

## Heronsbridge School

### Consultation document

Proposal to make regulated alterations to increase the number of pupils for whom Heronsbridge School makes provision to 300 and to relocate the school to Island Farm, Bridgend, with effect from the beginning of the autumn term 2025.

**Date of issue:** 4 April 2022

**Action required:** 18 May 2022

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## Overview

This consultation is to invite views on the proposal to make regulated alterations to:

- increase the number of pupils for whom Heronsbridge School makes provision to 300; and
- to relocate the school to Island Farm, Bridgend, with effect from the beginning of the autumn term 2025.

## How to respond

This consultation period will begin on the **4 April 2022** and close the **18 May 2022**.

You can respond on the included pro forma (see page 27 of this document) or online and ask further questions in the following ways:

**Tel:** (01656) 643 643

**Email:** [edsu@bridgend.gov.uk](mailto:edsu@bridgend.gov.uk)

**Online:** [www.bridgend.gov.uk/consultation](http://www.bridgend.gov.uk/consultation)

**Post:** Send pro forma response (see page 27 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

All consultation meetings will be held virtually via Microsoft Teams. The local authority requests that those wishing to attend the open meeting on 25 April 2022 pre-register their attendance and confirm whether Welsh translation is required by sending an email to: [gaynor.thomas@bridgend.gov.uk](mailto:gaynor.thomas@bridgend.gov.uk) or telephone: 01656 642626

The following consultation meetings have been organised:

Date	Time	Who	Venue
Monday 4 April 2022	2pm to 3pm	School council / learners	Virtual
Monday 25 April 2022	2:30pm to 3:30pm	School staff	Virtual
	TBC	Bridgend Town Council	Virtual
Monday 25 April 2022	5pm to 6pm	Open - attendees to pre-register	Virtual
Wednesday 11 May 2022	3:45pm to 4:45pm	School governors	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](http://www.bridgend.gov.uk/consultation)

## Background and information

This consultation is to invite your views on the proposal to make regulated alterations to increase the number of pupils for whom Heronsbridge School makes provision to 300 and to relocate the school to Island Farm, Bridgend, 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 4 April to 18 May 2022.

## Heronsbridge School – Where we are now

Heronsbridge School is an English-medium community special school which is a regional centre that caters for the most vulnerable learners with autism spectrum disorder (ASD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD) at primary, secondary and post-16. The school has two three-bedroom residential houses for those learners requiring 39-week residential provision. However, the majority are day-pupils.

Located at Ewenny Road, Bridgend, the original school building dates back to 1929 and is of traditional stone construction. The teaching accommodation is spread over two floors, with pitched roofs and the main block has been extended a number of times. The overall condition of the school is grade C and the backlog maintenance costs (assessed in October 2020) is £1,248,200.00.

Although no capacity calculation is available for special schools, an assessment of teaching spaces based on a notional 5m<sup>2</sup> per pupil (that is, less area per pupil than is specified in the area guidelines) highlighted the significant overcrowding issue that exists at the school, producing a capacity of circa 180 pupils. Currently, there are 236 pupils on roll.

The existing school has a range of specialised facilities. However, it is not fit-for-purpose. There are significant issues with regard to the size of teaching and non-teaching spaces. Storage and circulation space is extremely poor and given the needs of the learners (many of whom require walking aids/wheelchairs), this causes issues in managing safe movement around the school.

The school benefits from an array of education and health professionals that work together to provide a highly skilled workforce that meets the needs of its learners. Best practice is shared with other special schools across South Wales. However, the limitation of the building affects both staff and learners and causes issues. The sufficiency and suitability of classrooms, outdoor learning, outdoor play, personal hygiene, and toileting all cause issues and this needs to be addressed to safeguard the wellbeing of staff and learners.

## **The proposal**

This proposal involves increasing the number of pupil places which Heronsbridge School makes provision for to 300 in a new build school at Island Farm, Bridgend. The school is classed as a local authority maintained special school, with term-time residential boarding provision. Residential provision associated with the school would also be provided on the new site.

Heronsbridge School serves the county borough and should this proposal proceed it is considered that it would have a positive impact on Additional Learning Needs provision. The new school will be a facility fit for 21<sup>st</sup> century teaching and learning and would be fully accessible.

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

## **Building condition and backlog maintenance of the existing school**

Heronsbridge School was graded as condition C in 2020 (poor - exhibiting major defects and/or not operating as intended). In 2020, there was a reported maintenance backlog of £1,248,200.00.

## **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.

The council has brought forward the proposal to build a replacement Heronsbridge School in order to:

- Increase the number of places for pupils with additional learning needs (ALN);
- Reduce the number of learners sent out of county (this practice is both expensive and imposes often significant travel times on pupils); and
- Provide suitable and sufficient accommodation which meets the needs of our most vulnerable learners.

## **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 (that is, parent governors, local authority governors, teacher governors, staff governors and community governors).

The instrument of government for Heronsbridge School already reflects the maximum number of governors of each category permitted under the regulations for community special school. Accordingly, there can be no increase to the number of governors of each category when the school becomes a 300-place special school.

## **Staffing**

Should the proposal go ahead, the number of staff is likely to increase over a period of time. The staffing requirements 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 proposed increase in places would include provision for 6 full-time-equivalent places for a multi-disciplinary assessment nursery class which would continue under existing packages. This will reduce existing costs and Early Years packages but focus on the Early Years pupils where the destination is Heronsbridge School. These pupils are included in the pupil projections.

The provision of nursery places in Heronsbridge School would free-up other local Early Years providers (including Y Bont) to support more of the younger children waiting for pre-school opportunities with emerging complex ALN. It would also further enable the graduated response required by the ALN Act and would assist in determining the most appropriate school placement.

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

- ▶ Increases provision for learners with complex needs.
- ▶ Learners and staff would benefit from a brand-new facility.
- ▶ A school, which is designed to provide the right learning environment and curriculum opportunities.
- ▶ Community provision could be incorporated into new school build.
- ▶ Savings on repairs and maintenance expenditure of an aging school building/s.

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

- ▶ School reorganisation may cause some disruption for a period of time (that is, 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 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**

A carefully planned new school build will impact significantly on what are already high standards of teaching and learning at Heronsbridge. The clear designation of space to account for current and projected pupil need will allow staff to impact positively on pupils' outcomes and standards.

The build will allow careful grouping of pupils by need as well as age to maximise the curriculum offer and allow specific targeting of therapeutic intervention programmes through physiotherapy and Occupational Therapy.

### **Wellbeing and attitudes to learning**

The use of space, access to specialist areas and greater access to facilities for intimate care will have a positive effect on the wellbeing of the pupils across the school. The development of modern, purpose-built facilities can only serve to impact positively on the pupils' attitudes to learning.

