

<b>Meeting of:</b>	<b>CABINET</b>
<b>Date of meeting:</b>	<b>18 JULY 2023</b>
<b>Report title:</b>	<b>OUTCOMES OF ESTYN INSPECTIONS OF PRIMARY SCHOOLS IN BRIDGEND DURING SPRING AND SUMMER TERM 2023</b>
<b>Report owner / corporate director:</b>	<b>CORPORATE DIRECTOR - EDUCATION AND FAMILY SUPPORT</b>
<b>Responsible officer:</b>	<b>SUE ROBERTS GROUP MANAGER (SCHOOL SUPPORT)</b>
<b>Policy framework and procedure rules:</b>	<b>There is no impact on the Council's policy framework or procedure rules.</b>
<b>Executive summary:</b>	<b>This report contains information about the inspection of eight primary schools and one infant school that took place between November 2022 to May 2023.</b>

## **1. Purpose of Report**

1.1 The purpose of this report is to inform the Cabinet of the outcomes of the Estyn inspection visits to:

- Coychurch (Llangrallo) Primary School;
- Croesty Primary School;
- Cwmfelin Primary School;
- St Mary's and St Patrick's Catholic Primary School;
- Nantymoel Primary School;
- Newton Primary School;
- Garth Primary School;
- Bryntirion Infant School; and
- Caerau Primary School.

## **2. Background**

2.1 All nine schools were previously inspected during the period of March 2014 to May 2016 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 will no longer include summative gradings, but instead will detail how well providers are helping a child to learn.

### 3. Current situation / proposal

3.1 Between autumn term 2022 to summer term 2023, Estyn visited nine schools in Bridgend, who were all inspected using the new approach. The full text of these reports is available on the Estyn website: [www.estyn.gov.uk](http://www.estyn.gov.uk).

#### Coychurch (Llangrallo) Primary School

3.2 Coychurch (Llangrallo) Primary School was inspected by Estyn in November 2022 and the report was published on 27 January 2023.

3.3 Estyn inspectors concluded that the school is making sufficient progress and no follow-up action is required.

3.4 Estyn noted the following as strengths of the school:

- Teachers provide very good opportunities for pupils to consider issues around equality and diversity. Overall, the provision to ensure that pupils have a good understanding of the importance of diversity and inclusion is a notable strength of the school.
- The headteacher provides committed leadership which ensures a clear direction for the school and creates a close-knit, inclusive and happy community. She leads by example and has a robust vision that nurtures the well-being of all members of the school community.
- The school's strong ethos of respect and tolerance, and adults' high expectations of behaviour ensure that pupils act with consideration towards others.
- The school's curriculum provides a rich variety of learning experiences that stimulate and engage the interest of pupils well. Teachers organise pupils' learning into themes that enable links to be drawn between different areas of the curriculum successfully.
- The school uses grant funding very creatively, including the pupil development grant, to ensure beneficial support for pupils. Leaders and teachers track individuals and groups carefully to ensure that support programmes, funded by grants, help pupils to make strong progress.

3.5 Coychurch (Llangrallo) Primary School's Estyn inspection report included the following recommendations:

Recommendation number	Recommendation
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Recommendation 1	Provide clear feedback to pupils that identifies precisely what they need to do to improve their work and enable them to act on this guidance.
Recommendation 2	Provide appropriate challenge, particularly in independent activities, to ensure that all pupils make the progress they are capable of
Recommendation 3	Focus self-evaluation more keenly on the quality of teaching and its impact on pupils' progress

3.6 The local authority, along with Central South Consortium, will support the school in drawing up an action plan to show how the recommendations will be addressed.

### **Croesty Primary School**

3.7 Croesty Primary School was inspected by Estyn in November 2022 and the report was published on 3 February 2023.

3.8 Estyn noted the following as strengths of the school:

- Provision for ALN is led and managed well, where the ALN co-ordinator has a very good understanding of national reforms and has ensured a smooth and well-informed change to new systems.
- Most pupils make good progress in the acquisition and development of their reading skills.
- Staff have warm and encouraging working relationships with pupils. They support pupils in a positive manner and use a range of sound methods to promote pupils' behaviour.

3.9 However, Estyn inspectors concluded that the school is not making sufficient progress and will work with the local authority to review the school's progress.

3.10 Croesty Primary School's Estyn inspection report included the following recommendations:

<b>Recommendation number</b>	<b>Recommendation</b>
Recommendation 1	Improve strategic leadership, evaluation work and improvement processes.
Recommendation 2	Ensure that teaching and the provision for skills build effectively on prior learning and support pupils in all classes to make progress in line with their ability.
Recommendation 3	Develop feedback and assessment for learning, so that pupils can clearly identify what they need to do to improve their work.

