

Coety Primary School

Consultation document

Proposal to make a regulated alteration to Coety Primary School, Ffordd Yr Hebog, Coity, Bridgend CF35 6DH by enlarging the school from 2-form-entry to 2.5-form-entry, with effect from January 2025

Date of issue: 12 December 2022

Action required: 25 January 2023

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Overview

This consultation is to invite views on a proposal to make a regulated alteration to Coety Primary School, Ffordd Yr Hebog, Coity, Bridgend CF35 6DH by enlarging the school from 2-form-entry to 2.5-form-entry, with effect from January 2025.

How to respond

This consultation period will begin on the **12 December 2022** and close the **25 January 2023**.

You can respond on the included pro forma (see page 35 of this document) or online and ask further questions in the following ways:

Tel: (01656) 643 643

Email: edsu@bridgend.gov.uk

Online: www.bridgend.gov.uk/consultation

Post: Send pro forma response (see page 35 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 available upon request. You are welcome to communicate with us in Welsh and this document is available in Welsh.

Consultation meetings

Consultation meetings will be held in person and virtually via Microsoft Teams. The local authority requests that those wishing to attend the open meeting on **16 January 2023** pre-register their attendance. You are welcome to use Welsh at the meeting, just let us know by sending an email to: michelle.smith@bridgend.gov.uk or telephone: 01656 815135, should you wish to do so.

The following consultation meetings have been organised:

Date	Time	Who	Venue
Tuesday 10 January 2023	5:30pm – 6:30pm	School governors	Virtual via TEAMS
Thursday 12 January 2023	2:45pm – 3:30pm	School council / pupils	Coety Primary School
Thursday 12 January 2023	3:40pm – 4:40pm	School staff	Coety Primary School
Thursday 12 January 2023	6:15pm – 7:15pm	Coity Higher Community Council	Virtual via TEAMS
Monday 16 January 2023	5:30pm – 6:30pm	Open - attendees to pre-register	Virtual via TEAMS

Data protection

How we use the views and information you share with us:

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

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

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

Related documents

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

Visit: www.bridgend.gov.uk/consultation

Background and information

This consultation is to invite your views on the proposal to make a regulated alteration to Coety Primary School, Ffordd Yr Hebog, Coity, Bridgend CF35 6DH by enlarging the school from 2-form-entry to 2.5-form-entry (that is, 525 pupil places and a published admission number of 75), with effect from January 2025. As a result of the development and through mixing year groups, there will also be an opportunity to increase nursery provision by an additional 12 full-time nursery places. This means that there will be 84 full-time-equivalent (FTE) nursery places.

We are consulting with and seeking the views of multiple stakeholders (for a full list see appendix 2). This consultation process will run from 12 December 2022 to 25 January 2023.

Coety Primary School – Where we are now

Coety Primary School is an English-medium community primary school, located on 3.67 acres of land at Ffordd Yr Hebog, Parc Derwen in Bridgend and caters for pupils aged between three and eleven years. The gross internal area of the school is 2622.5 m². The current pupil admission number (PAN) is 60.

The two-storey primary school opened in November 2015 and was delivered through Band A of Welsh Government's 21st Century Schools and Colleges Programme and BCBC's School Modernisation Programme. The school comprises a single building of structural steel frame construction. The exterior of the building is covered in a variety of materials, but principally finished in brick, or zinc cladding beneath a range of dual and mono pitched profile aluminium clad roof with some flat areas. The windows and doors are powder coated aluminium. Externally, there is a tarmacadam car park and playgrounds, together with a large soft play area. In addition to the school, the facilities include a small integral community building and community changing rooms. The school also has use of the adjoining playing fields and 4G pitch.