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

Teaching and learning experiences at the school are already good. This opportunity of a modern new environment will allow the staff to plan effectively more enriching learning opportunities for pupils and extend outcomes further.

The provision of purpose-built facilities such as track hoists will reduce time for changing and transitions between chairs, standing frames and other equipment and increase teacher contact time for the pupils with the most complex needs at the school. The opportunity to deliver a sensory-rich curriculum with the provision of specially designed areas will further extend the lesson delivery to the pupils with profound and multiple learning disability (PMLD) /specific learning difficulties (SLD) and Autistic Spectrum Disorder (ASD) pupils at the school. The school would also benefit from clear provision of facilities that impact on their 14-19 curriculum and provide vocational as well as educational teaching spaces.

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

The modern new build school would allow all pupils greater opportunity for support across the school day. Greater access to changing, feeding and therapeutic support would impact significantly on the pupils with the most complex needs and, with careful planning, environments could be tailored to reduce stimuli where pupil need is identified. The facility of hoist-access hydrotherapy and specialist spaces would impact positively on the most complex and reduce time between transitions, thus maximising therapeutic gains. The opportunity to access purpose-built 'rebound therapy' without having to encroach on or replace current school spaces would offer more scope to timetable activities that benefit all at the school.

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

The leadership and management at the school is excellent. The greatest positive from any new build is the clear designation of space across the school. These purpose-built areas of learning either within or outside of the classroom would allow the leadership team to plan for more systematic curriculum growth and prepare the school for future pupil needs.

The leadership team have always been at the forefront of thinking within the sector on how classroom practice can be enhanced. This opportunity will allow them to deliver sector-leading practice across the county and ensure that Bridgend has an effective holistic education provision that meets the ever-changing needs of its most complex pupils.

### **How the proposals will address any health, safety and welfare issues**

The new building would be designed to Building Bulletin 104 (that is, area guidelines) and comply with Building Regulations. The building would be environmental sustainability and include features such as natural daylight and ventilation. The new teaching and learning environment would make learners and staff feel safe and secure and foster a sense of belonging. Perimeter fencing would ensure site is more secure, compared with the existing school site, which is an open, shared, multiple

user site. In addition, there would be safer vehicle circulation and drop-off/pick-up areas around the site which would be designed as part of the overall site masterplan.

### **How the proposals will support increased inclusion**

There would be increased inclusion and choice for early years pupils accessing the school (currently those with most complex needs access early years packages as they cannot attend observation classes or mainstream schools).

### **The impact of the proposals on other ALN provision within the immediate and wider local authority area including out of county where appropriate**

There would be increased capacity to support our most complex learners within the local authority and reduce the need to seek out-of-authority placements when capacity is reached. The proposal would reduce pressure on observation and assessment classes across the local authority which accommodate nursery pupils with complex needs until they can access Heronsbridge School at Reception.

### **Is there a need for a particular type of ALN provision within the area?**

We have identified a need of more special school places in Heronsbridge to accommodate the same group of learners, as in we do not have enough capacity in Heronsbridge for Bridgend learners with PMLD, SLD or complex, non-verbal ASD.

### **Is there surplus ALN provision within the area?**

There is no surplus ALN provision within the area, with waiting lists and additional bespoke packages utilised for some provisions including Heronsbridge School.

### **Whether ALN provision would be more effective or efficient if regional provision were made**

The proposal is to expand an already excellent local authority provision that effectively meets the needs of Bridgend pupils with the most complex needs.

### **The impact of proposals on the transportation of learners with ALN**

There would be little impact on the transportation of learners who would attend Heronsbridge as they are already accessing specialist provisions across the county borough and require transportation to those locations.

## **How changes to ALN provision in schools are likely to impact on all other services provided in an area for pupils with disabilities and/or ALN**

There is no direct impact upon schools; additional capacity will allow for the fluctuation in capacity which is currently determined by pupils who are leaving in Year 14 and to accommodate our early years pupils who currently cannot access nursery provision due to capacity.

A summary of Her Majesty's Inspectorate for Education and Training in Wales (Estyn) most recent inspection reports relating to Heronsbridge School and other schools that may be indirectly affected by the proposal are included at appendix 1. The full inspection reports are available from the Estyn website: [www.estyn.gov.wales/](http://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 significant 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 being considered by Welsh Government.

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>

This proposal could positively impact on the Welsh language as the school's facilities could be used for Welsh language classes or by Welsh language groups.

### **Other considerations**

The admissions authority for the proposed new school would be Bridgend County Borough Council. Admissions to the school are not included within, or subject to, the provisions of the local authority's School Admissions Policy 2022-2023.

Applications for placement are considered by a panel of professionals from the Learner Support Service which may include the Group Manager Learner Support, Principal Educational Psychologist, Leads for Cognition and Learning, and Communication and Relationships Teams, independent representations from nominated headteachers across the local authority and the Senior Management Team at Heronsbridge School. Pupils can only be considered for placement if they meet initial criteria.

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

Learners will be provided with free transport schools in line with Bridgend County Borough Council's school transport policy.

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 proposed site at Island Farm is approximately one mile from the existing school site and therefore it is anticipated that there would be very little, if any, impact on the transportation for the existing pupils.

## **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.

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 disability and gender. 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 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**  
This option does not fit with local authority policy for ensuring sufficient places for learners with additional learning needs (Discounted)
- **Option 1 – New-build special school for ASD, SLD and PMLD pupils for 270 pupils**  
This option does not sufficiently increase the number of places and there is no residential provision.

- Option 2 – New-build special school for ASD, SLD and PMLD pupils - straight replacement - 185 places**  
This option does not sufficiently increase the number of places and there is no residential provision.
- Option 3 - New-build special school for SLD and PMLD pupils plus new build extension at Ysgol Bryn Castell for ASD pupils**  
This option was discounted as the sites were considered too small.
- Option 4 – New-build special school for SLD and PMLD (ASD remain at Heronsbridge Special School)**  
This option was not taken forward as the local authority would have to continue to operate Heronsbridge School in addition to new provision for SLD and PMLD learners.
- Option 5 – New-build special school for ASD (SLD and PMLD remain at Heronsbridge Special School)**  
This option was not taken forward as the local authority would have to continue to operate Heronsbridge School in addition to new provision for ASD learners.
- Option 6 – New-build 300 place special school for ASD, SLD, PMLD plus residential**  
This was considered to be the preferred option.

