

Ysgol Gymraeg Bro Ogwr Consultation document

Proposal to make a regulated alteration to enlarge Ysgol Gymraeg Bro Ogwr to a 2.5 form-entry (FE) school, with a 90-place full time equivalent nursery plus an 8-place observation and assessment class on land off Ffordd Cadfan, with effect from the beginning of the autumn term 2025.

Date of issue: 7 February 2022

Action required: 21 March 2022



Tel: (01656) 643643

Email: consultation@bridgend.gov.uk

Web: www.bridgend.gov.uk/consultation

Contents

| | |
|---|-----------|
| Contents..... | 2 |
| Overview | 3 |
| How to respond..... | 3 |
| Consultation meetings | 3 |
| Data protection..... | 4 |
| Related documents | 4 |
| Background and information..... | 4 |
| Ysgol Gymraeg Bro Ogwr – Where we are now..... | 4 |
| The proposal..... | 6 |
| Why has this proposal been brought forward? | 8 |
| What the proposal means in practice | 8 |
| Governing Body | 9 |
| Staffing Issues | 9 |
| Nursery Provision | 9 |
| What are the advantages if the proposal goes ahead? | 10 |
| What are the potential disadvantages if the proposal goes ahead?..... | 10 |
| Impact of the proposals | 11 |
| Impact Assessments..... | 15 |
| Risks | 16 |
| Alternatives | 17 |
| Details of the affected school(s) | 18 |
| Finance | 41 |
| The consultation process..... | 41 |
| What do you now have to consider? | 43 |
| How do you make your views known? | 43 |
| Pro forma | 44 |
| Appendix A - Community Impact Assessment | 45 |
| Appendix B - Welsh Language Impact Assessment..... | 50 |
| Appendix C - Equality impact assessment (EIA) screening form | 58 |
| Equalities Impact Assessment (EIA) Screening Form | 58 |
| Appendix 1 – Estyn Reports | 65 |
| Appendix 2 – List of stakeholders..... | 121 |

Overview

This consultation is to invite views on the proposal to make a regulated alteration to enlarge Ysgol Gymraeg Bro Ogwr to a 2.5 form-entry (FE) school, with a 90-place full time equivalent nursery plus an 8-place observation and assessment class on land off Ffordd Cadfan, with effect from the beginning of the autumn term 2025.

How to respond

This consultation period will begin on the **7 February 2022** and close the **21 March 2022**.

You can respond on the included pro forma (see page 44 of this document) or online and ask further questions in the following ways:

Tel: (01656) 643 643

Email: edsu@bridgend.gov.uk

Online: www.bridgend.gov.uk/consultation

Post: Send pro forma response (see page 44 of this document) to Education and Family Support Directorate – Directorate Support Unit (EDSU), Bridgend County Borough Council, Civic Offices, Angel Street, Bridgend, CF31 4WB.

Alternative formats are also available upon request.

Consultation meetings

Due to potential COVID-19 implications, the local authority has organised virtual consultation meetings. We request that those wishing to attend, pre-register their attendance by Monday 7 March by sending an email to:

michelle.smith@bridgend.gov.uk or telephone: 01656 815135. Please let us know if your language choice is Welsh or English.

The following consultation meetings have been organised:

| Date | Time | Who | Venue |
|-----------------|---------|----------------------------------|---------|
| 7 March 2022 | 5pm-6pm | School governors | Virtual |
| 14 March 2022 | 4pm-5pm | School staff | Virtual |
| 15 March 2022 | 4pm | Open - attendees to pre-register | Virtual |
| To be confirmed | | School council / learners | Virtual |
| To be confirmed | | Brackla Community Council | Virtual |
| To be confirmed | | Coety Community Council | Virtual |

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/consultation

Background and information

This consultation is to invite your views on the proposal to enlarge Ysgol Gymraeg Bro Ogwr to a 2.5 form-entry (FE) school, with a 90-place full time equivalent nursery plus an 8-place observation and assessment class on land off Ffordd Cadfan, with effect from the beginning of the autumn term 2025. We are consulting with and seeking the views of multiple stakeholders (for a full list see appendix 2). This consultation process will run from 7 February 2022 to 21 March 2022.

Ysgol Gymraeg Bro Ogwr – Where we are now

Ysgol Gymraeg Bro Ogwr is a Welsh-medium community primary school at Princess Way, Brackla, Bridgend. It was built in 1994 and is located on 2.7 acres of land. The school has been extended since its original build and includes two temporary mobile classrooms to the rear of the school. The current pupil admission number (PAN) is 54, this would increase to 75 at the proposed new school.



Certain classrooms are under the recommended m² for classes of 30, which has resulted in some areas being overcrowded. Notwithstanding this, in the school's 2017 inspection, Estyn noted that although there is a shortage of space in the building, the school makes effective use of the space that is available.

The school building is located on a fairly level site with the grounds and access routes generally accessible to disabled pupils and visitors, with a Disability Discrimination Act (DDA) assessment grade B, meaning it is largely accessible, although some pathways are constructed on a gradient.

The building is a single storey steel frame and brick construction and the roof has a combination of pitched slate and steel sheet covering to the front and flat felt covered roofs to the rear.

A recent building condition survey found the steel framework to the canopy at the front of the school to be in a poor condition. Poor operation, ongoing impact damage and water ingress was noted to the aluminum doors to the classrooms to the front elevation.

The WCs are all functional. However, they are considered aged and in need of refurbishment to maintain to a modern standard. There are two accessible toilet facilities in the school, one located at the main entrance and one in the lower part of the building in the foundation phase area.

The school has a gas fired heating system which is fully operational. The main electrical infrastructure is in reasonable condition with only long-term lifecycle replacement is anticipated.

The proposal

This proposal involves enlarging Ysgol Gymraeg Bro Ogwr to increase the number of Welsh-medium places available. The additional Welsh-medium places in the new school supports Welsh Government's Cymraeg 2050 aspirations and the local authority's Welsh in Education Strategic Plan to increase Welsh-medium pupil places in the Bridgend North East area of the county borough.

The capacity of the new school would increase from 378 places to 525 places for learners aged 4-11 (ie 2.5 form entry). Nursery provision would increase from 55 full-time equivalent places (FTE), to 90 FTE places. In addition it is proposed that the replacement school has provision for an 8-place observation and assessment class.

The proposal would have a positive impact on additional learning needs provision. The proposed observation and assessment class would increase provision for children through the medium of Welsh who require a period of observation and assessment in order to meet their individual needs.

The catchment area for Ysgol Gymraeg Bro Ogwr includes the Bridgend town, Valleys Gateway and Pencoed areas. The proposed school would be situated on land off Ffordd Cadfan which is regarded as the most suitable location for the replacement school in terms of its size, geographical position within the catchment area and proximity to the existing school.

The following plan shows the site for the proposed school and its proximity to the existing school site (please note that the boundary positions are approximate):



Ysgol Gymraeg Bro Ogwr was graded as condition C in 2019 (poor - exhibiting major defects and/or not operating as intended). In 2019, there was a reported maintenance backlog of £750,700 at the school. The new school will be a facility fit for 21st century teaching and learning.

The replacement school building would open for learners at the beginning of the autumn term 2025.

Why has this proposal been brought forward?

On 3 March 2015, cabinet approval was received for the council to adopt revised principles as a framework for school organisation in Bridgend; five key principles were set out to inform the organisation and modernisation of our schools:

- i. Commitment to high standards and excellence in provision.
- ii. Equality of opportunity, so that all learners can access quality learning opportunities, regardless of which school they attend.
- iii. Inclusive schools, which cater for the learning needs of all their learners.
- iv. Community focussed schools, where the school actively engages with its local community.
- v. Value for money.

The Policy and Planning Framework sets out 17 areas where the principles should be applied in practice. Those which are particularly relevant in the context of this proposal concern value for money and efficiency and effectiveness.

The council has brought forward this proposal to build a replacement school for Ysgol Gymraeg Bro Ogwr in order to:

- increase the number of Welsh-medium places in order to support Welsh Government's Cymraeg 2050 strategy and the local authority's Welsh in Education Strategic Plan; and
- to provide a new 21st Century school building which will support the delivery of the new curriculum; and
- to address overcrowding and building condition issues.

What the proposal means in practice

The proposal means that Ysgol Gymraeg Bro Ogwr would transfer to land off Ffordd Cadfan to an enlarged Welsh-medium primary school. The new building would be designed for 525 learners age 4-11, 90 FTE nursery learners and an 8-place observation and assessment class, with effect from the beginning of the autumn term 2025.



Governing Body

The membership of a school's governing body is set out in the instrument of government of the particular school, which must be in accordance with The Government of Maintained Schools (Wales) Regulations 2005. Those regulations specify the numbers of governors of each category (ie parent governors, local authority governors, teacher governors, staff governors and community governors).

The instrument of government for Ysgol Gymraeg Bro Ogwr, already reflects the maximum number of governors of each category permitted under the regulations for a primary school with more than 100 registered pupils. Accordingly, there can be no increase to the number of governors of each category when the school becomes a 2.5 form entry school.

Staffing Issues

The result of the proposal, should it go ahead, would mean that the staffing structure is likely to increase over a period of time. The staffing structure would align to the increased school population. The governing body would be responsible for the staffing structure which would be determined primarily by the educational needs of the school and the budget available.

Nursery Provision

The demand for nursery places at Ysgol Gymraeg Bro Ogwr outweighs the capacity of the school, suggesting that the current building is not viable to support the increase of nursery places. There is no other Welsh-medium nursery education provider in this area, maintained or funded non-maintained. This places all the demand on the school. Increased nursery provision should not impact on other providers due to the lack of Welsh-medium funded non-maintained education providers. Increased nursery places may have a slight impact on the local day nursery but as this is English-medium provision it should not be significant.

The Childcare Sufficiency Assessments highlights this area as requiring Welsh-medium early years childcare provision. The increased nursery provision will help meet the demands of families requiring this. Plans to offer Flying Start provision in

the medium of Welsh in Brackla are currently on hold but the focus of the Early Years and Childcare services are to increase the levels of Welsh provision in this area.

What are the advantages if the proposal goes ahead?

- ▶ Increases Welsh-medium provision for the Bridgend North East area.
- ▶ Learners and staff would benefit from a brand-new facility.
- ▶ A school, which is designed to provide the right learning environment and curriculum opportunities, particularly at the foundation phase.
- ▶ There is opportunity for good active and learner travel routes surrounding the site.
- ▶ Community provision could be incorporated into new school build.
- ▶ Savings on repairs and maintenance expenditure of aging school building.

What are the potential disadvantages if the proposal goes ahead?

- ▶ School reorganisation may cause some disruption for a period of time eg during the decant period and the move into the school. However, experience shows that this can be kept to a minimum by working closely with the head teacher, governors and staff by planning the programme around the needs of the school.
- ▶ Some parents may prefer to have their children educated at the existing smaller school. Should this notion be raised as a concern during the course of the consultation process, meetings would be held with parents to in order to address their concerns and allay their fear; all schools, irrespective of size, can perform well where the quality of leadership is good or excellent.

Impact of the proposals

Standards (standards and progress overall, of specific groups and in skills); wellbeing and attitudes to learning

The foundation phase curriculum places a great deal of emphasis on experiential and outdoor learning. New school buildings in Wales take this into consideration so that the learning environment effectively supports the curriculum activities and the ways in which teachers are expected to organise learning experiences and to teach. Outdoor learning experiences continue to be an important part of the curriculum at key stage 2.

A move to a school that is purposely built around the needs for teaching and learning in the twenty first century should greatly improve the ability of the school to deliver the full curriculum at the foundation phase and at key stage 2 impacting positively on the quality and standards in education.

During Ysgol Gymraeg Bro Ogwr's inspection in June 2017, outcomes in standards and wellbeing were judged to be good. In 2019, data from 'My Local School' website indicated that in the last National Categorisation School Report, the school has been judged to be in a 'green' support category for standards and leadership. The attendance rate for 2019 was 95.7%.

Teaching and learning experiences (quality of teaching, the breadth, balance and appropriateness of the curriculum, and the provision of skills

The quality of teaching at Ysgol Gymraeg Bro Ogwr is likely to be enhanced by a modern, new, purpose-built facility. Staff morale is likely to be impacted positively and it should be easier for the school to maintain a good quality teaching force.

Care support and guidance (tracking, monitoring and the provision of learning support, personal development and safeguarding)

New school buildings take into consideration modern approaches to teaching and learning, including the need to provide environments suitable for small group teaching for pupils who start to fall behind in their learning. Therefore, care support and guidance should be improved as a consequence of the proposal. This in turn is likely to impact on higher pupil achievement and attainment.

Leadership and management (quality and effectiveness of leaders and managers, self-evaluation processes and improvement planning, professional learning, and use of resources)

Leadership and management are judged to be good and this has been maintained, as reported by the improvement partner from Central South Consortium. The distributed model of leadership is well embedded in the school's structure. Leaders have an excellent understanding of the challenges in their own area and the school in general. Leaders, staff and governors have a shared vision and a clear strategy that is improving outcomes for learners. There is a clear emphasis on raising standards and the school has high expectations for the achievement of its pupils

All staff share a common commitment to the school and work together cohesively. The school's self-evaluation programme identified accurately the school's strengths and the areas it needs to develop through the use of the curriculum area teams. Effective partnership activities contribute well to improving pupils' standards and wellbeing. The school has appropriate levels of well qualified, skilled, new and experienced staff and along with good levels of resources, ensures this is appropriate to support the learning environment.

A summary of Her Majesty's Inspectorate for Education and Training in Wales' (Estyn) most recent inspection reports relating to English and Welsh-medium schools likely to be affected by the proposal are included at appendix 1. The full inspection reports are available from the Estyn website: www.estyn.gov.wales/

The Welsh in Education Strategic Plan (WESP)

The WESP is the local authority's strategy which sets out the way in which it aims to facilitate an increase in the number of people of all ages able to use the Welsh language within the county borough.

The local authority is committed to taking forward plans to strategically grow the Welsh language and with effective strategic planning and investment, aims to significantly contribute to achieving Welsh Government's 'Cymraeg 2050' vision of one million Welsh speakers across Wales.

The local authority's current 2017-2020 WESP can be viewed via the following link:
<https://democratic.bridgend.gov.uk/documents/s14163/171219%2010%20WESP%20Appendix.pdf?LLL=0>

A statutory consultation on the new ten-year WESP for the period from 2022 to 2032 has recently concluded and is the process of being submitted to Welsh Government for consideration.

The local authority's draft 2022-2032 WESP can be viewed via the following link:
<https://www.bridgend.gov.uk/media/11820/welsh-in-education-strategic-plan-2022-2032.docx>

The enlargement of Ysgol Gymraeg Bro Ogwr is a key strategic education development which is featured in the existing WESP and also the new 10-year plan.

This proposal will impact positively on Welsh-medium provision as the project will deliver a significant increase in pupil places for Ysgol Gymraeg Bro Ogwr. The capacity of the new school would increase from 378 learner places (age 4-11) and 55 full-time equivalent (FTE) nursery places, to 525 learner places (ie 2.5 form entry) (age 4-11) plus a 90-place FTE nursery provision and an 8-place observation and assessment class on land off Ffordd Cadfan, with effect from the beginning of the autumn term 2025.

It is anticipated that the uptake of Welsh-medium education in the area will increase as a consequence of the proposal, thereby supporting the authority's WESP targets, promoting the Welsh language and increasing the numbers of non-maintained nursery children transitioning to a Welsh-medium primary education.

Other considerations

The admissions authority for the proposed new school would be Bridgend County Borough Council. Admission arrangements would be as detailed within the council's 'Starting School prospectus – A Guide to Bridgend Council's Policy & Admission Arrangements for Schools':

<https://www.bridgend.gov.uk/media/11958/2022-2023-starting-school-prospectus-v10.pdf>

<https://www.bridgend.gov.uk/media/11959/2022-2023-prospectws-dechrau-yn-yr-ysgol-v10.pdf>

The Published Admission Number for the new Ysgol Gymraeg Bro Ogwr would be 75.

Travel arrangements and accessibility impact

In accordance with the Home-to-School/College Policy, primary aged learners attending their nearest Welsh-medium school will receive free transport if they reside 2 miles or more from the school and full-time nursery learners will be eligible for free transport if they reside 1.5 miles or more. Distances are based on walking and available safe routes.

The Home-to-School/College Policy can be viewed via the following link:

<https://www.bridgend.gov.uk/media/5632/home-to-school-or-college-transport-policy-v2.pdf>

The distance between the current Ysgol Gymraeg Bro Ogwr site and the Ffordd Cadfan site is 0.2 miles. It is anticipated those currently living directly surrounding the school could still walk should the proposal be taken forward.



Impact Assessments

Community Impact Assessment

An initial community impact assessment has been undertaken and we would welcome your comments and views as part of this consultation as to whether you consider the proposal to have a positive or adverse effect.

The results of the initial assessment are that upon completion of the proposed new school buildings, a positive impact is anticipated as a result of the provision of modern, accessible facilities.

The initial assessment can be found in appendix A.

Welsh Language Impact Assessment

An initial Welsh impact assessment has been undertaken and we would welcome your comments/views as part of this consultation as to whether you consider the proposal to have a positive/adverse effect.

As the proposal is to make a regulated alteration to enlarge Ysgol Gymraeg Bro Ogwr, on land off Ffordd Cadfan, it is considered that there would be a significant positive impact on the Welsh language provision currently experienced by learners.

The initial assessment can be found in appendix B.

Equality Impact Assessment

An initial equalities impact assessment has been undertaken and we would welcome your comments/views as part of this consultation as to whether you consider the proposal to have a positive/adverse effect.

