

Meeting of:	CABINET REPORT
Date of Meeting:	20 JUNE 2023
Report Title:	OUTCOME OF THE ESTYN INSPECTION OF YSGOL GYFUN GYMRAEG LLANGYNWYD
Report Owner / Corporate Director:	DIRECTOR OF EDUCATION AND FAMILY SUPPORT
Responsible Officer:	SUE ROBERTS GROUP MANAGER SCHOOL SUPPORT
Policy Framework and Procedure Rules:	There is no impact on the policy framework and procedure rules
Executive Summary:	This report contains information about the Estyn inspection of Ysgol Gyfun Gymraeg Llangynwyd that took place during March 2023. Estyn published its report on Monday 5 June 2023. The report is particularly good in that Ysgol Gyfun Gymraeg Llangynwyd has been asked to provide two case studies of effective practice and features no formal recommendations in respect of identified improvements.

1. Purpose of Report

- 1.1 The purpose of this report is to inform Cabinet of the outcomes of the recent Estyn inspection of Ysgol Gyfun Gymraeg Llangynwyd.

2. Background

- 2.1 Ysgol Gyfun Gymraeg Llangynwyd was last inspected in March 2015 under the old Estyn inspection framework.
- 2.2 Due to the COVID-19 pandemic, Estyn had suspended inspections across all schools for a one-year period.
- 2.3 During the spring and summer term 2022, Estyn piloted inspection arrangements that support renewal and reform in Welsh education. The new inspection reports longer include summative gradings, but instead detail how well providers are helping a child to learn.

3. Current situation

- 3.1 Ysgol Gyfun Gymraeg Llangynwyd was inspected by Estyn, using the new approach, in March 2023 and the report was published on 5 June 2023. The full text of the report is available on the Estyn website: www.estyn.gov.uk.
- 3.2 Estyn inspectors concluded that the school provides a positive environment for pupils to thrive academically and develop as well-rounded citizens.
- 3.3 Ysgol Gyfun Gymraeg Llangynwyd did not receive any additional recommendations from Estyn, and it is understood that this is the first time a Welsh-medium school has achieved this. It is a rare occurrence not to receive additional recommendations from Estyn which further emphasises the level of the school's achievement.
- 3.4 Estyn has also invited the school to prepare case studies on its work in relation to:
- ways in which the school ignites a sense of belonging to the school and how this influences the high levels of well-being and attendance; and
 - planning for improvement to ensure the best learning experiences for pupils.
- 3.5 The report highlighted how the headteacher and other leaders have very high expectations of staff and pupils, which has led to consistent high-quality teaching across the school.
- 3.6 Estyn's evaluation on the quality of learning stated that many pupils make strong progress in their subject understanding and skills. Pupils who attend the specialist unit, Tŷ Derwen, make consistent progress in their personal and social skills over time, developing increasing confidence and resilience, which enables them to cope well in mainstream lessons. This was a strong feature that Estyn highlighted within the report.
- 3.7 Estyn found that most pupils take pride in being part of the school family, namely 'Team Llan', and benefit from its safe, caring, close-knit and inclusive community. In lessons, pupils foster the mindset of being successful individuals and demonstrate resilience when solving problems. They develop to become ambitious individuals and take pride in their successes.
- 3.8 The quality of teaching is robust due to consistency in the effective features that can be seen across the school. This means that many pupils make strong progress in their knowledge and skills. Nearly all teachers have sound subject knowledge and know their pupils very well, while they also demonstrate positive and effective classroom management on a consistent basis.
- 3.9 Ysgol Gyfun Gymraeg Llangynwyd 'is an extremely caring, inclusive and familial community'. All staff promote and encourage pupils to develop and adopt positive attitudes. Staff have developed a successful system for tracking and improving attendance following the challenges after the pandemic. Regular co-operation with the county's education and well-being officer, in addition to the recent appointment of the family liaison officer, ensure a swift response to absences.
- 3.10 The headteacher is an inspiring and modest leader who is very well respected among the staff and the school community. Senior leaders have high expectations of all pupils and staff, upholding professional values and expectations in every

aspect of their work. Leaders address local and national priorities purposefully. One strong feature of this is the way in which all the school's staff are committed to using the Welsh language and promoting 'Welshness' every day.

- 3.11 The governing body provides strong support for all the school's work. Under the robust guidance of the chair and vice chair, the governing body is very knowledgeable about the school's strengths and areas for improvement.

4. Equality implications (including Socio-economic Duty and Welsh Language)

- 4.1 The protected characteristics identified within the Equality Act, Socio-economic 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 Equality 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.

5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives

- 5.1 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 Central South Consortium 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 Central South Consortium 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 Central South Consortium 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 Central South Consortium to refine their improvement plans or post-inspection action plans and to identify strategic support from the local authority, Central South Consortium and elsewhere (as

required) reflecting the diversity of stakeholders involved in aspects of school improvement.

6. Climate change implications

6.1 There are no climate change implications about this information report.

7. Safeguarding and corporate parent implications

7.1 There are no safeguarding or corporate parent implications about this information report.

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.

Background documents: None