## 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
Heronsbridge School Ewenny Road Bridgend	Community	Proposed increased pupil numbers and relocation	English-medium	3-19

While the proposal does not impact directly on the following schools, it is possible (although not necessarily likely) that some may be indirectly affected, as local authority observation and assessment class provision is located at each of the schools.



School Name & address	Type	Reason for being affected	Language	Age range
Caerau Primary School Library Rd, Caerau, Maesteg CF34 0PA	Community	Observation Class (Foundation Phase)	English-medium	3-11
Ogmore Vale Primary School, Aber Rd, Ogmore Vale, Bridgend CF32 7AJ	Community	Observation Class (Foundation Phase)	English-medium	3-11
Cefn Cribwr Primary School, Cefn Road, Cefn Cribwr, Bridgend CF32 0AW	Community	Observation Class (Foundation Phase)	English-medium	3-11
Bryntirion Infants School, Bright Hill, Bridgend CF31 4DD	Community	Observation Class (Foundation Phase)	English-medium	3-7
Tremains Primary School, Channel View, Brackla, Bridgend CF31 2NL	Community	Observation Class (Foundation Phase)	English-medium	3-11
Pencoed Primary School, Penprysg Rd, Pencoed, Bridgend CF35 6RH	Community	Observation Class (Foundation Phase)	English-medium	3-11

The table below provides details of the January 2022 numbers on roll at each of the schools and the figures recorded for the previous four annual censuses.

	Jan 2022		Jan 2021		Jan 2020		Jan 2019		Jan 2018	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Héronsbridge School	236	0	240	0	245	0	238	0	237	0
Bryntirion Infant School	136	8	143	7	136	11	154	6	145	7
Caerau Primary School	428	16	463	0	449	10	468	16	444	18

	Jan 2022		Jan 2021		Jan 2020		Jan 2019		Jan 2018	
Cefn Cribwr Primary School	174	7	184	7	180	3	173	5	172	8
Ogmore Vale Primary School	327	12	330	15	371	10	377	1	389	0
Pencoed Primary School	605	8	610	0	596	0	583	14	575	10
Tremains Primary School	455	6	459	15	457	1	466	17	472	22

### Projections of pupil populations

The following tables provide 5-year projections of learner populations:

#### Heronsbridge School

##### Year

September 2022 – 250

September 2023 – 262

September 2024 – 265

September 2025 – 280 (includes additional 6 place nursery)

September 2026 – 295

#### Caerau Primary School

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total 2-11	Total inc. housing
Jan 2021	10	68	53	55	40	61	56	58	62	463	463
Jan 2022	14	50	61	52	53	39	60	54	59	442	442
Jan 2023	15	50	50	60	51	52	38	58	54	428	428
Jan 2024	15	50	50	50	59	49	51	37	59	420	420

<b>Jan 2025</b>	15	50	54	50	48	57	49	49	37	409	409
<b>Jan 2026</b>	15	50	54	53	48	47	56	47	50	420	420
<b>Jan 2027</b>	15	50	54	53	51	47	46	54	47	417	417

### Ogmore Vale Primary School

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total 2-11	Total inc. housing
<b>Jan 2021</b>	15	30	40	42	47	46	36	48	41	345	345
<b>Jan 2022</b>	6	42	39	38	41	45	41	35	45	332	332
<b>Jan 2023</b>	8	40	42	37	37	39	40	40	32	315	315
<b>Jan 2024</b>	8	40	40	40	36	35	35	39	37	310	310
<b>Jan 2025</b>	8	40	45	38	39	35	31	34	36	306	306
<b>Jan 2026</b>	8	40	42	43	37	37	31	31	31	300	300
<b>Jan 2027</b>	8	40	42	40	41	35	33	30	28	297	297

### Cefn Cribwr Primary School

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total 2-11	Total inc. housing
<b>Jan 2021</b>	8	15	24	28	19	25	23	26	23	191	195
<b>Jan 2022</b>	6	21	23	25	30	18	24	24	26	197	201
<b>Jan 2023</b>	6	21	21	24	27	28	17	25	24	193	197
<b>Jan 2024</b>	6	21	32	22	26	26	27	18	25	203	207
<b>Jan 2025</b>	6	21	21	34	24	25	24	28	18	201	205

V1

<b>Jan 2026</b>	6	21	24	22	36	22	23	26	28	208	212
<b>Jan 2027</b>	6	21	24	25	24	34	21	25	26	206	210

### Bryntirion Infants School

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total 2-11	Total inc. housing
<b>Jan 2021</b>	7	34	30	39	40					150	154
<b>Jan 2022</b>	7	32	40	32	38					149	154
<b>Jan 2023</b>	7	32	32	42	31					144	160
<b>Jan 2024</b>	7	32	33	34	41					147	163
<b>Jan 2025</b>	7	32	32	35	33					139	155
<b>Jan 2026</b>	7	32	34	34	34					141	157
<b>Jan 2027</b>	7	32	34	36	33					142	158

### Pencoed Primary School

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

<b>Jan 2027</b>	5	66	75	79	86	79	72	73	85	620	630
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### Tremains Primary School

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total 2-11	Total inc. housing
<b>Jan 2021</b>	12	54	70	58	39	58	63	62	58	474	474
<b>Jan 2022</b>	11	56	54	69	57	36	56	60	61	460	460
<b>Jan 2023</b>	10	59	56	53	67	53	35	54	59	446	446
<b>Jan 2024</b>	10	59	59	55	52	63	51	34	53	436	436
<b>Jan 2025</b>	10	59	59	58	54	48	61	49	33	431	431
<b>Jan 2026</b>	10	59	59	58	57	50	47	58	48	446	446
<b>Jan 2027</b>	10	59	59	58	57	53	49	45	57	447	447

### Land and buildings

Under this proposal, Heronsbridge School would relocate to a new school building, along with residential provision, which would be constructed on Island Farm, Bridgend.

Should the proposal to relocate Heronsbridge School go ahead, a future decision will be taken by cabinet in respect of the existing school site at Ewenny Road, Bridgend.

The following table sets out the capacities and an assessment of the quality of accommodation as per the council's building condition surveys in respect of Heronsbridge School and other schools which may be indirectly affected by the proposal.

School	Nursery Capacity	School Capacity	Quality of Accommodation
Heronsbridge School	N/A to special schools	N/A to special schools	Overall condition rating C (poor; exhibiting major defects and/or not operating as intended)
Caerau Primary School	69	406	Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration)
Ogmore Valley Primary School	71	390	Overall condition rating A (good; performing as intended and operating efficiently)
Cefn Cribwr Primary School	31	140	Overall condition rating C (poor; exhibiting major defects and/or not operating as intended)
Bryntirion Infants School	54	143	Overall condition rating C (poor; exhibiting major defects and/or not operating as intended)
Pencoed Primary School	66	510	Overall condition rating A (good; performing as intended and operating efficiently)
Tremains Primary School	63	428	Overall condition rating C (poor; exhibiting major defects and/or not operating as intended)

## Finance

Ministerial approval has been received in respect of the Strategic Outline Case and the Outline Business Case. A Full Business Case would be progressed in-line with Welsh Government requirements during the building development and design stages. However, this would be subject to the successful completion of the statutory consultation process.