As part of the overall process, the council has a duty to consider the implications of any proposal on all members of the local community who may be affected unfairly as a result of the proposal being carried out. An initial screening has been made and it has been identified that the proposal is unlikely to negatively impact on any protected group. There have been positive impacts identified, including Welsh language,

gender and age. As there have been no negative impacts identified, it will not be necessary to undertake a full equalities impact assessment.

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.

The initial screening can be found in appendix C.

United Nations Convention on the Rights of the Child

The proposal is likely to benefit children and young people in accordance with the 7 core aims of the United Nations Convention on the Rights of the Child namely:

- ▶ Have a flying start in life;
- ▶ Have a comprehensive range of education and learning opportunities;
- ▶ The best possible health, free from abuse, victimisation and exploitation;
- ▶ Have access to play, leisure, sporting and cultural activities;
- ▶ Are listened to, treated with respect and have their race and cultural identity recognised;
- ▶ Have a safe home and a community which supports physical and emotional wellbeing;
- ▶ Are not disadvantaged by poverty.

Risks

The risks associated with the proposal and counter measurements are detailed below:

| Risk | Counter Measure |
|--|--|
| Objections to the proposal | Effective timely communication with all stakeholders |
| Scheme costs exceed budget available | Effective communication with Welsh Government and robust business case for expenditure |
| Cost of necessary highway infrastructure works currently unknown | Early commission of transport assessment to inform budget for necessary highway works |

Alternatives

Other options to that proposed were considered. Detailed below are several options, together with the reasons why these were not preferred:

Do Nothing

(ie continue with current educational provision in the area which will lead to a shortage of places, potential additional transport costs and out of county placements due to the lack of Welsh-medium places).

The option was discounted as it would lead to a shortage in education places due to the growth in housing in the area.

New build 2FE English-medium school

The option was discounted as it would not support Cymraeg 2050, the Welsh in Education Strategic Plan (WESP) in promoting the Welsh language and increasing access to Welsh-medium places.

New build 2FE Welsh-medium school and remodel YG Bro Ogwr to provide 1 or 1.5FE English-medium school

The option was discounted as it would not sufficiently increase the number of Welsh-medium places for the investment.

Extensions at English-medium primary schools for the pupil yield from the Brackla North East housing developments only

The option was discounted as it does not support Cymraeg 2050, the Welsh in Education Strategic Plan (WESP) in promoting the Welsh language and increasing access to Welsh-medium places.

New build 2.5FE Welsh-medium school and remodel YG Bro Ogwr to provide 1 or 1.5FE English medium school

This is the preferred option as it fits with Welsh Government's Cymraeg 2050 strategy, supports the WESP in promoting the Welsh language, eases pressure on places in neighbouring schools by creating an English-medium school as an addition to the Welsh-medium provision and increases the number of Welsh-medium places for the catchment area.

NB The creation of an English-medium school at the existing Ysgol Gymraeg Bro Ogwr building would be subject to a separate statutory process which would be only taken forward if the proposal in respect of the enlargement of Ysgol Gymraeg Bro Ogwr at Ffordd Cadfan proceeds.



Details of the affected school(s)

The following community schools have been identified as likely to be directly affected by the proposal:

| School name & address | Type | Reason for being affected | Language | Age range |
|--|-----------|---------------------------|------------------|-----------|
| Ysgol Gymraeg Bro Ogwr, Princess Way, Brackla, Bridgend CF31 2LN | Community | Enlargement | Welsh- medium | 3-11 |

The following community schools are in the surrounding area. While the proposal does not impact directly upon them, it is possible (although not necessarily likely) that some may be indirectly affected by the proposal in some limited way (eg possibly as a consequence of parents expressing parental choice in respect of preferred school for their children):

| School name & address | Type | Language | Age range |
|---|--------------------|--------------------|-----------|
| PRIMARY | | | |
| Archdeacon John Lewis Church in Wales Primary School Brackla Way Bridgend CF31 2JS | Voluntary aided | English- medium | 3-11 |
| Brackla Primary School Brackla Way Bridgend CF31 2EZ | Community | English- medium | 3-11 |
| Bryncethin Primary School Heol Canola Bryncethin Bridgend CF32 9TH | Community | English- medium | 3-11 |
| Brynmenyn Primary School Heol Sarah Jane Howell Tondu Bridgend CF32 9FB | Community | English- medium | 3-11 |
| Bryntirion Infant School Bright Hill Bridgend CF31 4DD | Community | English- medium | 3-7 |
| Cefn Glas Infants School 11 St Winifred's Road | Community | English- medium | 3-7 |

| | | | |
|---|-------------------------|--------------------|------|
| Bridgend CF31 4PL | | | |
| Coety Primary School Ffordd Yr Hebog Coity, Bridgend CF35 6DH | Community | English- medium | 3-11 |
| Coychurch Primary School Main Road Coychurch Bridgend CF35 5HN | Community | English- medium | 3-11 |
| Croesty Primary School 69 Coychurch Road Pencoed Bridgend CF35 5LY | Community | English- medium | 3-11 |
| Litchard Primary School Garfield Avenue Bridgend CF31 1QB | Community | English- medium | 3-11 |
| Llangewydd Junior School Llangewydd Road Bridgend CF31 4JT | Community | English- medium | 7-11 |
| Maes Yr Haul Primary School Gentle Way Bridgend CF31 5EG | Community | English- medium | 3-11 |
| Oldcastle Primary School South Street Bridgend CF31 3ED | Community | English- medium | 3-11 |
| Pencoed Primary School Penprysg Road Pencoed Bridgend CF35 6RH | Community | English- medium | 3-11 |
| Penybont Primary School Minerva Street Bridgend CF31 1TD | Community | English- medium | 3-11 |
| Penyfai Church in Wales Primary School Church Road Penyfai Bridgend CF31 4LX | Voluntary controlled | English- medium | 3-11 |
| St Marys Primary Catholic School | Voluntary aided | English- medium | 3-11 |

| | | | |
|--|-----------------|----------------|---------|
| Llangewydd Road Cefn Glas Bridgend CF31 4JW | | | |
| St Roberts Primary Catholic School Danylan, Aberkenfig Bridgend CF32 9AB | Voluntary aided | English-medium | 3-11 |
| Tondu Primary School Meadow Street Aberkenfig Bridgend CF32 9BE | Community | English-medium | 3-11 |
| Trelales Primary School Laleston Bridgend CF32 0LN | Community | English-medium | 3-11 |
| Tremains Primary School Channel View Bridgend CF31 2NL | Community | English-medium | 3-11 |
| Ysgol Gymraeg Bro Ogwr Princess Way Brackla Bridgend CF31 2LN | Community | Welsh-medium | 3-11 |
| Ysgol Gynradd Gymraeg Calon Y Cymoedd Hill View Pontycymmer Bettws Bridgend CF32 8LU | Community | Welsh-medium | 3-11 |
| Ysgol Cynwyd Sant Pen-Yr-Ysgol Maesteg CF34 9NS | Community | Welsh-medium | 3-11 |
| Ysgol Y Ferch O'r Sgêr Greenfield Terrace North Cornelly Bridgend CF33 4LW | Community | Welsh-medium | 3-11 |
| SECONDARY | | | |
| Ysgol Gyfun Gymraeg Llangynwyd Maesteg CF34 9RW | Community | Welsh-medium | 11 – 18 |

| | | | |
|---|------------------------|----------------|---------|
| Archbishop McGrath Catholic School Oak Tree Way Brackla Bridgend CF32 9AB | Aided secondary school | English-medium | 11 - 18 |
| Brynteg School Ewenny Road Bridgend CF31 3ER | Community | English-medium | 11 - 18 |
| Bryntirion Comprehensive School Merlin Crescent Bridgend CF31 4QR | Community | English-medium | 11 - 18 |
| Coleg Cymunedol Y Dderwen Heol-Yr-Ysgol Tondu Bridgend CF32 9FE | Community | English-medium | 11 - 18 |
| Pencoed Comprehensive School Coychurch Road Pencoed Bridgend CF35 5LZ | Community | English-medium | 11 - 18 |

The table below provides details of the January 2021 numbers on roll at each of the schools directly affected by the proposal and the figures recorded for the previous four annual censuses.

| | Jan 2021 | | Jan 2020 | | Jan 2019 | | Jan 2018 | | Jan 2017 | |
|--------------------------------------|----------|----|----------|----|----------|----|----------|----|----------|----|
| | FT | PT |
| Archdeacon John Lewis Primary School | 156 | 8 | 165 | 3 | 184 | 6 | 198 | 2 | 193 | 7 |
| Brackla Primary School | 335 | 10 | 333 | 10 | 338 | 6 | 325 | 12 | 303 | 10 |
| Bryncethin Primary School | 264 | 10 | 266 | 10 | 275 | 7 | 292 | 7 | 293 | 5 |
| Brynmenyn Primary School | 385 | 15 | 361 | 11 | 312 | 6 | 218 | 7 | 198 | 7 |
| Bryntirion Infant School | 145 | 7 | 136 | 11 | 154 | 6 | 145 | 7 | 149 | 12 |
| Cefn Glas Infant School | 187 | 21 | 180 | 5 | 175 | 19 | 178 | 14 | 211 | 6 |
| Coety Primary School | 460 | 15 | 443 | 20 | 430 | 19 | 401 | 18 | 370 | 13 |

| | Jan 2021 | | Jan 2020 | | Jan 2019 | | Jan 2018 | | Jan 2017 | |
|---------------------------------------|----------|----|----------|----|----------|----|----------|----|----------|----|
| Coychurch Primary School | 152 | 0 | 151 | 2 | 147 | 4 | 144 | 7 | 142 | 7 |
| Croesty Primary School | 213 | 3 | 220 | 5 | 223 | 7 | 217 | 5 | 236 | 2 |
| Litchard Primary School | 506 | 0 | 470 | 17 | 448 | 15 | 443 | 15 | 428 | 16 |
| Llangewydd Primary School | 354 | 0 | 366 | 0 | 337 | 0 | 339 | 0 | 324 | 0 |
| Maes Yr Haul Primary Schol | 504 | 12 | 521 | 0 | 540 | 8 | 565 | 11 | 570 | 14 |
| Oldcastle Primary School | 451 | 0 | 440 | 12 | 434 | 6 | 423 | 18 | 409 | 12 |
| Pencoed Primary School | 610 | 0 | 596 | 0 | 583 | 14 | 575 | 10 | 349 | 14 |
| Penybont Primary School | 358 | 0 | 344 | 10 | 359 | 7 | 360 | 9 | 359 | 9 |
| Pen-y-Fai CIW Primary School | 238 | 9 | 237 | 4 | 240 | 4 | 236 | 3 | 228 | 2 |
| St Marys Catholic Primary School | 255 | 0 | 259 | 0 | 231 | 5 | 249 | 4 | 257 | 0 |
| St Roberts Catholic Primary School | 189 | 4 | 193 | 3 | 192 | 7 | 187 | 4 | 182 | 8 |
| Tondu Primary School | 212 | 9 | 223 | 5 | 236 | 9 | 273 | 9 | 276 | 8 |
| Trelales Primary School | 226 | 4 | 223 | 2 | 216 | 3 | 212 | 10 | 218 | 2 |
| Tremains Primary School | 459 | 15 | 457 | 1 | 466 | 17 | 472 | 22 | 473 | 9 |
| Ysgol Gymraeg Bro Ogwr | 402 | 0 | 397 | 10 | 423 | 1 | 433 | 7 | 420 | 5 |
| Ysgol Gynradd Gymraeg Calon Y Cymoedd | 212 | 1 | 190 | 4 | 166 | 7 | 152 | 4 | 154 | 0 |
| Ysgol Cynwyd Sant | 285 | 0 | 290 | 0 | 290 | 0 | 293 | 0 | 302 | 0 |
| Ysgol Y Ferch O'r Sger | 162 | 6 | 163 | 3 | 172 | 1 | 191 | 1 | 219 | 2 |
| Archbishop McGrath Catholic School | 876 | 0 | 879 | 0 | 830 | 0 | 800 | 0 | 809 | 0 |
| Brynteg School | 1469 | 0 | 1404 | 0 | 1441 | 0 | 1412 | 0 | 1513 | 0 |
| Bryntirion Comprehensive School | 1239 | 0 | 1193 | 0 | 1204 | 0 | 1170 | 0 | 1116 | 0 |
| Coleg Cymunedol Y Dderwen | 1273 | 0 | 1224 | 0 | 1243 | 0 | 1214 | 0 | 1219 | 0 |
| Pencoed Comprehensive School | 900 | 0 | 901 | 0 | 889 | 0 | 888 | 0 | 884 | 0 |
| Ysgol Gyfun Gymraeg Llangynwyd | 657 | 0 | 622 | 0 | 613 | 0 | 623 | 0 | 617 | 0 |

The following tables provide 5 Year projections of learner population:

Archdeacon John Lewis Primary School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 8 | 11 | 21 | 15 | 20 | 23 | 24 | 29 | 13 | 164 | 166 |
| Jan 2022 | 5 | 16 | 18 | 20 | 16 | 19 | 23 | 23 | 30 | 170 | 173 |
| Jan 2023 | 6 | 15 | 18 | 17 | 21 | 16 | 20 | 23 | 24 | 160 | 161 |
| Jan 2024 | 6 | 15 | 17 | 17 | 18 | 20 | 16 | 19 | 23 | 151 | 151 |
| Jan 2025 | 6 | 15 | 17 | 16 | 18 | 18 | 21 | 15 | 20 | 146 | 146 |
| Jan 2026 | 6 | 15 | 18 | 16 | 18 | 18 | 21 | 15 | 20 | 147 | 147 |

Brackla Primary School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 10 | 45 | 43 | 41 | 44 | 37 | 43 | 42 | 40 | 345 | 345 |
| Jan 2022 | 10 | 42 | 45 | 41 | 43 | 42 | 38 | 44 | 42 | 347 | 347 |
| Jan 2023 | 9 | 43 | 42 | 40 | 43 | 41 | 43 | 39 | 45 | 345 | 345 |
| Jan 2024 | 9 | 43 | 43 | 40 | 42 | 41 | 43 | 44 | 40 | 345 | 345 |
| Jan 2025 | 9 | 43 | 43 | 41 | 42 | 40 | 42 | 44 | 45 | 349 | 349 |
| Jan 2026 | 9 | 43 | 43 | 41 | 43 | 40 | 41 | 44 | 44 | 348 | 348 |

Bryncethin Primary School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 11 | 34 | 30 | 32 | 35 | 32 | 32 | 34 | 34 | 274 | 277 |
| Jan 2022 | 9 | 33 | 34 | 29 | 31 | 35 | 31 | 32 | 33 | 267 | 270 |
| Jan 2023 | 9 | 32 | 44 | 33 | 28 | 31 | 34 | 31 | 31 | 273 | 276 |
| Jan 2024 | 9 | 32 | 37 | 43 | 31 | 28 | 31 | 34 | 30 | 275 | 278 |
| Jan 2025 | 9 | 32 | 34 | 36 | 41 | 31 | 27 | 30 | 33 | 273 | 276 |
| Jan 2026 | 9 | 32 | 37 | 33 | 34 | 41 | 31 | 27 | 30 | 274 | 277 |

Brynmenyn Primary School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|-----|-----|------------|--------------------|
| Jan 2021 | 15 | 43 | 50 | 56 | 52 | 49 | 46 | 50 | 39 | 400 | 402 |
| Jan 2022 | 10 | 45 | 47 | 61 | 66 | 63 | 54 | 52 | 60 | 458 | 461 |
| Jan 2023 | 10 | 48 | 48 | 57 | 71 | 80 | 70 | 62 | 62 | 508 | 511 |
| Jan 2024 | 10 | 48 | 48 | 58 | 67 | 86 | 89 | 80 | 74 | 560 | 563 |
| Jan 2025 | 10 | 48 | 48 | 58 | 69 | 81 | 96 | 101 | 95 | 606 | 609 |
| Jan 2026 | 10 | 48 | 48 | 58 | 69 | 83 | 90 | 109 | 120 | 635 | 638 |

Bryntirion Infants School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 7 | 34 | 30 | 39 | 40 | | | | | 150 | 154 |
| Jan 2022 | 7 | 32 | 40 | 32 | 38 | | | | | 149 | 154 |
| Jan 2023 | 7 | 32 | 32 | 42 | 31 | | | | | 144 | 160 |
| Jan 2024 | 7 | 32 | 33 | 34 | 41 | | | | | 147 | 163 |
| Jan 2025 | 7 | 32 | 32 | 35 | 33 | | | | | 139 | 155 |
| Jan 2026 | 7 | 32 | 34 | 34 | 34 | | | | | 141 | 157 |

Cefn Glas Infants School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 21 | 38 | 64 | 49 | 36 | | | | | 208 | 227 |
| Jan 2022 | 15 | 45 | 60 | 63 | 50 | | | | | 233 | 274 |
| Jan 2023 | 15 | 48 | 63 | 59 | 64 | | | | | 249 | 290 |
| Jan 2024 | 15 | 48 | 59 | 62 | 60 | | | | | 244 | 285 |
| Jan 2025 | 15 | 48 | 61 | 58 | 63 | | | | | 245 | 286 |
| Jan 2026 | 15 | 48 | 61 | 60 | 59 | | | | | 243 | 284 |

