

Meeting of:	CABINET
Date of Meeting:	23 SEPTEMBER 2025
Report Title:	OUTCOMES OF ESTYN INSPECTIONS OF SCHOOLS IN BRIDGEND DURING SPRING TERM 2025
Report Owner / Corporate Director:	CORPORATE DIRECTOR – EDUCATION, EARLY YEARS AND YOUNG PEOPLE
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 core inspections of three primary schools, two secondary schools and one pupil referral unit that took place during the spring term 2025. The report also provides information on interim visits to three primary schools, during the spring term 2025. There is also information on the removal of Coleg Cymunedol Y Dderwen and Llangewydd Junior School from the Estyn review category.

1. Purpose of Report

1.1 The purpose of this report is to inform Cabinet of the outcomes of the Estyn core inspection visits during spring term 2025 to the following schools and pupil referral unit (PRU) (in order of inspection date):

- The Bridge Alternative Provision;
- Nottage Primary School;
- Ysgol Gymraeg Bro Ogwr;
- Brynteg School;
- Archdeacon John Lewis Church in Wales Primary School; and
- Bryntirion Comprehensive School.

1.2 The report will also inform Cabinet of the outcomes of the Estyn interim visits during the spring term 2025 to the following schools (in order of inspection date):

- Abercerdin Primary School;
- Plasnewydd Primary School; and
- Newton Primary School;

- 1.3 The report contains information on Estyn's follow-up visits to Coleg Cymunedol Y Dderwen and Llangewydd Junior School and their removal from the list of schools requiring Estyn review.

2. Background

- 2.1 Due to the COVID-19 pandemic, Estyn had suspended inspections across all schools for a one-year period.
- 2.2 During the spring and summer terms 2022, Estyn piloted inspection arrangements that support renewal and reform in education in Wales. Inspection reports no longer included summative gradings, but instead detailed how well providers are helping a child to learn.
- 2.3 In June 2023, Estyn announced they were reviewing how they inspect across all sectors to make sure their work keeps pace with changes in Wales and that learners' best interests continue to be prioritised.
- 2.4 From September 2024, new inspection arrangements were introduced by Estyn, which would allow for more regular visits to primary, secondary, and all-age schools as well as pupil referral units (PRUs).
- 2.5 Maintained schools and PRUs will now have a core inspection and an interim visit within the six-year inspection period. Core inspections will be led by an Estyn HMI (His Majesty's Inspector) or a registered inspector.
- 2.6 During a core inspection, inspection teams will not give overall grades for each inspection area. However, they will make a robust and thorough evaluation of the school or PRU's provision and its impact on pupils' learning and well-being.
- 2.7 The three inspection areas (IA) are set out below:
- IA1: Teaching and learning;
 - IA2: Well-being, care, support and guidance; and
 - IA3: Leading and improving.
- 2.8 Following an inspection, each provider will receive a report. The provider will also receive a parent and carer version of the report.
- 2.9 The key elements of a core inspection report include the following:
- an overview of the school or PRU;
 - a summary of the main points of the inspection report;
 - recommendations that identify what needs to improve;
 - a main evaluation of the three inspection areas; and
 - additional information on safeguarding arrangements, healthy eating and drinking, school funding, and health and safety issues (safety on the site).
- 2.10 Some reports may also contain one or more 'spotlights'. A spotlight is a short paragraph that highlights an innovative practice or area worth sharing.

- 2.11 The purpose of interim visits is to support providers with their self-evaluation and improvement plans, to ensure the best outcomes for learners. Interim visits will be led by an Estyn HMI.
- 2.12 An interim visit can last up to two days depending on the sector. For example, an interim visit will be a single day for most primary schools and for most secondary schools the visit will last two days. For larger primary schools, this can be extended up to two days.
- 2.13 Interim visits are not intended to draw overall conclusions about the effectiveness of the school, but they will support leaders to review progress since the last core inspection and consider their next steps for improvement.

3. Current situation/ proposal

- 3.1 During the spring term 2025, Estyn visited three primary schools, two secondary schools and one PRU in Bridgend, who received a core inspection using the new approach. The full text of these reports is available on the Estyn website: www.estyn.gov.uk.

The Bridge Alternative Provision

- 3.2 The Bridge Alternative Provision was inspected by Estyn in January 2025 and the report was published on 24 March 2025.
- 3.3 Estyn identified the following spotlights:

Well-being, care, support and guidance

The PRU excels in providing exceptional care, support, and guidance, addressing the diverse well-being needs of its pupils across all sites. Post-pandemic, the PRU has effectively adapted to support the increasingly complex mental health challenges faced by children and young people.