Currently, the total project cost for the provision of the new school is estimated to be £25m. The scheme will be funded by Welsh Government and BCBC capital resources. The Welsh Government intervention rate is 75% and the council is responsible for the remaining 25%.

In Bridgend, the average funding per primary school learner is £3,808. The average funding per secondary learner for 2021-22 is £5,170. The funding per learner at Heronsbridge School for 2021/2022 is £ £27,888.

The proposed will generate additional revenue costs. This is due to the increased floor area and there will be increased pupil numbers. Any revenue implications resulting as a consequence of moving sites, including increases to the schools' delegated budget to cover a larger premises areas, and any potential increases in school transport costs, will not be known until the scheme is developed further. Any changes to the total cost of the scheme or council contributions will be reported back to Cabinet and Council as appropriate.

### **The consultation process**

The consultation process will be completed by 18 May 2022 and the outcomes, which will be incorporated into the proposal where possible, will be reported to a cabinet meeting in June 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*.	4 April – 18 May 2022
Draft Consultation Report to cabinet on the outcomes of the consultation.	June 2022
Publish Approved Consultation Report on BCBC website, hard copies available on request.	June 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.	July 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 and publication of the decision notice.	September 2022
Implementation.	Autumn Term 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 regulated alterations to increase the number of pupils for whom Heronsbridge School makes provision to 300 and to relocate the school to Island Farm, Bridgend, 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 the local authority using the attached pro forma or:

**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](mailto:edsu@bridgend.gov.uk)

**Online:** [www.bridgend.gov.uk/consultation](http://www.bridgend.gov.uk/consultation)

**Tel:** (01656) 643643

Alternative formats are also available upon request.

All views must be received by no later than **18 May 2022**.

## Pro forma

Proposal to make regulated alterations to increase the number of pupils for whom Heronsbridge School makes provision to 300 and to relocate the school to Island Farm, Bridgend, 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:

Héronsbridge School

- number of pupils increase to 300; and
- relocate the school to Island Farm, 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

Technical officers of the local authority

### Aims and objectives:

Proposal to make regulated alterations to increase the number of pupils for whom Heronsbridge School makes provision to 300 and to relocate the school to Island Farm, Bridgend, with effect from the beginning of the autumn term 2025

### Key actions:

Statutory procedure to make regulated alterations to Heronsbridge School:

- Increase the number of places for whom the school makes provision to 300; and
- Relocate the school to Island Farm Bridgend with effect from the beginning of the autumn term 2025.

**Expected outcomes:** A replacement new build Heronsbridge School for 300 pupils would open on the Island Farm site in Bridgend at the beginning of the autumn term 2025.

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

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

**Expected date of decision:** September 2022.

**Scope/focus of the assessment:**

Consideration given to:

- the existing use of the school by the community
- accessibility to learners, staff, parents and the community
- impact of moving the 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, and building condition

**Findings****Community Use:**

The school is used for the following community activities during the week:

**Swimming pool**

Buller and Packman Swim – Monday	4.00pm – 8.30pm
Residency Swim	- Tuesday
Stars of the Pool	- Thursday 4.30pm – 7.00pm
Water Babies	- Wednesday 4.30pm – 6.30pm
Water Babies	- Sunday 9.00am – 12 noon
Swimkidz	- Friday 4.30pm – 6.30pm
Swimkidz	- Saturday 8.30am – 4.00pm

**Gym**

Generations Se7ens	- Monday 5.00pm – 6.00pm
Penybont Football Club	- Monday 6.30pm – 7.30pm
Ballet	- Tuesday 5.00pm – 7.00pm and 7.00pm – 8.00pm
Stagecoach	- Thursday 5.00pm – 9.00pm
Stagecoach	- Friday 5.00pm – 8.00pm

V1

Stagecoach - Saturday 9.30am – 6.30pm  
Ospreys ICC - Sunday 10.00am – 11.40am

### **Heron Hall**

Rock Choir - Wednesday 6.45pm – 9.00pm  
Stagecoach - Thursday 5.00pm – 8.00pm  
Stagecoach - Friday 5.00pm – 8.00pm  
Stagecoach - Saturday 9.30am – 5.30pm

### **3G Pitch**

Hérons - Monday 4.30pm – 5.30pm  
Hérons - Monday 7.30pm – 8.30pm  
Penybont Football Club - Monday 6.30pm – 7.30pm  
Spanish Soccer - Tuesday 4.30pm – 7.15pm  
Ravencourt Football - Wednesday 5.30pm – 6.30pm  
Private hire - Friday 6.45pm – 7.45pm  
Private hire - Sunday 5.30pm – 6.30pm

BCBC play – evenings

The school run extra-curricular after-school clubs:

Hérons Inclusive Community football club (current and former pupils of Heronsbridge School) – Monday and Wednesday evenings.

Disability football tournaments at weekends hosted by the Herons

Cookery club – one evening each week

Yoga club - one evening each week

### **Primary Policy:**

- This proposal aligns with the March 2015 ‘Principles Document’.

## Projections of school population and building condition:

- The school population projections
- Building condition in respect of the existing school are outlined below:

School	Quality of Accommodation
Héronsbridge School	Overall condition rating C (poor; exhibiting major defects and/or not operating as intended)

## Impact on extended community

- The impact on community use is unlikely to be affected although there will be 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. Heronsbridge School is the only provision of this nature for pupils with complex needs within BCBC, it will draw pupils from a much wider area and will not compete for pupils in nearby schools.

## 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. There would be a positive impact given that the new school would be designed to be fully compliant with the Equalities Act 2010 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 4 April 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 approximately 1 mile away from the existing school site. It is therefore not anticipated that there will be a negative impact on the community.

## 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	High - positive
Disability	High	High - positive
Gender reassignment	High	High - positive
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	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. There will be a positive impact in respect of certain groups (that is, age, disability, and gender).

