

## Proposal to change the provision for pupils with additional learning needs (ALN) at Pil Primary School

### Consultation document

**Date of issue:** 15 March 2016

**Action required:** Responses by 28 April 2016

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## Overview

The consultation is to invite your views on the proposal to cease the moderate learning difficulties learning resource class for 15 pupils with Moderate Learning Difficulties (MLD) at Pil Primary School

The MLD provision at Pil Primary School comprising of one learning resource centres for 15 pupils with MLD. Currently, there is one pupil taught by one MLD teacher.

## How to respond

This consultation period will begin on the **16 March 2016** and close the **28 April 2016** You can respond or ask further questions in the following ways;

**Tel:** (01656) 815 253

**Email:**

Anne.Whittome@bridgend.gov.uk

**Online:** [Click here](#) or visit [www.bridgend.gov.uk/consultation](http://www.bridgend.gov.uk/consultation)

**Post:** Children's Directorate, Bridgend County Borough Council, Angel Street, Bridgend, CF31 4WB.

Alternative formats are also available upon request.

## Data protection

How we use the views and information you share with us

All responses received by Bridgend County Borough Council will be seen in full by its staff members involved in the consultation process. The information may also be seen by other departments within the council or local service board members to help improve upon the services provided.

The council may also use the information gathered to publish subsequent documents both directly and indirectly linked to this consultation, however the Council will never disclose any personal information such as names or addresses that could identify an individual.

If you do not wish for your opinions to be publicised, please state so in your response.

## Related documents

For more information on consultations in Bridgend County Borough or how to join our Citizens' Panel.

**Visit:**

[www.bridgend.gov.uk/CitizensPanel](http://www.bridgend.gov.uk/CitizensPanel)

## **Background and information**

In order to meet the growth in the incidence of pupils with autistic spectrum disorders (ASD) including the need for specialist provision for high-functioning pupils with autistic spectrum disorders at Key Stage 2, 3 and 4, it is proposed that there is realignment of services due to the reducing numbers of pupils requiring moderate learning difficulties (MLD) specialist provision. The consultation is to invite your views on the proposal to cease the moderate learning difficulties learning resource class that can accommodate 15 pupils with Moderate Learning Difficulties at Pil Primary School.

The consultation exercise will seek the views of staff, parents, pupils, interested parties and the governing body as the first step in the statutory process. If the proposals are supported they would come into effect on 1 September 2016.

## **The proposal**

This is a proposal to change the provision for pupils with additional learning needs (ALN) at Pil Primary School.

## **Why has this proposal been brought forward?**

The proposal is related to the Educational Inclusion Policy which was agreed by Cabinet in March 2009. Within that policy it states the desire for all our schools and education providers to be inclusive, learning communities that value diversity and that can accommodate as wide a range of needs as possible. It also states the belief that the needs of the overwhelming majority of school-age learners can and should be accommodated in local schools that are properly equipped and fit for purpose, and that reflect the diverse strengths of the communities they serve.

In December 2011, cabinet received an update on the review of support and provision for the inclusion of children and young people with additional learning needs (ALN).

This proposal has been brought forward because in order to meet the growth in the incidence of pupils with autistic spectrum disorders (ASD) including the need for specialist provision for high-functioning pupils with autistic spectrum disorders at Key

Stage 2, 3 and 4, it is proposed that there is realignment of services due to the reducing numbers of pupils requiring moderate learning difficulties (MLD) specialist provision.

### **What the proposal means in practice**

The proposal if approved would mean that:

- ▶ The MLD (Moderate Learning Difficulty) learning resource centre at Pil Primary School comprising of one class for 15 pupils would close.
- ▶ The class is taught by one MLD teacher. Currently there is one pupil with moderate learning difficulties in Year 6 who is transitioning to his/her local Secondary School in September 2016.
- ▶ There would still be two MLD learning resource centres for 15 pupils in each learning resource centre in the West locality, one in Cefn Cribwr Primary School and one in Corneli Primary school.
- ▶ The proposal is to close the Pil Primary learning resource centre from 1 September 2016.

### **What are the advantages if the proposal goes ahead?**

- ▶ Recognising financial savings and making the best use of the resources available.

### **What are the potential disadvantages if the proposal goes ahead?**

- ▶ There will not be a separate MLD unit that can accommodate 15 pupils at Pil Primary School.

## Impact of the proposals

### Quality and standards in education;

There will be no likely impact on the quality of outcomes, provision and leadership and management in Pil Primary School, Corneli Primary School or Cefn Cribwr Primary School regarding the proposal to close the MLD learning resource centre at Pil Primary School.

There will be no likely impact of the proposal on the ability of Pil Primary School, Corneli Primary School or Cefn Cribwr Primary School to deliver the full curriculum at foundation phase and each key stage of education.

The proposal to close the MLD learning resource centre at Pil Primary school will not have a likely impact on SEN provision as there will still be two learning resource centres for 15 pupils in each in the west locality.

