

Meeting of:	CABINET
Date of Meeting:	6 FEBRUARY 2024
Report Title:	OUTCOMES OF ESTYN INSPECTIONS OF SCHOOLS IN BRIDGEND DURING AUTUMN TERM 2023
Report Owner / Corporate Director:	CORPORATE DIRECTOR – EDUCATION AND FAMILY SUPPORT
Responsible Officer:	SUE ROBERTS GROUP MANAGER SCHOOL SUPPORT
Policy Framework and Procedure Rules:	There is no impact on the Council’s policy framework or procedure rules.
Executive Summary:	This report contains information about the inspection of two primary schools, one secondary school and one special school that took place between October 2023 to November 2023.

1. Purpose of Report

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

- Coleg Cymunedol Y Dderwen;
- Heronsbridge School;
- Llangwydd Junior School; and
- Porthcawl Primary School.

2. Background

2.1 All four schools were previously inspected during the period of July 2013 to October 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 education in Wales. 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 During autumn term 2023, Estyn visited four 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.

Coleg Cymunedol Y Dderwen

3.2 Coleg Cymunedol Y Dderwen was inspected by Estyn in October 2023 and the report was published on 4 December 2023.

3.3 Estyn noted the following as strengths of the school:

- Care, support, and guidance is a strength of the school and has a positive impact on, for example, pupils' attendance, including those eligible for free school meals.
- The school prepares pupils to make informed choices about their aspirations and future careers. All pupils have beneficial opportunities to learn about different careers pathways and participate in work experience placements in Year 10 and Year 12.
- The school's provision for pupils with additional learning needs (ALN) is a strength. The additional learning needs co-ordinator (ALNCO) works purposefully with an assistant ALNCO and the ALN team to ensure these pupils' needs are met.
- Pupils in the sixth form are mature and independent learners. They contribute meaningfully to school life, for example by supporting younger pupils through their role as mentors and subject, skills, or anti-bullying ambassadors. The 'Head Learners' team represent the student body with enthusiasm and confidence.

3.4 Coleg Cymunedol Y Dderwen's Estyn inspection report included the following recommendations:

Recommendation number	Recommendation
Recommendation 1	Streamline self-evaluation and improvement processes and ensure that they focus consistently on the impact of provision on pupil outcomes.
Recommendation 2	Increase the effectiveness of teaching by ensuring that it provides appropriate challenge for all pupils.
Recommendation 3	Strengthen provision for the progressive development of pupils' literacy, numeracy, and Welsh skills.

- 3.5 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 work with the local authority to review the school's progress.

Héronsbridge School

- 3.6 Heronsbridge School was inspected by Estyn in October 2023 and the report was published on 4 December 2023.

- 3.7 Estyn noted the following as strengths of the school:

- A strong feature of the school is the decidedly positive behaviour of pupils and their highly effective attitudes to learning. Pupils develop very strong working relationships with staff. This supports them to know where to turn to for support and guidance.
- The school provides valuable opportunities for pupils to develop an understanding of incidental Welsh language skills across the curriculum through daily greetings, use of songs and key phrases. Welsh is interwoven throughout the school day and is a strength of the school.
- Teachers robustly track assessment data over time to inform curriculum design and monitor the progress of pupils. They use this information well to ensure that teaching builds securely on pupils' previous learning. This is a significant strength of the school.
- Parents are kept well informed about their child's progress and achievements through home to school diaries, phone calls, meetings, and detailed annual school reports. Communication between home and school is a significant strength of the school.
- Leaders carefully track a range of information about pupils, including attendance and behaviour. As a result, pupils attend well and nearly all pupils show improvements in their behaviour during their time at school. Attendance for the last academic year was higher than the all-Wales average. This is a notable strength in a school where pupil attendance rates are impacted by their complex medical needs.
- Heronsbridge was part of the pilot for schools as learning organisations (SLO) model. The ethos of this model underpins the school improvement processes extremely well. In addition, the model complements the school values and commitment by leaders and staff to continually improve as an organisation.
- Professional learning is a strength of the school. A rigorous process is in place to meet the professional learning needs of all staff.

- Leadership and management of the school is outstanding. Highly effective processes are in place that support improvement planning across the school strongly. Staff are highly motivated and manage the needs of pupils exceptionally well.

3.8 Estyn also invited the school to prepare two case studies on its work in relation to the curriculum and professional learning, for dissemination on Estyn’s website.

3.9 Heronsbridge School did not receive any recommendations from Estyn and is the second school in Bridgend to obtain this recognition.

Llangewydd Junior School

3.10 Llangewydd Junior School was inspected by Estyn in October 2023 and the report was published on 18 December 2023.

3.11 Estyn noted the following as strengths of the school:

- The provision for pupils with ALN is a strength and leaders ensure that provision is suitably adapted to meet all pupil needs in the Special Provision Classes (SPC) and in mainstream classes.
- All staff build and maintain positive working relationships with pupils, which foster a warm, supportive, and inclusive environment. Teachers’ expectations of pupils’ behaviour are high, and this results in the excellent behaviour seen across the school.
- Staff at Llangewydd Junior School create a friendly ethos, which has a positive effect on the development of pupils’ social and emotional skills. There is a culture of mutual respect between the staff and the pupils and, as a result, the pupils feel safe and respected in a caring community.
- Most pupils develop excellent speaking and listening skills. They engage effectively with staff and with each other. As pupils progress through the school, most develop a mature and extensive range of vocabulary. In general, they talk knowledgably about their work and school experience.

3.12 Llangewydd Junior School’s Estyn inspection report included the following recommendations:

Recommendation number	Recommendation
Recommendation 1	Embed leadership at all levels and strengthen the role of the governors to identify the school’s priorities for improvement successfully.

Recommendation 2	Ensure that teaching consistently provides opportunities to develop pupils' independent skills and challenges all pupils, particularly those who are more able.
Recommendation 3	Ensure that the curriculum is meaningful for all pupils and builds their Numeracy and ICT skills systematically and coherently across the school.
Recommendation 4	Provide pupils with opportunities to influence what and how they learn and to contribute to the development of the school.

3.13 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 work with the local authority to review the school's progress.

Porthcawl Primary School

3.14 Porthcawl Primary School was inspected by Estyn in November 2023 and the report was published on 11 January 2024.

3.15 Estyn noted the following as strengths of the school:

- All staff have good working relationships with pupils which foster a caring and inclusive environment across the school. Teachers make valuable use of the highly skilled learning support officers and, together, they support learning effectively.
- The opportunities for pupils to develop their English-speaking skills are highly effective and a strength of the school.
- The school's support for pupils with ALN is a strength. Staff monitor progress carefully and effectively to identify and provide the support pupils need. The ALN co-ordinator works closely with outside agencies to plan purposeful support to enable pupils to progress in their learning and in their personal and social development.
- The headteacher has developed an inclusive and caring school culture. Together with the governors, staff, pupil, and parents, she has developed a vision that focuses strongly on pupil and staff well-being as the cornerstone of school improvement.

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

Recommendation number	Recommendation
Recommendation 1	Ensure that teaching consistently provides opportunities to challenge pupils of all abilities, so that they develop well as independent learners.
Recommendation 2	Provide opportunities for pupils to build their digital and listening skills systematically and coherently across the school.
Recommendation 3	Ensure that all activities in the Nursery to Year 2 classes have clear learning intentions.

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

3.18 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.

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 arising directly from this information report.

7. Safeguarding and Corporate Parent Implications

7.1 There are no safeguarding or corporate parent implications arising directly from 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.