, including the more able, can achieve.
- Recommendation 5 The executive headteacher worked with the local authority and followed due process to reform the senior leadership team to include the substantive deputy headteacher and two leaders with specific responsibilities. In addition, there is now a substantive headteacher who was appointed in April 2021. This well-focused team of four leaders meets weekly and has a clear, shared, strategic overview of the

school's work. All leaders now have job descriptions that reflect their current roles and responsibilities.

Recommendation 6 Since the core inspection, the school has taken suitable measures that significantly reduce the risk of a pupil absconding or unwanted visitors gaining access to the site. Over recent time, nearly all staff have received safeguarding training online that is suitable for their roles, including induction training for staff new to the school.

- 4.3 Estyn has determined that the school is removed from the list of schools requiring special measures.
- 4.4 There will be no further monitoring visits from Estyn in relation to this inspection, but Estyn has noted that while there have been real improvements, there is still more that the school needs to do to build on the foundation that has been established.
- 4.5 The local authority, along with CSC, will continue to monitor and support the school according to their need, and building on the improvements already made.

Ogmore Vale Primary School

- 4.6 In November 2021, Estyn revisited Ogmore Vale Primary School and judged the school to have made sufficient progress since the section 28 inspection.
- 4.7 The local authority, with CSC, supported the school to bring swift improvement and addressed all the recommendations. The report noted the following evidence in terms of progress since the last inspection:

Recommendation 1 Since being appointed, the headteacher and deputy head have worked with energy and determination to establish and implement strategic plans for improvement. Together, they provide clear lines of accountability and have high expectations. Members of the senior leadership team provide them with good support. Between March 2020 and April 2021, the disruption caused by the COVID-19 pandemic, several absences in the senior leadership team, and matters relating to the governing body understandably slowed the school's progress in some areas. However, since the start of the summer term 2021, the pace and consistency of improvement has returned.

Recommendation 2

The school now has a comprehensive programme to monitor and evaluate the quality of the school's provision and the standards that pupils achieve. During the pandemic, some aspects of this programme, such as lesson observations, were disrupted. Despite this, leaders modified their plans appropriately to include activities relevant at the time, including evaluating the effectiveness of online learning. Now that the school is operating more normally, leaders have resumed their programme of monitoring and evaluating. They have developed a clear plan and timetable for monitoring the most important aspects of its work. Leaders ensure that all staff understand the purpose and relevance of the school's self-evaluation cycle. The monitoring and evaluation cycle has already highlighted several areas for improvement over the past year, which leaders have included in the school's most recent self-evaluation report.

Recommendation 3

To help achieve consistency and to improve teaching, leaders have introduced the 'Ogmore Vale way'. This provides clear expectations and essential guidance to all staff and considers important aspects of school life, including teaching. Alongside these expectations, leaders have outlined classroom non-negotiables, such as the expectations for planning learning and classroom displays. These clear guidelines help teachers to understand the standards expected of them and of pupils across the school.

Recommendation 4

Leaders have introduced a range of useful strategies to improve standards in reading across the school. They have established a systematic approach to developing reading, with clear expectations, for all staff. Staff have received valuable professional development on how to structure guided reading sessions and now use these sessions effectively to develop pupils' skills and understanding. Throughout the school, there is a clear emphasis on fostering pupils' love of reading for enjoyment, and nearly all pupils are developing positive attitudes towards reading. By the end of foundation phase, the majority of pupils spell many simple words accurately. In key stage 2 many pupils spell an increasing range of irregular words correctly.

Recommendation 5 The school has a broad range of screening programmes and processes to help teachers identify when pupils need extra help and support. Leaders have provided staff with valuable professional learning to help them to assess and evaluate pupils' achievements more accurately. They have clear systems to record the progress of all pupils. This means that the school has a better understanding of the needs of individual pupils than at the time of the core inspection, including those with additional learning needs. As a result, the school provides pupils with a beneficial range of interventions to support their learning, and staff are deployed effectively to address the needs of these pupils.

Recommendation 6 Since the core inspection, the school has introduced several learner voice groups, including a school council, a healthy schools group and a digital leaders' group. Members of these groups understand their role in improving the work of the school for the benefit of pupils. They appreciate opportunities to work alongside members of staff and influence changes within the school, for example when they accompany the school's improvement partner on learning walks around the school to identify strengths and areas for improvement in classrooms.

- 4.8 Estyn has determined that the school is removed from the list of schools requiring special measures.
- 4.9 There will be no further monitoring visits from Estyn in relation to this inspection, but Estyn has noted that while there have been real improvements, there is still more that the school needs to do to build on the foundation that has been established.
- 4.10 The local authority, along with CSC, will continue to monitor and support the school according to their need, and building on the improvements already made.

Cefn Cribwr Primary School

- 4.11 In December 2021 Estyn worked with the local authority and CSC to review the progress that the school had made since the core inspection.
- 4.12 Cefn Cribwr Primary School was judged to have made appropriate progress in respect of the key issues for action, and in developing the capacity to continue to bring about improvements.

- 4.13 Estyn will now remove the school from the list of schools requiring Estyn review. There will be no further monitoring activity in relation to this inspection.

Archbishop McGrath Catholic High School

- 4.14 In December 2021 Estyn worked with the local authority to review the progress that the school had made since the core inspection.
- 4.15 Estyn agreed that Archbishop McGrath Catholic High School has been supported sensibly by the local authority and regional consortium, including the establishment of a partnership arrangement with Cowbridge Comprehensive School. However, it is felt that the school would benefit from a further period in Estyn review, during which it can ensure then demonstrate how changes are having a positive impact.
- 4.16 The school is judged not to have made enough progress to date in respect of the key issues for action, and in developing the capacity to continue to bring about improvements. Estyn will review the school's progress again with the local authority in a further six months. Meanwhile, the school will remain on the list of providers requiring Estyn review.

5. Effect upon policy framework and procedure rules

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

6. Equality Act 2010 implications

- 6.1 The protected characteristics identified within the Equality Act, Socioeconomic Duty and the impact on the use of the Welsh language have been considered in the preparation of this report. As a public body in Wales, the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions. This is an information report, therefore it is not necessary to carry out an equalities impact assessment in the production of this report. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

7. Well-being of Future Generations (Wales) Act 2015 Assessment

- 7.1 The Well-being of Future Generations (Wales) Act 2015 Assessment provides a comprehensive summary of the outcomes expected from the implementation of the service.

Long-term Supports the improvement of standards and outcomes in schools.

Prevention Development of post-inspection action plans or refinement of school improvement plans helped to ensure that recommendations

identified are addressed and acted upon to secure school improvement, preventing standards from slipping. The local authority and CSC will continue to monitor the school's progress.

Integration Monitoring and acting upon school inspection reports is key to ensuring that outcomes for schools are achieved thus helping to support a successful economy.

Collaboration The local authority works closely with schools, Estyn and with CSC to deliver the well-being objectives related to school improvement. The local authority receives the school inspection reports from Estyn and this informs the work conducted by CSC to deliver the support for school improvement services.

Involvement This area of work involves all stakeholders in school improvement. Schools work closely with Improvement Partners from CSC to refine their improvement plans or post-inspection action plans and to identify strategic support from the local authority, CSC and elsewhere (as required) reflecting the diversity of stakeholders involved in aspects of school improvement.

8. Financial implications

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

9. Recommendation

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

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Background documents: None