Therapeutic support

Pupils value their experiences at the PRU, with nearly all expressing genuine respect for staff, peers, and their environment. Many pupils highlight the PRU as a welcoming space where they feel safe and cared for. The well-established integrated therapeutic approach across the PRU has led to significant improvements in pupils' well-being, attendance and emotional regulation, and as reported by parents and carers, strengthened family relationships. Parents and carers deeply appreciate the PRU's support, with a very few crediting it for helping their children overcome critical life challenges.

Equity of curriculum offer

Leaders ensure an inclusive and equitable curriculum offer for all pupils, including those who are unable to attend the main site. These pupils benefit from full-time online teaching and learning delivered internally by PRU staff. This ensures a consistent approach for these pupils, with full access to all available qualifications, in line with that of their peers. This is a significant strength of the provision.

3.4 Estyn also noted the following as strengths of the PRU:

- The PRU actively encourages pupil voice informally and formally through the school council and eco committee, empowering pupils to contribute meaningfully to their learning and environment. Older pupils are articulate and confident in expressing their views, often acknowledging the PRU's role in helping them overcome challenges and achieve both personal and academic growth.
- The teaching and learning provision at the PRU are highly effective, with nearly all staff demonstrating a flexible approach tailored to the individual needs and well-being of pupils. Teachers skilfully use a variety of strategies and resources to engage pupils and support their progress.
- The assured leadership provided by the headteacher and senior leaders ensures that the PRU operates effectively across its four sites. Their clear vision, founded on respect and strong values, has created an environment where staff and pupils share exceptionally positive working relationships.

3.5 The Bridge Alternative Provision's Estyn inspection report included the following recommendations:

Recommendation number	Recommendation
Recommendation 1	Strengthen the planning and tracking of pupils' progressive skills development
Recommendation 2	Provide consistent opportunities for younger pupils to develop and apply their extended writing skills

3.6 Estyn inspectors concluded that the PRU is making sufficient progress, and no follow-up action is required.

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

Nottage Primary School

3.8 Nottage Primary School was inspected by Estyn in January 2025 and the report was published on 31 March 2025.

3.9 Estyn identified the following spotlights:

Developing strong, shared and impactful leadership

Strong and successful distributed leadership is an impressive facet of the school's work. Leaders strive productively to ensure the continuous development of the skills and knowledge of both pupils and staff, to support them all to reach their potential. Leaders at all levels have a thorough and accurate knowledge of the school's strengths and areas for development. They use this effectively to drive and sustain improvements in teaching and learning, such as recent successful work to improve reading.

Developing pupils as thoughtful and independent learners who can solve problems

A notable feature of the school's practice is the highly successful provision for pupils to develop their thinking and problem-solving skills in meaningful ways. Pupils of all ages skilfully tackle stimulating activities that promote creative thinking, independently or in collaboration with their friends. Nearly all pupils rise to these challenges well. They demonstrate perseverance to complete their tasks and show resilience when trying different approaches

3.10 Estyn also noted the following as strengths of the school:

- Working relationships between staff and pupils are strong, as are peer to peer relationships. This contributes successfully to a calm and purposeful working environment where pupils are friendly, polite and behave extremely well.
- Good attendance has a high profile in the school. Most pupils attend school daily and do so with glee. The school monitors attendance diligently and staff challenge and support the attendance rates of identified families well. There is a strong culture of safeguarding, which ensures that pupils are safe and happy during their time in school. Staff are well trained and have a good understanding of the role they play in keeping pupils safe.
- The school's support for pupils with additional learning needs (ALN) is strong and well-led. Leaders and staff have a good understanding of ALN reform and extensive and valuable training has taken place. Leaders work closely with cluster colleagues and external agencies to support all pupils and their families, especially those with ALN. Leaders deliver beneficial and relevant professional learning to staff and monitor the progress of pupils effectively. Learning support officers provide effective assistance to pupils with ALN through intervention programmes and class-based support, enabling most to make solid progress towards their individual targets.

3.11 Nottage Primary School's Estyn inspection report included the following recommendations:

Recommendation number	Recommendation
Recommendation 1	Provide more frequent opportunities for pupils to develop and apply a full range of writing skills
Recommendation 2	Improve pupils' Welsh oracy skills

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

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.