Coety Primary School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|-----|-----|-----|-----|-----|----|----|------------|--------------------|
| Jan 2021 | 15 | 58 | 60 | 60 | 60 | 59 | 54 | 54 | 55 | 475 | 475 |
| Jan 2022 | 18 | 59 | 103 | 61 | 58 | 62 | 60 | 52 | 55 | 528 | 558 |
| Jan 2023 | 18 | 59 | 118 | 105 | 59 | 59 | 63 | 58 | 53 | 592 | 631 |
| Jan 2024 | 18 | 59 | 114 | 120 | 101 | 61 | 61 | 61 | 60 | 655 | 694 |
| Jan 2025 | 18 | 59 | 117 | 116 | 116 | 104 | 62 | 59 | 62 | 713 | 752 |
| Jan 2026 | 18 | 59 | 113 | 119 | 112 | 119 | 106 | 60 | 60 | 766 | 805 |

Coychurch Primary School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 0 | 18 | 17 | 19 | 19 | 20 | 21 | 19 | 19 | 152 | 152 |
| Jan 2022 | 3 | 18 | 18 | 16 | 19 | 19 | 19 | 22 | 17 | 151 | 161 |
| Jan 2023 | 2 | 18 | 18 | 17 | 16 | 19 | 18 | 20 | 20 | 148 | 158 |
| Jan 2024 | 2 | 18 | 18 | 17 | 17 | 16 | 18 | 20 | 19 | 145 | 160 |
| Jan 2025 | 2 | 18 | 18 | 17 | 17 | 17 | 16 | 19 | 18 | 142 | 157 |
| Jan 2026 | 2 | 18 | 18 | 17 | 17 | 17 | 17 | 17 | 18 | 141 | 156 |

Croesty Primary School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 12 | 14 | 22 | 19 | 29 | 30 | 29 | 31 | 30 | 216 | 216 |
| Jan 2022 | 7 | 20 | 29 | 24 | 19 | 29 | 29 | 29 | 32 | 218 | 218 |
| Jan 2023 | 8 | 19 | 23 | 31 | 24 | 19 | 29 | 29 | 30 | 212 | 212 |
| Jan 2024 | 8 | 19 | 23 | 25 | 31 | 24 | 19 | 29 | 31 | 209 | 209 |
| Jan 2025 | 8 | 19 | 19 | 25 | 25 | 32 | 24 | 19 | 30 | 201 | 201 |
| Jan 2026 | 8 | 19 | 24 | 20 | 25 | 25 | 31 | 24 | 20 | 196 | 196 |

Litchard Primary School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 27 | 60 | 58 | 57 | 59 | 62 | 65 | 54 | 64 | 506 | 506 |
| Jan 2022 | 19 | 58 | 65 | 57 | 57 | 63 | 49 | 68 | 55 | 491 | 491 |
| Jan 2023 | 19 | 58 | 68 | 64 | 57 | 60 | 49 | 68 | 69 | 512 | 512 |
| Jan 2024 | 19 | 58 | 68 | 67 | 64 | 60 | 49 | 68 | 69 | 522 | 522 |
| Jan 2025 | 19 | 58 | 71 | 67 | 67 | 68 | 49 | 68 | 69 | 536 | 536 |
| Jan 2026 | 19 | 58 | 68 | 70 | 67 | 71 | 49 | 68 | 69 | 539 | 539 |

Llangewydd Primary School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|---|----|----|----|----|-----|-----|------------|--------------------|
| Jan 2021 | | | | | | 72 | 98 | 89 | 95 | 354 | 383 |
| Jan 2022 | | | | | | 58 | 72 | 100 | 91 | 321 | 378 |
| Jan 2023 | | | | | | 68 | 58 | 73 | 102 | 301 | 372 |
| Jan 2024 | | | | | | 80 | 68 | 59 | 75 | 282 | 353 |
| Jan 2025 | | | | | | 78 | 80 | 69 | 60 | 287 | 359 |
| Jan 2026 | | | | | | 71 | 78 | 81 | 71 | 301 | 373 |

Maes Yr Haul Primary School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 12 | 53 | 60 | 53 | 59 | 60 | 75 | 72 | 72 | 516 | 516 |
| Jan 2022 | 8 | 57 | 53 | 61 | 52 | 60 | 59 | 74 | 71 | 495 | 495 |
| Jan 2023 | 7 | 56 | 57 | 55 | 60 | 53 | 58 | 58 | 72 | 476 | 476 |
| Jan 2024 | 7 | 56 | 56 | 59 | 55 | 61 | 51 | 57 | 56 | 458 | 458 |
| Jan 2025 | 7 | 56 | 62 | 58 | 59 | 55 | 62 | 50 | 56 | 465 | 465 |
| Jan 2026 | 7 | 56 | 57 | 64 | 58 | 59 | 54 | 60 | 49 | 464 | 464 |

Oldcastle Primary School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 0 | 58 | 52 | 58 | 54 | 55 | 58 | 57 | 59 | 451 | 451 |
| Jan 2022 | 9 | 50 | 65 | 54 | 60 | 52 | 57 | 57 | 58 | 462 | 466 |
| Jan 2023 | 7 | 51 | 50 | 67 | 55 | 58 | 54 | 56 | 58 | 456 | 460 |
| Jan 2024 | 7 | 51 | 51 | 52 | 69 | 54 | 60 | 53 | 57 | 454 | 458 |
| Jan 2025 | 7 | 51 | 60 | 53 | 53 | 67 | 55 | 59 | 54 | 459 | 463 |
| Jan 2026 | 7 | 51 | 56 | 62 | 54 | 51 | 69 | 55 | 60 | 465 | 469 |

Pencoed Primary School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 0 | 67 | 77 | 63 | 73 | 83 | 76 | 87 | 84 | 610 | 610 |
| Jan 2022 | 6 | 67 | 67 | 81 | 64 | 74 | 84 | 77 | 88 | 608 | 618 |
| Jan 2023 | 5 | 66 | 67 | 70 | 82 | 64 | 74 | 85 | 78 | 591 | 600 |
| Jan 2024 | 5 | 66 | 74 | 70 | 71 | 82 | 65 | 75 | 86 | 594 | 604 |
| Jan 2025 | 5 | 66 | 81 | 78 | 71 | 72 | 83 | 66 | 76 | 598 | 608 |
| Jan 2026 | 5 | 66 | 75 | 85 | 78 | 72 | 72 | 84 | 66 | 603 | 613 |

Penybont Primary School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 17 | 38 | 37 | 41 | 44 | 45 | 43 | 45 | 48 | 358 | 358 |
| Jan 2022 | 11 | 37 | 38 | 37 | 43 | 43 | 45 | 51 | 45 | 350 | 350 |
| Jan 2023 | 12 | 37 | 37 | 38 | 39 | 41 | 43 | 51 | 50 | 348 | 348 |
| Jan 2024 | 12 | 37 | 37 | 37 | 40 | 38 | 42 | 51 | 50 | 344 | 344 |
| Jan 2025 | 12 | 37 | 37 | 37 | 39 | 39 | 38 | 51 | 50 | 340 | 340 |
| Jan 2026 | 12 | 37 | 37 | 37 | 39 | 38 | 39 | 51 | 50 | 340 | 340 |

Penyfaï Church in Wales Primary School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 9 | 30 | 30 | 29 | 30 | 30 | 31 | 35 | 23 | 247 | 247 |
| Jan 2022 | 5 | 29 | 30 | 29 | 29 | 30 | 31 | 33 | 33 | 249 | 254 |
| Jan 2023 | 6 | 29 | 29 | 29 | 29 | 29 | 31 | 32 | 31 | 245 | 250 |
| Jan 2024 | 6 | 29 | 29 | 28 | 29 | 29 | 30 | 32 | 31 | 243 | 248 |
| Jan 2025 | 6 | 29 | 29 | 28 | 28 | 29 | 30 | 31 | 31 | 241 | 246 |
| Jan 2026 | 6 | 29 | 29 | 28 | 28 | 28 | 30 | 32 | 30 | 240 | 245 |

St Marys Primary Catholic School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 4 | 28 | 33 | 31 | 28 | 38 | 40 | 30 | 23 | 255 | 258 |
| Jan 2022 | 3 | 26 | 30 | 36 | 33 | 29 | 41 | 39 | 32 | 269 | 271 |
| Jan 2023 | 3 | 27 | 30 | 33 | 38 | 34 | 31 | 40 | 41 | 277 | 278 |
| Jan 2024 | 3 | 27 | 29 | 33 | 34 | 39 | 37 | 31 | 42 | 275 | 275 |
| Jan 2025 | 3 | 27 | 28 | 32 | 34 | 36 | 42 | 35 | 32 | 269 | 269 |
| Jan 2026 | 3 | 27 | 29 | 32 | 34 | 36 | 42 | 35 | 32 | 270 | 270 |

St Roberts Primary Catholic School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 4 | 10 | 30 | 24 | 23 | 30 | 30 | 17 | 25 | 193 | 195 |
| Jan 2022 | 5 | 20 | 25 | 29 | 24 | 28 | 27 | 34 | 15 | 207 | 208 |
| Jan 2023 | 5 | 20 | 25 | 24 | 28 | 29 | 25 | 31 | 31 | 218 | 219 |
| Jan 2024 | 5 | 20 | 24 | 24 | 24 | 34 | 26 | 29 | 28 | 214 | 214 |
| Jan 2025 | 5 | 20 | 24 | 23 | 24 | 29 | 31 | 29 | 26 | 211 | 211 |
| Jan 2026 | 5 | 20 | 25 | 23 | 24 | 29 | 31 | 29 | 26 | 212 | 212 |

Tondu Primary School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 9 | 18 | 24 | 21 | 31 | 26 | 31 | 34 | 27 | 221 | 244 |
| Jan 2022 | 8 | 25 | 21 | 24 | 20 | 32 | 26 | 30 | 34 | 220 | 266 |
| Jan 2023 | 8 | 22 | 25 | 21 | 22 | 21 | 32 | 25 | 30 | 206 | 274 |
| Jan 2024 | 8 | 22 | 31 | 25 | 20 | 23 | 21 | 31 | 25 | 206 | 297 |
| Jan 2025 | 8 | 22 | 22 | 30 | 23 | 20 | 23 | 20 | 31 | 199 | 313 |
| Jan 2026 | 8 | 22 | 25 | 22 | 29 | 24 | 20 | 22 | 20 | 192 | 329 |

Trelales Primary School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 6 | 27 | 27 | 30 | 18 | 31 | 31 | 30 | 30 | 230 | 230 |
| Jan 2022 | 5 | 25 | 27 | 28 | 32 | 19 | 32 | 33 | 30 | 231 | 231 |
| Jan 2023 | 4 | 28 | 25 | 28 | 29 | 32 | 19 | 33 | 33 | 231 | 231 |
| Jan 2024 | 4 | 28 | 28 | 26 | 29 | 30 | 33 | 20 | 34 | 232 | 232 |
| Jan 2025 | 4 | 28 | 28 | 29 | 27 | 30 | 30 | 35 | 20 | 231 | 231 |
| Jan 2026 | 4 | 28 | 28 | 29 | 30 | 28 | 30 | 32 | 35 | 244 | 244 |

Tremains Primary School

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 12 | 54 | 70 | 58 | 39 | 58 | 63 | 62 | 58 | 474 | 474 |
| Jan 2022 | 11 | 56 | 54 | 69 | 57 | 36 | 56 | 60 | 61 | 460 | 460 |
| Jan 2023 | 10 | 59 | 56 | 53 | 67 | 53 | 35 | 54 | 59 | 446 | 446 |
| Jan 2024 | 10 | 59 | 59 | 55 | 52 | 63 | 51 | 34 | 53 | 436 | 436 |
| Jan 2025 | 10 | 59 | 59 | 58 | 54 | 48 | 61 | 49 | 33 | 431 | 431 |
| Jan 2026 | 10 | 59 | 59 | 58 | 57 | 50 | 47 | 58 | 48 | 446 | 446 |

Ysgol Gymraeg Bro Ogwr

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 6 | 42 | 47 | 49 | 49 | 45 | 51 | 60 | 53 | 402 | 416 |
| Jan 2022 | 6 | 47 | 50 | 45 | 46 | 48 | 44 | 49 | 59 | 394 | 416 |
| Jan 2023 | 6 | 46 | 50 | 48 | 42 | 45 | 47 | 43 | 49 | 376 | 402 |
| Jan 2024 | 6 | 46 | 50 | 48 | 45 | 41 | 44 | 45 | 42 | 367 | 395 |
| Jan 2025 | 6 | 46 | 50 | 48 | 45 | 44 | 40 | 42 | 45 | 366 | 396 |
| Jan 2026 | 6 | 46 | 50 | 48 | 45 | 44 | 40 | 42 | 45 | 366 | 398 |

Ysgol Gynradd Gymraeg Calon Y Cymoedd

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 9 | 26 | 30 | 25 | 30 | 28 | 22 | 29 | 14 | 213 | 227 |
| Jan 2022 | 4 | 26 | 25 | 32 | 27 | 33 | 30 | 21 | 29 | 227 | 249 |
| Jan 2023 | 4 | 26 | 26 | 27 | 34 | 30 | 36 | 29 | 21 | 233 | 259 |
| Jan 2024 | 4 | 26 | 26 | 28 | 29 | 38 | 32 | 35 | 29 | 247 | 275 |
| Jan 2025 | 4 | 26 | 26 | 28 | 30 | 32 | 41 | 31 | 35 | 253 | 283 |
| Jan 2026 | 4 | 26 | 26 | 28 | 30 | 32 | 41 | 31 | 35 | 253 | 285 |

Ysgol Cynwyd Sant

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 0 | 31 | 44 | 32 | 22 | 37 | 37 | 41 | 41 | 285 | 299 |
| Jan 2022 | 1 | 34 | 43 | 42 | 31 | 21 | 37 | 37 | 41 | 287 | 309 |
| Jan 2023 | 1 | 34 | 38 | 41 | 40 | 29 | 21 | 37 | 36 | 277 | 303 |
| Jan 2024 | 1 | 34 | 41 | 36 | 39 | 39 | 29 | 21 | 36 | 276 | 304 |
| Jan 2025 | 1 | 34 | 41 | 39 | 35 | 38 | 39 | 29 | 21 | 277 | 307 |
| Jan 2026 | 1 | 34 | 41 | 39 | 35 | 38 | 39 | 29 | 21 | 277 | 309 |

Ysgol Y Ferch O'r Sger

| Year | N1 | N2 | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total 2-11 | Total inc. housing |
|----------|----|----|----|----|----|----|----|----|----|------------|--------------------|
| Jan 2021 | 8 | 21 | 19 | 16 | 16 | 12 | 24 | 28 | 24 | 168 | 170 |
| Jan 2022 | 3 | 20 | 21 | 19 | 15 | 14 | 11 | 23 | 27 | 153 | 156 |
| Jan 2023 | 4 | 20 | 20 | 21 | 18 | 14 | 13 | 10 | 22 | 142 | 146 |
| Jan 2024 | 4 | 20 | 20 | 20 | 20 | 16 | 13 | 13 | 10 | 136 | 140 |
| Jan 2025 | 4 | 20 | 20 | 20 | 19 | 18 | 15 | 12 | 12 | 140 | 145 |
| Jan 2026 | 4 | 20 | 20 | 20 | 19 | 18 | 15 | 12 | 12 | 140 | 172 |

Archbishop McGrath Catholic School

| Year | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Total 11-19 | Total inc. housing |
|----------|-----|-----|-----|-----|-----|-----|-----|-------------|--------------------|
| Jan 2021 | 155 | 173 | 146 | 126 | 120 | 77 | 79 | 876 | 886 |
| Jan 2022 | 145 | 158 | 168 | 147 | 122 | 78 | 60 | 878 | 894 |
| Jan 2023 | 160 | 148 | 153 | 169 | 143 | 79 | 61 | 913 | 932 |
| Jan 2024 | 168 | 163 | 143 | 155 | 164 | 93 | 62 | 948 | 969 |
| Jan 2025 | 168 | 171 | 158 | 145 | 150 | 107 | 73 | 972 | 994 |
| Jan 2026 | 150 | 171 | 166 | 160 | 141 | 98 | 83 | 969 | 992 |

Brynteg School

| Year | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Total 11-19 | Total inc. housing |
|----------|-----|-----|-----|-----|-----|-----|-----|-------------|--------------------|
| Jan 2021 | 235 | 229 | 274 | 199 | 228 | 176 | 128 | 1469 | 1472 |
| Jan 2022 | 254 | 240 | 234 | 274 | 193 | 155 | 144 | 1494 | 1497 |
| Jan 2023 | 247 | 259 | 244 | 234 | 266 | 131 | 127 | 1508 | 1511 |
| Jan 2024 | 256 | 252 | 264 | 244 | 227 | 181 | 108 | 1532 | 1535 |
| Jan 2025 | 248 | 261 | 257 | 264 | 237 | 154 | 148 | 1569 | 1582 |
| Jan 2026 | 235 | 253 | 266 | 257 | 256 | 161 | 126 | 1554 | 1567 |

Bryntirion School

| Year | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Total 11-19 | Total inc. housing |
|----------|-----|-----|-----|-----|-----|-----|-----|-------------|--------------------|
| Jan 2021 | 214 | 208 | 211 | 197 | 219 | 88 | 102 | 1239 | 1268 |
| Jan 2022 | 206 | 210 | 206 | 215 | 189 | 129 | 76 | 1231 | 1288 |
| Jan 2023 | 208 | 202 | 208 | 210 | 207 | 112 | 111 | 1258 | 1329 |
| Jan 2024 | 216 | 204 | 200 | 212 | 202 | 122 | 96 | 1252 | 1323 |
| Jan 2025 | 178 | 212 | 202 | 204 | 203 | 119 | 105 | 1223 | 1295 |
| Jan 2026 | 169 | 174 | 210 | 206 | 196 | 120 | 102 | 1177 | 1249 |