Recommendation 4	Strengthen the governance of the school to ensure that the governing body develops its role as a critical friend with the capacity to hold the school to account.
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3.11 The local authority, along with Central South Consortium, will support the school in drawing up an action plan to show how the recommendations will be addressed.

### **Cwmfelin Primary School**

3.12 Cwmfelin Primary School was inspected by Estyn in November 2022 and the report was published on 27 January 2023.

3.13 Estyn inspectors concluded that the school is making sufficient progress and no follow up action is required.

3.14 Estyn noted the following as strengths of the school:

- Pupils' progress in understanding and using number, with a particular strength being the way that most pupils apply their skills in relevant, authentic contexts.
- Pupils' well-being and attitudes to learning, as most pupils show great pride in themselves, their school, and their work. They value and respect the learning opportunities they receive and make the most of lessons and the many clubs and additional activities available to them.
- Leaders have created a positive culture and ethos that promotes and supports the professional learning of all staff very well, with a particular strength being the way leaders encourage innovation.
- An outstanding aspect of the school's curriculum is the way teachers use the well-established Big Bocs Bwyd project, where affordable food is provided to the local community. This provision is highly effective in supporting learning within an authentic context.
- The school has robust systems in place to identify and meet the needs of pupils with ALN. Staff monitor the progress of these pupils comprehensively and the leader responsible for ALN works purposefully with a range of external agencies.

3.15 Estyn also invited the school to prepare a case study on its work in relation to providing authentic learning experiences through the school's highly beneficial 'Big Bocs Bwyd' provision.

3.16 Cwmfelin Primary School's Estyn inspection report included the following recommendations:

<b>Recommendation number</b>	<b>Recommendation</b>
Recommendation 1	Improve the teaching of extended writing to ensure that older pupils develop and organise their ideas effectively.
Recommendation 2	Ensure that Welsh language teaching builds progressively on pupils' oracy skills across the school.
Recommendation 3	Evaluate the effectiveness of provision funded by the pupil development grant, to ensure that leaders know the impact it has on outcomes for vulnerable pupils.

3.17 The local authority, along with Central South Consortium, will support the school in drawing up an action plan to show how the recommendations will be addressed.

### **St Mary's and St Patrick's Catholic Primary School**

3.18 St Mary's and St Patrick's Catholic Primary School was inspected by Estyn in November 2022 and the report was published on 27 January 2023.

3.19 Estyn inspectors concluded that the school is making sufficient progress and no follow-up action is required.

3.20 Estyn noted the following as strengths of the school:

- Nearly all pupils' behaviour is impeccable, and they are courteous and welcoming to adults and visitors. Most pupils show care and consideration for each other regularly.
- The lively pace of many lessons engages pupils' interests well and motivates them to persevere and succeed.
- The school is a supportive community, and staff encourage pupils to contribute to its caring and friendly ethos successfully. The strong relationships between staff and pupils, and among the pupils themselves, are a positive feature of the school.
- The headteacher and deputy headteacher, who were appointed to their roles within the past year, have worked diligently with the school's new senior leadership team to implement improvements in the school's strategic and day-to-day practices.

- Governors are knowledgeable and their regular input creates systematic improvements throughout the school. They are very supportive of the new headteacher and work with her and other senior leaders sensibly, questioning the impact of their work as critical friends.

3.21 St Mary's and St Patrick's Catholic Primary School Estyn inspection report included the following recommendations:

<b>Recommendation number</b>	<b>Recommendation</b>
Recommendation 1	Address the site safety issue, identified at the time of inspection.
Recommendation 2	Ensure that the new leadership practices improve the consistency and effectiveness of teaching across the school.
Recommendation 3	Provide effective opportunities for pupils to apply their numeracy and digital competency skills across the curriculum.
Recommendation 4	Ensure that the quality of teachers' feedback targets the next steps in pupils' learning effectively.

3.22 The local authority, along with Central South Consortium, will support the school in drawing up an action plan to show how the recommendations will be addressed.

### **Nantymoel Primary School**

3.23 Nantymoel Primary School was inspected by Estyn in January 2023 and the report was published on 3 April 2023.

3.24 Estyn noted the following as strengths of the school:

- The quality of the care, support and guidance for the pupils is a significant strength of the school. Relationships are strong and staff and pupils show a high level of respect and appreciation for each other. As a result, nearly all pupils are proud of their school and its ethos.
- The partnership between the school and parents is a strength and parents are proud that they and their children are part of such a warm and inclusive school community. Nearly all parents speak very highly of the commitment of the headteacher and staff and the care they show for their children.
- Governors know the school very well and fulfil their role as critical friend, asking challenging questions about decision-making, which supports the headteacher in moving the school forward.