Ysgol Gymraeg Bro Ogwr

- 3.14 Ysgol Gymraeg Bro Ogwr was inspected by Estyn in February 2025 and the report was published on 7 April 2025.
- 3.15 Estyn identified the following spotlight:

Ensuring access to educational experiences for families who experience the effects of poverty

Leaders have established the Emotional and Family Well-being Team, which provides purposeful and sensitive support to families. Staff have fostered a close relationship with parents and pupils, and they know the needs of families well. They offer tailored provision, including emotional support, and arrange access to specialist services such as advice on housing and budgeting. The team organises a collection and exchange service that provides free school uniform to families who need it, including pupils who are transferring to secondary school. Grant funding is used wisely to ensure that cost does not prevent pupils from attending off-site educational visits.

- 3.16 Estyn also noted the following as strengths of the school:

- Ysgol Gymraeg Bro Ogwr is a welcoming, fun and caring community where a clear priority is given to promoting pupils' well-being and ensuring opportunities for all. Leaders work diligently to maintain and develop the sense that the school is one big happy and harmonious family where everyone encourages and supports each other. They have established a culture of safeguarding successfully. As a result, most pupils take pride in the care they receive and feel safe at school while at work and play.
- The headteacher is a firm and passionate leader. She has high expectations of herself and others and she conveys these expectations purposefully to staff, parents and pupils. The headteacher is supported by a team of dedicated and conscientious staff. They understand their roles and responsibilities well and work diligently for the benefit of pupils. Leadership responsibilities have been allocated purposefully among the staff, and leaders at all levels contribute appropriately to the school's work
- Staff are secure language models. They model vocabulary and syntax effectively and encourage linguistic accuracy from pupils. One side effect of this is that most pupils communicate maturely and clearly in Welsh and English and use relevant subject vocabulary correctly.
- An effective feature of the school's work is the co-operation with parents and a range of external agencies, including the wider community. The 'Ti a Fi' sessions that are held at the school, for example, provide important opportunities to share information about pupils' interests and needs before they start school. This supports staff to implement timely arrangements to meet pupils' needs appropriately.

- 3.17 Ysgol Gymraeg Bro Ogwr's Estyn inspection report included the following recommendations:

Recommendation number	Recommendation
Recommendation 1	Ensure that teachers' feedback supports pupils to improve their work consistently
Recommendation 2	Ensure that learning activities challenge more able pupils consistently

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

Brynteg School

- 3.20 Brynteg School was inspected by Estyn in February 2025 and the report was published on 14 April 2025.
- 3.21 Estyn identified the following spotlights:

Digital skills

Pupils develop their digital skills well. Key Stage 3 pupils and those in the sixth form use digital devices provided by the school responsibly and independently to enhance their learning. In their computer science lessons, pupils enjoy a range of purposeful opportunities to develop a broad repertoire of useful skills, for example how to interrogate a database successfully. Across the curriculum, there are beneficial opportunities for the progressive development of pupils' digital skills within authentic contexts, such as when pupils create a simple code to control a micro-bit device

Dyfodol

The 'Dyfodol' provision creates a safe and caring environment for pupils in Key Stages 3 and 4 who find it challenging to access mainstream education. Pupils receive a personalised curriculum which is carefully matched to their social, emotional and educational needs. This not only helps to build their confidence and self-esteem but helps them to develop their literacy and numeracy skills so that they can be increasingly integrated into the mainstream curriculum and take part in the life of the school.

- 3.22 Estyn also noted the following as strengths of the school:
- Mutual respect, clear classroom routines and constructive working relationships between staff and pupils are notable features of most lessons at Brynteg School. As a result, most pupils demonstrate positive attitudes towards learning and behave well in lessons and around the school. They arrive promptly to lessons, settle quickly to their work and many listen with respect to their teachers and peers.
 - The school has established a strong sense of community which is valued by staff, pupils, parents and governors. Most pupils are friendly and courteous,

exemplifying the school's values of 'respect, independence, community, kindness'. There is a strong ethos of rewarding pupils which supports positive behaviour and reinforces the values of the school.

- The school has strong, well-established arrangements to help pupils make the transition into Year 7, Key Stage 4 and the sixth form. Supported beneficially by partnerships with external agencies, it provides all pupils with helpful advice and guidance to help them make informed decisions about their future.
- The headteacher provides calm, thoughtful and innovative leadership. He has an ambitious vision for Curriculum for Wales which is well understood by most staff. This is focused on ensuring that pupils have authentic opportunities to apply their learning across a range of subject areas. He is ably supported by a committed team of senior leaders who work closely with him to embed this vision.