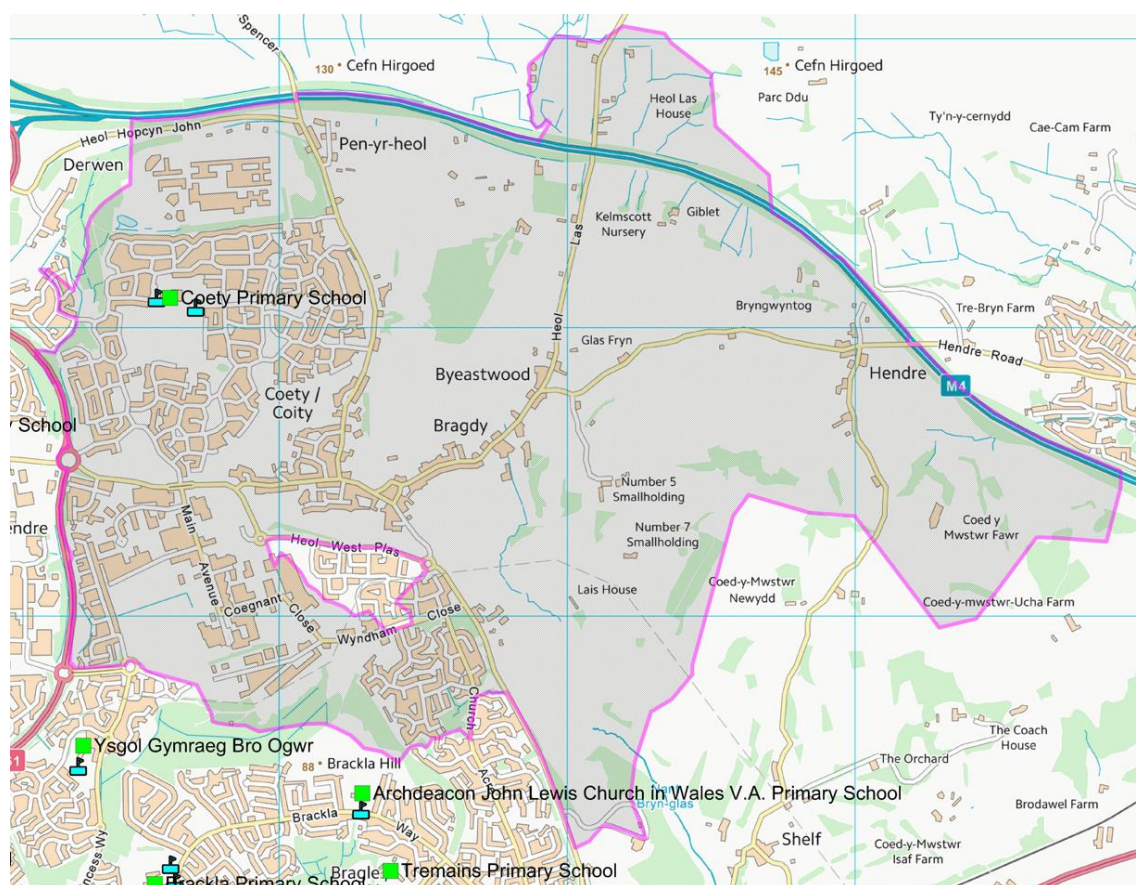
The school is assumed to be graded "A" in terms of both suitability and sufficiency, with an overall condition grade "B".

The proposal

This proposal involves enlarging Coety Primary School to increase the number of places available.

The capacity of the school would increase from 420 places to 525 places for 5 to 11-year-olds (that is, 2.5-form-entry). There are currently 72 FTE nursery places at the school and as a result of the development and through mixing year groups, there will also be an opportunity to increase nursery provision by an additional 12 full-time nursery places. This means that the nursery will have 75 full-time places, with 9 FTE part-time places, providing a total of 84 FTE nursery places. It is proposed that increasing the capacity of the school would be achieved by providing a four-classroom extension and associated ancillary areas.

The catchment area for Coety Primary School is outlined in pink in the below map. The school is located at Ffordd Yr Hebog, Coety, Bridgend, CF35 6DH.



The proposed new extension will meet the requirements of the Bridgend 2030 Decarbonisation Strategy and will be designed using Net Zero Carbon principles. The classrooms would open for pupils in January 2025.

Building condition and backlog maintenance of the existing school

Coety Primary School was graded as condition B in 2021 (satisfactory). In 2021, there was a reported maintenance backlog of £185,700 at the school.

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 pupils can access quality learning opportunities, regardless of which school they attend.
- iii. Inclusive schools, which cater for the learning needs of all their pupils.
- 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 adopted Supplementary Planning Guidance (SPG) 16, applicable during the planning stage for the school, was used to calculate the size of provision required. Pupil yield rates from new housing developments have since been reviewed which has demonstrated an increased rate when compared to the previous SPG 16. The Council has since adopted the revised pupil yield rates. Also, 1577 dwellings are now due to be delivered on Parc Derwen by the end of 2022/2023, which is slightly higher than the site capacity estimated by the existing adopted Local Development Plan allocation. As of April 2022, 71 of the 1577 dwellings were remaining on the final phase, of which 59 were under construction. The next site survey will be undertaken at the end of March 2023.

The council has brought forward this proposal to enlarge Coety Primary School in order to meet the demand for pupil places.

What the proposal means in practice

The proposal aims to address capacity issues at Coety Primary School by providing a four-classroom extension. The size of school will increase to 2.5-form-entry, that is, 525 pupil places and a published admission number of 75. As a result of the development and through mixing year groups, there will also be an opportunity to increase nursery provision from 72 to 84 full-time equivalent places. This means that the nursery will have 75 full-time places, with 9 FTE part-time places.

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 Coety Primary School already reflects the maximum number of governors of each category permitted under the regulations for a primary school with more than 100 registered pupils. Accordingly, there can be no increase to the number of governors of each category should the school become a 2.5-form-entry provision.

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 demand for nursery places at Coety Primary School currently outweighs the capacity of the school and nursery places are over-subscribed. If a nursery place is

not available at Coety Primary School, some parents may choose to place their children at an alternative early year registered provider. The four-classroom extension may have an impact on pupil numbers for the provision. However, given the number of houses being built and the current over-subscription, the impact would be relatively low.

The nursery will accommodate an additional 12 full-time nursery places. This means that the nursery will have 75 full-time places, with 9 FTE part-time places, providing a total of 84 FTE nursery places.

The proposal will not impact on the delivery of childcare within the school, other than to potentially increase the demand for places. The changes are not significant enough to impact on the delivery of early years education, other than being in a position to offer more education places at the school, which may slightly impact on the demand of the most local funded non-maintained childcare setting.