**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:**

Schools Programme Manager, School Modernisation Team, Education and Family Support

**Date:**

15 March 2022



## Appendix B - Welsh Language Impact Assessment

### Welsh Impact Assessment

<b>Proposal:</b>	Héronsbridge School – proposed regulated alteration to increase the number of places to 300 places and locate at Island Farm
<b>Department:</b>	School Modernisation Team – Education and Family Support Directorate
<b>Completing Officer:</b>	Schools Programme Manager
<b>Date:</b>	21 March 2022
<b>Brief Description:</b>	The proposal is to increase the number of pupil places available at Heronsbridge School to 300 and relocate the school to the Island Farm site, Bridgend in a new fit-for-purpose school building.
<b>Who does this proposal affect?</b>	Governing body, staff, learners, and parents/carers – Heronsbridge School  The community users of the school.  Potentially certain schools with observation and assessment classes.  Stakeholder groups (for example, community users of the existing school)
<b>What are the aims of the policy and how do they relate to the Welsh language?</b>	Héronsbridge School is an English-medium community special school which is a regional centre that caters for the most vulnerable learners with autism spectrum disorder (ASD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD) at primary, secondary and post-16. The school has two three-bedroom residential houses for those learners requiring 39-week residential provision. However, the majority of are day-pupils.  Located at Ewenny Road, Bridgend, the original school building dates back to 1929 and is of traditional stone construction. The teaching accommodation is spread over two floors, with pitched roofs and the main block has been extended a number of times. The overall condition of the school is grade C and the backlog maintenance costs (assessed in October 2020) is £1,248,200.00. Currently, there are 236 pupils on roll.  The proposal is to make regulated alterations to increase the number of pupils for whom Heronsbridge School makes

	<p>provision to 300 and to relocate the school to Island Farm, Bridgend, with effect from the beginning of the autumn term 2025.</p> <p>Currently all learners at Heronsbridge with significant additional learning and complex needs are taught through the medium of English, assisted sign language and additional visual and technological methods of communication support. Welsh is taught as part of Language, Literacy and Communication (that is, Area of Learning Experience). All children learn about their identity, and culture to prepare them as citizens of Wales.</p> <p>The school building will be a flexible and adaptable, modern learning environment. It will have large spaces (that is, for assemblies, PE, and dining). 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. Built to Building Bulletin 104 area guidelines, the school would be fully accessible and compliant with all relevant Building Regulations.</p> <p>The school will be funded by Welsh Government's Sustainable Communities for Learning Programme and Bridgend County Borough Council's capital resources. The proposed school would open for pupils in September 2025 on land at Island Farm, Bridgend.</p>												
<p><b>Who will benefit / could the policy affect Welsh language groups?</b></p>	<p>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><b>Current linguistic profile of the geographical area(s):</b></p>	<p>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:</p> <p><b>Welsh Language Skills of Residents (%):</b></p> <table border="1" data-bbox="486 1816 1388 2040"> <thead> <tr> <th></th> <th><b>Bridgend County Borough</b></th> <th><b>Wales</b></th> </tr> </thead> <tbody> <tr> <td>Can read Welsh:</td> <td>16.9%</td> <td>25.9%</td> </tr> <tr> <td>Can write Welsh:</td> <td>15.9%</td> <td>23.8%</td> </tr> <tr> <td>Can understand spoken Welsh:</td> <td>21.2%</td> <td>33.7%</td> </tr> </tbody> </table>		<b>Bridgend County Borough</b>	<b>Wales</b>	Can read Welsh:	16.9%	25.9%	Can write Welsh:	15.9%	23.8%	Can understand spoken Welsh:	21.2%	33.7%
	<b>Bridgend County Borough</b>	<b>Wales</b>											
Can read Welsh:	16.9%	25.9%											
Can write Welsh:	15.9%	23.8%											
Can understand spoken Welsh:	21.2%	33.7%											

	<p>The data shows that there is a gap in the Welsh language skills of residents of Bridgend when compared to the whole of Wales.</p> <p><b>Welsh Language Skills of Residents (%):</b></p> <table border="1" data-bbox="486 392 1391 616"> <thead> <tr> <th></th> <th><b>Bridgend County Borough</b></th> <th><b>Wales</b></th> </tr> </thead> <tbody> <tr> <td>Speak Welsh daily:</td> <td>6.3%</td> <td>15.2%</td> </tr> <tr> <td>Speak Welsh weekly:</td> <td>3.1%</td> <td>5.2%</td> </tr> <tr> <td>Use it less often or never:</td> <td>6.9%</td> <td>7.3%</td> </tr> </tbody> </table> <p>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.</p> <p><a href="https://statswales.gov.wales/Catalogue/Welsh-Language/Annual-Population-Survey-Welsh-Language">https://statswales.gov.wales/Catalogue/Welsh-Language/Annual-Population-Survey-Welsh-Language</a></p>		<b>Bridgend County Borough</b>	<b>Wales</b>	Speak Welsh daily:	6.3%	15.2%	Speak Welsh weekly:	3.1%	5.2%	Use it less often or never:	6.9%	7.3%
	<b>Bridgend County Borough</b>	<b>Wales</b>											
Speak Welsh daily:	6.3%	15.2%											
Speak Welsh weekly:	3.1%	5.2%											
Use it less often or never:	6.9%	7.3%											
	<p>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.</p> <p>Heronbridge School is currently used for community activities during the week. The new school could be utilised by Welsh for adults classes and also community group who wish to operate through the medium of Welsh.</p>												
<p><b>Does the proposal have any positive, negative or neutral impacts?</b></p>	<p>Positive</p>												
<p><b>Describe why it will have a positive impact on the Welsh language.</b></p>	<p>The proposal would have a positive impact on the use of the Welsh language. Although the existing school already has facilities that could be used by Welsh language groups, the new school could be more appealing to user groups as it will be fully accessible.</p>												

<p><b>What evidence do you have to support this view?</b></p>	<p>The facilities will provide an opportunity for Welsh language courses to be offered to parents/carers thereby increasing Welsh language opportunities and supports the local authority's Welsh in Education Strategic Plan and Welsh Government's Cymraeg 2050 agenda.</p>
<p><b>What action(s) can you take to better contribute to positive impacts?</b></p>	<p>Promotion of the Welsh language through early engagement activities with parents/carers.</p> <p>Signposting parents/carers to Welsh language classes/courses.</p> <p>Continued professional development of school staff and sharing of best practice.</p>
<p><b>Opportunities for people to use the Welsh language.</b></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.</p> <p>In addition, Welsh language courses are offered by Learn Welsh Glamorgan who deliver courses online and locally in Bridgend, Merthyr Tydfil, and Rhondda Cynon Taff 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><b>Opportunities to promote the Welsh language.</b></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 have had 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>

	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.
<b>Compliance with the Council's Welsh Language Standards.</b>	Contractual arrangements and processes for the delivery of the project will be undertaken so that they are compliant with the Welsh Language Standards. All signage during and post-construction will be bi-lingual.