Coleg Cymunedol Y Dderwen

| Year | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Total 11-19 | Total inc. housing |
|----------|-----|-----|-----|-----|-----|-----|-----|-------------|--------------------|
| Jan 2021 | 249 | 209 | 248 | 222 | 222 | 67 | 55 | 1272 | 1293 |
| Jan 2022 | 228 | 249 | 205 | 248 | 213 | 84 | 49 | 1276 | 1312 |
| Jan 2023 | 247 | 228 | 244 | 205 | 238 | 81 | 62 | 1305 | 1356 |
| Jan 2024 | 237 | 247 | 223 | 244 | 197 | 90 | 59 | 1297 | 1362 |
| Jan 2025 | 225 | 237 | 242 | 223 | 234 | 75 | 66 | 1302 | 1381 |
| Jan 2026 | 254 | 225 | 232 | 242 | 215 | 89 | 55 | 1312 | 1406 |

Pencoed School

| Year | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Total 11-19 | Total inc. housing |
|----------|-----|-----|-----|-----|-----|-----|-----|-------------|--------------------|
| Jan 2021 | 136 | 153 | 147 | 150 | 164 | 69 | 80 | 899 | 925 |
| Jan 2022 | 151 | 136 | 153 | 148 | 143 | 90 | 56 | 877 | 914 |
| Jan 2023 | 155 | 151 | 136 | 155 | 141 | 78 | 73 | 889 | 929 |
| Jan 2024 | 144 | 155 | 151 | 137 | 147 | 78 | 63 | 875 | 915 |
| Jan 2025 | 153 | 144 | 155 | 153 | 130 | 81 | 63 | 879 | 918 |
| Jan 2026 | 142 | 153 | 144 | 157 | 145 | 72 | 65 | 877 | 917 |

Ysgol Gyfun Gymraeg Llangynwyd

| Year | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Total 11-19 | Total inc. housing |
|----------|-----|-----|-----|-----|-----|-----|-----|-------------|--------------------|
| Jan 2021 | 112 | 123 | 107 | 103 | 98 | 66 | 48 | 657 | 665 |
| Jan 2022 | 120 | 109 | 121 | 103 | 102 | 56 | 49 | 660 | 672 |
| Jan 2023 | 141 | 116 | 106 | 116 | 102 | 58 | 41 | 680 | 695 |
| Jan 2024 | 122 | 137 | 114 | 102 | 115 | 58 | 43 | 691 | 707 |
| Jan 2025 | 112 | 118 | 134 | 110 | 101 | 65 | 43 | 683 | 700 |
| Jan 2026 | 107 | 109 | 134 | 129 | 108 | 58 | 48 | 693 | 711 |

The projections outlined above do not include for the potential future housing that could be generated by candidate sites submitted for BCBC's new Local Development Plan (LDP) (the projections account only for existing LDP sites). However, it is prudent to consider the future LDP impact when determining the long-term strategy for education in the area. Education and Family Support Directorate officers have determined that a 2.5 form-entry Welsh-medium school is appropriate for the Bridgend North East proposal (in light of the demand for pupil places that would be created by potential future housing, the need to promote the Welsh language and to increase the numbers of non-maintained nursery children transitioning to Welsh-medium primary education).

Land and buildings

The following table sets out the capacities and an assessment of the quality of accommodation as per the council's building condition surveys of the schools identified as being directly or indirectly affected by the proposal. The capacity calculation for learners aged 3-11 is determined as per the Welsh Government Circular No 21/2011 'Measuring the Capacity of Schools in Wales'.

| School | Nursery Capacity | School Capacity | Quality of Accommodation |
|--------------------------------------|------------------|-----------------|---|
| Archdeacon John Lewis Primary School | 15 | 208 | Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration) |
| Brackla Primary School | 85 | 330 | Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration) |
| Bryncethin Primary School | 60 | 269 | Overall condition rating C (poor; exhibiting major defects and/or not operating as intended) |
| Brynmenyn Primary School | 63 | 420 | Overall condition rating A (good; performing as intended and operating efficiently) |
| Bryntirion Infants School | 54 | 143 | Overall condition rating C (poor; exhibiting major defects and/or not operating as intended) |
| Cefn Glas Infants School | 80 | 180 | Overall condition rating C (poor; exhibiting major defects and/or not operating as intended) |
| Coety Primary School | 72 | 420 | Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration) |
| Coychurch Primary School | 18 | 133 | Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration) |
| Croesty Primary School | 28 | 205 | Overall condition rating C (poor; exhibiting major defects and/or not operating as intended) |
| Litchard Primary School | 89 | 420 | Overall condition rating C (poor; exhibiting major defects and/or not operating as intended) |
| Llangewydd Junior School | 0 | 357 | Overall condition rating C (poor; exhibiting major defects and/or not operating as intended) |
| Maes Yr Haul Primary School | 62 | 508 | Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration) |
| Oldcastle Primary School | 57 | 420 | Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration) |
| Pencoed Primary School | 66 | 510 | Overall condition rating A (good; performing as intended and operating efficiently) |
| Penybont Primary School | 47 | 323 | Overall condition rating C (poor; exhibiting major defects and/or not operating as intended) |

| | | | |
|--|-----|------|---|
| Penyfai Church in Wales Primary School | 39 | 210 | Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration) |
| St Marys Primary Catholic School | 22 | 243 | Overall condition rating C (poor; exhibiting major defects and/or not operating as intended) |
| St Roberts Primary Catholic School | 25 | 129 | Overall condition rating D (Bad; life expired and/or risk of imminent closure) |
| Tondu Primary School | 40 | 249 | Overall condition rating C (poor; exhibiting major defects and/or not operating as intended) |
| Trelales Primary School | 31 | 182 | Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration) |
| Tremains Primary School | 63 | 428 | Overall condition rating C (poor; exhibiting major defects and/or not operating as intended) |
| Ysgol Gymraeg Bro Ogwr | 55 | 349 | Overall condition rating C (poor; exhibiting major defects and/or not operating as intended) |
| Ysgol Gynradd Gymraeg Calon Y Cymoedd | 43 | 210 | Overall condition rating A (good; performing as intended and operating efficiently) |
| Ysgol Cynwyd Sant | 43 | 289 | Overall condition rating C (poor; exhibiting major defects and/or not operating as intended) |
| Ysgol Y Ferch O'r Sger | 40 | 197 | Overall condition rating C (poor; exhibiting major defects and/or not operating as intended) |
| Brynteg School | N/A | 2008 | Overall condition rating B (satisfactory (performing as intended but exhibiting minor deterioration) |
| Archbishop McGrath Catholic School | N/A | 836 | Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration) |
| Bryntirion Comprehensive School | N/A | 1222 | Overall condition rating C (poor; exhibiting major defects and/or not operating as intended) |
| Coleg Cymunedol Y Ddwerwen | N/A | 1564 | Overall condition rating A (good; performing as intended and operating efficiently) |
| Pencoed Comprehensive School | N/A | 1115 | Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration) |
| Ysgol Gyfun Gymraeg Llangynwyd | N/A | 775 | Overall condition rating C (poor; exhibiting major defects and/or not operating as intended) |

Finance

The anticipated cost of the new schools will be met from the Welsh Government's 21st Century Schools and Colleges Programme. We will progress the necessary business case procedures in-line with Welsh Government (WG) requirements during the building development and design stages.

If the proposal does go ahead then the total project cost for the provision of the new school is estimated to be £12.6m which is funded by Welsh Government as part of the 21st Century School Modernisation Band B grant approval and Bridgend County Borough Council.

Bridgend average funding per primary school learner is £3,808. The current funding per learner at Ysgol Gymraeg Bro Ogwr for 2021/2022 is £3,303.

The proposed replacement Ysgol Gymraeg Bro Ogwr will generate additional revenue costs. This is due to the increased floor area and the probable high rateable value of the new school when compared to the older school. Also, there will be increased pupil numbers.

The consultation process

The consultation process will be completed by 21 March 2022 and the outcomes, which will be incorporated into the proposal where possible, will be reported to a cabinet meeting in May 2022. Responses to this consultation will not be counted as formal objections, this can only occur during the Public Notice stage as outlined below. If there is a decision not to proceed, that will be the end of this proposal for the foreseeable future and an alternative proposal will need to be sought.

If the decision is to go ahead, a statutory notice outlining the proposal would need to be published for a period of 28 days and any formal written objections would be invited during this time. If there are objections at this Public Notice stage, cabinet will need to consider the proposal. Cabinet could then accept, reject or modify the proposal. If there are no objections to the proposal, then it will go ahead subject to final approval by cabinet.



Next steps

The provisional timetable and procedure are as follows:

| Activity | Date |
|--|----------------------------------|
| Consultation period where we welcome your views and observations on the proposal*. | 7 February 2022 to 21 March 2022 |
| Draft Consultation Report to cabinet on the outcomes of the consultation. | May 2022 |
| Publish Approved Consultation Report on BCBC website, hard copies available on request. | May 2022 |
| 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. | June 2022 |
| If there are no objections cabinet can decide whether to proceed or not. If there are any objections, an Objections Report will be forwarded to cabinet for their consideration and subsequent determination. The approved report will then be published on the BCBC website and hard copies of the report will be made available upon request. Publication of the decision notice. | July 2022 |
| Implementation. | September 2025 |

*Please note that responses to consultation will not be counted as objections to the proposals. Objections can only be registered during the public notice period.

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 make a regulated alteration to enlarge Ysgol Gymraeg Bro Ogwr to a 2.5 form-entry (FE) school, with a 90-place full time equivalent nursery plus an 8-place observation and assessment class on land off Ffordd Cadfan, with effect from the beginning of the autumn term 2025.

How do you make your views known?

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: Education and Family Support
Directorate – Directorate Support
Unit (EDSU), Bridgend County
Borough Council, Civic Offices, Angel
Street, Bridgend, CF31 4WB.

Please mark for the attention of EDSU, or
Email: edsu@bridgend.gov.uk

Online: www.bridgend.gov.uk/consultation

Tel: (01656) 643643

Alternative formats are also available upon request.

All views must be received by no later than **21 March 2022**.

Pro forma

Proposal to make a regulated alteration to enlarge Ysgol Gymraeg Bro Ogwr to a 2.5 form-entry (FE) school, with a 90-place full time equivalent nursery plus an 8-place observation and assessment class on land off Ffordd Cadfan, with effect from the beginning of the autumn term 2025.

| | |
|------------------|--|
| Name: | |
| Contact Details: | |

Are you (please tick):

| | |
|---|--|
| School governor | |
| School learner | |
| Parent/guardian | |
| School Staff | |
| Other interested party (please specify) | |

Do you support the proposal: **Yes / No**

If you do not support the proposal – please state why:

| |
|--|
| |
|--|

Comment/suggestions/requests/questions:

If you would like to suggest any changes or alternatives to the proposals presented, please give details:

| |
|--|
| |
|--|

Any other comments:

| |
|--|
| |
|--|

Appendix A - Community Impact Assessment

Name of proposal:

Proposal to make a regulated alteration to enlarge Ysgol Gymraeg Bro Ogwr to a 2.5 form-entry (FE) school, with a 90-place full time equivalent nursery plus an 8-place observation and assessment class on land off Ffordd Cadfan, with effect from the beginning of the autumn term 2025.

Who will make the decision?

Cabinet

Who has been involved in developing the proposal?

Corporate Director – Education and Family Support

Head of Education and Family Support

Schools Programme Manager – Education and Family Support

Group Managers – Education and Family Support Directorate

School Modernisation Strategic Programme Board

Project Manager – School Modernisation

Technical officers of the local authority

Aims and objectives:

Proposal to make a regulated alteration to enlarge Ysgol Gymraeg Bro Ogwr to a 2.5 form-entry (FE) school, with a 90-place full time equivalent nursery plus an 8-place observation and assessment class on land off Ffordd Cadfan, with effect from the beginning of the autumn term 2025

Key actions:

- Statutory procedure to make a regulated alteration to enlarge Ysgol Gymraeg Bro Ogwr

Expected outcomes: Ysgol Gymraeg Bro Ogwr will be constructed on the Ffordd Cadfan site, providing a 2.5 form-entry (FE) school (525 places), plus a nursery of 90 full-time equivalent nursery plus an 8-place observation and assessment class, with effect from September 2025.

Who will be affected: Staff, governors, learners, parents and wider the community.

Approximately how many people will be affected: potentially more than 1000 people.

Expected date of decision: July 2022.



Scope/focus of the assessment:

Consideration given to:

- the existing use of the schools by the community
- accessibility to learners, staff, parents and the community
- impact of moving a primary school
- impact on the school building
- impact on the extended community

Relevant data and/or research:

- Out of hours use of school buildings
- 'Strategy, Principles, Policy and Planning Framework' which informs the approach for addressing strategic priorities within the County Borough and the subsequent 2015 'Principles Document'
- learner projections, capacity and building conditions

Findings

Community Use:

- The school is not used for community activities during the week.
- Organisations such as Menter Bro Ogwr and the Urdd run holiday clubs during some of the school holidays.
- The school operates a free breakfast club and Menter Bro Ogwr run an after-school club for learners.
- The school run extra-curricular after-school clubs Monday to Thursday.

Primary Policy:

- This proposal aligns with the March 2015 'Principles Document'.

Learner projections, capacity, building condition:

- The learner projections affecting primary schools in the cluster show that the learner population is increasing for certain areas within the cluster.
- Building conditions in respect of the existing buildings are outlined below:

| School | Quality of Accommodation |
|------------------------|--|
| Ysgol Gymraeg Bro Ogwr | Overall condition rating C (poor; exhibiting major defects and/or not operating as intended) |

Impact on extended community

- There will likely be a positive impact in terms of modern, accessible, purpose-built community facilities located in the proposed new school.

Impact on other schools

- It is not expected that the new school will have a significant impact on any other school in terms of reducing pupil numbers. As this is a Welsh-medium primary school, it will draw pupils from a much wider catchment area and is unlikely to compete for pupils in nearby schools. Therefore, the number of pupils who may move from English-medium schools to this new school is likely to be very small.
- Although the rates of retention and transition to the Welsh-medium secondary school are already good at Ysgol Gymraeg Bro Ogwr, it is anticipated that the new school may have a positive effect in assisting in these areas and that will be beneficial to the Welsh-medium secondary school as well as assisting with the local authority's commitment to help increase the numbers of learners in Welsh-medium education (in line with Welsh Government policy and the WESP). Added to this, any improvement in one Welsh-medium school is likely to be beneficial to the Welsh-medium cluster of schools in general as the schools work closely to share good practice.

How will the decision affect people with different protected characteristics?

It is not considered likely that the proposal will impact disproportionately on any protected characteristics. If anything, there would potentially be a positive impact given that the new school would be designed to be fully DDA compliant which would support all learners, staff, visitors etc.

Consultation

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

Consultation will commence 7 February 2022.

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?

To be confirmed upon completion of the consultation.

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

To be confirmed upon completion of the consultation.

Assessment of impact on staff

Please give details of impact on staff, including staffing profile if/as appropriate:

The result of the proposal, should it go ahead, would mean that the staffing structure is likely to increase over a period of time. The staffing structure would align to the increased school population. The governing body would be responsible for the staffing structure which would be determined primarily by the educational needs of the school and the budget available.

Assessment of impact on wider community

Please give details of any impacts to the community as a whole:

The site for the proposed new school is less than 0.2 miles away from the current school site. It is therefore not anticipated to be significant potential for there to be negative impact on the community.

However, there is a possibility that there may be a positive impact on community cohesion as should the proposal go forward, learners would be attending a larger new school building which will incorporate purpose-built community facilities.

Analysis of impact by protected characteristics

Please summarise the results of the analysis:

It is not considered likely that the proposal will impact disproportionately on any protected characteristics.

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 | None | Neutral |
| 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:

It is not considered likely that the proposal will impact disproportionately on any protected characteristics.

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

To be confirmed following the consultation process.