What are the advantages if the proposal goes ahead?

- ▶ Increases provision for pupils by 120 pupil places by constructing a four-classroom extension.
- ▶ Provision of circulation space including toilets, cloakrooms, two cleaners stores and four classroom stores.
- ▶ An extended playground to replace the area that the extension takes and to provide additional space for the increased number of pupils. The additional playground space that can be created will be able to accommodate a new basketball / netball court which will be closer to regulation size than the current court.
- ▶ Increased size of the staffroom, if necessary.

What are the potential disadvantages if the proposal goes ahead?

- ▶ There is a risk that the proposal may facilitate parents choosing an English-medium education and not considering a Welsh-medium education in the future.

- ▶ Impact of increased level of traffic travelling to and from the school, due to an increased number of pupils. The implementation and promotion of a school travel plan will help to alleviate increased traffic and to encourage alternative methods of travel.
- ▶ Some disruption is to be expected during the construction of the four-classroom extension. However, experience shows that this can be kept to a minimum by working closely with the headteacher, governors and staff by planning the programme around the needs of the school.

Impact of the proposals

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

Pupils make progress across the school, from one cohort to another and during the school year in all aspects of the curriculum, appropriate to their age and starting point. Pupils apply their skills, knowledge and understanding to new situations, both in and out of the classroom.

Pupils respond positively to taking on responsibilities and leadership roles, and their views inform decisions that affect them. Pupils readily engage with their learning and the completion of tasks, demonstrating an enjoyment in their learning. Pupils exhibit very good behaviour in and around the school.

The school has demonstrated a strong track record for improving standards in recent years, and the pupils joining the school under the proposed increased school capacity would benefit from the standards across the school and level of expectation.

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

Learning experiences across the school stimulate and challenge the full range of pupils. The school has developed a curriculum that provides suitable breadth and depth of learning experiences across all disciplines and areas of learning experience to develop pupils' knowledge, skills and understanding, building on previous learning to secure progression as pupils move through the school. The school provides appropriate opportunities for pupils to develop their Welsh language communication skills.

The school has continued to develop the assessment processes within the school to align with the principles of progression for the new school curriculum, ensuring pupils who require additional support or challenge can be identified. The assessment processes also ensure that the progress of pupils can be tracked through a comprehensive range of information.

The provision for teaching and assessment is appropriate for the proposed increased capacity of the school.

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

The school supports all pupils' emotional, health and social needs so that they can engage positively with the school provision and benefit from the opportunities provided. The school provides well-considered support for all pupils and provides effective support for pupils that have been identified as requiring additional support. The school tracks the progress of pupils receiving additional support to ensure support provided is effective and provides value for money.

The school provision ensures pupils develop an understanding of how they relate to the local community and wider world, while also fostering shared values and exploring modern issues. Leaders promote a culture of safety and wellbeing.

The school has strong leadership and processes that would enable the school to effectively support increased numbers of pupils resulting from the proposed further development of the school.

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

School leaders, governors and staff have developed a clear vision for the continued development of the school, the implementation of a new curriculum and improving outcomes for all pupils. The school has comprehensive and rigorous self-evaluation processes that are accurately reflected within the school strategic plans and area of learning development plans. The school has made significant progress in developing the distributed leadership across the school, supporting the overall leadership capacity, with all leaders able to demonstrate a very good understanding of the challenges within their own area and the school as a whole. School leaders set high expectations for staff and pupils, promoting values and behaviours that contribute positively to the culture of the school. Leaders promote a strong safeguarding culture.

The school has a strong focus on the development of all staff through effective professional learning to improve leadership capacity, and classroom and wellbeing provision for all pupils, collaborating effectively with other schools and providers to develop professional practice. Leaders utilise the school and financial resources well, aligning expenditure to the school development priorities and the needs of pupils.

The school has the leadership capacity to effectively manage the further development of the purpose-built school site under the current proposal. A summary of Her Majesty's Inspectorate for Education and Training in Wales (Estyn) most recent inspection reports relating to English and Welsh-medium schools likely to be affected by the proposal are included at appendix 1. The full inspection reports are available from the Estyn website: www.estyn.gov.wales

The Welsh in Education Strategic Plan (WESP) and Welsh-medium education

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 ten-year WESP for the period from 2022 to 2032 can be viewed via the following link:

Welsh Version:

<https://www.bridgend.gov.uk/cy/fy-nghyngor/cydraddoldeb-ac-ymgyssylltu/y-gymraeg/>

English Version:

<https://www.bridgend.gov.uk/my-council/equalities-and-engagement/welsh-language>

The local authority's School Modernisation Programme reflects the Council's commitments in the WESP. New Welsh-medium primary provision is planned for delivery within the first five years of the WESP (that is, replacement Ysgol y Ferch o'r Sgêr in the west of the county borough and the replacement Ysgol Gymraeg Bro Ogwr in the north east of the county borough).