### Other considerations

The National Categorisation School Report for 2015/2016 for Pil Primary School is included at appendix A.

### Quality and standards in education;

#### Step 1 - Standards

Based upon the National Categorisation for standards the school is in standards group 2.

#### School Context

- The percentage of pupils eligible for free school meals (e-FSM) in 2014-2015 was 41.1%, (CSC 21.4%, Wales 19.6%) compared with 42.1% in 2013-2014 and 45.0% in 2012-2013.
- There were 31 pupils in Year 2 and 25 pupils in Year 6 in 2014-2015.
- The school has one learning resource base (LRB) class in key stage 2. There was only 1 boy in year 6 in the class. There was also 1 boy in mainstream with a statement.
- The percentage of pupils in the school that recorded their ethnic background as anything other than "White-British" in 2015 was 13.6% (LA 5.4%, Wales 10.6%). Nearly all of these pupils were from the Traveller ethnic group.

#### Key Strengths

The school's analysis of its performance correctly evaluates the following as strengths:

- In Foundation Phase, the school is in quarter 2 in all areas except for language, literacy and communication (LLC), where it is in quarter 3, just below quarter 2 by 0.34%. Also, the three-year average shows the school is performing above the core data sets family in all areas at both outcome 5+ and 6+.
- At outcome 5+, within its benchmarking group, the school has been in quarter 1 or 2 for the past three years in all areas except for language, literacy and communication in 2015. Similarly, at outcome 6+, the school has been in quarter 1 or 2 for the past three years in all areas except for personal and social development (PSD) in 2013.
- Outcomes in PSD in Foundation Phase are high. This year, 96.77% achieved outcome 5+, which is above the family, local authority and Wales averages. This is due to the improvement in the performance of boys over the three-year period (+50%)
- In key stage 2, performance has improved in all core subjects when compared with performance over the past few years. At level 4+, in all three core subjects, the school has moved from quarter 4 in 2014 to quarter 3 this year, and, at level 5+, the school has moved from quarter 3 in 2014 to quarter 2 this year.
- Value added performance is very good with 48% of pupils making three levels of progress between the end of Foundation Phase and the end of key stage 2.

### **Areas for further improvement**

Appropriate attention is given to the following areas for improvement:

- In key stage 2, standards in mathematics are inconsistent. At level 4+, the school has been in quarter 3 or 4 for the past three years.
- Gender differences are significant in some key areas, particularly in Foundation Phase, in language, literacy and communication and mathematical development at outcome 5+. Also, in key stage 2, at level 4+, in English and mathematics

The achievement of pupils who are eligible Free School Meals e-FSM has been inconsistent over the past three years.

- Although attendance has improved from 89.6% in 2013 to 92.3% in 2014, this still leaves the school in quarter 4 of its benchmarking group. It is noted that the poor attendance of pupils from the Traveller ethnic group greatly affects the overall attendance percentage of the school.

### **Step 2 – Improvement Capacity**

Based upon scrutiny of evidence and discussion at the review, challenge and support meeting the headteacher, governors and the challenge adviser agree that the capacity to bring about improvement is B. This is because:

### **Key strengths in leadership and teaching and learning**

- The school's leaders and staff have a shared vision and a clear strategy that has improved outcomes for most learners.

- Self-evaluation is regular and thorough in many areas. Leaders plan and implement change and sustain improvement successfully in most respects. They enable staff and other partners to participate well in the change process.
- There is a clear link between the school self-evaluation report and the school's improvement plan and leaders and staff are clear about the priorities that need to be addressed in it. Action, and the use of resources, is effective in securing improvement in key indicators for most pupils including for pupils eligible for free school meals and other vulnerable groups.
- There is a clear emphasis on raising standards. Through its ambitious targets the school has high expectations for the achievement of its pupils.
- Processes to track pupils' progress are effective in most cases.
- Leaders and staff take advantage of opportunities to work with schools and other partners. Collaboration is developing well and makes an important contribution to capacity building and improvement.
- Governors have a good understanding of the school's strengths and areas for improvement. Their work to support and challenge the school's performance is developing.
- The school gives good attention to national and local priorities and in general implements these effectively.

### **Areas for improvement**

The headteacher and senior leaders continue to be open to challenge and set their sights on continuous improvement. They are committed to developing the quality of learning and teaching and recognise that:

- the proportion of good and excellent teaching is not yet quite as high as it might be;
- distributive leadership is underdeveloped;
- assessment for learning strategies are not fully embedded across the school;
- many pupils do not regularly review their own learning and are not fully involved in setting their own targets for improvement;
- the standard of Welsh across the school is not as high as it should be.

The school's leaders and governors have chosen rightly to focus on the following priorities in 2015-2016:

- To improve standards of literacy and numeracy.
- To improve standards of teaching and learning.
- To increase the capacity of the senior leadership team.
- To close the gap between the attainment of eligible free school meals and non free school meals eFSM and nFSM pupils.