<b>Review – Consultation Comments</b>	<b>Date:</b>
<b>Monitoring, Evaluation and Reviewing</b>	
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.	
<b>Summary</b>	
<p>The proposal is to make regulated alterations to increase the number of pupils for whom Heronsbridge School makes provision to 300 and to relocate the school to Island Farm, Bridgend, with effect from the beginning of the autumn term 2025. The proposal is considered to have a positive effect on the Welsh language:</p> <ul style="list-style-type: none"> <li>• The school's facilities could be utilised for community use/adult classes through the Welsh language.</li> <li>• 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.</li> <li>• The new school will be fully accessible.</li> </ul>	

## Appendix C - Equality impact assessment (EIA)

# 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:	Héronsbridge Special School
Brief description and aim of policy or proposal:	Proposal to increase the number of pupil places for Heronsbridge School to 300 and relocate to Island Farm
Who is responsible for delivery of the policy or proposal?	Director – Education and Family Support
Date EIA screening completed:	16/07/21
Does this policy or proposal relate to any other policies? (please state)	<ul style="list-style-type: none"> <li>• School Modernisation Programme</li> <li>• Flying Start Programme</li> <li>• Welsh Government Childcare Offer</li> <li>• Additional Learning Needs</li> <li>• Bridgend Public Services – Well-being Plan</li> <li>• Corporate Plan 2018-2022</li> <li>• Medium Term Financial Strategy</li> <li>• Taking Wales Forward Strategy 2018-2021</li> </ul>

	<ul style="list-style-type: none"> <li>• Wellbeing of Future Generations Act 2015</li> <li>• Education in Wales: Our national mission - action plan 2017-2021</li> <li>• Bridgend County Borough Council - Local Development Plan (LDP)</li> <li>• Bridgend County Borough Council - Welsh in Education Strategic Plan</li> <li>• Cymraeg 2050 Welsh Language Strategy</li> <li>• Additional Learning Needs Education Tribunal Act (Wales) 2018</li> </ul>
Who is affected by this policy (e.g. Staff, residents, disabled people, women only?)	Learners, parents, and staff
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>	<ul style="list-style-type: none"> <li>• Additional Learning Needs Education Tribunal Act (Wales) 2018</li> <li>• Bridgend Public Services – Well-being Plan</li> <li>• Corporate Plan 2018-2022</li> <li>• Medium Term Financial Strategy</li> <li>• Flying Start Programme</li> <li>• Welsh Government Childcare Offer</li> <li>• Taking Wales Forward Strategy 2018-2021</li> <li>• Wellbeing of Future Generations (Wales) Act 2015</li> <li>• Education in Wales: Our national mission - action plan 2017-2021</li> <li>• Bridgend County Borough Council - Local Development Plan (LDP)</li> <li>• Bridgend County Borough Council - Welsh in Education Strategic Plan</li> <li>• Cymraeg 2050 Welsh Language Strategy</li> </ul>
If this is a review or amendment of an existing policy, has an EIA been carried out? Please include date of completion:	N/A
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			Building and site area will be fully compliant with the requirements Disabled Discrimination Act.
Race			X	
Religion and belief			X	
Sexual Orientation			X	
Age	X			Improved school environment for pupils
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 pupils attending, living with socio-economic disadvantage. Potential for extra curricula 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			Potential use of school for Welsh language community groups (for example, adult Welsh classes).
Will the policy or proposal treat the Welsh language no less favourably than the English language	x			Potential use of school for Welsh language community groups (for example, 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?**

	<b>Please place an X in the relevant box:</b>
Yes	X
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?

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


**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	<b>X</b>
One or more negative impact identified	Complete full EIA to gather more evidence on potential negative impacts	
<b>Please explain the reasons for this decision. If you have 'screened out' you must include information and evidence to justify your decision.</b>		
It has been identified that the proposal is unlikely to negatively impact on any protected group. There have been positive impacts identified, including gender, age, and disability as detailed. 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:	16/07/21
Approved by (Head of Service):	
Date of approval by HoS:	22/03/21

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	N/A

<b>will the Full EIA be completed by (Date):</b>	
--	--

When complete, this form must be retained by the service, a copy should also be sent to [equalities@bridgend.gov.uk](mailto:equalities@bridgend.gov.uk)

The EIA screening should be referenced and summarised in the relevant cabinet report for this policy. Where a full EIA is needed this should be included as an appendix with the cabinet report and therefore available publicly on the website.

## Appendix 1 – Estyn Reports

### Estyn report – Heronsbridge School

A report on Heronsbridge School  
June 2014

#### Summary

<b>The school's current performance</b>	<b>Excellent</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

#### Current performance

Heronsbridge is an excellent school because:

- pupils make very good progress towards meeting their personal literacy and numeracy targets set in their individual educational plans;
- pupils communicate their needs clearly, either verbally, by signing or using a picture exchange communication system;
- nearly all older pupils gain a range of appropriate qualifications in accredited courses that are well matched to their abilities and needs;
- the curriculum plans build systematically on pupils' knowledge, understanding and skills; and
- behaviour, in class and during unstructured times of the day, is exemplary.

#### Prospects for improvement

Prospects for improvement at Heronsbridge are excellent because:

- there is a clear vision for the school that is fully understood and shared by all staff and governors;
- there is a strong culture of self-evaluation, with effective monitoring of challenging improvement targets;
- the school makes very effective use of available data to monitor and review the standards that pupils achieve and the progress that they make over time;
- partners have a very good understanding of the school's aims and values, their work contributing to improving pupils' wellbeing and supporting families; and
- staff access a comprehensive training programme that is based on school and individual priorities.