Signed:

Project Manager, School Modernisation Team, Education and Family Support

Date:

24 January 2022



Appendix B - Welsh Language Impact Assessment

Ysgol Gymraeg Bro Ogwr

| | |
|--|--|
| Proposal: | Proposed enlargement of Ysgol Gymraeg Bro Ogwr |
| Department: | School Modernisation Team – Education and Family Support Directorate |
| Completing Officer: | Schools Programme Manager |
| Date: | 2 February 2022 |
| Brief Description: | The proposal is to relocate and enlarge Ysgol Gymraeg Bro Ogwr to a new school building which is sized for 2.5 forms of entry, with 90 full-time-equivalent nursery places and an 8-place assessment and observation class. |
| Who does this proposal affect? | <p>Governing body, staff, learners and parents/carers - Ysgol Gymraeg Bro Ogwr.</p> <p>Pupils with Additional Learning Needs (ALN) requiring Welsh-medium specialist provision, their parents/carers and the wider additional learning needs community.</p> <p>The communities of Coity and Brackla.</p> <p>Other Welsh-medium schools within Bridgend County Borough (ie primary and secondary).</p> <p>Schools within the Valley's Gateway, Bridgend and Pencoed areas of the county borough.</p> <p>Stakeholder groups (eg Rhieni Dros Addysg Gymraeg (RHaG) Mudiad Meithrin, Welsh in Education Forum)</p> |
| What are the aims of the policy and how do they relate to the Welsh language? | <p>Ysgol Gymraeg Bro Ogwr is a Welsh-medium community primary school at Princess Way, Brackla, Bridgend. It was built in 1994 and is located on 2.7 acres of land. The school has been extended since its original build and includes two temporary mobile classrooms to the rear. The current pupil admission number (PAN) is 54. Certain areas of the school are overcrowded and the building condition is graded C.</p> <p>The proposal aims to relocate the school to a new 21st Century school building which is fit-for-purpose on the Ffordd Cadfan site which is located 0.2 miles from the existing school site. The new school would have a PAN of 75, thereby creating additional opportunities for more learners to access a Welsh-medium education. The existing capacity of 378 would increase to 525 for learners aged 4-11 under this proposal.</p> |

| | |
|---|--|
| | <p>Currently Welsh-medium learners with significant additional learning needs are supported by a specialist peripatetic team. In line with the requirements of Additional Learning Needs and Education Tribunal Act (ALNET) 2018, all local authorities must provide bilingual ALN provision. As the aim is to increase the number of Welsh-medium learners, a dedicated Welsh-medium assessment and observation class to support learners with ALN is proposed.</p> <p>The school building will be a flexible and adaptable, modern learning environment. It will have a large hall and studio (ie for assemblies, PE and dining) and a multi-purpose learning plaza/'street'. Internal and external areas will be suitably designed for school and community use. Outdoor spaces will be provided to support the full range of curriculum activities. Improved on-site visitor, staff and school transport parking will be provided. The proposal will also include a review of safe routes to school, and if required, an investment in improvements to highway infrastructure.</p> <p>The school will be funded by Welsh Government's Sustainable Learning Communities Programme and Bridgend County Borough Council's capital resources. The proposed school would open for pupils in September 2025 on land off Ffordd Cadfan in Brackla, Bridgend.</p> <p>Built to Building Bulletin 99, the school would be fully accessible and compliant with all relevant Building Regulations.</p> |
| <p>Who will benefit / could the policy affect Welsh language groups?</p> | <p>Learners at Ysgol Gymraeg Bro Ogwr. Welsh-medium learners with significant additional learning needs. Parents/carers of pupils attending Ysgol Gymraeg Bro Ogwr. Staff at Ysgol Gymraeg Bro Ogwr. The communities within the vicinity of the school.</p> <p>There should be a positive impact on Welsh language groups as the new building will be accessible to the local community. This could involve Welsh for adult classes, meetings of Welsh language groups etc.</p> |
| <p>Current linguistic profile of the geographical area(s):</p> | <p>The 2011 Census indicated that of the 134,545 residents living in the County Borough of Bridgend, 9.7% (13,103) were able to speak Welsh, whilst the remaining 90.3% (121,442) were not able to speak Welsh. This can be compared to the all-Wales figures that showed of the 2,955,841 residents living Wales, 19.0% (562,016) were able to speak Welsh, whilst the remaining 81.0% (2,393,825) were not able to speak Welsh.</p> <p>The table that follows illustrates the Welsh language skills of residents living in the Bridgend County Borough compared to the all Wales figure, and is obtained from the 2011 Census:</p> |



<https://statswales.gov.wales/Catalogue/Welsh-Language/Census-Welsh-Language/welshspeakers-by-localauthority-gender-detailedagegroups-2011census>

| | Bridgend | All Wales |
|---|----------|-----------|
| Can speak, read and write Welsh | 7.3 | 14.6% |
| Can speak and read but cannot write Welsh | 0.9% | 1.5% |
| Can speak but cannot read or write Welsh | 1.5% | 2.7% |
| Can understand spoken Welsh only | 4.1% | 5.3% |
| Other combination of skills | 3.6% | 2.5% |
| No skills | 82.7% | 73.3% |
| Total | 100% | 100% |

The data demonstrates that in the Bridgend County Borough, the Welsh language skills of residents are below the All-Wales Welsh language skills level.

The Annual Population Survey for the year ending June 2021, reported that 17.8% of respondents living in the County Borough of Bridgend said they could speak Welsh, compared to the all-Wales percentage of 29.2% of respondents. This can be further broken down to the data contained in the table that follows.

| Welsh Language Skills of Residents (%) | | |
|--|-------------------------|-------|
| | Bridgend County Borough | Wales |
| Can read Welsh | 16.9% | 25.9% |
| Can write Welsh | 15.9% | 23.8% |
| Can understand spoken Welsh | 21.2% | 33.7% |

The data shows that there is a gap in the Welsh language skills of residents of Bridgend when compared to the whole of Wales.

| Welsh Language Skills of Residents (%) | | |
|--|-------------------------|-------|
| | Bridgend County Borough | Wales |
| Speak Welsh daily | 6.3% | 15.2% |
| Speak Welsh weekly | 3.1% | 5.2% |
| Use it less often or never | 6.9% | 7.3% |

The data indicates that in terms of the spoken language, the % of Bridgend residents when compared to the whole of Wales that use the Welsh language is significantly less.

The data clearly shows that there is a variance in the Welsh language skills of Bridgend County Borough residents when compared with all-Wales data.

It is anticipated that this proposal would significantly improve teaching and learning opportunities and it is likely that uptake of Welsh-medium education in the area will increase as a consequence of provision of a 21st Century school building, thereby supporting the local authority’s Welsh in Education Strategic Plan (WESP) targets, promoting the Welsh language and increasing the number of nursery learners transitioning to a Welsh-medium primary education.

Ysgol Gymraeg Bro Ogwr is not currently used for community activities during the week. However, organisations such as Menter Bro Ogwr and the Urdd run holiday clubs at the school during some of the school holiday periods. The school operates a free breakfast club and Menter Bro Ogwr run an after-school club for learners. Extra-curricular after school clubs are offered during the week from Monday to Thursday.

Menter Bro Ogwr have previously run Welsh for adults for parents and the school is currently looking to set-up a Parents and Toddler group.

Ysgol Gymraeg Bro Ogwr is categorised as a “green” school with excellent standards achieved at the end of foundation phase and Key Stage 2. No current data or figures for this is available as national data has not been collected for two years.



| | |
|---|--|
| <p>Does the proposal have any positive, negative or neutral impacts?</p> | <p>Positive</p> |
| <p>Describe why it will have a positive impact on the Welsh language.</p> | <p>The proposal would have a positive impact on the use of the Welsh language as more pupil places would be available for learners seeking a Welsh-medium education.</p> <p>The facilities will provide an opportunity for Welsh language courses to be offered to parents/carers.</p> <p>The proposed school would provide an opportunity for learners seeking a Welsh-medium education to transition from an English-medium school.</p> <p>The excellent Welsh-medium education provided by Ysgol Gymraeg Bro Ogwr would be further enhanced with the provision of new fit-for-purpose facilities.</p> <p>Increasing Welsh-medium places supports the local authority's WESP and Welsh Government's Cymraeg 2050 agenda.</p> |
| <p>What evidence do you have to support this view?</p> | <p>Currently, Ysgol Gymraeg Bro Ogwr has 378 places for learners aged 4- 11 and 55 nursery places. The school is regularly over-subscribed. The new school will be sized for 525 places for learners aged 4- 11, with 90 full-time- equivalent nursery places. In addition, there will be an 8-place assessment and observation class.</p> |
| <p>What action(s) can you take to better contribute to positive impacts?</p> | <p>Promotion of the Welsh language through early engagement activities with parents/carers.</p> <p>Signposting parents/carers to Welsh language classes/courses by the school.</p> <p>The local authority currently does not have a Welsh-language immersion centre. However, funding is provided to support learners when transitioning from English-medium to Welsh-medium schools. This opportunity could be promoted.</p> <p>Continued professional development of school staff and sharing of best practice.</p> <p>Development of a high quality Ti a Fi session within Brackla which will offer parents the opportunity to experience the many benefits of Welsh-medium early years experiences for their child and themselves.</p> |

| | |
|---|--|
| <p>Opportunities for people to use the Welsh language.</p> | <p>Increase participation in the Welsh language by offering the opportunity to parents/carers and other members of the community to attend Welsh classes and/or other opportunities for community engagement through the medium of Welsh. In addition, they will be encouraged to signpost parents/carers to Welsh language classes.</p> <p>The school's facilities could be used for Welsh language activities that will increase participation. There is an opportunity to create a partnership with agencies including 'Welsh for Adults', 'Menter Bro Ogwr' (Bro Ogwr Welsh Language Initiative) and Bridgend College for members of the community to learn Welsh and undertake activities through the medium of Welsh. In addition, Welsh language courses are offered by Learn Welsh Glamorgan who deliver courses online and locally in Bridgend, Merthyr Tydfil and Rhondda Cynon Taf on behalf of the National Centre for Learning Welsh. They also offer a range of online taster courses that anyone can access and offer Sadwrn Siarad sessions periodically.</p> <p>Activities through the medium of Welsh are primarily offered by Menter Bro Ogwr although Bridgend Learning Partnership also aims to offer learning activities where they are able to, and where activities prove viable in terms of numbers.</p> <p>Learners will have an opportunity to undertake extra-curricular activities through the medium of Welsh.</p> |
| <p>Opportunities to promote the Welsh language.</p> | <p>The school could allow the use of facilities by the community for Welsh classes/activities delivered through Welsh, thereby promoting the Welsh language.</p> <p>The school will be designed with community use in mind. It will be fully accessible and compliant with the Equalities Act 2010. There may be opportunities to run community activities during school hours.</p> <p>The school has links with the Urdd and could further develop links with Welsh-medium sporting groups.</p> <p>Given its central location within Bridgend, the school will be very accessible to the immediate and wider community.</p> <p>The Council is committed to promoting the Welsh language, increasing the number of Welsh schools and number of learner places, as detailed in the WESP.</p> |

| | |
|--|---|
| Compliance with the Council's Welsh Language Standards. | Contractual arrangements and processes for the delivery of the project will be undertaken so that they are compliant with the Welsh Language Standards. Consultation meetings will be bi-lingual and the contractor will be advised of this requirement and requested to also adopt this approach in terms of delivering any stakeholder engagements sessions. All signage during and post-construction will be bi-lingual. |
|--|---|

| Review – Consultation Comments | Date: |
|--------------------------------|-------|
| | |

| |
|---|
| Monitoring, Evaluation and Reviewing |
|---|

Should the proposal proceed, the project will be regularly reviewed during the course of design, delivery, and post-occupation by the Project Manager – School Modernisation Team.

| |
|----------------|
| Summary |
|----------------|

The proposal is to provide Ysgol Gymraeg Bro Ogwr with a new purpose built 21st Century school on a site at Ffordd Cadfan, Brackla, Bridgend. The new school will be 2.5 form entry (ie 525 learner places) for learners aged 4-11, with 90 full-time-equivalent nursery places plus an 8-place observation and assessment class. The school would open in September 2025.

The proposal is considered to have a positive effect on the Welsh language:

- Additional learner Welsh-medium places will be provided.
- The school will be designed to delivery the New Curriculum for Wales.
- The school's facilities could be utilised for community use/adult classes through the Welsh language.
- The site is located centrally to encourage use by the immediate and wider community seeking an opportunity to engage in Welsh classes/courses that could be offered.
- The school will be fully accessible.
- Transitional opportunities from English to a Welsh-medium could be offered.

- The excellent Welsh-medium education received by learners who attend Ysgol Gymraeg Bro Ogwr would continue and be further enhanced by the provision of new facilities.

Appendix C - Equality impact assessment (EIA) screening form

Equalities Impact Assessment (EIA) Screening Form

This document is a multi-purpose tool ensuring the appropriate steps are taken to comply with the [Public Sector Equality Duty](#) Equality Impact Assessment legislation and to demonstrate that we have shown due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage when taking strategic decisions under the [Socio-economic Duty](#). It also ensures consideration of the [Welsh Language Standards](#). [Click here to access more information and guidance to help you complete this EIA.](#)

- **This assessment should be carried out during the formation stage of your policy or proposal. Any negative impact identified will support you to devise engagement strategies for further evidence gathering.**
- **If you are undertaking a full public consultation as part of your policy or proposal this form should be completed before the consultation begins and used as a tool to inform your consultation questions and engagement activities.**
- **All sections and all questions require a response and must not be left blank even if they are ‘not applicable’ or ‘subject to further consultation’.**

| | |
|---|--|
| Name of project, policy, function, service or proposal being assessed: | Bridgend North East – Ysgol Gymraeg (YG) Bro Ogwr replacement |
| Brief description and aim of policy or proposal: | Proposal to make a regulated alteration to enlarge Ysgol Gymraeg Bro Ogwr to a 2.5 form-entry (FE) school, with a 90-place full time equivalent nursery plus an 8-place observation and assessment class on land off Ffordd Cadfan, with effect from the beginning of the autumn term 2025 |
| Who is responsible for delivery of the policy or proposal? | Director – Education and Family Support |
| Date EIA screening completed: | 10/06/21 |
| Does this policy or proposal relate to any other policies? (please state) | <ul style="list-style-type: none"> • School Modernisation Programme • Flying Start Programme • Welsh Government Childcare Offer |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Infant Class Sizes • Additional Learning Needs • Bridgend Public Services – Well-being Plan • Corporate Plan 2018-2022 • Medium Term Financial Strategy • Taking Wales Forward Strategy 2018-2021 • Wellbeing and Future Generations Act 2015 • Education in Wales: Our national mission - action plan 2017-2021 • Bridgend County Borough Council - Local Development Plan (LDP) • Bridgend County Borough Council - Welsh in Education Strategic Plan • Cymraeg 2050 Welsh Language Strategy |
| <p>Who is affected by this policy (e.g. Staff, residents, disabled people, women only?)</p> | <p>Learners, parents and staff</p> |
| <p>Is the policy related to, influenced by, or affected by other policies or areas of work (internal or external)? <i>Note: Consider this in terms of statutory requirements, local policies, regional (partnership) decisions, national policies, welfare reforms.</i></p> | <ul style="list-style-type: none"> • Flying Start Programme • Welsh Government Childcare Offer • Infant Class Sizes • Additional Learning Needs • Bridgend Public Services – Well-being Plan • Corporate Plan 2018-2022 • Medium Term Financial Strategy • Taking Wales Forward Strategy 2018-2021 • Wellbeing of Future Generations (Wales) Act 2015 • Education in Wales: Our national mission - action plan 2017-2021 • Bridgend County Borough Council - Local Development Plan (LDP) • Bridgend County Borough Council - Welsh in Education Strategic Plan • Cymraeg 2050 Welsh Language Strategy |
| <p>If this is a review or amendment of an existing policy, has an EIA been</p> | <p>N/A</p> |

| | |
|--|-----|
| carried out? Please include date of completion: | |
| If an EIA exists, what new data has been collected since its completion? | N/A |

Assessment of Impact

Protected characteristics

Is it possible that any aspect of the policy or proposal will have a positive or negative impact on people from different groups in different ways?

***Please note: If you identify a negative impact for any protected characteristics you will need to undertake further evidence gathering to complete a full EIA.**

| | Please place an X in the relevant box | | | Explanation of impact |
|--------------------------------|---------------------------------------|--------------------|-----------|---|
| | Positive impact(s) | Negative impact(s) | No impact | |
| Gender | X | | | Building design will cater for gender neutral users |
| Disability | | | X | |
| Race | | | X | |
| Religion and belief | | | X | |
| Sexual Orientation | | | X | |
| Age | X | | | Ensure improved school environment for learners |
| Pregnancy & Maternity | | | X | |
| Transgender | | | X | |
| Marriage and Civil partnership | | | X | |

Socio-economic impact

Is it possible that any aspect of the policy or proposal will have a positive or negative impact on people or communities experiencing socio-economic disadvantage?

***Please note: If you identify a negative socio-economic impact you will need to undertake further evidence gathering to complete a full EIA.**

| | Please place an X in the relevant box | | | Explanation of impact |
|-----------------------------|---------------------------------------|--------------------|-----------|---|
| | Positive impact(s) | Negative impact(s) | No impact | |
| Socio-economic disadvantage | X | | | Improved facilities for learners attending, living with socio-economic disadvantage. Potential for wrap around provision, potentially enabling parents to seek employment or training |

Welsh Language

Is it possible that any aspect of the policy or proposal will have a positive or negative impact for persons to use the Welsh language and in treating the Welsh language less favourably than the English language?

***Please note: If you identify a negative impact for persons to use the Welsh language and in treating the Welsh language less favourably than the English language you will need to undertake further evidence gathering to complete a full EIA.**

| | Please place an X in the relevant box | | | Explanation of impact |
|--|---------------------------------------|--------------------|-----------|--|
| | Positive impact(s) | Negative impact(s) | No impact | |
| Will the policy or proposal impact on opportunities for people to use the Welsh language | X | | | There will be an increase in availability of Welsh-medium primary school places with the enlargement of YG Bro Ogwr, as part of the proposal. Potential use of school for Welsh language community groups, |

| | | | | |
|---|----------|--|--|--|
| | | | | eg Ti a Fi, adult Welsh classes |
| Will the policy or proposal treat the Welsh language no less favourably than the English language | X | | | There will be an increase in availability of Welsh-medium primary school places with the enlargement of YG Bro Ogwr, as part of the proposal. Potential use of school for Welsh language community groups, eg Ti a Fi, adult Welsh classes |

Public Sector Equality Duty

The Public Sector Equality Duty consists of a general equality duty and specific duties, which help authorities to meet the general duty.

The aim of the general equality duty is to integrate considerations of the advancement of equality into the day-to-day business of public authorities. In summary, those subject to the equality duty, must in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a characteristic and those who don't
- Foster good relations between people who share a characteristic and those who don't

How does this policy or proposal demonstrate you have given due regard to the general equality duty?

The scheme would be developed to ensure there is no negative impact on any protected group.

Procurement and partnerships

The Public Sector Equality Duty (PSED) requires all public authorities to consider the needs of protected characteristics when designing and delivering public services, including where this is done in partnership with other organisations or through procurement of services. The Welsh Language Standards also require all public authorities to consider the effects of any policy decision, or change in service delivery, on the Welsh language, which includes any work done in partnership or by third parties. We must also ensure we consider the Socio-economic Duty when planning major procurement and commissioning decisions to consider how such arrangements can reduce inequalities of outcome caused by socio-economic disadvantage.

