

Y Gyfarwyddiaeth Plant

Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr
Swyddfeydd Dinesig
PEN-Y-BONT AR OGWR
CF31 4WB
Ffôn: 01656 **642612**
Gwefan: www.bridgend.gov.uk
Ebst: Deborah.McMillan@bridgend.gov.uk



**Education and transformation
Directorate**

Bridgend County Borough Council
Civic Offices
BRIDGEND
CF31 4WB
Telephone: 01656 **642612**
Website: www.bridgend.gov.uk
Email: Deborah.McMillan@bridgend.gov.uk

**Statement of Action
In Respect Of
Coleg Cymunedol Y Dderwen
January 2016**

This statement of action takes account of the content of the school's post-inspection action plan. Senior officers of the local authority (LA) and the Schools Challenge Cymru Adviser (SCCA) have worked with the school to support and challenge the school and to provide an external perspective.

Coleg Cymunedol Y Dderwen (CCYD) is one of the Schools Challenge Cymru (SCC) schools. It has an assigned Schools Challenge Cymru Adviser and access to significant financial support from both SCC and the LA. As part of the SCC initiative the school has an ongoing SCC development plan. This plan will be incorporated within the post inspection action plan (PIAP) and will include the range of support available to the school from the LA, SCC and Consortium (CSC) in terms of enhanced services, additional capacity through partnership with another school and revenue funding.

The LA statement of action considers each recommendation and sets out the LA /CSC and SCC support that will be made available to the school. Partnership with a high performing school is already supporting the senior leadership team and governors of CCYD to bring about improvements in learning and teaching and to build leadership capacity across the school.

Local Authority assessment of the Governing Body's action plan.

It is the LA's view that the Governing Body's action plan as set out in the PIAP is a very comprehensive and detailed document. We consider that the document focuses on the right issues and sets the correct priorities for the school.

Progress of implementation of the PIAP will be monitored through the monthly accelerated improvement board meeting. This will be based on evidence provided by the lead members of SLT for each recommendation.

Progress of implementation of the LA statement of action will also be monitored through the monthly accelerated improvement board meetings. This will be based on evidence provided by the respective lead people for each aspect.

Local authority powers to Intervene

The local authority (LA) has used its powers of intervention.

The LA has required the Governing Body to seek advice and collaborate with Central South Consortium, Bryntirion Comprehensive School as a partner institution, and with the Local Authority. Collaboration will include the continuation of the appointment of an Executive Head Teacher currently seconded from Bryntirion Comprehensive School.

The LA has appointed additional governors specifically to support the Chair of Governors and the Vice Chair of the Governing Body. This will provide additional expertise to the governors in key areas to support the school's improvement.

The Local authority will work with the school to ensure the action plan is shared with stakeholders, specifically parents and children by posting the plan on the schools website, by sending a letter to every parent, and engaging with the school to seek to gain parent and children's feedback on the plan in a creative and effective manner through representative groups.

School's PIAP and inspection reference.	Actions to be taken	Resps.	Timescales	Resources and source	Outcomes
--	----------------------------	---------------	-------------------	-----------------------------	-----------------

R1 Raise standards, particularly in key stage 4 and improve pupils' literacy and numeracy skills	<p>Provide advice on planning for improvement that will strengthen the quality of the school's planning in these areas: the clarity of the actions taken, the relationship with clear targets and measurable outcomes, arrangements for monitoring and evaluation.</p>	<p>Challenge Cymru Adviser</p>	<p>March 2016</p>	<p>SCC visits WG funded</p>	<p>The PIAP sets out clearly and precisely the actions needed to address all recommendations and includes measurable outcomes to be monitored.</p>
	<p>Scrutinise the school's individual pupil targets and the school's tracking system to provide evidence of higher expectations, good progress by pupils and the impact of interventions. Including non core subjects.</p>	<p>Challenge Cymru Adviser</p>	<p>April 2016</p>	<p>SCC visits WG funded</p>	<p>Improved outcomes are evident at KS4 linked to pupil targets – including non-core subjects.</p>
	<p>Work alongside middle leaders to build their capacity, to scrutinise evidence from lessons and pupils' work about the impact especially in relation to pupils' literacy skills across the curriculum including foundation subjects. Link to R6.</p>	<p>Challenge Cymru Adviser</p>	<p>From April onwards.</p>	<p>SCC visits WG funded</p>	<p>Evidence from lessons and books shows a greater proportion of pupils writing at length using technical accuracy, paragraphing, good sentence construction, writing for purpose/audience, constructing well formed arguments and using subject specific vocabulary</p>
	<p>Allocate CSC mathematics/numeracy and English/literacy strategic advisers to build the capacity of the respective heads of department to implement the actions detailed in the PIAP.</p>	<p>CSC Strategic leads for English/literacy and mathematics/numeracy.</p>	<p>Spring term 2016 onwards</p>	<p>10 days mathematics, 10days English</p>	
	<p>Broker support to meet needs as identified by the school, from Curriculum Hubs and Lead Practitioners, in order to build the capacity of the school to meet actions identified in the PIAP in relation to subjects other than English/literacy and mathematics.</p>	<p>CSC Strategic lead for teaching and learning.</p>	<p>April 2016 onwards.</p>	<p>Hub and Lead Practitioner time to be negotiated based on the needs of the school and amount of</p>	