### **Evidence scrutinised to make the judgement**

- Whole-school performance data over the past three years including national benchmarking data and the all-Wales core data sets.
- Data at individual pupil level including the performance of specific groups of pupils such as eligible free school meals pupils and pupils with English as an Additional Language EAL and value-added data.
- National literacy and numeracy test data.
- The school's self-evaluation report.



- The school's improvement plan.
- The school's inspection report from January 2012.
- The challenge adviser's previous school improvement report and notes of school visit.

**Exceptions have been applied:** No

### **Step 3 – Support Category**

It was agreed at the meeting that the support category is yellow. The school will take steps to increase the proportion of good and excellent teaching and improve standards of literacy and numeracy across the school.

### **Categorisation Overview**

Step 1	Step 2	Step 3	Exceptions applied
2	B	Yellow	No

### **Other considerations**

#### **Travel arrangements and accessibility impact**

- ▶ The proposal would have no impact on the current travel arrangement as the 1 pupil who currently access the MLD learning resource centre is transitioning to his/her local Secondary School in September.
- ▶ Transport would be provided for those pupils with MLD who live in the Pil Primary catchment area and who would be eligible to attend either the learning resource centre at Cefn Cribwr Primary School or Corneli Primary School.

#### **Land and buildings**

- ▶ The proposal will not involve any potential transfer or disposal of land:- nor is there any planned building associated with the proposal. The current MLD classroom would be used as a mainstream classroom by Pil Primary School.

## **Impact Assessments**

### **Community Impact Assessment**

There is no significant negative impact on the community.

Please see appendix B

### **Equality Impact Assessment**

The council has a duty to consider the implications of this proposal on all members of the local community who may be affected unfairly as a result of the proposal being carried out.

An initial impact screening assessment has been undertaken (see appendix B). The outcomes and actions identified by this assessment will be included in a report to Cabinet on the consultation process and will help to create a full equality impact assessment (EIA).

If you have any views on the potential of this proposal to affect any groups or individuals either positively or adversely, then we would welcome your comments as part of this consultation.

Please see appendix C

## Risks

- ▶ There is a risk that if this proposal is introduced, there may not be sufficient places for MLD learners in the future. Historical data can be used to estimate the future enrolment figures as well as parents stating an interest for enrolment for new pupils with MLD a year before the place is required. This gives the council a sufficient period of time to potentially make alternative arrangements. Currently, there is 1 pupil in 1 class taught by 1 MLD teacher at Pil Primary School.

The full EIA will assess any potential impacts associated with the protected characteristic of 'disabled' pupils.

## Alternative

An alternative to closing the Pil MLD learning resource centre would be to keep it open. The likely consequence of keeping it open would be that there would be no pupils with MLD admitted and the local authority would be funding empty places.

## Alternative Provision

There are two KS2 MLD learning resource centres in the West locality. There is one class for 15 pupils at Cefn Cribwr Primary School and one class for 15 pupils at Corneli Primary School.

- ▶ Currently there are 7 places available at Cefn Cribwr Primary School and there are no places available at Corneli Primary School.
- ▶ From September 2016, there will be 6 places available at Cefn Cribwr Primary school and 4 places available at Corneli Primary School.

## Details of the affected school(s)

Pil Primary School.  
Pyle Inn Way  
Bridgend.  
CF33 6AB

The table below provides details of the January 2015 numbers on roll at Pil Primary School and the figures recorded for the previous four annual censuses

	Jan-2011		Jan-2012		Jan-2013		Jan-2014		Jan-2015	
	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T
<b>Pil Primary</b>	30N & 219	10N	26N & 206	7N	28N & 210	6N	22N & 207	11N	26N & 197	11N

The following table provides a five year projection of pupil population for Pil Primary School which is an English medium primary school with an age range of 3 to 11 and a pupil capacity of 210 with 30 nursery places. The quality of the accommodation is graded as condition B. Grade B means that it is satisfactory and performing as intended but exhibiting minor deterioration.

Sufficiency is graded B which means it is not completely sufficient, minor problems but allows service delivery and can be improved. Suitability is graded B which is satisfactory with minor problems but allows service delivery.

Year	Nursery 1 & 2 2-4	Reception 4-5	Year 1 5-6	Year 2 6-7	Year 3 7-8	Year 4 8-9	Year 5 9-10	Year 6 10-11	Total 2-11
2016	34	27	21	28	32	27	32	31	231
2017	34	26	27	21	27	30	28	30	224
2018	34	26	26	28	21	26	32	27	219
2019	34	26	26	27	27	20	27	30	218
2020	34	26	26	27	26	26	21	26	222

Cefn Cribwr Primary School  
 Cefn Road  
 Cefn Cribwr  
 Bridgend  
 CF32 OAW

The table below provides details of the January 2015 numbers on roll at Cefn Cribwr Primary School and the figures recorded for the previous four annual censuses

	Jan-2011		Jan-2012		Jan-2013		Jan-2014		Jan-2015	
	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T
<b>Cefn Cribwr Primary School</b>	23N & 117	0	20N & 137	0	20N & 129	3N	24N & 137	5N	16N & 137	12N

The following table provides a five year projection of pupil population for Cefn Cribwr Primary School which is an English medium primary school with an age range of 3 to 11 and a pupil capacity of 140 with 20 nursery places.