Will this policy or proposal be carried out wholly or partly by contractors or partners?

| | Please place an X in the relevant box: |
|-----|---|
| Yes | X (partly) |
| No | |

If yes what steps will you take to comply with the General Equality Duty, Welsh Language Legislation and the Socio-Economic Duty in regard to procurement and/or partnerships?

| | Steps taken to ensure compliance: |
|----------------------------|---|
| General Equality Duty | Robust procurement and contract documentation includes due regard to this |
| Welsh Language legislation | Robust procurement and contract documentation includes due regard to this |
| Socio-economic duty | Robust procurement and contract documentation includes due regard to this |

What have you decided to do?

Record of decision based on assessment of impact on protected characteristics, socioeconomic impact and Welsh Language. Please place an X in the relevant box.

If you identify negative impact on one, some or all protected characteristics, socioeconomic duty or Welsh Language you will MUST complete a full EIA.

| Impact identified | Next steps: | Please place an X in the relevant box: |
|-------------------------------|--|---|
| No negative impact identified | Screen out: carry on with the policy or proposal | X |

| | | |
|---|---|--|
| One or more negative impact identified | Complete full EIA to gather more evidence on potential negative impacts | |
| Please explain the reasons for this decision. If you have ‘screened out’ you must include information and evidence to justify your decision. | | |
| It has been identified that the proposal is unlikely to negatively impact on any protected group. There have been positive impacts identified, including Welsh language, gender and age as detailed in the table above. As there have been no negative impacts identified, it will not be necessary to undertake a full equalities impact assessment. | | |

Approval:

| | |
|---------------------------------------|----------|
| Date EIA screening completed: | 10/06/21 |
| Approved by (Head of Service): | |
| Date of approval by HoS: | |

| | |
|--|-----|
| If this screening has identified that a full EIA is needed, who will carry out the full EIA? | N/A |
| If this screening has identified that a full EIA is needed when will the Full EIA be completed by (Date): | N/A |

Appendix 1 – Estyn Reports

Estyn report- Ysgol Gymraeg Bro Ogwr

A report on Ysgol Gymraeg Bro Ogwr
June 2017

Summary

| | |
|---|-------------|
| The school's current performance | Good |
| The school's prospects for improvement | Good |

Current performance

The school's current performance is good because:

- Most pupils make good progress in their learning
- Nearly all pupils feel happy and safe at school, and know whom to approach if they need help or support
- Staff provide comprehensive learning experience for pupils, which engage their interest and motivate them well
- Staff apply the requirements of the Literacy and Numeracy Framework purposefully to their schemes of work to enable most pupils to make good progress in their literacy and numeracy skills over a period of time
- Provision for the Welsh language and the Welsh dimension is effective
- The quality of teaching is effective in many classes
- It is a caring community in which pupils' wellbeing is a clear priority, and all pupils treat each other with respect and care
- There is a homely and inclusive ethos

Prospects for improvement

Prospects for improvement are good because:

- The acting headteacher, with the valuable support and contribution of the senior management team, sets a purposeful strategic direction for developing the school
- Leaders evaluate the quality of the school's work systematically by implementing a cycle of effective monitoring activities that have been planned well
- The school development plan is comprehensive and identifies a number of relevant improvement targets
- The school works successfully with a variety of partners in a way that has a positive effect on pupils' standards and wellbeing, and expands their learning experiences well
- The school is staffed effectively and makes successful use of individuals' expertise to enrich teaching and learning
- Support staff are an integral part of the team and contribute significantly towards the success of learning
- The school provides good value for money

Recommendations

- R1 Respond to the health and safety issues that were raised during the inspection
- R2 Improve pupils' information and communication technology (ICT) skills
- R3 Improve pupils' ability to work independently and take responsibility for their own learning
- R4 Share best practice in the Foundation Phase across the phase
- R5 Develop the strategic role of governors to enable them to challenge the school effectively about its performance

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Estyn report- Archdeacon John Lewis Church in Wales Primary School

A report on Archdeacon John Lewis
January 2017

Summary

| | |
|--|----------|
| The school's current performance | Good |
| The school's prospects for improvement | Adequate |

Current performance

The current performance of the school is good because:

- Most pupils make good progress in improving their literacy and numeracy skills
- Standards of reading and oracy are good
- Standards of Welsh are good overall
- Most pupils use their information and communication technology (ICT) skills well in other subjects
- Most pupils behave well
- Attendance is improving
- Teachers plan stimulating learning experiences
- Provision for most pupils with additional learning needs is good
- The school is a safe and caring environment

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher places a priority on setting high standards of achievement and wellbeing
- Procedures to manage the performance of staff are effective
- Leaders analyse data thoroughly to identify areas to improve in the standards that pupils achieve
- The school improvement plan is a well written document that identifies school priorities for improvement appropriately
- The school has strong and beneficial partnerships with other schools
- Partnerships with parents are strong
- The school manages a wide range of resources effectively to meet the needs and interests of pupils
- Leaders manage the school's finances well

However:

- Leaders do not provide effective enough strategic leadership
- Senior leaders do not distribute responsibilities well enough to support the specific needs of the school
- The governing body does not challenge the school well enough or ensure that the school has up-to-date policies and meets all statutory requirements
- Self-evaluation activities are not developed or implemented rigorously enough to identify all weaknesses in learning and teaching
- Grants are not used to improve outcomes for all vulnerable pupils, particularly the more able

Recommendations

- R1 Increase opportunities for pupils to use their numeracy skills in other subjects
- R2 Ensure that all teachers plan activities to meet the needs of all learners, particularly the more able
- R3 Improve assessment arrangements including the use of assessment for learning strategies and the moderation of end of phase assessments
- R4 Improve the use of the outdoor environment to support learning in the Foundation Phase
- R5 Ensure that leaders at all levels understand and fulfil their role as strategic leaders
- R6 Improve the rigour and range of self-evaluation activities to monitor standards and provision more thoroughly

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will review the school's progress.

Estyn report - Brackla Primary School

A report on Brackla Primary School
June 2016

Summary

| | |
|--|------|
| The school's current performance | Good |
| The school's prospects for improvement | Good |

Current performance

The current performance of the school is good because:

- Nearly all pupils make good progress and are enthusiastic learners
- The school provides pupils with a purposeful, caring environment
- Standards of wellbeing are very good
- Teachers provide pupils with a stimulating and varied curriculum
- Most teaching is good
- The school building is well maintained and supports pupils' learning well
- The school's outdoor provision is good and provides pupils with range of exciting opportunities to learn

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides effective leadership, which focuses purposefully on raising standards
- Leaders have high expectations of learners and staff
- Governors challenge the school to improve effectively
- The school has very robust and productive self-evaluation processes
- Leaders use performance data well to track pupils' progress
- It has a good track record in making improvements
- There are very effective strategic partnerships, especially with parents
- Leaders manage the school finances well to support improvements

Recommendations

R1 To improve standards of Welsh writing in key stage 2

R2 To improve provision for numeracy across the curriculum

R3 To increase opportunities for pupils to use Welsh skills outside of Welsh lessons

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Estyn report - Bryncethin Primary School

A report on Bryncethin Primary School
July 2018

Summary

Bryncethin Primary School is highly inclusive and provides a safe, welcoming and stimulating learning environment for all its pupils. Nearly all pupils enjoy coming to school and make good progress and achieve well.

Teachers foster a positive climate for learning and provide pupils with interesting activities that engage them well. The pupils' input into how and what they learn is a strong aspect of the school's work. Standards of behaviour and self-discipline of almost all pupils in lessons and around the school are high.

School leaders provide effective leadership and a clear strategic direction for the school's work. A culture of improvement permeates the school and the headteacher encourages the staff to research and to try out new approaches. This has led to the establishment of a strong teaching community where staff learn from each other effectively.

| Inspection area | Judgement |
|-------------------------------------|-----------|
| Standards | Good |
| Wellbeing and attitudes to learning | Good |
| Teaching and learning experiences | Good |
| Care, support and guidance | Good |
| Leadership and management | Good |

A report on Bryncethin Primary School
July 2018

Recommendations

- R1 Improve pupils Welsh oracy and reading skills
- R2 Improve strategies to increase attendance
- R3 Provide regular opportunities for pupils to develop their understanding of the culture and heritage of Wales

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Estyn report - Brynmenyn Primary School

A report on Brynmenyn Primary School
September 2012

Summary

| | |
|--|----------|
| The school's current performance | Adequate |
| The school's prospects for improvement | Adequate |

Current performance

The school's current performance is judged as adequate because:

- most pupils make satisfactory progress and achieve standards that are about average overall, but the performance of a minority of pupils, usually boys, is too low;
- standards of literacy have improved recently, but are still too low;
- most pupils' attitudes to learning are positive and most behave well;
- the curriculum is practical and creative, but does not place enough emphasis on developing pupils' literacy skills;
- the overall quality of teaching is adequate, although the quality of marking is inconsistent;
- care, support and guidance are adequate although safeguarding arrangements are not as good as they should be;
- strategic leadership and management roles are shared widely; and
- partnerships with other schools, the local authority and the community are good.

Prospects for improvement

The school's prospects for improvement are judged as adequate because:

- senior leaders and governors share a commitment to school improvement;
- regular monitoring and evaluation of teaching and learning is thorough, widespread and a key factor in their improvement;
- the senior management team is effective in building a relatively new team of teachers and assistants; and
- improvement processes have not yet resulted in a sufficient rise in standards of literacy, but the school has arrested the decline and standards are rising, albeit from a low base.

Recommendations

- R1 Improve standards of literacy throughout the school, especially for boys and those pupils who are more able
- R2 Strengthen further the curriculum for literacy
- R3 Improve the teaching and learning of boys and the more able
- R4 Develop the strategic management role of the governing body
- R5 Ensure that safeguarding arrangements are reviewed more regularly and that all staff are trained fully and often in safeguarding procedures

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Estyn report - Bryntirion Infants School

A report on Bryntirion Infants School
January 2015

Summary

| | |
|--|------|
| The school's current performance | Good |
| The school's prospects for improvement | Good |

Current performance

The school is good because:

- Many pupils make good progress in relation to their low starting points
- Nearly all pupils behave well, enjoy school and have good attendance
- The curriculum provides a wide range of stimulating learning experiences
- Care, support and guidance are very good
- The school makes good use of specialist agencies to support vulnerable pupils
- Support for pupils with additional learning needs is effective and most make good progress
- The school uses the physical environment well to provide pupils with engaging learning experiences

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides a clear sense of direction to the work of the school
- All members of staff combine very well in a strong team ethos
- Leaders analyse pupil attainment data carefully when evaluating the school's performance
- There is a close link between the self-evaluation report and priorities in the school improvement plan
- The school makes good use of a wide range of partnerships and successfully involves many parents in supporting their children's learning
- There are effective arrangements for developing staff expertise through a range of professional development opportunities

Recommendations

- R1 Improve pupils' speaking and independent thinking skills
- R2 Ensure that teaching consistently challenges the more able pupils
- R3 Improve the effectiveness of feedback to pupils so that they have a clear understanding of how they can improve their work
- R4 Develop governors' capacity to provide strategic direction and greater levels of challenge
- R5 Ensure that self-evaluation procedures have a clear focus on how provision improves outcomes for pupils

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Estyn report- Cefn Glas Infant School

A report on Cefn Glas Infant School
October 2015

Summary

| | |
|--|------|
| The school's current performance | Good |
| The school's prospects for improvement | Good |

Current performance

The current performance of the school is good because:

- Nearly all pupils make good progress during their time in the school
- Standards of behaviour are good and nearly all pupils are polite and courteous
- Nearly all pupils have a very good understanding of how to stay healthy
- Levels of attendance are high and compare well to those in other similar schools
- Teachers focus effectively on developing pupils' literacy, numeracy and thinking skills in imaginative ways across the curriculum
- Teachers and learning assistants work well together as a team
- Most teachers prepare lively and imaginative presentations that motivate most pupils well
- The school is a warm, welcoming and nurturing community, placing a high priority on ensuring that pupils are well cared for, and feel safe
- There are good arrangements in place to support pupils with additional learning needs
- Pupils benefit from using a wide range of good quality resources
- The school makes good use of its extensive and well-resourced outdoor areas, and these support pupils' learning well

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and senior management team share a clear vision for school improvement
- Staff have clear responsibilities and they work purposefully together as a strong team
- The headteacher has high expectations and supports staff at all levels to give of their best and reach their full potential
- Governors support the school well and are aware of its strengths and areas in need of development
- Self-evaluation and development planning are a regular part of the school's working life
- The school uses information from the self-evaluation process appropriately to set suitable priorities such as improving pupils' higher order reading skills
- The partnership with parents is a particularly strong feature of the school, contributing very effectively to the school's highly inclusive ethos
- Many continuous professional development opportunities help staff to acquire new knowledge and skills that lead to good quality learning experiences for

pupils

- There is a strong emphasis on developing and sharing good practice within the school and with other providers, ensuring a climate of continuous improvement

Recommendations

R1 Improve pupils' independent writing and their creative and extended writing skills

R2 Improve pupils' input into what and how they learn

R3 Improve opportunities for pupils to make choices and take meaningful decisions

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Estyn report - Coety Primary School

A report on Coety Primary School
March 2018

Recommendations

- R1 Ensure that all staff receive appropriate support and feedback to help them develop professionally
- R2 Increase staff involvement in the process for school improvement planning
- R3 Provide better opportunities to develop pupils' independent learning skills in the foundation phase
- R4 Improve provision for numeracy across the curriculum

What happens next

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will review the school's progress.

Summary

Pupils at Coety Primary School generally make good progress from their starting points. They have positive attitudes to learning and treat each other with care and respect. Staff provide interesting learning experiences that motivate pupils to learn, but there are not enough good quality opportunities for pupils in the foundation phase to develop their independent learning skills. There are effective systems for pupils to identify aspects of their work that they need to improve, and teachers provide good quality feedback to help them to succeed.

Senior leaders have managed the expansion in pupil numbers and the move to a new building well. They place a high priority on creating a caring community that considers and meets the needs of pupils. They have useful procedures to analyse the work of the school and to identify areas for development, but they do not always identify all areas accurately or involve staff in planning for improvement well enough.

| Inspection area | Judgement |
|-------------------------------------|--------------------------------|
| Standards | Good |
| Wellbeing and attitudes to learning | Good |
| Teaching and learning experiences | Adequate and needs improvement |
| Care, support and guidance | Good |
| Leadership and management | Adequate and needs improvement |

Estyn report - Coychurch Primary School

A report on Coychurch (Llangrallo) Primary School
March 2014

Summary

| | |
|---|-------------|
| The school's current performance | Good |
| The school's prospects for improvement | Good |

Current performance

The school's current performance is good because:

- outcomes at the end of key stage 2 are above expectations;
- nearly all pupils make good progress in their learning;
- pupil behaviour is of high quality;
- there are positive relationships between pupils and staff;
- teaching in most classes is consistently high;
- pupils are well motivated and polite, and they enjoy school; and
- the school is an inclusive community.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher, staff and governors share a strong vision for the future development of the school;
- there is a thorough process of self-evaluation, which draws on a wide range of first-hand evidence;
- school improvement planning focuses closely on raising pupils' levels of achievement;
- the senior management team and governors have a good understanding of the school's strengths and areas for development;
- partnerships with parents and the local community are strong;
- teamwork and communication are effective at all levels; and
- the school manages its resources well.

Recommendations

- R1 Improve outcomes at the end of the Foundation Phase
- R2 Improve the provision for extended writing across the curriculum
- R3 Ensure consistency in the quality of teaching throughout the school
- R4 Improve the outdoor area for older pupils in the Foundation Phase
- R5 Improve attendance further

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn report - Croesty Primary School



Rhagoriaeth i bawb - Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Croesty Primary School
Coychurch Road
Pencoed
Bridgend
CF35 5LY

January 2015

Croesty Primary School

Outcome of the monitoring visit

Croesty Primary School is judged to have made good progress in respect of the key issues for action following the Estyn visit in January 2015. The school has been removed from the list of schools requiring Estyn monitoring. There will be no further Estyn monitoring visits in relation to this inspection.

Yours sincerely

Mererid Wyn Williams
Assistant Director

Estyn, Llys Angor, Heol Keen, Caerdydd, CF24 5JW
Estyn, Anchor Court, Keen Road, Cardiff, CF24 5JW
Ffôn/Telephone 02920 446446 • Ffacs/ Fax 02920 446448
E-bost/Email enquiries@estyn.gov.uk • <http://www.estyn.gov.uk>

Summary

| | |
|--|----------|
| The school's current performance | Adequate |
| The school's prospects for improvement | Good |

Current performance

The current performance of the school is adequate because:

- performance in end of Foundation Phase and key stage 2 assessments has improved over the past two years;
- the current standard of work in many pupils' books is good;
- most pupils are well behaved and courteous, and have a good attitude to learning;
- the quality of teaching is good and teachers provide interesting and relevant learning activities that meet the needs of most pupils;
- staff provide a high level of care, support and guidance to pupils;
- the school is an inclusive community where pupils are valued; and
- a wide range of partnerships have a beneficial impact on pupils' achievement.

However:

- over the past four years, the school's performance in assessments at the end of the Foundation Phase and key stage 2 has generally placed it in the lower 50% of schools with similar proportions of pupils entitled to free school meals;
- many pupils' extended writing and numeracy skills in key stage 2 are not well developed across the curriculum;
- attendance levels are not as good as they should be; and
- many pupils are not sufficiently involved in the assessment of their own learning.