## Recommendations

- R1 Ensure that there is consistency in the planning for skills
- R2 Strengthen arrangements for monitoring the quality and consistency of marking, timetabling and moderation
- R3 Ensure that teaching is consistently good or better
- R4 Ensure that all staff are fully engaged in supporting the learning of pupils
- R5 Ensure that there is consistency in the daily reports provided to parents and that the information provided is relevant to pupils' needs

### 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 – Caerau Primary School

A report on Caerau Primary School  
January 2015

### Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

#### Current performance

The current performance of the school is adequate because:

- Pupils' performance at the expected level at the end of the Foundation Phase shows improvement
- Many pupils make good progress in developing their speaking and listening skills from a low starting point
- Most pupils make good progress in developing their numeracy skills
- Almost all pupils enjoy school, are well motivated and behave well
- There is a broad range of learning experiences that engage and interest most pupils
- Teachers know their pupils well, have good working relationships with their classes and plan interesting lessons
- Provision for pupils with additional learning needs is good

However:

- Standards in reading are not good enough
- More able pupils are not always challenged sufficiently
- Attendance rates and punctuality are improving, but only slowly, and too many pupils are absent persistently
- The quality of teaching is not always good enough

#### Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher is enthusiastic and has a clear vision for the school
- Many individual leaders manage their areas of responsibility effectively
- The headteacher has an accurate picture of the school's strengths and shortcomings that takes account of first-hand monitoring
- Monitoring procedures have focused appropriately on improving teaching and have had a positive impact
- There are many useful partnerships, including those with parents, that have a beneficial impact on pupils' wellbeing
- The school's leaders deploy support staff appropriately and ensure that the accommodation and resources are suitable and sufficient

However:

- The school does not currently have enough senior leaders to share day-to-day



A report on Caerau Primary School  
January 2015

management with the headteacher

- The overall strategic direction of the school is not co-ordinated closely enough
- Governors do not have a systematic evaluation procedure to review policies regularly and, as a result, policies and practices do not always match well enough
- Funding for disadvantaged pupils is not always targeted appropriately

## Recommendations

R1 Improve pupils' standards in reading and writing

R2 Improve pupils' attendance and punctuality

R3 Plan more effectively to increase the level of challenge for more able pupils

R4 Resolve, as a matter of urgency, the distribution of senior leadership roles and clarify responsibilities

R5 Make the school's priorities clear through a single, measurable improvement plan

### 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 – Ogmore Vale Primary School

### Outcome of visit

Ogmore Vale Primary School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

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.

### Progress since the last inspection

#### **R1. Improve strategic planning systems and communication to involve all staff and enable the school to make and sustain improvements**

Since being appointed, the headteacher and deputy head have worked with energy and determination to establish and implement strategic plans for improvement. Together, they provide clear lines of accountability and have high expectations. Members of the senior leadership team provide them with good support. They drive improvements in the areas of the school's work and recommendations for which they are responsible and, in most cases, understand the accountability that comes with those responsibilities. Clear communication from leaders ensures that all staff receive and understand important messages. This encourages everyone to play their part in school improvement and understand the importance of the contribution that they make to the school's developments.

Between March 2020 and April 2021, the disruption caused by the COVID-19 pandemic, several absences in the senior leadership team, and matters relating to the governing body understandably slowed the school's progress in some areas. However, since the start of the summer term 2021, the pace and consistency of improvement has returned. All school leaders are able to work together effectively once again to make improvements in provision, teaching and learning, and leadership. Members of the interim executive board (IEB), appointed in May 2021, offer the school skilful support, and provide relevant and appropriate levels of challenge that help maintain progress. There is a clear plan and proposed timescale in place for a shadow governing body to be formed and to work alongside the IEB in line with statutory requirements.

Members of the senior leadership team understand where the school is on its improvement journey. They are proud of the progress they have made, but have identified clearly the areas where improvement is still needed.

#### **R2. Monitor the school's work rigorously so that leaders can evaluate strengths and weaknesses accurately, identify priorities precisely and challenge underperformance**

The school now has a comprehensive programme to monitor and evaluate the quality of the school's provision and the standards that pupils achieve. During the pandemic, some aspects of this programme, such as lesson observations, were disrupted. Despite this, leaders modified their plans appropriately to include activities relevant at the time, including evaluating the effectiveness of online learning. Now that the school is operating more normally, leaders have resumed their programme of monitoring and evaluating. They have developed a clear plan and timetable for

Report of visit – Ogmore Vale Primary  
November 2021

monitoring the most important aspects of its work. This involves all members of the senior leadership team, as well as other key members of staff. For example, the teacher responsible for information and communication technology and the digital competence framework is taking the lead on this aspect of teaching and learning.

Leaders ensure that all staff understand the purpose and relevance of the school's self-evaluation cycle. They also make sure that everyone knows how they are expected to contribute to the targets for improvement that they agree. They have a better appreciation of the benefits that effective self-evaluation can bring to pupils. This helps staff to respond positively to actions relating to improvement priorities. When leaders identify underperformance, they now provide appropriate support from a range of in-house and external sources and expect improvement within reasonable timescales.

The monitoring and evaluation cycle has already highlighted several areas for improvement over the past year, which leaders have included in the school's most recent self-evaluation report. Overall, leaders' evaluations of the school's strengths and the areas identified as requiring improvement are accurate. To address the areas of the school's work they have highlighted as needing improvement, leaders have created a practical school development plan that is working alongside the post inspection action plan. This will help the school to move smoothly into the next stage of its improvement journey.

### **R3. Improve the quality of teaching and assessment across the school**

To help achieve consistency and to improve teaching, leaders have introduced the 'Ogmore Vale way'. This provides clear expectations and essential guidance to all staff and considers important aspects of school life, including teaching. Alongside these expectations, leaders have outlined classroom non-negotiables, such as the expectations for planning learning and classroom displays. These clear guidelines help teachers to understand the standards expected of them and of pupils across the school.

All teachers engage in a wide range of professional learning opportunities, including in-house mentoring. They continued with their professional learning through the periods of lockdown during the pandemic, for example by focusing on improving online learning. They use the outcomes of leaders' lesson monitoring to identify areas of their practice they need to improve and engage in independent research to support this improvement. Most teachers focus on pupil progress and standards as the measure of success for their improvement, such as the development of pupils' reading skills. As a result, the quality of teaching at the school has improved.

Across the school, all staff have strong working relationships with pupils. Most learning proceeds at a good pace and as a result, most pupils sustain interest in their work. Many teachers think carefully about how to engage pupils and plan learning based on topical issues and pupils' ideas, for example basing descriptive writing on a virtual firework display. Many teachers have suitably high expectations of pupils and plan tasks that challenge them effectively. This helps to ensure that many pupils make good progress during lessons.



Many teachers question pupils skilfully and provide them with helpful verbal feedback on their work. They scrutinise and evaluate pupils' written work regularly and this allows them to identify areas where pupils can improve, such as in correcting spelling errors. Teachers also use these opportunities to ask pupils questions about what they have learned and to challenge them to answer additional questions. However, staff do not always check whether pupils' responses are acceptable so they cannot be sure that pupils have consolidated their learning. Teachers' use of formative assessment is developing appropriately as part of high-quality teaching, but it is not yet embedded well enough in all classes to be sure that teachers can identify pupils' strengths and shortcomings, and then help them understand how to improve.

#### **R4. Raise standards of reading and spelling**

Leaders have introduced a range of useful strategies to improve standards in reading across the school. They have established a systematic approach to developing reading, with clear expectations, for all staff. Staff have received valuable professional development on how to structure guided reading sessions and now use these sessions effectively to develop pupils' skills and understanding. Teachers plan purposeful reading activities regularly during English and other lessons, such as reading about and summing-up characters' moral dilemmas. These activities further pupils' reading skills effectively.