The quality of the accommodation is graded as condition B. Grade B means that it is satisfactory and performing as intended but exhibiting minor deterioration. Suitability is graded B which is satisfactory with minor problems but allows service delivery. Sufficiency is graded B which is not completely sufficient with minor problems but allows service delivery and can be improved.

Year	Nursery 1 & 2 2-4	Reception 4-5	Year 1 5-6	Year 2 6-7	Year 3 7-8	Year 4 8-9	Year 5 9-10	Year 6 10-11	Total 2-11
2016	25	24	26	20	16	24	17	23	176
2017	27	24	24	27	19	16	23	17	177
2018	27	25	24	24	25	19	15	23	183
2019	27	25	25	24	23	26	18	15	182
2020	27	25	25	25	23	23	24	18	190

Corneli Primary School  
 Greenfield Terrace  
 North Cornelly  
 Bridgend  
 CF33 4LW

The table below provides details of the January 2015 numbers on roll at Corneli Primary School and the figures recorded for the previous four annual censuses



Corneli Primary School	Jan-2011		Jan-2012		Jan-2013		Jan-2014		Jan-2015	
	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T
	28N & 266	0	32N & 255	0	32N & 259	0	40N & 272	0	43N & 289	0

The following table provides a five year projection of pupil population for Corneli Primary School which is an English medium primary school with an age range of 3 to 11 and a pupil capacity of 322 with 46 nursery places.

The quality of the accommodation is graded as condition B. Grade B means that it is satisfactory and performing as intended but exhibiting minor deterioration. Suitability is graded B which means that it is satisfactory with minor problems but allows service delivery. Sufficiency is graded A which means it allows for efficient service delivery.

Year	Nursery 1 & 2 2-4	Reception 4-5	Year 1 5-6	Year 2 6-7	Year 3 7-8	Year 4 8-9	Year 5 9-10	Year 6 10-11	Total 2-11
2016	39	37	37	35	40	35	53	39	275
2017	39	37	43	37	36	43	36	53	271
2018	39	37	37	43	38	40	44	35	278
2019	39	37	39	37	45	42	40	44	279
2020	39	37	39	39	38	49	43	40	284

## Finance

There are projected full year savings of £45,000 per year from the closure of the MLD Learning Resource Centre at Pil Primary School.

Savings will be re-allocated within the Primary Schools ISB (Individual Schools Budget) to fund continuing Learning Resource Centre provision within other primary schools in Bridgend.

## The consultation process

The consultation process will be completed by 25 April 2016 and the outcomes (which will be incorporated into the proposal where possible) will be reported to Cabinet. If there is a decision not to proceed, that will be the end of this proposal for the future and an alternative proposal will need to be sought.

If the decision is to go ahead, a statutory notice outlining the proposals would need to be published for a period of 28 days. If there are no objections to the proposal, then it will go ahead subject to final approval by Cabinet. If there are objections at the Public Notice stage, an objection report must be published. Cabinet could determine to accept, reject or modify the proposal.

It is proposed to implement the proposal from 1 September 2016.

Activity	Date
Consultation period where we welcome your views on the proposal*.	16 March 2016 to 28 April 2016
Consultation Report to Cabinet on the outcomes of the consultation.	10 May 2016
Publish Consultation Report on BCBC website, hard copies available on request.	24 May 2016
If agreed by the Cabinet of Bridgend County Borough Council, a public notice will be published and there will be a period of 28 days in which to submit any objections to the proposal in writing.	25 May 2016
End of Public Notice period. If there are no objections Cabinet can immediately decide whether to proceed or not. If there are any objections, an Objections Report will be published and forwarded to Cabinet for their consideration and subsequent determination.	22 June 2016
Potential implementation.	1 September 2016

\*Please note that responses to consultation will not be counted as objections to the proposal and that objections can only be registered following publication of the public notice.

### What do you now have to consider?

You are invited to consider the proposal and submit your views as to whether or not you support the proposal to close the moderate learning difficulties class at Pil Primary School with effect from 1 September 2016.

## How to make your views known?

There will be consultation meetings held as detailed below for the different interested parties. You are invited to attend the relevant meetings where you can hear an explanation of the proposal, put questions and express any views or concerns you may have.

Venue: Pil Primary School	Date	Time
School Council of Pil Primary School	22 March 2016	2.30pm
Staff of Pil Primary School	22 March 2016	3.30pm
Governing body of Pil Primary School	22 March 2016	4.30pm
Parents of pupils at Pil Primary School and other interested parties	22 March 2016	5.30pm

If you have any further questions regarding this proposal, wish to put your views in writing, suggest alternative proposals or request a copy of the consultation report when published, please contact (using the attached pro forma):

**Post:** Director of Education and Transformation  
Children's Directorate, Civic offices  
Angel Street  
Bridgend  
CF31 4WB

Please mark for the attention of Anne Whittome, or  
**Email:** [Anne.Whittome@bridgend.gov.uk](mailto:Anne.Whittome@bridgend.gov.uk)

**Online:** [Click here](#)  
**Tel:** (01656) 815 253

Alternative formats are also available upon request.