3.23 Brynteg School's Estyn inspection report included the following recommendations:

Recommendation number	Recommendation
Recommendation 1	Address the safeguarding issue identified in the report
Recommendation 2	Improve attendance
Recommendation 3	Ensure that arrangements for line management and self-evaluation are consistently robust so that all leaders are held to account fully and plan for improvement precisely

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

3.25 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. The safeguarding issue identified related to the lunchtime arrangements at the school. Following the feedback received from the inspection team during the week, immediate adjustments were made to the lunchtime arrangements. Although Year 11 pupils were permitted to leave the premises during lunchtime prior to and throughout the inspection week, this practice was discontinued as of Monday 17 February. From that date onwards, Year 11 pupils are required to remain on-site during lunchtime.

Archdeacon John Lewis Church in Wales Primary School

3.26 Archdeacon John Lewis Church in Wales Primary School was inspected by Estyn in February 2025 and the report was published on 23 April 2025.

3.27 Estyn noted the following as strengths of the school:

- Since September 2024, the school has had an acting headteacher. Currently, she is supported by two part-time acting deputy headteachers. Since taking up leadership duties, the acting headteacher has worked swiftly to secure

improvements to aspects of the school's work including communication with parents and provision to develop the independence of younger pupils.

- Leaders understand the context of the school community well. They address identified emerging needs successfully through the provision of worthwhile professional development opportunities. For example, recent professional development has improved staff's ability to recognise and support concerns around anxiety and mental health. This is beginning to have a positive impact on pupils and their families. Staff form warm and positive relationships with pupils who in turn feel respected and valued. Staff utilise an effective range of intervention strategies such as trauma informed practice well to promote pupil well-being.
- Across the school, provision for the development of skills is effective. Staff in the younger classes promote high expectations and model language well. This enables most younger pupils to make accelerated progress in the development of their speaking and listening skills. Over time, most pupils make strong progress with reading skills which they apply well across the curriculum.
- School leaders develop strong partnerships with parents, partner schools and the wider community. A strong relationship with the diocese enhances pupils spiritual, and moral development well. The church provides a wide range of opportunities for pupils to develop positive inter-generational links.

3.28 Archdeacon John Lewis Church in Wales Primary School's Estyn inspection report included the following recommendations:

Recommendation number	Recommendation
Recommendation 1	Implement consistent and effective approaches to manage instances of poor behaviour and keep the effectiveness of these arrangements under regular review
Recommendation 2	Reduce persistent absence
Recommendation 3	Develop the effectiveness of school leaders in ensuring that monitoring and evaluation activities identify and address important areas for development
Recommendation 4	Improve the Welsh language skills of older pupils

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

3.30 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 Comprehensive School

3.31 Bryntirion Comprehensive School was inspected by Estyn in March 2025 and the report was published on 6 June 2025.

3.32 Estyn identified the following spotlights:

Bryntirion book week

To promote enjoyment in reading and encourage a love of books, the school holds an annual Bryntirion book week. This involves a range of activities involving all pupils and staff. These events include writing and poetry workshops for pupils run by authors, journalists and poets, a readathon, a free book swap and a book review competition. During this week, there is a ten-minute shared reading activity at the beginning of each lesson, where teachers model reading aloud. This is based on an engaging text that encourages pupils to be curious and excited to find out what happens next. Each book week is based on a theme. This year, the theme was careers linked to reading and studying English.

The school's provision for the development of pupils' digital skills

Pupils develop their digital skills effectively in information and communication technology (ICT), in computing lessons, and in a range of subjects across the curriculum. These include well-planned opportunities in 'Dysgu Byw' lessons, personal and social education, skills challenge lessons, and also when completing enterprise challenges. In these instances, pupils:

- Build spreadsheets and work with formulae well to carry out a range of analysis tasks such as considering potential over and underspends in budgets under different scenarios;
- Explore the advantages and disadvantages of social media and develop a strong understanding of how to keep safe online;
- Discuss the ethical considerations of representations of sexualised images online and their impact on identity, image, reputation and mental health; and
- Develop websites or use social media platforms effectively to present their ideas, using a range of applications to edit and embed multi-media.

3.33 Estyn also noted the following as strengths of the school:

- A notable strength of Bryntirion Comprehensive School is the positive working relationships between staff and pupils. The school is a caring and inclusive community, which supports both pupils and staff. As a result, most pupils behave very well and treat their peers, staff and visitors with respect and care.
- The senior team provides strong leadership. There are clear lines of accountability and staff and leaders are supported well to carry out their roles. They are held to account well for the quality of the provision and pupil outcomes in their areas of responsibility. Leaders know the school well and plan effectively for improvement.
- Pastoral staff know the pupils well and form purposeful relationships with them and their families. The pastoral team provide beneficial support and interventions to support pupils' well-being. These are tailored to the specific needs of pupils through effective use of year group profiles. The school has fostered productive partnerships with a variety of external agencies, which contribute positively towards this provision.