				resource available.	appropriately, in all subject areas. Evidence from lessons and books shows a greater proportion of pupils using calculations and graphs accurately, using data more effectively and employing measuring skills correctly, in all subject areas.
--	--	--	--	---------------------	--

R2 Ensure that curriculum arrangements meet the needs of all pupils	<p>Provide training and guidance on curriculum planning to ensure all schemes of work, including Welsh, are in line with statutory requirements, LNF and new GCSE specifications.</p>	<p>CSC curriculum Qualified for Life advisers. Welsh in Education Team in partnership with Cowbridge comp.</p>	<p>From spring term 2016</p>	<p>5 Days of support from CSC/Hub school curriculum leads.</p>	<p>Schemes of work progressively and coherently build pupils; knowledge, understanding and skills from Year 7 to Year 13. Evidenced by improved outcomes at KS3 and KS4 against targets in the school's PIAP.</p>
	<p>Support the school to analyse strengths and weaknesses in post 16 performance and broker support needed to improve performance at the level three threshold and value added performance across underperforming subjects.</p>	<p>LA Post 16 lead.</p>	<p>From spring term 2016.</p>	<p>5 days of support from LA Post 16 lead.</p>	<p>Reduction in NEETS from 7.8% in CCYD Yr 11 for 2014/15 to less than 6% in 2015/16</p>
	<p>Improve the school's capacity for reducing NEETS by providing Team Around the School support for identified 'complex cases'.</p>	<p>LA Group Manager for Integrated Working and Family Support.</p>		<p>Lead Worker (29 hours per week)</p>	
	<p>Support cluster transition work to improve curriculum progression from year six to year 7.</p>	<p>CCYD Primary Cluster Challenge Adviser.</p>	<p>Ongoing from autumn 2015</p>	<p>5 Days of challenge adviser time.</p>	<p>New curriculum leads to improved outcomes at KS3 as evidenced in national test progression scores.</p>

R3 Improve the quality of teaching and the effectiveness of assessment	<p>Add capacity by supporting the school SLT lead for teaching and learning to implement the actions identified in the PIAP.</p>	<p>CSC Strategic Adviser for Learning and teaching.</p>	<p>From april 2016 onwards.</p>	<p>5 Days of strategic adviser time.</p>	<p>Proportion of good and better teaching improves from 40% to at least 75% by the summer term 2016.</p>
	<p>Provide an objective external perspective alongside senior and middle leaders' first-hand monitoring and evaluation of the progress and impact of key actions to improve learning, teaching and pupils' progress in lessons and over time as set out in the school's action plan.</p>	<p>Challenge Cymru Adviser.</p>	<p>March 2016 onwards.</p>	<p>WG funded.</p>	<p>Evidence from lessons and books demonstrate that many (75%+) teachers plan effective lessons that show planning for: pace; challenge; high expectations; suitable opportunities to develop literacy and numeracy skills; more consistent use of subject specific formative feedback in marking.</p>
	<p>Broker additional targeted support for designated departments where monitoring suggests the need - in consultation with the school's senior leadership team (SLT)</p>	<p>CSC Strategic Adviser for Learning and teaching.</p>	<p>Summer 2016 onwards.</p>	<p>Negotiated based on schools needs against available Hub, Lead Practitioner time.</p>	<p>Improved outcomes are evident at KS3 and KS4 (linked to R1 and school targets).</p>