The local authority notes that Welsh-medium education is increasing in popularity and has seen significant growth in recent years. This proposal creates additional English-medium places in the catchment area and the parents of pupils in this area who might currently be considering a Welsh-medium education due to some of the difficulties in securing a place for their child at Coety Primary School related to the oversubscription at the school, may no longer consider this. This is because the

chance of them securing a school place increases as the PAN is proposed to increase from 60 to 75 meaning an additional 15 places in each year group.

Based on first preference of school choice in September 2022, if a place at Coety Primary School was not available, 11% of parents chose a Welsh-medium education, 8% chose a faith school and 81% chose an alternative English-medium school.

In order to increase the number of Welsh-medium places to support Welsh Government's Cymraeg 2050 strategy, the local authority's WESP and to provide a new 21st century school building to support the delivery of the new curriculum, the council brought forward a proposal to build a replacement school for Ysgol Gymraeg Bro Ogwr. The outcome of the statutory process in this regard was recently reported to Cabinet and approval was received to progress the scheme. The new school will be designed to accommodate 525 pupils age 4-11, 90 FTE nursery children and an 8-place observation and assessment class, and is programmed to open at the beginning of the autumn term 2025. The proposal will impact positively on Welsh-medium provision as the project will deliver an increase in pupil places for Ysgol Gymraeg Bro Ogwr. It is anticipated that the uptake of Welsh-medium education in the area will increase as a consequence of the proposal, thereby supporting the local authority's WESP targets, promoting the Welsh language and increasing the numbers of non-maintained nursery children transitioning to a Welsh-medium primary education.

Coety Primary School teaches predominantly through the medium of English. The school's high standards achieved in Welsh language contribute to the Council's commitments to encourage an increase of bilingual speakers.

Coety Primary School offers opportunities to teaching staff, support staff, parents, carers and the wider community to learn Welsh as a second language by providing Welsh for adult classes facilitated by the University of South Wales Welsh for Adults Centre. In addition, the school collaboratively works with the Urdd to provide an after-school sporting club, which is delivered through the medium of Welsh.

The local authority aims to embed positive habits and attitudes towards the Welsh language through purposeful planning to promote the informal use of the Welsh language among pupils both inside and outside of school. Coety Primary School currently supports this aim by using incidental Welsh throughout each day and by employing initiatives such as “Helpwr Heddiw” and “Seren yr Wythnos”. The school will continue to promote and increase the use of Welsh and to encourage staff, parents and the wider community to participate in the Welsh language classes and Welsh language groups that are available at the school.

Other considerations

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

Welsh version:

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

English Version:

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

The Published Admission Number for Coety Primary School, should the proposal go ahead, would be 75.

Travel arrangements and accessibility impact

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

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

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

Coety Primary School is located within the Parc Derwen housing development, and it is anticipated that those currently living directly surrounding the school could still walk should the proposal be taken forward.

Impact Assessments

As set out in the Welsh Government School Organisation Code 2018, it is a requirement to publish Community Impact, Welsh Language Impact and Equality Impact Assessments. These have been produced as an annex to this document and are available on the Council's website.

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.

This proposal creates additional English-medium places in the catchment area and the parents of pupils in this area who might currently be considering a Welsh-medium education due to some of the difficulties in securing a place for their child at Coety Primary School relating to the oversubscription at the school, may no longer consider this. This is because the chance of them securing a school place increases

as the PAN is proposed to increase from 60 to 75 meaning an additional 15 places in each year group.

[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 local authority 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. A full Equalities Impact Assessment has been undertaken and it has been identified that this proposal creates additional English-medium places in the catchment area and the parents of pupils in this area who might currently be considering a Welsh-medium education due to some of the difficulties in securing a place for their child at Coety Primary School due to the oversubscription at the school, may no longer consider this. There have been positive impacts identified, including disability and gender.

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

High-level 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 and regular budget monitoring throughout the project
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 pupils with additional learning needs (Discounted).
- **Option 1 – Two-classroom extension**
This option does not sufficiently increase the number of places.
- **Option 2 – Four-classroom extension**
This was considered to be the preferred option.
- **Option 3 – Two-classroom demountable**
This option was not taken forward as the demountable classroom would only receive approval for two-years in respect of Building Regulations and five years in terms of planning consent. The use of demountable classroom is temporary in nature and would not deliver on the decarbonisation strategy.

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
Coety Primary School, Ffordd Yr Hebog, Coity, Bridgend CF35 6DH	Community	Proposed enlargement	English-medium	3-11

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

School Name & address	Type	Language	Age range
PRIMARY			
Archdeacon John Lewis Church in Wales Primary School Brackla Way Bridgend CF31 2JS	Voluntary aided	English-medium	3-11
Brackla Primary School Brackla Way Bridgend CF31 2EZ	Community	English-medium	3-11
Coychurch Primary School Main Road Coychurch Bridgend CF35 5HN	Community	English-medium	3-11
Croesty Primary School 69 Coychurch Road Pencoed Bridgend CF35 5LY	Community	English-medium	3-11
Litchard Primary School Garfield Avenue Bridgend CF31 1QB	Community	English-medium	3-11
Pencoed Primary School Penprysg Road Pencoed Bridgend	Community	English-medium	3-11