- Pupil leadership is a particularly strong feature of the school. There is a range of strategic groups that enables pupils to have purposeful impact on school improvement. For example, 'Wellbeing Leaders' deliver sessions to fellow pupils on mental health that are tailored to the needs of the school community. The pupils' 'Learning and Development' subcommittee and 'Subject Ambassadors' have a clear impact on learning and teaching across a range of subject areas. Pupil leaders recognise the need to share the impact of their work more widely.

3.34 Bryntirion Comprehensive School's Estyn inspection report included the following recommendations:

Recommendation number	Recommendation
Recommendation 1	Improve the attendance of pupils who are eligible for free school meals.
Recommendation 2	Refine curriculum arrangements in Year 9 to ensure that there is continuity and depth of learning in all subjects.

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

3.36 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.

3.37 During the spring term 2025, Estyn visited three primary schools, who received an interim visit. A summary of the visit is provided through a letter to each school, which are available to view on the Estyn website: www.estyn.gov.uk.

Abercerdin Primary School

3.38 On Thursday 20 February 2025, a team of Estyn inspectors visited Abercerdin Primary School to consider how the school has progressed in addressing two recommendations from its core inspection in February 2020.

3.39 The two recommendations that were identified are:

- Strengthen opportunities for pupils to develop their independent learning skills and to influence what and how they learn; and
- Plan effectively for all pupils to use their mathematical skills in worthwhile contexts across the curriculum.

3.40 Overall, leaders and staff have been thorough and thoughtful in their work to address the recommendations from the last inspection. Estyn thanked the school's leaders, staff, and pupils for their positive approach to the interim visit, and for their warm welcome to the school.

Plasnewydd Primary School

- 3.41 On Tuesday 1 April 2025, a team of Estyn inspectors visited Plasnewydd Primary School to consider how the school has progressed in addressing its school improvement priorities.
- 3.42 Estyn focused on the following priority during their visit:
- How effectively has the school embedded its Languages, Literacy and Communication (LLC) curriculum to support pupils' progress in English (writing) and Welsh (oracy).
- 3.43 Estyn noted leaders have a sound understanding of the school's current strengths and areas for improvement and have suitable plans in place to continue to move the school forward.

Newton Primary School

- 3.44 On Wednesday 2 April 2025 a team of inspectors visited Newton Primary School to consider how the school has progressed in addressing two of the recommendations from its core inspection in February 2023.
- 3.45 Estyn focused on the following two recommendations during their visit:
- Improve the teaching of writing and increase the range of opportunities, particularly for older pupils, to apply their skills fully; and
 - Provide clear feedback to pupils that helps them to improve their work successfully.
- 3.46 Overall, leaders and staff have a strong understanding of the school's current strengths and areas for improvement and have effective plans in place to continue to move the school forward.
- 3.47 At the end of the spring term, Estyn conducted follow-up visits to Coleg Cymunedol Y Dderwen and Llangewydd Junior School to assess whether they would be removed from the list of schools requiring Estyn review.

Coleg Cymunedol Y Dderwen

- 3.48 Coleg Cymunedol Y Dderwen was inspected by Estyn in October 2023 and the report was published on 4 December 2023. At that time, Estyn inspectors concluded the school was not making sufficient progress and would be subject to a follow-up review.
- 3.49 The Coleg Cymunedol Y Dderwen 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.
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- 3.50 The local authority, along with Central South Consortium, supported the school in drawing up an action plan to show how the recommendations would be addressed and held regular progress review meetings over the course of the year.
- 3.51 On 6 May 2025, Estyn judged that Coleg Cymunedol Y Dderwen had made sufficient progress in addressing the recommendations from the section 28 inspection.
- 3.52 The school has been removed from the list of schools requiring Estyn review and there will be no further monitoring activity in relation to this inspection.

Llangewydd Junior School

- 3.53 Llangewydd Junior School was inspected by Estyn in October 2023 and the report was published on 18 December 2023. At that time, Estyn inspectors concluded the school was not making sufficient progress and would be subject to a follow-up review.
- 3.54 The Llangewydd Junior School 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.

- 3.55 The local authority, along with Central South Consortium, supported the school in drawing up an action plan to show how the recommendations would be addressed and held regular progress review meetings over the course of the year.
- 3.56 On 9 May 2025, Estyn judged that Llangewydd Junior School had made sufficient progress in addressing the recommendations from the section 28 inspection.
- 3.57 The school has been removed from the list of schools requiring Estyn review and there will be no further monitoring activity in relation to this inspection.

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 and Nature Implications

- 6.1 There are no climate change and nature 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

None.