All views must be received by no later than **28 April 2016**

## Pro forma

**Pro forma** - Proposal to cease the moderate learning difficulty learning resource centre at Pil Primary School

Name:

Contact details:

Are you (*please tick*):

School governor

Parent/guardian

School pupil

School staff

Other interested party (please specify)

Comment/suggestions/requests/questions:



## **Appendix A**

National Categorisation School Report 2015/2016

## **Appendix B**

Communities impact assessment (CIA) initial screening

## **Appendix C**

Equalities impact assessment (EIA) initial screening.

## Quality and Standardisation Group Grŵp Ansawdd a Safoni

**National Categorisation School Report 2015 / 2016  
(Provisional pending National Verification)**

Quality Assurance	
Reg. Mod	
Nat. Ver	

<b>School:</b>	Pil Primary School
<b>Region:</b>	Central South Consortium (CSC)

### Step 1 - Standards

Based upon the National Categorisation for standards the school is in standards group 2.

### School Context

- The percentage of pupils eligible for free school meals (e-FSM) in 2014-2015 was 41.1%, (CSC 21.4%, Wales 19.6%) compared with 42.1% in 2013-2014 and 45.0% in 2012-2013.
- There were 31 pupils in Year 2 and 25 pupils in Year 6 in 2014-2015.
- The school has one learning resource base (LRB) class in key stage 2. There was only 1 boy in year 6 in the class. There was also 1 boy in mainstream with a statement.
- The percentage of pupils in the school that recorded their ethnic background as anything other than "White-British" in 2015 was 13.6% (LA 5.4%, Wales 10.6%). Nearly all of these pupils were from the Traveller ethnic group.

### Key Strengths

The school's analysis of its performance correctly evaluates the following as strengths:

- In Foundation Phase, the school is in quarter 2 in all areas except for language, literacy and communication (LLC), where it is in quarter 3, just below quarter 2 by 0.34%. Also, the three-year average shows the school is performing above the core data sets family in all areas at both outcome 5+ and 6+.
- At outcome 5+, within its benchmarking group, the school has been in quarter 1 or 2 for the past three years in all areas except for language, literacy and communication in 2015. Similarly, at outcome 6+, the school has been in quarter 1 or 2 for the past three years in all areas except for personal and social development (PSD) in 2013.
- Outcomes in PSD in Foundation Phase are high. This year, 96.77% achieved outcome 5+, which is above the family, local authority and Wales averages. This is due to the improvement in the performance of boys over the three-year period (+50%)
- In key stage 2, performance has improved in all core subjects when compared with performance over the past few years. At level 4+, in all three core subjects, the school has moved from quarter 4 in 2014 to quarter 3 this year, and, at level 5+, the school has moved from quarter 3 in 2014 to quarter 2 this year.
- Value added performance is very good with 48% of pupils making three levels of progress between the end of Foundation Phase and the end of key stage 2.

### Areas for further improvement

Appropriate attention is given to the following areas for improvement:

- In key stage 2, standards in mathematics are inconsistent. At level 4+, the school has been in quarter 3 or 4 for the past three years.
- Gender differences are significant in some key areas, particularly in Foundation Phase, in language, literacy and communication and mathematical development at outcome 5+. Also, in key stage 2, at level 4+, in English and mathematics.

- The achievement of pupils who are e-FSM has been inconsistent over the past three years.
- Although attendance has improved from 89.6% in 2013 to 92.3% in 2014, this still leaves the school in quarter 4 of its benchmarking group. It is noted that the poor attendance of pupils from the Traveller ethnic group greatly affects the overall attendance percentage of the school.

### Step 2 – Improvement Capacity

Based upon scrutiny of evidence and discussion at the review, challenge and support meeting the headteacher, governors and the challenge adviser agree that the capacity to bring about improvement is B. This because:

#### Key strengths in leadership and teaching and learning

- The school's leaders and staff have a shared vision and a clear strategy that has improved outcomes for most learners.
- Self-evaluation is regular and thorough in many areas. Leaders plan and implement change and sustain improvement successfully in most respects. They enable staff and other partners to participate well in the change process.
- There is a clear link between the school self-evaluation report and the school's improvement plan and leaders and staff are clear about the priorities that need to be addressed in it. Action, and the use of resources, is effective in securing improvement in key indicators for most pupils including for pupils eligible for free school meals and other vulnerable groups.
- There is a clear emphasis on raising standards. Through its ambitious targets the school has high expectations for the achievement of its pupils.
- Processes to track pupils' progress are effective in most cases.
- Leaders and staff take advantage of opportunities to work with schools and other partners. Collaboration is developing well and makes an important contribution to capacity building and improvement.
- Governors have a good understanding of the school's strengths and areas for improvement. Their work to support and challenge the school's performance is developing.
- The school gives good attention to national and local priorities and in general implements these effectively.

