

BRIDGEND COUNTY BOROUGH COUNCIL

INFORMATION REPORT TO CABINET

12 JANUARY 2016

REPORT OF THE DIRECTOR OF EDUCATION AND TRANSFORMATION

ESTYN INSPECTION OUTCOMES FOR COLEG CYMUNEDOL Y DDERWEN

1. Purpose of Report

- 1.1 This report informs Cabinet Members of the outcomes of the recent Estyn inspection of Coleg Cymunedol y Dderwen.

2. Connection to Corporate Improvement Objectives / Other Corporate Priorities

- 2.1 The information in this report relates to strategic priority 2 in the Corporate Plan 'Working Together to Raise Ambitions and Drive Up Educational Achievement'.

3. Background

- 3.1 This school was inspected by Estyn in October 2015 and the report was published on 15th December 2015. The full text of the report is available on the Estyn website: www.estyn.gov.uk

4. Current situation / proposal

- 4.1 Inspectors reached the following judgements:

Current Performance	Unsatisfactory
Prospects for Improvement	Unsatisfactory
How good are outcomes?	Unsatisfactory
Standards	Unsatisfactory
Wellbeing	Adequate
How good is provision?	Unsatisfactory
Learning experiences	Unsatisfactory
Teaching	Unsatisfactory
Care, support and guidance	Unsatisfactory
Learning environment	Good
How good are leadership and management?	Unsatisfactory
Leadership	Unsatisfactory
Improving quality	Unsatisfactory
Partnership working	Adequate
Resource management	Unsatisfactory

Despite improvements in levels of attendance and in outcomes at key stage 3, current performance is judged to be unsatisfactory because:

- Performance at key stage 4 over the last four years has been poor in many indicators when compared with that of similar schools and pupils' prior attainment

- The majority of pupils have weak literacy skills and do not develop these skills well enough across the curriculum
- Rates of fixed-term exclusions are high
- Curriculum arrangements in Year 9 and at key stage 4 have contributed significantly to poor outcomes in GCSE examinations
- Strategies to develop pupils' literacy and numeracy skills across the curriculum are not co-ordinated or planned well enough
- The quality of teaching and assessment is not having enough impact on improving standards
- There are important shortcomings in arrangements for the care, support and guidance of pupils
- The school does not comply with its statutory duty to provide a daily act of collective worship for all pupils

The school's prospects for improvement are judged to be unsatisfactory because:

- There has been a lack of clear direction and high expectations about many aspects of the school's work
- Leaders and managers do not demonstrate the capacity to secure the necessary improvement in key areas of the school's work
- The roles and responsibilities of senior leaders are not well balanced or defined clearly enough
- Systems of accountability and processes for quality assuring all aspects of the school's work are not robust enough
- The school does not have suitable procedures to manage teachers' performance
- Self-evaluation and development planning processes are not effective in securing improvements across important areas of the school's work
- The governing body does not contribute fully to the strategic development of the school.

4.2 Her Majesty's Inspectorate for Education and Training in Wales, Estyn, made the following recommendations:

- R1 Raise standards, particularly in key stage 4 and improve pupils' literacy and numeracy skills
- R2 Ensure that curriculum arrangements meet the needs of all pupils
- R3 Improve the quality of teaching and the effectiveness of assessment
- R4 Strengthen arrangements for the care, support and guidance of pupils and meet the statutory requirement to provide a daily act of collective worship
- R5 Improve the effectiveness of leadership at all levels to ensure clear direction, high expectations and accountability in all areas of the school's work
- R6 Strengthen self-evaluation and improvement planning arrangements

The School has been advised and supported by the Welsh Government's Schools Challenge Cymru programme since it was launched in 2014.

4.3 The school will draw up a post inspection action plan which will show how it will address the recommendations. The Action Plan will set out the work proposed to enable the school to make sufficient improvement to address the deficiencies identified by Estyn as soon as possible. Most schools are expected to make the

required improvements within one year of being found to require significant improvement or within 2 years of requiring special measures. The Local Authority with Schools Challenge Cymru (SCC) and the Central South Consortium will support the school to improve outcomes and address all the recommendations. Many actions have already been taken to address the issues raised and are being overseen by the SCC Accelerated Improvement Board, as well as the Governing Body and the Local Authority. The local authority will work closely with the interim head teacher and governing body of the school in drawing together the school's Action Plan. Under Section 40 of the Education Act 2005, the local authority is also required to prepare a written statement of any action it proposes to take in the light of the school inspection report that identifies a school as requiring special measures. The written statement will also set out the period within which it is proposed to take such action. The written statement of support must be produced within 10 working days from the date that the local authority received a copy of the school's Action Plan or within 12 working days from the date by which the appropriate authority is required to have distributed the school's Action Plan (whichever is the earlier).

The written statement will provide:

- an assessment of the governing body's Action Plan and the school's ability to implement the plan;
- detail on the action the local authority plans to take to address the areas for improvement identified in the inspection report;
- identified responsibilities for ensuring the action takes place;
- timescales with key milestones;
- success criteria including targets for improvements in learner outcomes against which progress will be judged;
- detail on how progress will be monitored e.g. who, when and how;
- resources to be applied to the work;
- whether the local authority intends to use its powers of intervention to require the governing body to secure advice or collaborate, give directions to the governing body or head teacher and take any other steps, appoint additional governors, withdraw the school's delegated budget or replace the governing body with an IEB; and how it will inform parents and carers about the actions planned for the school. How it will ascertain parents' views on these actions and how it will take those views into account.

4.4 The school is to be placed in the Estyn category of Estyn special measures and Estyn will monitor the school's progress. Estyn will carry out termly monitoring visits to the school starting the term following publication of the inspection report. Estyn will assess the progress made by the school and the local authority in implementing the action plan and the written statement to address the issues identified in the school inspection report. Estyn will write to the Chair of the governing body, the local authority and the Welsh Ministers following each monitoring visit to report the progress made by the school since the initial inspection.

4.5 In September 2015, following the resignation of the previous headteacher, the local authority appointed an interim headteacher from a very successful school within the authority to oversee the strategic development of the school. This appointment will continue for 3 terms. The appointment process for a Head of School post is underway and has been advertised publically. A Consultant Governor has been

asked to support the governing body. Parents are being kept fully informed by the interim headteacher. Feedback from stakeholders is that the school is beginning to make some progress in the short period of time since the inspection whilst recognising the significant progress that needs to be made.

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 Impact Assessment

6.1 There are no direct equality impact issues arising from this report.

7. Financial Implications

7.1 The school has received further monies from the Directorate's revenue budget towards meeting the costs of additional staff.

8. Recommendation

8.1 It is recommended that Cabinet note the content of this report and that both the school's current performance and prospects for improvement are judged "unsatisfactory" by Estyn.

8.2 It is recommended that Cabinet receive termly progress reports

Deborah McMillan Director of Education and Transformation

Telephone: (01656) 642612

E-mail: Deborah.McMillan@bridgend.gov.uk

Postal Address Children's Directorate
Bridgend County Borough Council
Civic Offices
Angel Street
Bridgend
CF31 4WB

Background documents

Estyn Inspection Report