School Name & address	Type	Language	Age range
CF35 6RH			
Penybont Primary School Minerva Street Bridgend CF31 1TD	Community	English-medium	3-11
Tremains Primary School Channel View Bridgend CF31 2NL	Community	English-medium	3-11
St Mary's Catholic Primary School Llangewydd Road Cefn Glas Bridgend CF31 4JW	Voluntary aided	English-medium	3-11
Ysgol Gymraeg Bro Ogwr Princess Way Brackla CF31 2LN	Community	Welsh-medium	3-11
SECONDARY			
Archbishop McGrath Catholic High School Oak Tree Way Brackla Bridgend CF32 9AB	Aided Secondary School	English-medium	11-18
Brynteg School Eweny Road Bridgend CF31 3ER	Community	English-medium	
Pencoed Comprehensive School Coychurch Road Pencoed Bridgend CF35 5LZ	Community	English-medium	11-18
Ysgol Gyfun Gymraeg Llangynwyd Maesteg CF34 9RW	Community	Welsh-medium	11-18

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
Archdeacon John Lewis Church in Wales Primary School	137	7	156	8	165	3	184	6	198	2
Brackla Primary School	329	10	335	10	333	10	338	6	325	12
Coety Primary School	464	12	460	15	443	20	430	19	401	18
Coychurch Primary School	149	0	152	0	151	2	147	4	144	7
Croesty Primary School	203	0	213	3	220	5	223	7	217	5
Litchard Primary School	484	20	506	0	470	17	448	15	443	15
Pencoed Primary School	605	0	610	0	596	0	583	14	575	10
Penybont Primary School	336	6	258	0	344	10	359	7	360	9
Tremains Primary School	455	6	459	15	457	1	466	17	472	22
St Mary's Catholic Primary School	261	0	255	0	259	0	231	5	249	4
Ysgol Gymraeg Bro Ogwr	393	8	402	0	397	10	423	1	433	7
Archbishop McGrath Catholic High School	876	0	876	0	879	0	830	0	800	0
Brynteg School	1551	0	1469	0	1404	0	1441	0	1412	0
Pencoed Comprehensive School	877	0	900	0	901	0	889	0	888	0
Ysgol Gyfun Gymraeg Llangynwyd	683	0	657	0	622	0	613	0	623	0

Projections of pupil population

The following tables provide 5-year projections of pupil population:

Archdeacon John Lewis Primary School

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total 2-11	Total inc. housing
Jan 2022	0	18	13	19	14	20	21	24	31	160	163
Jan 2023	4	15	18	12	20	14	20	21	25	149	150
Jan 2024	4	15	15	17	12	19	14	19	22	137	137
Jan 2025	4	15	15	14	17	12	19	13	20	129	129
Jan 2026	4	15	15	14	14	17	12	19	14	124	124
Jan 2027	4	15	16	14	14	14	17	12	20	126	126

Brackla Primary School

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total 2-11	Total inc. housing
Jan 2022	10	40	43	43	43	42	36	40	42	339	339
Jan 2023	9	43	40	40	46	41	43	37	40	339	339
Jan 2024	9	43	45	38	42	43	42	45	37	344	344
Jan 2025	9	43	43	43	40	40	45	43	45	351	351
Jan 2026	9	43	43	41	45	38	41	46	44	350	350
Jan 2027	9	43	43	41	43	43	39	43	46	350	350

Coety Primary School

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total 2-11	Total inc. housing
Jan 2022	12	60	60	59	58	60	59	55	53	476	525
Jan 2023	18	59	118	61	57	59	61	58	56	547	596
Jan 2024	18	59	114	119	58	58	60	59	58	603	652
Jan 2025	18	59	117	115	114	59	58	59	60	659	708
Jan 2026	18	59	107	118	111	117	60	57	59	706	755
Jan 2027	18	59	114	108	113	113	118	59	58	760	809

Coychurch Primary School

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total 2-11	Total inc. housing
Jan 2022	0	18	17	18	18	19	20	21	18	149	159
Jan 2023	2	18	18	16	18	18	18	21	19	148	163
Jan 2024	2	18	18	17	16	18	17	19	19	144	159
Jan 2025	2	18	18	17	17	16	17	18	18	141	156
Jan 2026	2	18	18	17	17	17	16	18	17	140	155
Jan 2027	2	18	18	17	17	17	17	17	17	140	155

Croesty Primary School

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total 2-11	Total inc. housing
Jan 2022	0	28	16	22	19	28	29	30	31	203	203
Jan 2023	6	19	21	17	22	19	27	29	31	191	191
Jan 2024	6	20	21	22	17	22	19	27	30	184	184
Jan 2025	6	20	20	22	23	17	22	19	29	178	178
Jan 2026	6	20	20	21	23	23	17	22	20	172	172
Jan 2027	6	20	21	21	22	23	22	17	23	175	175

Litchard Primary School

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total 2-11	Total inc. housing
Jan 2022	20	60	60	57	60	60	65	67	55	504	504
Jan 2023	20	58	67	59	57	64	49	68	68	510	510
Jan 2024	21	59	67	66	59	60	49	68	69	518	518
Jan 2025	21	59	69	66	66	62	49	68	69	529	529
Jan 2026	21	59	60	68	66	70	49	68	69	530	530
Jan 2027	21	59	66	59	68	70	49	68	69	529	529