#### Areas for improvement

The headteacher and senior leaders continue to be open to challenge and set their sights on continuous improvement. They are committed to developing the quality of learning and teaching and recognise that:

- the proportion of good and excellent teaching is not yet quite as high as it might be;
- distributive leadership is underdeveloped;
- assessment for learning strategies are not fully embedded across the school;
- many pupils do not regularly review their own learning and are not fully involved in setting their own targets for improvement;
- the standard of Welsh across the school is not as high as it should be.

The school's leaders and governors have chosen rightly to focus on the following priorities in 2015-2016:

- To improve standards of literacy and numeracy.
- To improve standards of teaching and learning.
- To increase the capacity of the senior leadership team.
- To close the gap between the attainment of eFSM and nFSM pupils.

#### Evidence scrutinised to make the judgement

- Whole-school performance data over the past three years including national benchmarking



- data and the all-Wales core data sets.
- Data at individual pupil level including the performance of specific groups of pupils such as e-FSM pupils and pupils with EAL and value-added data.
- National literacy and numeracy test data.
- The school's self-evaluation report.
- The school's improvement plan.
- The school's inspection report from January 2012.
- The challenge adviser's previous school improvement report and notes of school visit.

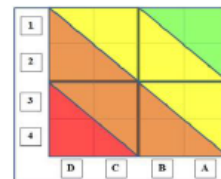
**Exceptions have been applied: No**

### Step 3 – Support Category

It was agreed at the meeting that the support category is yellow. The school will take steps to increase the proportion of good and excellent teaching and improve standards of literacy and numeracy across the school.

### Categorisation Overview

Step 1	Step 2	Step 3	Exceptions applied
2	B	Yellow	No



*The judgements at Step 2 and Step 3 are provisional until national verification has been completed.*

**This categorisation report will be shared with the governing body after the national verification meeting on: (7 and 8 January 2016)**



## Community Impact Assessment

### Draft – to be updated following consultation

**Name of proposal:**

Proposal to cease one moderate learning difficulties (MLD) Learning Resource Centre provision at Pil Primary School with effect from 1<sup>st</sup> September 2016.

**Who will make the decision? :**

Cabinet

**Who has been involved in developing the proposal? :**

Director of Education and Transformation

Group Manager Inclusion

**Aims and objectives:** The MLD provision at Pil Primary School comprising of one learning resource centres for 15 pupils with MLD. Currently, there is one child taught at present by one MLD teacher.

**Key actions:** Statutory procedure to cease one moderate learning difficulties (MLD) Learning Resource Centre provision at Pil Primary School with effect from 1<sup>st</sup> September 2016.

**Expected outcomes:** To close the learning resource centre from 1<sup>st</sup> September 2016.

**Who will be affected:** Staff, governors, pupils, parents and the community.

**Approximately how many people will be affected:** A reduction in pupil enrolment space may affect future enrollers.

**Expected date of decision:** July 2016

**Scope/focus of the assessment:** Consideration given to:

- Current quality and standards in education
- School priority targets (in the statement of action)
- Current provision of additional learning needs (ALN)
- Relationship of school with stakeholders.
- Potential impact of introducing the proposal on pupils and staff.

- Potential impact on the community.
- Potential impact on protected characteristics (outlined in the EIA).

#### Relevant data and/or research:

- Pupil projections for the primary school.

Year	Nursery 1&2 2-4	Reception 4 - 5	Year 1 5 - 6	Year 2 6 - 7	Year 3 7 - 8	Year 4 8 - 9	Year 5 9 - 10	Year 6 10 - 11	Total 2-11
2016	34	27	21	28	32	27	32	31	231
2017	34	26	27	21	27	30	28	30	224
2018	34	26	26	28	21	26	32	27	219
2019	34	26	26	27	27	20	27	30	218
2020	34	26	26	27	26	26	21	26	212

- Financial savings – a projected full year savings of £45,000 from the closure of one MLD Learning Resource Centre at Pil Primary School.
- BCBC policy for The Education Inclusion Strategy was agreed by the council’s Cabinet in March 2009 specifically principle two and three:
  - Equality of opportunity, so that all pupils can access quality learning opportunities, regardless of which school they attend;
  - Inclusive schools, which cater for the learning needs of all their pupils.

#### Findings:

- The projected level of nursery and reception enrolment between 2016 – 2020 has no expected level of significant fluctuation that would impact the proposal (table regarding future projected level of enrolment provided in ‘relevant data’ section above).

#### Inclusion of children and young people:

- This proposal follows the ‘inclusion of young people with additional learning needs’ policy.

#### Impact on extended community

- There are two KS2 MLD learning resource centres for 15 pupils in the West locality one at Cefn Cribwr Primary School and one at Corneli Primary School.

### **Impact on other schools**

- The classroom will become available for school use.