Prospects for improvement

The school's prospects for improvement are good because:

- school leaders have a clear vision for the future development of the school and the newly-formulated senior leadership team is beginning to impact on standards for all learners;
- school leaders have an accurate understanding of the school's strengths and areas for development, which derives from effective self-assessment procedures;
- all members of staff are clear about their roles in implementing improvement strategies, which have already had a positive impact on raising standards over the past two years; and
- the governing body is effective in holding the school to account for the standards it achieves.

Recommendations

- R1 Raise standards so that more pupils reach the level expected for their age at the end of the Foundation Phase and key stage 2
- R2 Improve pupils' ability to apply their extended writing and numeracy skills across the curriculum in key stage 2
- R3 Improve pupil attendance
- R4 Address the significant imbalance in class sizes in the Foundation Phase
- R5 Improve opportunities for pupils to assess their own learning

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Estyn report - Litchard Primary School

A report on Litchard Primary School
November 2017

Summary

Most pupils make expected progress from their starting points. Most apply their literacy and numeracy skills well in work across the curriculum. Most pupils across the school develop highly effective skills in information and communication technology (ICT). Nearly all pupils enjoy coming to school and have positive attitudes to learning.

The quality of teaching is strong. The curriculum is broad and offers a wide range of interesting experiences for all pupils.

Pupils receive good care support and guidance and the school's partnership with most parents is strong. The headteacher has a clear vision for the school and is supported well by the senior management team. The staff know the school community well and work together as a team effectively to achieve high standards for pupils. The governing body supports the school successfully.

| Inspection area | Judgement |
|-------------------------------------|-----------|
| Standards | Good |
| Wellbeing and attitudes to learning | Good |
| Teaching and learning experiences | Good |
| Care, support and guidance | Good |
| Leadership and management | Good |

Recommendations

- R1 Improve pupils' Welsh oracy, reading and writing skills in key stage 2
- R2 Improve pupils' decision-making skills so that they can make independent choices about how and what they learn
- R3 Ensure that teachers' feedback tells pupils what they need to do to improve their work
- R4 Develop outdoor learning in the foundation phase

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Estyn report - Llangewydd Junior School

A report on Llangewydd Junior School
November 2015

Summary

| | |
|--|-----------|
| The school's current performance | Good |
| The school's prospects for improvement | Excellent |

Current performance

The school's current performance are good because:

- Many pupils make at least good progress and build on their skills well as they move through the school
- Pupils of all abilities make good progress in learning and using Welsh as a second language
- Pupils' behaviour and their level of engagement are good
- Listening and responding to pupils' views are a strength
- There is a robust system for assessing and tracking pupils' progress regularly
- There are outstanding levels of care, support and guidance for all pupils, which also have a positive impact on parents
- The school is a vibrant community where staff recognise and celebrate the diversity of its pupils

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher provides highly effective leadership and direction for the school
- The governing body carries out its duties very well and contributes extensively to the strategic direction of the school
- The school's arrangements for self-evaluation, monitoring and planning for further improvements are well established and very effective
- The school has developed an excellent partnership with parents
- The school has an important and active role within the local community, where outstanding relationships are evident
- Leaders manage the deployment of staff and resources highly effectively
- The school uses its resources well to ensure that all groups of pupils achieve successfully

Recommendations

- R1 Ensure regular and varied opportunities for pupils to use their numeracy skills across the curriculum
- R2 Improve the consistency of marking and assessment for learning by giving pupils opportunities to respond to teachers' comments
- R3 Share the highly effective practice of family and community engagement with other schools across Wales

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Estyn report - Maes Yr Haul Primary School

A report on Maes yr Haul Primary School
May 2018

Summary

The school is a happy and vibrant learning community where pupils make good progress. Pupils' communication skills are particularly strong, and they apply their literacy, numeracy and information and communication technology skills effectively in an exceptionally rich range of contexts. Across the school, pupils' behaviour is exemplary. They are courteous towards visitors and work extremely well with each other. The school provides very well-developed opportunities for pupils to keep fit and supports their emotional wellbeing highly effectively. There are exceptionally good opportunities for pupils to develop their confidence and resilience and acquire creative skills. The senior leadership team is strong. It has a powerful and productive vision for providing a fully rounded education for the school's pupils, which it shares effectively with all stakeholders.

| Inspection area | Judgement |
|-------------------------------------|-----------|
| Standards | Good |
| Wellbeing and attitudes to learning | Excellent |
| Teaching and learning experiences | Good |
| Care, support and guidance | Excellent |
| Leadership and management | Good |

A report on Maes yr Haul Primary School
May 2018

Recommendations

- R1 Improve pupils' Welsh speaking skills
- R2 Improve the opportunities for younger pupils to explore their environment independently and make choices about their learning

What happens next

The school will draw up an action plan to address the recommendations from the inspection. Estyn will invite the school to prepare a case study for dissemination on Estyn's website.

Estyn report - Oldcastle Primary School

A report on Oldcastle Primary School
June 2017

Summary

| | |
|--|------|
| The school's current performance | Good |
| The school's prospects for improvement | Good |

Current performance

The school's current performance is good because:

- Nearly all pupils, including those with additional needs, make good progress from their starting points during their time at the school
- Most pupils have very well developed oracy skills, and have strong reading and writing skills
- Most pupils achieve well in mathematics and have well developed skills in numeracy and information and communication technology (ICT)
- Pupils' wellbeing is good; most pupils behave well, engage in their learning and work collaboratively with their peers
- Attendance has improved and places the school in the top 25% compared with similar schools
- The quality of teaching is good, and most lessons are interesting and exciting
- Pupils receive excellent care, support and guidance, especially those whose circumstances may make them vulnerable, or those with additional needs

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher is a creative and innovative leader, and is supported well by a highly motivated senior leadership team
- The governing body is active in its support of the school
- There is a comprehensive and effective process for self-evaluation, which results in a useful plan for improvement
- There is an efficient performance management structure in place for all staff, which is monitored robustly
- A wide range of highly effective partnerships enrich the curriculum and support pupils' learning and wellbeing exceptionally well
- The school is a highly innovative learning community, which manages its financial and human resources extremely efficiently

Recommendations

- R1 Ensure that teachers match classroom activities to pupils' learning needs more specifically, especially for pupils who need support with basic skills
- R2 Strengthen the role of the governing body
- R3 Ensure that monitoring secures improvement

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Estyn report - Pencoed Primary School

A report on Pencoed Primary School
May 2019

Summary

The wellbeing of pupils is at the heart of the school's work and all members of staff work very hard to ensure that there is a caring, inclusive, family ethos. This has a very positive impact on pupils' achievement, their attitudes to learning, attendance and behaviour.

Most pupils, including those in the learning resource units, make good progress from their starting points. Pupils take on roles and responsibilities enthusiastically and contribute well to the life of the school.

Teachers provide a wide range of learning experiences to engage and motivate pupils to learn. The school promotes pupils' understanding of the Welsh culture and heritage well.

The school has a very strong and supportive relationship with parents. The family engagement officer has created a range of highly successful strategies to involve parents in the life and work of the school.

The headteacher, along with the deputy headteacher and senior leaders, provides strong and purposeful leadership. Together with a dedicated and conscientious team of staff, they work successfully to improve pupils' outcomes and raise their aspirations.

| Inspection area | Judgement |
|-------------------------------------|-----------|
| Standards | Good |
| Wellbeing and attitudes to learning | Good |
| Teaching and learning experiences | Good |
| Care, support and guidance | Good |
| Leadership and management | Good |

A report on Pencoed Primary School
May 2019

Recommendations

- R1 Raise standards in Welsh language skills
- R2 Provide more opportunities for pupils to develop as independent learners
- R3 Ensure that all teachers give pupils enough opportunities to write at length

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Estyn will invite the school to prepare a case study on its strategies to engage families in the life and work of the school for dissemination on Estyn's website.

Estyn report - Penybont Primary School

A report on Penybont Primary School
May 2019

Summary

Throughout Pen-Y-Bont Primary School, there is a thoughtful, caring and supportive ethos, in which all pupils feel safe and valued. Pupils' behaviour is exemplary and they are articulate, courteous, and welcoming to visitors. The headteacher, staff and governors work well as a team and ensure that the school provides very helpful, individual support for pupils and their families.

Nearly all pupils make good progress in their learning as they move through the school. Most pupils have very positive attitudes to learning, they are eager to learn and enjoy their lessons. Staff work well together to create a calm environment where pupils are respectful to adults and each other. Teachers provide a good range of learning experiences that engage pupils well. A particular strength of the school is the work to enhance pupils' speaking and listening skills.

The headteacher, along with senior leaders, provides effective, purposeful leadership. Collectively they have a clear vision for school improvement and they share this successfully with all members of staff. Together, they set high expectations and establish effective strategic plans that focus on meeting the needs of all pupils.

| Inspection area | Judgement |
|-------------------------------------|-----------|
| Standards | Good |
| Wellbeing and attitudes to learning | Good |
| Teaching and learning experiences | Good |
| Care, support and guidance | Good |
| Leadership and management | Good |

Recommendations

- R1 Improve pupils' Welsh language skills
- R2 Enable pupils to contribute effectively to decision-making
- R3 Create more opportunities for pupils to be involved in how and what they learn

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Estyn report - Penyfai Church in Wales Primary School



Arolygiaeth Ei Mawrhydi drws Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

Penyfai C.I.W. Primary School
Heol Eglwys
Penyfai
Bridgend
CF31 4LX

27 June 2018

Penyfai C.I.W. Primary School

Outcome of Estyn review

The school is judged to have made sufficient progress in addressing the recommendations from the Section 28 inspection. The school has been removed from the list of schools requiring Estyn review. There will be no further monitoring activity in relation to this inspection.

Yours sincerely

A handwritten signature in black ink that reads 'M. W. Williams'.

Mererid Wyn Williams
Assistant Director

Estyn, Llys Angor/Anchor Court, Heol Keen/Keen Road, Caerdydd/Cardiff, CF24 5JW

Ffôn/Telephone 02920 446446

ymholiadau@estyn.llyw.cymru • enquiries@estyn.gov.wales

www.estyn.llyw.cymru • www.estyn.gov.wales

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a
Saesneg. Bydd gohebiaeth a dderbynnir yn y nall
iaith neu'r llall yn cael yr un flaenoriaeth.

Estyn welcomes correspondence in both English
and Welsh. Correspondence received in either
language will be given equal priority.



Summary

| | |
|--|----------|
| The school's current performance | Good |
| The school's prospects for improvement | Adequate |

Current performance

The school's current performance is good because:

- By the end of key stage 2, most pupils achieve good standards in speaking, listening, reading, writing, mathematics and information and communication technology (ICT)
- Nearly all pupils with additional learning needs make good progress towards their targets through effective intervention and support
- Teachers plan interesting learning experiences, including access to a wide variety of extra-curricular activities, which engage and motivate most pupils
- The school promotes Welsh effectively
- The building provides a stimulating environment, which staff use well to promote learning
- Nearly all pupils behave very well and are kind and considerate to one another
- Working relationships between staff and pupils are very good
- Nearly all pupils achieve high levels of wellbeing due to the effective care, support and guidance that the school provides within its Christian ethos
- Attendance rates are high and compare consistently well with those of similar schools

Prospects for improvement

The school's prospects for improvement are adequate because:

- The newly appointed headteacher has a clear vision for the school based on a Christian ethos and ensuring high standards for all pupils
- Senior leaders provide conscientious support for the headteacher and, together, they promote a strong team ethos
- Members of the senior leadership team have a sound understanding of most of the school's strengths and areas for improvement
- The governing body is supportive of the school and has a satisfactory understanding of its performance in relation to that of other similar schools
- Recent key improvements to communication with parents are enabling them to play a greater role in their children's learning
- The school has a wide range of beneficial partnerships, which have a positive effect on pupils' wellbeing and standards

However:

- Recommendations from the last inspection remain as areas for leaders to address effectively, including increasing challenge for pupils, especially those

who are more able

- Arrangements for self-evaluation and school improvement planning do not focus robustly enough on improving pupil outcomes
- There is a lack of robust challenge by governors to ensure that pupils reach their full potential
- Over the last few years, the school has underspent its budget significantly at the expense of improving resources and the outdoor environment

Estyn report - St Marys Catholic Primary School

A report on St Mary's Catholic Primary School
June 2016

Summary

| | |
|--|------|
| The school's current performance | Good |
| The school's prospects for improvement | Good |

Current performance

The school's current performance is good because:

- Most pupils make good progress from their starting-points
- Most pupils' speaking and listening skills are very good
- Pupils' thinking skills develop exceptionally well
- Most pupils make good progress in developing their reading skills.
- Nearly all pupils display positive attitudes to learning and are very enthusiastic in lessons
- All pupils behave extremely well
- The quality of teaching is good across the school and a few lessons are excellent
- A strong Catholic ethos supports pupils' spiritual, moral, social and cultural development very well

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision for the school and shares this effectively with staff, governors and pupils
- He is an exemplary role model who actively supports and challenges staff and pupils to do their best
- There is a good sense of team work across the school and staff embrace new ideas positively
- Governors undertake their responsibilities conscientiously and have a strong interest in the day-to-day life of the school
- The school demonstrates a good commitment to addressing national and local priorities; for example, the Foundation Phase has been embedded well
- There is thorough analysis of all aspects of the school's life and work, including pupils' wellbeing
- The school has an excellent range of partnerships, which have a significant impact on pupils' achievement and wellbeing; for example, there is a highly effective partnership with the University of Exeter, which has helped to improve pupils' thinking skills

Recommendations

- R1 Raise the standard of most pupils' extended and creative writing
- R2 Improve pupils' skills in Welsh
- R3 Raise pupils' attendance
- R4 Ensure a better balance of leadership responsibility across the leadership team

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Estyn report - St Roberts Catholic Primary School

A report on St Robert's Primary Catholic School
April 2015

Summary

| | |
|--|------|
| The school's current performance | Good |
| The school's prospects for improvement | Good |

Current performance

The school's current performance is good because:

- Most pupils achieve good standards by the end of the Foundation Phase and key stage 2
- More able pupils in upper key stage 2 make good and sometimes very good progress
- Nearly all pupils feel safe in school and have a positive attitude to health and fitness
- Nearly all pupils participate enthusiastically in their work and are keen to learn
- The school provides many worthwhile and interesting learning experiences that meets the needs of most pupils
- All teachers have high expectations of all pupils and this contributes well to the good progress that most make
- The school is a caring environment where all staff value pupils highly

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision and a set of core values that promote improvement in standards and wellbeing successfully
- The school pays good attention to local and national priorities such as the implementation of the Literacy and Numeracy Framework
- The school's self-evaluation process is well established and involves all staff and governors
- The school identifies accurately relevant areas for improvement and these inform priorities in the school improvement plan
- The school works effectively with a range of partners to improve its provision
- The headteacher deploys all staff effectively to make best use of their experience and expertise
- The school provides good value for money

Recommendations

- R1 Improve pupils' standards in their use of numeracy skills across the curriculum
- R2 Improve pupils' independent skills to enable them to make decisions about their own learning
- R3 Ensure that planning secures the systematic development of pupils' information and communication skills (ICT)

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn report - Tondu Primary School

A report on Tondu Primary School
November 2019

Summary

Many pupils at Tondu Primary School make strong progress from their starting points as they move through the school. They develop effective literacy and numeracy skills that they apply well across the curriculum. Most behave well and show high levels of tolerance and consideration for other pupils and adults.

Staff know their pupils well. Many teachers deliver lessons and plan learning experiences that engage and motivate pupils successfully. The school's systems for tracking and monitoring pupil progress are successful in ensuring that pupils make good progress over time. The school's provision for wellbeing is effective and provides sensitive support for vulnerable pupils, which helps these pupils to improve their confidence and willingness to learn.

Leadership at the school is good. Senior leaders have a clear vision for continued school improvement and their work has had a positive impact on all areas of the school in recent years.

| Inspection area | Judgement |
|-------------------------------------|-----------|
| Standards | Good |
| Wellbeing and attitudes to learning | Good |
| Teaching and learning experiences | Good |
| Care, support and guidance | Good |
| Leadership and management | Good |

A report on Tondu Primary School
November 2019

Recommendations

- R1 Analyse information from monitoring more carefully to identify the underlying causes of shortcomings in provision and standards
- R2 Secure consistent planning across the foundation phase to enable pupils to develop and apply their skills independently
- R3 Provide more able pupils with regular, high quality opportunities to extend their learning

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Estyn report - Trelales Primary School



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

Trelales Primary School
Well Street
Laleston
CF32 0LF

3 July 2019

Trelales Primary School

Outcome of Estyn review

The school is judged to have made sufficient progress in addressing the recommendations from the Section 28 inspection. The school has been removed from the list of schools requiring Estyn review. There will be no further monitoring activity in relation to this inspection.

Yours sincerely

M. W. Williams

L. Miles

**Mererid Wyn Williams &
Liz Miles**
Assistant Directors

Estyn, Llys Angor/Anchor Court, Heol Keen/Keen Road, Caerdydd/Cardiff, CF24 5JW

Ffôn/Telephone 02920 446446

ymholiadau@estyn.llyw.cymru • enquiries@estyn.gov.wales

www.estyn.llyw.cymru • www.estyn.gov.wales

Mae Estyn yn croesawu goheblaeth yn Gymraeg a Saesneg. Bydd goheblaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth. Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

Summary

During their time at the school, nearly all pupils make good progress in line with their abilities. Nearly all pupils are very enthusiastic learners who enjoy coming to school and behave very well. The school provides an effective level of care, support and guidance for pupils. Teachers and learning support officers work well together to support pupils' learning. However, the quality of teaching varies too much across the school. The headteacher has a clear vision for the school and over the past year has introduced suitable improvement strategies, but it is too early to see the effect of actions on pupils' standards and provision. The governors are supportive, but they do not provide enough challenge to leaders in relation to the school's performance.

| Inspection area | Judgement |
|-------------------------------------|--------------------------------|
| Standards | Good |
| Wellbeing and attitudes to learning | Good |
| Teaching and learning experiences | Adequate and needs improvement |
| Care, support and guidance | Good |
| Leadership and management | Adequate and needs improvement |

Recommendations

- R1 Strengthen the role of leaders at all levels so that they operate more strategically and focus more sharply on pupils' standards and improving provision
- R2 Develop governors' role in monitoring the quality of provision and pupils' progress to enable them to challenge the school's performance
- R3 Ensure that the planned curriculum meets the needs of all pupils and develops their skills, particularly numeracy across the curriculum.
- R4 Improve the quality of teaching by sharing the best practice in the school more effectively

What happens next

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will review the school's progress.