Throughout the school, there is a clear emphasis on fostering pupils' love of reading for enjoyment, and nearly all pupils are developing positive attitudes towards reading. Teachers dedicate time to reading stories to pupils and, in the best cases, take advantage of opportunities to enrich pupils' vocabulary and comprehension during these sessions.

Despite the interruptions in learning caused by the pandemic, many pupils read well, and a minority have strong reading skills. As they progress through the foundation phase, many pupils read a range of suitable texts with increasing accuracy and fluency. They recall and retell stories with increasing detail. By the end of the phase, a majority use phonic strategies well, and they read high-frequency words accurately. A majority of pupils spell many simple words accurately. However, a minority of Year 2 pupils still do not always use common spelling patterns correctly, for example using 'ing' and 'ed' correctly at the end of words.

Throughout key stage 2, many pupils read texts independently with increasing concentration. They understand that authors use punctuation to help give text meaning, such as using exclamation marks to emphasise a word or phrase. Most pupils identify the main points of texts accurately. By the end of the key stage, many develop skills such as inference well. This helps them to consider ideas that are not stated explicitly in texts. Despite this, a minority of pupils do not always have a wide enough range of strategies to help them read unfamiliar words. Many pupils spell an increasing range of irregular words correctly, but a few still do not use more basic rules reliably, such as doubling consonants before certain word endings.

**R5. Analyse the progress of specific groups of pupils to target and evaluate the effectiveness of interventions**

The school has a broad range of screening programmes and processes to help teachers identify when pupils need extra help and support. Leaders have provided staff with valuable professional learning to help them to assess and evaluate pupils' achievements more accurately. They have clear systems to record the progress of all pupils. This means that the school has a better understanding of the needs of individual pupils than at the time of the core inspection, including those with additional learning needs. As a result, the school provides pupils with a beneficial range of interventions to support their learning, and staff are deployed effectively to address the needs of these pupils.

Leaders have a sharper focus on monitoring the provision for specific groups of pupils. They engage in joint lesson observations and learning walks with the school's improvement partner and work closely with teachers during pupil progress meetings. Using the outcomes of monitoring, assessments and of teachers' and support staff's evaluations, leaders have set up appropriate processes for analysing the effectiveness of interventions. This provides them with the information they need to analyse the progress of specific groups of pupils and helps them to identify where interventions have been beneficial and where pupils need further support. It has also led to the identification of the need for further provision in the school. For example, it highlighted the need for the school to establish its own nurture class for pupils with social and emotional needs. However, although there are processes in place to monitor interventions and pupil progress, it is not always easy enough to establish an overview of the information relating to the support that each pupil receives.

**R6. Increase opportunities for pupils to contribute purposefully to the life and work of the school**

Since the core inspection, the school has introduced several learner voice groups, including a school council, a healthy schools group and a digital leaders' group. Members of these groups understand their role in improving the work of the school for the benefit of pupils. They appreciate opportunities to work alongside members of staff and influence changes within the school, for example when they accompany the school's improvement partner on learning walks around the school to identify strengths and areas for improvement in classrooms.

The groups highlight priorities for the year ahead, which pupils have identified. They share the work they have planned and the actions they have taken through posters in classrooms and on a designated noticeboard in the hall. Their contributions to school newsletters ensure that parents and members of the community understand and can support their plans and actions.

The school council has focused particularly strongly on developing the school's commitment to placing the United Nations Convention on the Rights of the Child at the heart of its work. The articles of the convention are highly visible around the school and members of the school council take their responsibility in helping other pupils to understand these seriously. The healthy schools group encourages pupils to take more exercise through activities such as walking or cycling to school. Members have had particular success in persuading kitchen staff to make changes to the way

Report of visit – Ogmores Vale Primary  
November 2021

pupils make their lunch choices, resulting in less food waste and happier pupils. Digital leaders are developing their responsibilities in relation to supporting pupils and staff to improve their digital skills, which is a priority on the new school development plan.

Overall, the contribution that pupils make to the life and work of the school has grown considerably since the core inspection in 2017. They are, quite rightly, proud of the work that they do, and are now ready to take more direct responsibility for leading and directing the work of these groups.

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## Estyn report –Cefn Cribwr Primary School

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

Cefn Cribwr Primary School  
Cefn Road  
Cefn Cribbwr  
Bridgend  
CF32 0AW

20 December 2021

### Cefn Cribwr 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 'Liz Miles'.

**Liz Miles**  
Assistant Director

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Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Estyn welcomes correspondence in both English  
and Welsh. Correspondence received in either



## Summary

The headteacher and staff have created a warm and welcoming school that nurtures its pupils well. Most pupils have positive attitudes to learning and are enthusiastic and keen to learn. A majority of pupils, including those with special needs, make sound progress overall. However, a minority do not always make enough progress, particularly in developing their literacy skills.

Teachers and learning support officers know each pupil well and respond sensitively to their individual needs. Across the school, including in the observation classes and learning resource base, teachers plan interesting activities that engage most pupils well. However, a minority of teachers do not always plan activities that meet the needs of individual pupils effectively. Overall, teachers do not reflect the principles of the foundation phase well enough.

The school engages with parents well and has established positive partnerships. It has developed beneficial links with a range of external agencies and specialist services to support pupils' individual needs where appropriate. Leaders have made improvements in standards in a few areas, such as pupils' Welsh language skills. However, overall, self-evaluation and improvement procedures do not impact well enough on improving outcomes for pupils.

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	Good
Leadership and management	Adequate and needs improvement



## Recommendations

- R1 Ensure that self-evaluation and improvement processes result in better outcomes for pupils
- R2 Improve the quality of teaching and assessment to ensure that all pupils build on their skills progressively, particularly in literacy and numeracy
- R3 Improve standards in literacy across the school
- R4 Ensure that the principles of the foundation phase are reflected fully in mainstream and observation classes in the foundation phase

## 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 – Bryntirion Infants School

A report on Bryntirion Infants School  
January 2015

### Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

#### 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 – 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

## 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 – Tremains Primary School



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

Tremains Primary School  
Channel View  
Brackla  
Bridgend  
CF31 2NL

July 2018

### Tremains 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 "Mererid Wyn Williams".

**Mererid Wyn Williams**  
Assistant Director

---

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Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynir 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

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### 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.



## Appendix 2 – List of stakeholders

- ▶ The Governing Body, parents, staff, carers, guardians, and learners of Heronsbridge School
- ▶ 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