Pencoed Primary School

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total 2-11	Total inc. housing
Jan 2022	0	66	74	77	61	80	84	75	88	605	610
Jan 2023	4	66	66	78	78	62	81	85	76	596	610
Jan 2024	1	69	83	69	78	79	62	82	86	609	623
Jan 2025	1	69	90	87	70	79	79	63	82	620	634
Jan 2026	1	69	69	95	88	71	80	80	63	616	630
Jan 2027	1	69	77	72	95	89	71	81	81	636	650

Penybont Primary School

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total 2-11	Total inc. housing
Jan 2022	6	43	42	39	43	42	44	43	40	342	342
Jan 2023	10	37	35	42	41	42	42	51	43	343	343
Jan 2024	11	38	37	35	44	39	42	51	50	347	347
Jan 2025	11	38	38	37	37	43	40	51	50	345	345
Jan 2026	11	38	38	38	39	36	43	51	50	344	344
Jan 2027	11	38	37	38	40	38	36	51	50	339	339

Tremains Primary School

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total 2-11	Total inc. housing
Jan 2022	6	59	57	70	55	35	58	57	64	461	461
Jan 2023	9	59	59	56	69	51	34	56	56	449	449
Jan 2024	7	60	59	58	55	64	50	33	55	441	441
Jan 2025	7	60	60	58	57	51	62	48	32	435	435
Jan 2026	7	60	60	59	57	53	49	59	47	451	451
Jan 2027	7	60	60	59	58	53	51	47	58	453	453

St Mary's Primary Catholic School

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total 2-11	Total inc. housing
Jan 2022	0	28	29	32	30	30	39	41	32	261	266
Jan 2023	2	28	29	31	33	32	32	38	43	268	270
Jan 2024	2	29	28	31	32	35	33	31	40	261	262
Jan 2025	2	29	29	30	32	33	37	33	33	258	258
Jan 2026	2	29	29	31	31	33	35	36	34	260	260
Jan 2027	2	29	29	31	32	32	35	35	38	263	263

Ysgol Gymraeg Bro Ogwr

Year	N1	N2	R	Y1	Y2	Y3	Y4	Y5	Y6	Total 2-11	Total inc. housing
Jan 2022	8	50	54	40	47	48	45	49	60	401	408
Jan 2023	6	47	50	51	38	46	48	44	49	379	389
Jan 2024	8	45	47	47	48	37	46	46	44	368	379
Jan 2025	8	45	45	44	45	47	37	44	47	362	373
Jan 2026	8	45	45	44	45	47	37	44	47	362	374
Jan 2027	8	45	47	42	42	44	47	36	45	356	369

Archbishop McGrath Catholic High School

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total 11-19	Total inc. housing
Jan 2022	136	155	171	137	124	85	68	876	885
Jan 2023	139	136	147	168	132	77	75	874	889
Jan 2024	146	139	129	144	161	82	68	869	885
Jan 2025	145	146	132	127	139	100	72	861	879
Jan 2026	128	145	139	129	122	86	88	837	856
Jan 2027	126	128	138	136	124	75	76	803	823

Brynteg School

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total 11-19	Total inc. housing
Jan 2022	290	228	231	276	199	173	154	1551	1552
Jan 2023	262	293	230	231	270	139	149	1574	1576
Jan 2024	270	265	296	230	226	189	120	1596	1598
Jan 2025	262	273	267	296	226	158	163	1645	1647
Jan 2026	247	265	275	267	290	158	136	1638	1640
Jan 2027	264	249	267	275	262	203	136	1656	1658

Pencoed Comprehensive School

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total 11-19	Total inc. housing
Jan 2022	158	140	149	142	135	90	62	876	917
Jan 2023	153	156	140	150	135	76	71	882	931
Jan 2024	142	151	156	141	143	76	60	870	919
Jan 2025	150	141	151	158	134	80	60	874	924
Jan 2026	145	149	141	153	150	75	65	877	927
Jan 2027	120	144	149	142	145	84	65	848	898

Ysgol Gyfun Gymraeg Llangynwyd

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total 11-19	Total inc. housing
Jan 2022	130	110	120	105	100	63	55	683	693
Jan 2023	133	127	108	116	104	59	50	697	712
Jan 2024	114	130	125	105	115	61	47	697	713
Jan 2025	102	112	128	121	104	68	48	683	700
Jan 2026	96	100	128	124	120	61	54	683	701
Jan 2027	101	94	109	124	123	71	48	670	689

The projections outlined above do not include for the potential future housing that could be generated by candidate sites submitted for BCBC's Replacement Local Development Plan (LDP), (the projections account only for existing LDP sites).

Land and buildings

The following table sets out the school capacities and an assessment of the quality of accommodation, as per the council's building condition surveys of the schools identified as being directly or indirectly affected by the proposal. The capacity calculated as per the Welsh Government Circular No 21/2011 'Measuring the Capacity of Schools in Wales'.