<p>R4 Strengthen arrangements for the care, support & guidance of pupils and meet the statutory requirement for daily act of collective worship.</p>	<p>Work with the school to develop a strategy to effectively promote healthy eating and drinking.</p> <p>Include the school in the work with the Anti-Bullying Network in relation to how SIMS might be used for standardising the recording and reporting of bullying incidents in all primary and secondary schools.</p> <p>Provide improved data and analysis of exclusions at both pupil and school levels for use by the Inclusion Service, individual schools and the Fair Access Panel on both an operational and strategic basis.</p> <p>Deploy LA staff to support the schools work in developing their anti bullying policy and practice.</p> <p>Deploy LA staff to support the school's work in developing positive approaches to behaviour management and strengthen links with The Bridge Alternative Provision.</p> <p>LA inclusion service to provide guidance on best practice in relation to developing and monitoring individual education plans.</p>	<p>LA Group Manager – Business Strategy and Support</p> <p>LA Group Manager for Integrated Working and Family Support.</p> <p>LA Group Manager Inclusion.</p> <p>LA Group Manager Inclusion.</p> <p>LA Group Manager Inclusion.</p>	<p>Summer term.</p> <p>Summer term onwards.</p> <p>Spring and summer terms.</p> <p>Spring and summer terms.</p> <p>Spring and summer terms.</p>	<p>Resourced by LA</p> <p>Resourced by LA</p>	<p>A greater proportion of pupils have a better understanding of the benefits of healthy eating/drinking.</p> <p>Reduced fixed term exclusions – 427 (14-15) to 250 (15-16).</p> <p>Outcomes of reported incidents of bullying are comprehensively recorded and reported.</p> <p>Targets in IEPs are sufficiently specific to ensure pupils achieve in line with their abilities.</p> <p>Improved attendance and progress made by</p>
---	---	---	---	---	---

	Deploy LA family intervention staff to support the needs identified in the PIAP including issues linked with school attendance and wider family support issues. Specifically, there will be an attendance drive focusing on persistent absenteeism.	LA Group Manager for Integrated Working and Family Support.	Spring and summer terms.		the pupils subject to Family Intervention work.
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	<p>Mentor and coach senior leaders to enable them to implement effectively their responsibilities identified in the PIAP.</p> <p>Increase the capacity of the school to meet identified training needs of middle leaders at all levels by brokering/providing bespoke CPD.</p> <p>Audit the effectiveness of the governing body and provide bespoke training to address weaknesses.</p> <p>Support the development of the GB Standards Committee to scrutinise evidence about the impact of the school's strategies for raising standards as set out in the school's action plan.</p>	<p>Challenge Cymru Adviser</p> <p>Strategic lead for leadership development.</p> <p>LA appointed additional governor.</p> <p>Senior Challenge Adviser.</p>	<p>From May 2016</p> <p>Summer term 2016 onwards.</p> <p>Summer term onwards.</p> <p>From second half of spring term and the summer term. 5 Days.</p>	<p>Leadership programmes and or on-the-job coaching.</p> <p>Resourced by LA</p> <p>Resourced by CSC</p>	<p>Clearer lines of accountability amongst SLT carried out effectively which impact positively on standards (see R1).</p> <p>Senior leadership meetings focus on standards and progress. Line management meetings carried out consistently with clear agendas and action points. Link to R1.</p> <p>Greater consistency in the quality of middle leadership, which impacts on standards as evidenced in lesson observations, books and</p>

					<p>progress tracking against targets.</p> <p>Reports to full GB on progress made against the PIAP are evidence based and evaluative.</p>
<p>R6 Strengthen self-evaluation and improvement planning arrangements</p>	<p>Provide advice on planning for improvement that will strengthen the quality of the school's planning in these areas: the clarity of the actions taken, the relationship with clear targets and measurable outcomes, arrangements for monitoring and evaluation. Link to R1.</p> <p>Provide support for SLT to improve self evaluation processes in relation to using pupils' and parents' views; book scrutiny and lesson observation more effectively and making better use of comparative analysis with similar schools.</p> <p>Provide additional CSC Challenge Adviser time to support middle leaders to effectively evaluate standards and provision and develop effective departmental PIAPS. Linked to R5.</p> <p>Develop the ability of the governing body to</p>	<p>Challenge Cymru Adviser</p> <p>Challenge Cymru Adviser</p> <p>Additional Challenge Adviser</p>	<p>March 2016</p> <p>From spring term.</p> <p>5 days starting in the Summer term 2016.</p>	<p>Resourced by WG.</p> <p>Resourced by CSC</p>	<p>PIAP leads to improved outcomes, more effective teaching and learning and better quality of pupils' work in evidence provided (see R1; R3; R5).</p> <p>Completed work scrutiny provides evidence of improved quality in pupils' work (see R1; R3)</p> <p>Findings from monitoring are used effectively to help review and revise school improvement</p>

	<p>use data, including comparisons with similar schools, to evaluate the performance of the school.</p>				<p>planning, which impacts positively on standards in books, lesson observations and pupil progress against targets.</p> <p>The governing body can hold the school to account for its performance by comparing it to the performance of similar schools.</p>
--	---	--	--	--	--