



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

**Report following monitoring
Level of follow-up: Special Measures**

**Ogmore Vale Primary
Aber Road
Ogmore Vale
CF32 7AJ**

Date of visit: October 2019

by

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

Outcome of visit

Ogmore Vale Primary School is judged to have made insufficient 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 maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may **not** be served in a school requiring special measures i.e. as described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013 (1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore, schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff.

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

The new, substantive headteacher and deputy headteacher have worked with energy and determination to establish and implement strategic plans for improvement. They are highly visible and approachable. Together, they provide clear accountability and high expectations. As a result, the staff team has worked together with a much-needed sense of urgency, to begin to make sustainable improvements to the provision. They have a growing pride in their improvement journey to date, and are starting to consider how to evaluate the impact of their actions through measuring improvements to pupils' outcomes.

The senior leadership team drives improvements to the school's systems and provision at a good pace. Regular meetings, bulletins and work plans ensure that everyone understands what happens when, and what their role is in achieving each action. Leaders communicate clearly and professionally with staff, parents, governors and pupils. For example, in addition to regular class and whole school

newsletters, parents have opportunities every half term to meet with senior leaders to talk about improvements and recent changes.

Leaders have clear job descriptions and everyone understands the roles and responsibilities of different members of the staff team, including the recently allocated subject co-ordinators. However, leaders have not yet formalised other staff job descriptions. There are new, worthwhile arrangements to manage teachers' performance. In addition, leaders address any performance that falls short of requirements through a bespoke programme of coaching and mentoring for individual staff.

The rigorous, shared monitoring programme means that staff have an increasingly accurate understanding of the schools' strengths and shortcomings. This enables them to contribute to the school's emerging self-evaluation processes and to identify relevant improvement priorities. For example, through monitoring and professional dialogue, staff have identified that too often, lunchtime playtime had a negative impact on afternoon lessons. Teachers, support staff and midday supervisors have worked together to provide a calm transition and handover from the playground to the classroom. As a result, nearly all pupils and staff are ready to begin lessons promptly.

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

Leaders have put in place a robust programme to monitor and evaluate systematically the quality of the school's provision and the standards that pupils achieve. The programme includes formal lesson observations, monitoring the quality of the learning environment and the scrutiny of pupils' books.

Leaders share the plans for monitoring the school's work with all staff and governors. Leaders ensure that deadlines are met and reports from monitoring activities are fed back to staff in a timely manner. Teachers appreciate the clarity around these processes and the honest and accurate feedback they receive. This means that they respond positively to the improvement priorities that leaders set.

As a result of these changes, all staff have a growing understanding of the school's strengths and areas for improvement. For example, recent book scrutiny identified accurately the improvements in pupils' presentation and teachers' feedback to pupils across the school. It also identified the need for teachers to plan tasks that meet the needs of pupils more accurately and for all pupils to respond purposefully to teachers' comments. This has led to an action plan that aims to address these issues. Last term, the headteacher and deputy headteacher conducted lesson observations, and provided teachers with individual verbal and written feedback to

help them to improve their classroom practice. Leaders challenge underperformance strongly by clearly identifying the areas that need improving, and where necessary, putting in place useful support plans. A few subject coordinators have begun to monitor and evaluate a limited range of pupils' work accurately, but it is too early to judge the impact of these processes on the school's provision or pupils' standards.

Governors have completed an audit of their own skills and have begun a programme of training to understand their roles and responsibilities. They have recruited additional governors to complement the governing body's existing skills. Very recently, they have established a standards committee to oversee the monitoring of the post inspection action plan, although this committee has not yet met. Governors have completed some first-hand monitoring through visits to the school, which is beginning to inform the questions they ask. However, overall, their role as a critical friend is still at an early stage of development.

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

Inspectors did not evaluate this recommendation during this visit.

R4. Raise standards of reading and spelling

Inspectors did not evaluate this recommendation during this visit.

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

Inspectors did not evaluate this recommendation during this visit.

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

The school has a number of worthwhile learner voice groups, including the school and eco councils, for pupils from Year 1 upwards. These groups place a suitable and increasing emphasis on improving the work of the school. For example, they have analysed pupil questionnaires accurately and formed relevant action points for the new academic year. These actions include ensuring that there are posters in each class that identify members of the school council. As a result, nearly all pupils have a greater awareness of who to approach to raise issues for future meetings.

Pupils and staff demonstrate a systematic approach to school council meetings, which now take place after school once a week. The school's head girl, head boy

and their deputies have a sound understanding of their roles as leaders of the council, and their meetings have set agendas that give suitable regard to driving forward improvements. In the strongest examples, they contribute to developing the school's strategic priorities and are beginning to focus on raising standards. For example, during learning walks, school councillors are beginning to identify strong practice and areas for improvement, for instance when evaluating the usefulness of displays in classes throughout the school.

The pupil voice groups continue to produce regular newsletters to inform pupils' families of the work they have undertaken. Digital leaders are beginning to have a positive influence on the work of the school, for example by providing assistance to peers in class or by evaluating and rating various apps. Play leaders and peer mediators contribute effectively during pupils' recreational times, for example by ensuring that pupils have plenty of activities that they can engage in and by helping to resolve issues between friends.