School	Nursery Capacity	School Capacity Reception – Year 6	Quality of Accommodation
Archdeacon John Lewis Primary School	15	208	Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration)
Brackla Primary School	85	330	Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration)

Coety Primary School	72	420	Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration)
Coychurch Primary School	18	133	Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration)
Croesty Primary School	28	205	Overall condition rating C (poor; exhibiting major defects and/or not operating as intended)
Litchard Primary School	84	485	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)
Penybont Primary School	47	323	Overall condition rating C (poor; exhibiting major defects and/or not operating as intended)
Tremains Primary School	63	428	Overall condition rating C (poor; exhibiting major defects and/or not operating as intended)
St Mary's Catholic Primary School	42	220	Overall condition rating C (poor; exhibiting major defects and/or not operating as intended)
Ysgol Gymraeg Bro Ogwr	55	372	Overall condition rating C (poor; exhibiting major defects and/or not operating as intended)
Archbishop McGrath Catholic High School	N/A	836	Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration)
Brynteg School	N/A	2008	Overall condition rating B (Satisfactory – performing as intended but exhibiting minor deterioration)
Pencoed Comprehensive School	N/A	1115	Overall condition rating C (poor; exhibiting major defects and/or not operating as intended)
Ysgol Gyfun Gymraeg Llangynwyd	N/A	776	Overall condition rating C (poor; exhibiting major defects and/or not operating as intended)

Finance

Currently, the total project cost for the provision of the four-classroom extension is estimated to be £1.65m. The scheme will be funded from BCBC capital resources. The local authority has entered into separate s106 agreement in respect of additional housing in the area.

In Bridgend, the funding per pupil varies from school to school, with the highest being £6,820 and the lowest £3,301 for 2022 to 2023. The average funding per primary school pupil for 2022 to 2023 is £3,919. The funding per pupil at Coety Primary School is £3,336. Although primary schools are all funded on the same basis and values, there are some elements that are specific to an individual school. These include funding for special classes, trade union representatives, Welsh language and additional learning needs (ALN). Additional funding is provided for a school the same size as Coety Primary School, with a number of additional learning needs classes. For a smaller school with a lesser number of pupils, the funding per pupil would be higher as there less pupils to split the budget over.

The proposed enlargement will generate additional revenue costs. This is due to the increased floor area through the provision of additional classrooms and ancillary spaces. In addition, there will be increased pupil numbers, which will impact on revenue. Any revenue implications, 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.

The consultation process

The consultation process will be completed by 25 January 2023 and the outcomes, which will be incorporated into the proposal where possible, will be reported to a cabinet meeting in February 2023. Responses to this consultation will not be counted as formal objections, this can only occur during the statutory notice stage as outlined below. If there is a cabinet 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 the statutory notice stage, cabinet will need to consider the proposal in light of the objections made. Cabinet could then accept, reject or modify the proposal. If there are no objections to the proposal, cabinet will still need to determine whether to proceed with the proposal.

Next steps

The provisional timetable and procedure are as follows:

Activity	Date
Consultation period where we welcome your views and observations on the proposal*.	12 December 2022 to 25 January 2023
Cabinet to consider the draft consultation report which will detail the outcome of the consultation.	February 2023
Publish approved consultation report on BCBC website, hard copies available on request.	February 2023
If agreed by cabinet, a statutory notice will be published and there will be a period of 28 days in which to submit any objections to the proposal in writing.	February 2023
If there are no objections, cabinet can decide whether to proceed or not. If there are any objections, an objections report will be presented to cabinet for consideration and approval sought to publish the report, and to determine the outcome of the statutory process. The approved report will then be published on the BCBC website and hard copies will be made available upon request. A decision letter detailing the conclusion of the process will be published and issued to stakeholders.	April/May 2023

Activity	Date
Implementation.	January 2025

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

What do you now have to consider?

You are invited to consider the proposal and submit your views as to whether or not you support the proposal to make a regulated alteration to Coety Primary School, in the form of an enlargement, at Ffordd Yr Hebog, Coity, Bridgend CF35 6DH with effect from January 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

Online: www.bridgend.gov.uk/consultation

Tel: (01656) 643643

Alternative formats are available upon request. You are welcome to communicate with us in Welsh and this document is available in Welsh.

All views must be received by no later than **25 January 2023**.

Pro forma

Proposal to make a regulated alteration to Coety Primary School, Ffordd Yr Hebog, Coity, Bridgend CF35 6DH by enlarging the school from 2-form-entry to 2.5-form-entry with effect from January 2025.

Name:	
Contact Details:	

Are you (please tick):

School governor	
School pupil	
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:

Do you feel the proposal will have a positive or adverse impact on the Welsh language and how? Please consider, in particular, opportunities for persons to use the Welsh language and treating the Welsh language no less favourably than the English language.

If you believe that the proposal will have an adverse effect on the opportunity of people to use the Welsh language, or that the Welsh language is treated no less favourably than the English language, please identify any changes that can be made to the proposal to reduce this impact.

How do you think the proposal could be changed to impact more positively on the opportunity of people to use the Welsh language or that the Welsh language is treated no less favourably than the English language?