### **How will the decision affect people with different protected characteristics? :**

The ratio is 1 teacher to 15 pupils for an MLD class. All other MLD classes work to this. Currently there is 1 teacher to 1 pupil. Those pupils with MLD from the Pil Primary catchment will be able to access a learning resource centre at either Corneli Primary School or Cefn Cribwr Primary School.

### **Consultation**

#### **Has there been specific consultation on this decision (if not, state why not and/or when this may happen):**

Consultation will commence early March 2016.

#### **What were the results of the consultation? :**

The impact of this proposal has been considered and further responses have been requested as part of this consultation, the outcome of which will be recorded and reported to Cabinet in the Consultation Report

#### **Across the protected characteristics, what difference in views did analysis of the consultation reveal?**

TBC upon completion of consultation

#### **What conclusions have been drawn from the analysis on how the decision will affect people with different protected characteristics?**

TBC upon completion of consultation

#### **Assessment of impact on staff**

One MLD teacher will be affected.

#### **Assessment of impact on wider community**

- There are two KS2 MLD learning resource centres for 15 pupils in the West locality, one at Cefn Cribwr Primary School and one at Corneli Primary School. There will be 10 spaces available in total between the two learning resource centres from September 2016.

#### **Analysis of impact by protected characteristics**

##### **Please summarise the results of the analysis:**

TBC upon completion of consultation

#### **Assess the relevance and impact of the decision to people with different characteristics Relevance = High/Low/None Impact = High/Low/Neutral**

Characteristic	Relevance	Impact
Age	High	Low
Disability	High	Low
Gender reassignment	None	Neutral
Marriage and civil partnership	None	Neutral
Pregnancy and maternity	None	Neutral
Race	None	Neutral
Religion or belief	None	Neutral
Sex	None	Neutral
Sexual orientation	None	Neutral
Other socially excluded groups (include health inequalities)	None	Neutral

**Where any negative impact has been identified, please outline the measures taken to mitigate against it:**

Subject to the outcome of consultation on this proposal:

- There is a risk that if this proposal is introduced, there may not be sufficient places for MLD learners in the future. Historical data can be used to estimate the future enrolment figures as well as parents stating an interest for enrolment for new pupils with MLD a year before the place is required. This gives the council a sufficient period of time to potentially make the alternative arrangements. Currently, there is 1 pupil in taught by 1 MLD teacher.

**Please advise on the overall equality implications that should be taken into account in the final decision, considering relevance and impact:**

An EIA has been conducted taking into account protected characteristics and any other potential impacts on minority groups. Once the consultation is complete and the results comprehensively considered, a full community impact assessment and equalities impact assessment will be provided along with the final report on the outcomes of the consultation.

**Signed:**

M Hatcher

**Date:**20.1.16



## Equality impact assessment (EIA) screening form

Please refer to the [guidance notes](#) when completing this form.

### Proposal being screened.

Proposal to close a moderate learning difficulties (MLD) learning resource centre at Pil Primary School

### Brief description of the proposal

The proposal is to close the moderate learning difficulties learning resource provision for 15 pupils at Pil Primary School. Consultees will include staff, governors, pupils and parents of the school, members of the local community and any other interested parties.

### Does this policy relate to any other policies?

The Education Inclusion Strategy was agreed by the council's Cabinet in March 2009. Specifically principles two and three relate to:

- ▶ Equality of opportunity, so that all pupils can access quality learning opportunities, regardless of which school they attend;
- ▶ Inclusive schools, which cater for the learning needs of all their pupils;

### What is the aim or purpose of the policy?

The council supports the principles that, when possible, children should be educated within a mainstream school environment and as near to their home as possible.

### Who is affected by this policy (e.g. staff, residents, disabled people, women only?)

Children/pupils with special education needs, parents, existing staff members in Pil Primary.

### Who is responsible for delivery of the policy?

Corporate Director (Education and Transformation)

**Is this a review of an existing policy?**

No

**If this is a review or amendment of an existing policy, has anything changed since it was last reviewed?**

No.

**Has an EIA previously been carried out on this policy?**

No

### **Screening questions**

**1. Is this policy an important or 'large scale' function, and/or is it likely the policy will impact upon a large number of staff, residents and/or contractors**

Yes.

**2. Is it possible that any aspect of the policy will impact on people from different groups in different ways? (See *guidance for list of 'protected characteristics' to consider*) No for the following reasons:-**

There are two other learning resource centres in the West locality. One in Cefn Cribwr, which currently has 8 pupils in the MLD learning resource centre and will have 9 pupils in the class from September 2016, with spaces for 6 additional pupils. There is capacity for 15 pupils in the class. Cefn Cribwr is 1.9 miles from Pil Primary School.

The other MLD learning resource centre is at Corneli Primary school, which currently has 15 pupils in the class and will have 11 pupils from September 2016, with spaces for 4 additional pupils. There is capacity for 15 pupils in the class. Corneli Primary School is 0.9 miles from Pil Primary school.