Estyn report - Tremains Primary School

A report on Tremains Primary School
November 2016

Summary

| | |
|--|----------|
| The school's current performance | Adequate |
| The school's prospects for improvement | Adequate |

Current performance

The current performance of the school is adequate because:

- The school is a warm, welcoming and inclusive community
- Most pupils read well, with expression and understanding
- Most pupils listen well, speak confidently and explain their thoughts clearly
- Nearly all pupils behave well and most have a very positive attitude to learning
- The school provides effective support for pupils with additional learning needs and those transferring to the school with a high level of need

However:

- More able pupils do not consistently achieve as well as they could
- Too many pupils eligible for free school meals perform less well than other pupils
- Attendance has placed the school in the bottom 50% for the last three years when compared with similar schools

Prospects for improvement

The school's prospects for improvement are adequate because:

- The leadership team has established a clear vision for the school as a fully inclusive community
- Staff have realised the school's aim of improving the wellbeing of vulnerable pupils effectively
- Improvement planning focuses suitably on national priorities such as the literacy and numeracy framework

However:

- Leaders do not consistently analyse information on pupils performance effectively and, as a result, the priorities in the school development plan are not always those that are likely to have the most impact on raising pupil outcomes
- Leaders do not monitor or evaluate progress or the impact of initiatives regularly or robustly
- The school is too slow in addressing shortcomings in pupils' attainment
- The school has been slow to respond to the recommendations from the last inspection

Recommendations

- R1 Raise standards in pupils' literacy and mathematical development in the Foundation Phase
- R2 Raise standards for the more able pupils
- R3 Improve pupils' speaking and writing skills in the Welsh language
- R4 Improve attendance
- R5 Establish a clear whole school plan for the development of literacy and numeracy skills
- R6 Ensure that teachers give pupils in all classes clear guidance on what they need to do to improve
- R7 Introduce robust systems to ensure effective self-evaluation and school improvement

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will review the school's progress.

Estyn report – Ysgol Gynradd Gymraeg Calon Y Cymoedd

A report on Ysgol Gynradd Gymraeg Calon y Cymoedd
March 2019

Summary

The pupil's voice and children's wellbeing are a clear focus and are strong features of life at Ysgol Calon y Cymoedd. Nearly all children behave well and treat each other and adults with courtesy and respect. The school benefits from strong leadership, which places the rights of the child at the heart of everything, and this vision is shared successfully across the whole school community. Leaders have high expectations and a clear focus on raising standards continuously.

Staff provide a stimulating, contemporary curriculum that engages pupils' imagination successfully. Nearly all pupils make good progress in their learning, and most apply their literacy, numeracy, and information and communication technology (ICT) skills effectively when working across the curriculum.

| Inspection area | Judgement |
|-------------------------------------|-----------|
| Standards | Good |
| Wellbeing and attitudes to learning | Good |
| Teaching and learning experiences | Good |
| Care, support and guidance | Good |
| Leadership and management | Good |

A report on Ysgol Gynradd Gymraeg Calon y Cymoedd
March 2019

Recommendations

- R1 Raise standards of reading in Welsh
- R2 Ensure that improvement processes focus in detail on evaluating and improving pupils' standards and progress
- R3 Provide more opportunities for pupils to practise their writing skills independently in the foundation phase

What happens next

The school will produce an action plan to address the recommendations from the inspection.

Estyn report – Ysgol Cynwyd Sant

A report on Ysgol Cynwyd Sant
October 2016

Summary

| | |
|--|-----------|
| The school's current performance | Good |
| The school's prospects for improvement | Excellent |

Current performance

The school's current performance is good because:

- Most pupils make sound progress in their learning during their time there
- Most pupils develop their thinking skills and independent learning skills very successfully
- Most pupils develop their oral skills to a very high standard and are able to convey themselves in writing clearly and interestingly in a range of forms across the curriculum
- Pupils' information and communication technology (ICT) skills are developing robustly across the school
- Most pupils' contribution to the school's life and work is very effective
- There is a wide range of rich learning experiences that stimulate pupils' interest and develop them to become confident independent learners
- Provision for developing the Welsh language and the Welsh dimension is comprehensive, effective and central to all of the school's life and work
- The quality of teaching is effective and consistently robust across the school
- It has comprehensive procedures for ensuring care, support and guidance for pupils, which have a positive effect on their standards and wellbeing

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher's progressive and innovative leadership ensures that her vision and philosophy are shared very successfully with all stakeholders
- Leaders contribute excellently to ensuring a high quality provision and raising standards across the school
- The governing body plays a key part in ensuring that the school has a clear strategic direction, which enables it to challenge the school and hold it to account for its performance effectively
- It has a very successful culture of self-evaluation and quality assurance procedures that permeate nearly all aspects of school life; as a result, leaders and staff have a comprehensive understanding of the school's strengths and areas that need to be developed further
- Self-evaluation procedures include the views of stakeholders well, and the pupil voice is an excellent feature of the process; their voice has a strong influence on ensuring successful arrangements and curriculum for creative arts
- The school plans very effectively to realise priorities that derive from the self-evaluation report
- The school shares its good practice very successfully and co-operates exceptionally effectively with a large number of schools and other organisations

locally and nationally; this strengthens the competence of the school's staff very effectively in order to ensure continuous improvements and raise standards

- There are very effective performance management processes, and purposeful training supports staff's needs very successfully; all staff's continuous professional development links clearly with the philosophy that drives the school's work very successfully
- The school is a very effective learning community, and there are successful networks between the school and a number of other schools and organisations that offer a wide range of opportunities for leaders, teachers and assistants to develop professionally and work together successfully to improve pupils' standards of work

Recommendations

R1 Continue to raise pupils' attendance rates

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

Estyn report – Ysgol Y Ferch O'r Sger

A report on Ysgol Y Ferch o'r Sger
March 2019

Summary

The school has a strong Welsh ethos and pupils show pride towards Welsh culture and their local community. On the whole, teaching is sound and teachers provide a wide range of interesting and practical learning experiences for pupils, which engage their enthusiasm towards learning. Many pupils develop to become independent learners. They work well with others and provide their peers with help and support, when necessary. The school's provision for vulnerable pupils is commendable and responds well to their needs. Across the school, pupils are very polite and caring towards each other.

Over the last two years, instability in staffing has limited leaders' ability to address inconsistencies in provision and standards. The headteacher and governors now provide a clear direction for the school's work, the current staffing structure is clear and leaders at all levels fulfil their duties conscientiously. They now use a purposeful range of suitable evaluation activities. As a result, they have increasingly sound knowledge of current standards, which enables them to plan and implement suitable improvements.

| Inspection area | Judgement |
|-------------------------------------|--------------------------------|
| Standards | Adequate and needs improvement |
| Wellbeing and attitudes to learning | Good |
| Teaching and learning experiences | Adequate and needs improvement |
| Care, support and guidance | Adequate and needs improvement |
| Leadership and management | Adequate and needs improvement |

A report on Ysgol Y Ferch o'r Sger
March 2019

Recommendations

- R1 Ensure that the school's leadership is effective at every level
- R2 Address the aspects of site safety that were identified during the inspection
- R3 Address the deficit in the school's budget
- R4 Raise pupils' standards of writing
- R5 Ensure that formative and summative assessment procedures are effective

What happens next

The school will produce an action plan to show how it will address the recommendations. Estyn will review the school's progress.

Estyn report – Archbishop McGrath Catholic School

A report on Archbishop McGrath Catholic School
November 2019

Summary

Archbishop McGrath Catholic High School provides a very caring and supportive environment, which most pupils are proud to be part of. The Catholic ethos, which recognises that 'every child is a unique individual, precious to God', is fundamental to all aspects of school life. Many pupils develop successfully as ethical, informed citizens. They learn to demonstrate respect and to promote virtues including gratitude and compassion.

Most teachers foster purposeful working relationships with their classes and demonstrate strong subject knowledge. Many pupils make sound progress in the development of their knowledge, understanding and skills. The quality of teaching makes a positive contribution to pupils' wellbeing and personal development, as well as the standards that they achieve.

In recent years, the school's leadership has been successful in supporting improvements in pupil outcomes, wellbeing, behaviour and attendance. However, senior leaders have not consulted well enough with staff about important changes and decision-making arrangements are not always transparent enough. This has contributed to low staff morale and made it difficult for them to carry out their duties as thoroughly as before.

| Inspection area | Judgement |
|-------------------------------------|--------------------------------|
| Standards | Good |
| Wellbeing and attitudes to learning | Good |
| Teaching and learning experiences | Good |
| Care, support and guidance | Good |
| Leadership and management | Adequate and needs improvement |

Recommendations

- R1 Improve consultation and communication, including around decision-making
- R2 Increase the precision of self-evaluation processes at all levels
- R3 Strengthen provision for the progressive development of pupils' skills
- R4 Address the safeguarding issue identified during the inspection

What happens next

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will review the school's progress.

Estyn report – Brynteg Comprehensive School

A report on Brynteg Comprehensive School
December 2016

Summary

Assured leadership has, over the last three years, resulted in improvements to both provision and the standards pupils achieve. Over this period, the performance of pupils at Brynteg Comprehensive School mostly compares favourably with that of pupils in similar schools. Most teachers have high expectations of their pupils and establish positive relationships for learning. Many pupils demonstrate positive attitudes to their learning and make suitable progress. In many lessons, pupils develop their literacy skills well. The school has an inclusive and supportive ethos that promotes pupils' wellbeing effectively. Most pupils are polite and courteous, and behave well.

The school will draw up an action plan that shows how it is going to maintain high standards and quality of provision and address the recommendations.

Recommendations

- R1 Improve the standard of pupils' numeracy and information and communication technology (ICT) skills across the curriculum
- R2 Improve the accuracy of self-evaluation
- R3 Provide robust financial management to address the deficit budget
- R4 Address the health and safety issues identified during the inspection

Estyn report – Bryntirion Comprehensive School

A report on Bryntirion Comprehensive School
October 2016

Summary

| | |
|--|-----------|
| The school's current performance | Excellent |
| The school's prospects for improvement | Excellent |

Current performance

The school is excellent because:

- Performance in nearly all main key indicators at key stage 4 since 2014 has been well above that of similar schools, with pupils making exceptional progress from previous key stages in the majority of indicators
- Performance in the indicators that include English and mathematics has been consistently very high for the last three years
- More able pupils, pupils with additional learning needs and pupils eligible for free school meals achieve very well
- In 2016, provisional data indicates that performance in the sixth form is above that of similar schools in all indicators and consistently well above in the average wider points score and the proportion of pupils achieving three A* to C grades since 2014
- Pupils have exceptionally positive attitudes to their learning
- Rates of attendance have been consistently well above modelled outcomes for four years
- The school's outstanding ethos, its high quality arrangements for care, support and guidance, and the consistently good teaching in lessons ensure that pupils are highly engaged and motivated to learn

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher and senior team provide exceptional strategic leadership
- There is a clear vision to develop a culture of high expectations in all aspects of the school's work
- The school is an effective learning community with a culture of sharing and striving to improve key areas of performance
- The school's systematic and well-designed quality improvement arrangements contribute well to strengthening provision
- Line management responsibilities are clear and robust, and they ensure that teachers and managers at all levels are fully accountable for their work
- The school has made very strong progress in addressing recommendations from the previous inspection report

Recommendations

R1 Improve the quality of written feedback to pupils and their response to it

R2 Improve arrangements to develop pupils' Welsh language skills

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Estyn report – Coleg Cymunedol Y Dderwen

Report of visit – Coleg Cymunedol Y Dderwen
June 2017

Outcome of monitoring

Coleg Cymunedol Y Dderwen is judged to have made sufficient progress in relation to the recommendations following the core inspection in October 2015.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring special measures.

Report of visit – Coleg Cymunedol Y Dderwen
June 2017

Recommendations

In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.

Estyn report – Pencoed Comprehensive School

Summary

| | |
|--|------|
| The school's current performance | Good |
| The school's prospects for improvement | Good |

Current performance

The current performance at Pencoed Comprehensive School is good because:

- Over the last five years, performance at key stage 4 has improved in most of the key indicators; pupils' performance in the level 2 threshold including English and mathematics has been above modelled outcomes for four out of the last five years
- Pupils with additional learning needs make strong progress in their learning
- In many lessons, pupils make good progress in developing their knowledge, understanding and skills
- Nearly all pupils are well behaved, and most participate with enthusiasm in their lessons
- Many teachers plan their lessons to provide a beneficial range of stimulating activities, and offer valuable opportunities for pupils to develop their literacy skills
- The school provides a very wide range of extra-curricular activities which are very well attended
- The school has a very caring ethos and is a fully inclusive community

Prospects for improvement

The school's prospects for improvement are good because:

- Leadership, staff and pupils share a vision of the school that is helping to develop a culture of aspiration and achievement
- The headteacher is supported effectively by the senior leadership team, and they communicate well with all staff
- Lines of accountability are clear and performance management arrangements are strong
- Most middle leaders carry out their roles effectively
- Governors undertake their role of critical friends well; they have a strong understanding of performance data, and they challenge and support the school effectively
- Self-evaluation and planning for improvement procedures are well established and well linked
- Effective partnerships with a wide range of providers help to promote pupils' wellbeing and enhance their learning experiences

Recommendations

- R1 Raise standards in mathematics
- R2 Improve the outcomes for more able pupils
- R3 Strengthen the range and use of data and information, including first-hand evidence, to refine self-evaluation and planning for improvement
- R4 Eliminate the budget deficit

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn report – Ysgol Gyfun Gymraeg Llangynwyd

Report on Ysgol Gyfun Gymraeg Llangynwyd
March 2015

Summary

| | |
|---|-------------|
| The school's current performance | Good |
| The school's prospects for improvement | Good |

Current performance

The school's current performance is good because:

- Most pupils display positive attitudes to learning and make good progress in subjects
- Pupils' outcomes in the main indicators at the end of key stage 4 for the first two years of the school are positive
- Pupils' behaviour in lessons and around the school is good
- Nearly all pupils feel safe and happy at school
- Provision for Welsh and the Welsh dimension is a strong element of the school's work
- There are effective arrangements at the school to promote pupils' health and wellbeing effectively

Prospects for improvement

The school's prospects for improvement are good because:

- Members of the senior management team convey high expectations to all members of the school community
- There has been a pattern of improvements since the school was established
- There are robust and effective systems to ensure quality and comprehensive priorities for improvement
- The senior management team has a sound understanding of the school's strengths and areas to be improved
- There is a clear link between the areas to be developed and the priorities in the school improvement plan, including maintaining and raising standards and improving learning skills
- There are effective partnerships with other providers to expand provision for pupils and ensure cost effectiveness in the school's curriculum

Recommendations

- R1 Improve standards in English and Welsh in key stage 4
- R2 Improve provision for pupils who have additional learning needs
- R3 Strengthen quality and ensure consistency in teachers' feedback to pupils on how to improve their work
- R4 Strengthen management systems in order to ensure full accountability in all areas

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Appendix 2 – List of stakeholders

- ▶ The Governing Body, parents, staff, carers, guardians and learners of Ysgol Gymraeg Bro Ogwr
- ▶ Other schools within the cluster/area
- ▶ Neighbouring authorities
- ▶ The Church in Wales and Roman Catholic Diocesan Authorities
- ▶ Welsh Ministers
- ▶ Welsh Government
- ▶ Constituency and Regional Assembly Members (AMs) and Members of Parliament (MPs) representing the area served by any school which is subject to the proposals
- ▶ Estyn
- ▶ Teaching and staff trade unions representing teachers and other staff at any school which is subject of the proposals
- ▶ Central South Consortium Joint Education Service
- ▶ South Wales Police and Crime Commissioner
- ▶ Town and Community Councils representing the area served by any school which is subject to the proposals
- ▶ Independent or voluntary nursery providers who may be affected including Mudiad Meithrin
- ▶ BCBC Childcare team/Children and Young People’s Partnership and/or Early Years Development and Childcare Partnerships where present
- ▶ Cabinet Members
- ▶ Corporate Management Board
- ▶ Ward Members
- ▶ BCBC Group Manager, Inclusion
- ▶ CAMHS, NHS Wales, Cwm Taff, Local Health Board.
Primary Mental Health Team, NHS Wales, Cwm Taff, Local Health Board.
- ▶ Speech and Language Therapy Service, NHS Wales, Cwm Taff, Local Health Board.

- ▶ Paediatricians, NHS Wales, Cwm Taff, Local Health Board.
- ▶ Occupational Therapy (OT) NHS Wales, Cwm Taff, Local Health Board.
- ▶ Physiotherapy Service: NHS Wales, Cwm Taff, Local Health Board.
- ▶ Educational Psychologists. Educational Psychology Service, Bridgend County Borough Council.
- ▶ Social Services & Wellbeing Directorate, Bridgend County Borough Council
- ▶ SNAP Cymru
- ▶ Barnardo's Cymru
- ▶ Welsh Language Commissioner