3.25 However, Estyn inspectors concluded that the school is not making sufficient progress and will work with the local authority to review the school's progress.

3.26 Nantymoel Primary School's Estyn inspection report included the following recommendations:

<b>Recommendation number</b>	<b>Recommendation</b>
Recommendation 1	Ensure that all staff undertake statutory 'Prevent' training.
Recommendation 2	Strengthen leadership to ensure that it identifies and addresses key areas for improvement.
Recommendation 3	Ensure consistently high expectations among staff of what pupils can achieve in Years 3 to 6.
Recommendation 4	Provide opportunities for pupils to influence what and how they learn and to develop skills as independent learners.
Recommendation 5	Develop a whole-school approach to curriculum development and provide opportunities for pupils to apply their skills in meaningful, authentic contexts.

3.27 The local authority, along with Central South Consortium, will support the school in drawing up an action plan to show how the recommendations will be addressed.

### **Newton Primary School**

3.28 Newton Primary School was inspected by Estyn in February 2023 and the report was published on 4 May 2023.

3.29 Estyn inspectors concluded that the school is making sufficient progress and no follow-up action is required.

3.30 Estyn noted the following as strengths of the school:

- Teachers provide an exciting variety of learning experiences that engage pupils' interest and sustain their motivation well. They set clear objectives for pupils' learning and use effective teaching methods to build pupils' skills successfully.
- Nearly all pupils have a positive attitude to learning. They show good levels of interest in their work and talk enthusiastically about it. Most pupils demonstrate qualities of being an ambitious, confident, capable and independent learner.
- The school is a caring and inclusive community where pupils, staff and families feel valued and respected. The school's core values are well embedded in its daily life and provide a strong foundation for upholding the rights and responsibilities of each member of the school's community.

- The school provides worthwhile opportunities for pupils to take on leadership responsibilities. A particular strength of the school’s provision is its ‘Newton University’ enrichment initiative, which provides an opportunity for pupils from different year groups to participate together in a programme of planned activities that are not generally available in lessons.
- The headteacher provides strong, purposeful leadership. Along with senior leaders, she creates and maintains a positive team ethos that focuses clearly on enabling the good progress of pupils and the well-being of the whole school community.

3.31 Newton Primary School’s Estyn inspection report included the following recommendations:

Recommendation number	Recommendation
Recommendation 1	Improve the teaching of writing and increase the range of opportunities, particularly for older pupils, to apply their skills fully.
Recommendation 2	Provide clear feedback to pupils that helps them to improve their work successfully.
Recommendation 3	Provide suitable opportunities for all pupils to participate in acts of collective worship.

3.32 The local authority, along with Central South Consortium, will support the school in drawing up an action plan to show how the recommendations will be addressed.

### **Garth Primary School**

3.33 Garth Primary School was inspected by Estyn in March 2023 and the report was published on 11 May 2023.

3.34 Estyn inspectors concluded that the school is making sufficient progress and no follow up action is required.

3.35 Estyn noted the following as strengths of the school:

- The school’s developing curriculum, and an engaging range of extra-curricular activities and clubs, ensure that pupils enjoy school and take part positively in all the school has to offer.
- There is a strong sense of teamwork at the school, and the headteacher, senior leaders and staff work together positively. The headteacher leads the school diligently and passionately, and working with the staff and leadership team, she has developed a clearly understood vision for the school that focuses on achieving high standards and driving change.



- Throughout the school, teachers work thoughtfully with pupils to create an atmosphere of mutual respect. This strong working relationship between staff and pupils creates an environment where pupils feel safe to make mistakes and to ask for help.
- All staff ensure that pupils' well-being is a main priority and understand and respond sensitively to their needs. This supportive ethos helps pupils to feel safe and cared for and contributes notably to their positive attitude to school and to their well-being.
- The school's family engagement officers make a highly positive contribution to the life and work of the school. They organise and run a wide range of initiatives that support pupils and their families effectively.

3.36 Garth Primary School's Estyn inspection report included the following recommendations:

<b>Recommendation number</b>	<b>Recommendation</b>
Recommendation 1	Address the well-being issue identified at the time of the inspection.
Recommendation 2	Ensure that the curriculum enables pupils to develop skills systematically and progressively.
Recommendation 3	Sharpen monitoring and improvement strategies to focus better on pupils' learning.
Recommendation 4	Improve pupils' writing skills

3.37 The local authority, along with Central South Consortium, will support the school in drawing up an action plan to show how the recommendations will be addressed.