<b>Characteristic</b>	<b>Yes</b>	<b>No</b>	<b>Unknown</b>	<b>Explanation of impact</b>
<b>Age</b>	<b>X</b>			The class will be empty as a result of the closure

<b>Disability</b>	X			The class will be empty as a result of the closure and there will be no separate MLD learning resource centre at the school.
<b>Gender reassignment</b>		X		Gender Reassignment is not expected to be impacted by this proposal.
<b>Pregnancy and maternity</b>		X		Pregnancy and Maternity is not expected to be impacted by this proposal.
<b>Race</b>		X		Race is not expected to be impacted by this proposal.
<b>Religion/belief</b>		X		Religion and Belief is not expected to be impacted by this proposal.
<b>Sex</b>		X		Sex is not expected to be impacted by this proposal.
<b>Sexual orientation</b>		X		Sexual Orientation is not expected to be impacted by this proposal.
<b>Civil Partnerships and Marriage</b>		x		Civil Partnerships and Marriage is not expected to be impacted by this proposal.

**3. What is the risk that any aspect of the policy could in fact lead to discrimination or adverse effects against any group of people? (See guidance for list of protected characteristics?)**

There is no risk for pupils with MLD as there is spare capacity in the other two learning resource centres in the West locality therefore ensuring that a pupil with MLD will be able to be educated close to his/her home.

What action has been taken to mitigate this risk? [Guidance](#)

There is spare capacity in the other two MLD learning resource centres at Cefn Cribwr Primary School and Corneli Primary School in the West locality. The total numbers of places available from September 2016 is 10. This ensures that a

pupil with MLD from this locality will be able to be educated close to his/her home.

*Please expand on your answer:*

Corneli Primary school is 0.9 miles from Pil Primary School and Cefn Cribwr Primary School is 1.9 miles from Pil Primary School. There are 10 spaces available for MLD pupils in total in the West locality from September 2016 – 6 at Cefn Cribwr and 4 at Corneli.

- 4. Could any aspect of the policy help BCBC to meet the main public sector duties? Bear in mind that the duty covers 9 [protected characteristics](#). [Guidance](#)**

Duty	YES	NO	Unknown
Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act		X	
Advance equality of opportunity between persons who a relevant protected characteristic and persons who do not share it	X		
Foster good relations between persons who share a relevant protected characteristic and persons who do not share it	X		

***Please set out fully your reasoning for the answers given to question 4 including an awareness of how your decisions are justified.***

The policy enables those with learning difficulties (disability being a protected characteristic) to be taught in a mainstream school facility which could potentially create relationships between pupils that are categorised as having 'special education needs' and pupils from 'mainstream' teaching at Pil Primary School, thereby removing divisions between pupils..

- 5. Could any aspect of the policy help BCBC to further its commitments set out in the council's Welsh Language Scheme?**

No the proposal is set in an English medium primary school.

- 6. Are you aware of any evidence that different groups have different needs, experiences, issues and/or priorities in relation to this policy?**

Yes

No

Unknown

[\(Guidance\)](#)

No.

If 'yes', please expand:

## 7. Is this policy likely to impact on Community Cohesion?

No – there will be minimal change to the community as children with special educational needs who currently attend the school will continue to receive a service at the same location. The one pupil who currently attends the Pil Primary learning resource centre is progressing to secondary school in September and will not be affected by the closure. In addition, there are two MLD learning resource centres in the West locality, one in Cefn Cribwr Primary School and one in Corneli Primary School for future students who need to attend a separate MLD learning resource centre.

## Conclusions

### 8. What level of EIA priority would you give to this policy? [\(Guidance\)](#)

**HIGH** - full EIA within is to be undertaken.

***Please explain fully the reasons for this judgement including an awareness of how your decisions are justified.***

*High – to ensure the policy is correctly implemented and to support one of the protected characteristics it is suggested to conduct the full EIA 12 months after implementation.*

### 9. Will the timescale for EIA be affected by any other influence e.g. Committee deadline, external deadline, part of a wider review process?

[\(Guidance\)](#)

Activity	Date
Consultation period where we welcome your views and observations on the proposal*.	16 March 2016 to 28 April 2016
Report to Cabinet on the outcomes of the consultation.	10 May 2016
Publish Consultation Report on BCBC website, hard copies available on request.	24 May 2016

If agreed by the Cabinet of Bridgend County Borough Council, a Public Notice will be published and there will be a period of 28 days in which to submit any objections to the proposal in writing.	25 May 2016
End of Public Notice period. If there are no objections Cabinet can immediately decide whether to proceed or not. If there are any objections, an Objections Report will be published and forwarded to Cabinet for their consideration and subsequent determination.	22 June 2016
Potential implementation.	1 September 2016

## 10. Who will carry out the full EIA?

Children's Directorate – Group Manager and / or Corporate Director.

***EIA screening completed by: Michelle Hatcher      Date: 20.1.16***

**When complete, this initial screening form and, if appropriate, the full EIA form must be sent to [Paul Williams](#)**