V1

Any other comments:

Appendix 1 – Estyn Reports

Estyn report - Archdeacon John Lewis Church in Wales Primary School

A report on Archdeacon John Lewis
January 2017

Summary

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

Current performance

The current performance of the school is good because:

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

Prospects for improvement

The school's prospects for improvement are adequate because:

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

However:

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

Recommendations

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

What happens next?

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

Estyn report - Brackla Primary School

A report on Brackla Primary School
June 2016

Summary

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

Current performance

The current performance of the school is good because:

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

Prospects for improvement

The school's prospects for improvement are good because:

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

Recommendations

R1 To improve standards of Welsh writing in key stage 2

R2 To improve provision for numeracy across the curriculum

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

What happens next?

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

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

Estyn report - Coety Primary School

A report on Coety Primary School
March 2018

Summary

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

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

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

A report on Coety Primary School
March 2018

Recommendations

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

What happens next

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



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

Coety Primary School
Ffordd yr Hebog
Parc Derwen
Coity
Bridgend
CF35 6DH

16 December 2019

Coety Primary School

Outcome of Estyn review

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

Yours sincerely

M. W. Williams

L. Miles

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

Estyn, Llys Angor/Anchor Court, Heol Keen/Keen Road, Caerdydd/Cardiff, CF24 5JW
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www.estyn.llyw.cymru • www.estyn.gov.wales

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

Estyn report - Coychurch Primary School

A report on Coychurch (Llangrallo) Primary School
March 2014

Summary

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

Current performance

The school's current performance is good because:

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

Prospects for improvement

The school's prospects for improvement are good because:

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

Recommendations

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

What happens next?

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

Estyn report - Croesty Primary School



Rhagoriaeth i bawb - Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Croesty Primary School
Coychurch Road
Pencoed
Bridgend
CF35 5LY

January 2015

Croesty Primary School

Outcome of the monitoring visit

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

Yours sincerely

Mererid Wyn Williams
Assistant Director

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

Summary

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

Current performance

The current performance of the school is adequate because:

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

However:

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

Prospects for improvement

The school's prospects for improvement are good because:

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

Recommendations

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

What happens next?

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

Estyn report - Litchard Primary School

A report on Litchard Primary School
November 2017

Summary

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

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

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

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

A report on Litchard Primary School
November 2017

Recommendations

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

What happens next

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

Estyn report – 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 - Penybont Primary School

A report on Penybont Primary School
May 2019

Summary

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

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

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

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

Recommendations

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

What happens next

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

Estyn report - St Mary's Catholic Primary School

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

Summary

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

Current performance

The school's current performance is good because:

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

Prospects for improvement

Prospects for improvement are good because:

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

Recommendations

R1 Raise the standard of most pupils' extended and creative writing

R2 Improve pupils' skills in Welsh

R3 Raise pupils' attendance

R4 Ensure a better balance of leadership responsibility across the leadership team

What happens next?

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

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

Estyn report - Tremains Primary School

A report on Tremains Primary School
November 2016

Summary

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

Current performance

The current performance of the school is adequate because:

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

However:

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

Prospects for improvement

The school's prospects for improvement are adequate because:

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

However:

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

Recommendations

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

What happens next?

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

Estyn report- Ysgol Gymraeg Bro Ogwr

A report on Ysgol Gymraeg Bro Ogwr
June 2017

Summary

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

Current performance

The school's current performance is good because:

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

Prospects for improvement

Prospects for improvement are good because:

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

Recommendations

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

What happens next?

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

Estyn report – Archbishop McGrath Catholic High School

A report on Archbishop McGrath Catholic School
November 2019

Summary

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

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

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

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

Recommendations

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

What happens next

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

Estyn report – Brynteg School

A report on Brynteg Comprehensive School
December 2016

Summary

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

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

Recommendations

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

Estyn report – Pencoed Comprehensive School

Summary

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

Current performance

The current performance at Pencoed Comprehensive School is good because:

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

Prospects for improvement

The school's prospects for improvement are good because:

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

Recommendations

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

What happens next?

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

Estyn report – Ysgol Gyfun Gymraeg Llangynwyd

Report on Ysgol Gyfun Gymraeg Llangynwyd
March 2015

Summary

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

Current performance

The school's current performance is good because:

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

Prospects for improvement

The school's prospects for improvement are good because:

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

Appendix 2 – List of Stakeholders

- ▶ The Governing Body, parents, staff, carers, guardians and pupils of Coety Primary School
- ▶ Other schools within the cluster/area:
Archdeacon John Lewis Church in Wales Primary School, Brackla Primary School, Coychurch Primary School, Croesty Primary School, Litchard Primary School, Pencoed Primary School, Penybont Primary School, Tremains Primary School, St Mary's Catholic Primary School, Ysgol Gymraeg Bro Ogwr, Archbishop McGrath Catholic High School, Brynteg School, Pencoed Comprehensive School, Ysgol Gyfun Gymraeg Llangynwyd
- ▶ 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:
Brackla Community Council, Bridgend Town Council, Coity Higher Community Council, Coychurch Higher Community Council, Coychurch Lower Community Council, Newcastle Higher Community Council, Pencoed Town Council, Merthyr Mawr Community Council
- ▶ Independent or voluntary nursery providers serving the area
- ▶ 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, Learner Support
- ▶ 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