### **Bryntirion Infant School**

3.38 Bryntirion Infant School was inspected by Estyn in April 2023 and the report was published on 29 June 2023.

3.39 Estyn inspectors concluded that the school is making sufficient progress and no follow-up action is required.

3.40 Estyn noted the following as strengths of the school:

- Across the school, the development of pupils' Welsh language skills is a strength. Pupils enjoy learning new vocabulary in their Welsh lessons and many pupils speak Welsh spontaneously in their play and when interacting with their friends.

- Pupils' well-being is at the heart of the school's work. All staff work well to create a caring community to ensure that pupils and their families are supported sensitively when in need.
- All staff have warm and positive working relationships with pupils. They celebrate pupils' successes and use praise effectively to manage pupils' behaviour and to encourage them to try new things and to sustain interest in tasks.
- The school knows its pupils, their backgrounds and the local community well. Staff have developed a range of effective systems to ensure that pupils and their families receive the encouragement and support they need to thrive at school.
- The headteacher has a strong vision for the school that she has communicated well to staff. She is ambitious for all pupils and determined to ensure that the school is an inclusive community where all pupils have opportunities to thrive.

3.41 Bryntirion Infant School's Estyn inspection report included the following recommendations:

<b>Recommendation number</b>	<b>Recommendation</b>
Recommendation 1	Address the well-being issue identified by the team during the inspection relating to the state of repair of the school playground.
Recommendation 2	Ensure that activities develop pupils' independent skills successfully.
Recommendation 3	Improve the learning environment for younger pupils to ensure that there are greater opportunities for them to develop their skills through play and exploration.
Recommendation 4	Develop the school's curriculum to ensure coherence across all areas of learning and experience.

3.42 The local authority, along with Central South Consortium, will support the school in drawing up an action plan to show how the recommendations will be addressed.

### **Caerau Primary School**

3.43 Caerau Primary School was inspected by Estyn in May 2023 and the report was published on 26 June 2023.

3.44 Estyn noted the following as strengths of the school:

- The school is a highly inclusive community.
- Relationships between adults and pupils are a strength of the school and staff support pupils' emotional health and social needs effectively. As a result, most pupils show care and support for each other and co-operate well together.
- Provision for pupils' well-being is a key priority for leaders, and teachers create calm and thoughtful learning environments. As a result, most pupils behave well and demonstrate care and support towards each other.
- Many pupils with additional needs (ALN) and those in the local authority specialist classes make beneficial progress in a majority of areas, such as in developing their communication skills and their personal and social skills.
- The Rainforest nurture class provides strong support for pupils who sometimes find mainstream classes challenging. Teachers provide a calm, thoughtful learning environment and personalised learning programmes for pupils successfully.
- A majority of pupils develop suitable Welsh language skills.
- Many pupils have a good awareness of how to keep themselves safe online.

3.45 However, Estyn inspectors concluded that the school is not making sufficient progress and in accordance with the Education Act 2005, HMCI is of the opinion that 'special measures' are required in relation to this school.

3.46 Caerau Primary School's Estyn inspection report included the following recommendations:

<b>Recommendation number</b>	<b>Recommendation</b>
Recommendation 1	Establish a stable and effective leadership and teaching team.
Recommendation 2	Improve pupils' reading, writing and mathematics skills.
Recommendation 3	Improve pupils' attendance and punctuality.
Recommendation 4	Ensure that curriculum and assessment arrangements develop pupils' knowledge and skills systematically and progressively.

3.47 The local authority, along with Central South Consortium, will support the school in drawing up an action plan to show how the recommendations will be addressed. Estyn will monitor the school's progress usually every four to six months.

3.48 The local authority with Central South Consortium is supporting the school to bring about swift improvement and address all the recommendations. A post-inspection

action plan will be submitted to Estyn, outlining how and when the improvements will be met.

3.49 The leadership structure is currently being bolstered with the recruitment of a substantive headteacher prior to the end of the summer term. A Regional Lead Governor will be appointed to work closely with the school's chair of governors and governing body to ensure effective governance.

3.50 Local authority officers are offering guidance to the school around procedural matters related to the recommendations. Regular meetings to review school progress against the recommendations will be held with local authority and Central South Consortium officers.

3.51 The school's chair of governors will be asked to provide weekly monitoring updates on progress to the local authority.

3.52 Estyn will review progress on a termly or six-monthly basis.

#### **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**

There are no background documents.