



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

**Report following monitoring
Level of follow-up: Significant Improvement**

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

Date of visit: April 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 increasing the level of follow-up activity.

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that special measures are required in relation to this school. The school will draw up an action plan to show how it is going to address the recommendations.

Estyn inspectors will re-visit the school following receipt of the draft action plan, to ensure that it is suitable and likely to bring about the required improvements.

Inspectors will visit the school again, in a further four to six months' time, to monitor progress in addressing 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

Since the core inspection, the school has experienced a period of significant leadership turbulence. During this time, different leaders have employed a range of different strategic planning systems and channels of communication. It has been difficult for teachers and middle leaders to make and sustain improvements against this background of frequent change. As a result, the school has made limited progress in improving the quality of the provision and the standards that pupils achieve.

The appointment of a new chair and vice-chair of governors has improved the school's governance procedures, and the recruitment of new governors has strengthened the governing body. Governors meet regularly and are beginning to challenge and support the school appropriately. They have recently appointed a substantive deputy headteacher and have started the process to recruit a substantive headteacher. It is too early to see the full impact of the governors' work in improving the school's provision.

In addition, since the core inspection, there have been a number of changes to the teaching staff. Currently, there are several temporary teachers and teaching assistants. This turbulence makes it challenging to embed any improvements to classroom practice, and to develop consistency across the school.

Middle leaders have worked to provide some continuity over recent time, for example during leaders' absences. For instance, they have completed performance management interviews with members of their teams. However, their roles and responsibilities are not always clear enough. Many post holders have signed job descriptions, but these do not always reflect well enough the current needs of the school.

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

Since the core inspection, ongoing uncertainty due to absences has limited leaders' ability to monitor systematically and assure the quality of the school's provision, and the standards that pupils achieve.

The senior leaders in post during the early summer term 2018 completed a range of suitable monitoring activities. However, over time, changes to leadership have hindered a regular programme of monitoring and evaluation. In addition, middle leaders do not currently have a clear role in formally monitoring and evaluating their areas of responsibility. As a result, leaders do not have a coherent picture of the school's strengths and weaknesses. This makes it difficult to identify priorities precisely and to address underperformance.

On the occasions when monitoring has taken place, leaders have identified that, in too many classes, the quality of teaching is not good enough. All teachers have had occasional opportunities to observe each other, and the regional consortium has provided whole staff training to improve teaching and learning. Teachers have received some verbal and occasional written feedback that is useful to help them to begin to improve the quality of their work.

Recently, the governing body have begun to monitor the school's work through first-hand visits, and attending meetings with teachers and leaders. This has started to

inform their understanding of the school's work, and is helpful in forming suitable questions to challenge and support the school's leaders. However this work is at an early stage of development.

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

Across the school, there are pockets of good quality classroom practice. In these classes, teachers have high expectations of pupils' work and behaviour. Learning proceeds with pace and, as a result, nearly all pupils are engaged and interested in their work. Teachers ensure that everyone understands what is required of them in order to succeed. They plan tasks that challenge pupils of different abilities at just the right level, and know when to intervene, for instance using a 'pit stop' to clarify an emerging misconception. As a result, in these few classes, pupils are becoming resilient learners who make good progress.

However, across the school, the quality of teaching is inconsistent, and as a result, over their time at the school, pupils' progress is not consistently good enough. In too many classes, teachers routinely accept poorly presented work that is not completed well enough. In addition, the tasks that teachers provide do not challenge all pupils, particularly those who are more able, to achieve as well as they could. On too many occasions, the pace of learning is too slow. For instance, pupils sit listening for too long while their teachers talk. As a result, pupils in these classes do not sustain their concentration and lose interest in their work.

Teachers have worked together recently to devise a marking and feedback policy, however, this document has not been formalised and agreed by all staff and governors. Nevertheless, most teachers provide regular feedback to their pupils, and many use an agreed written coding system that pupils understand. However, teachers' written comments do not always identify precisely what pupils need to do in order to improve. In a few classes, pupils respond thoughtfully to their teachers, for instance completing additional tasks to reinforce their learning using purple pens. However, in too many classes, although pupils acknowledge the comment, they do not act on their teachers' feedback to help them to improve their work.

R4. Raise standards of reading and spelling

The school has undertaken a number of actions to raise standards in reading and spelling since the last inspection. Teachers have introduced a new phonics scheme to support the teaching of reading and spelling in the foundation phase. In addition, all teachers have received training in delivering guided group reading. The school has rightly recognised the on-going need to provide training for all adults delivering reading and phonic sessions, to ensure consistency in delivery.

The school celebrates children's literature, for example many teachers read novels to their classes. This promotes reading positively. All pupils take part in regular guided group reading sessions. However, across the school, pupils do not develop their higher order reading skills well enough, for example skimming and scanning to locate information effectively. While a few more able pupils read well with fluency and expression, a minority of pupils struggle to develop a wide-enough range of strategies to decipher unfamiliar words. This affects their fluency and their understanding of the text.

Pupils in the foundation phase receive daily phonics lessons, and pupils in key stage 2 receive regular spelling lessons. However, this provision is recent and it is too early to see its full impact in improving pupils' standards in reading and spelling. For instance, pupils' English and topic books show that pupils do not routinely transfer the skills that they learn in spelling lessons to their independent writing.

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

Over time, there has been a range of different systems and formats to track pupils' progress. Most recently, middle leaders have introduced an electronic tracking system. However, this new system is at an early stage of development, and it does not yet contain enough information to provide a clear picture of pupils' progress as they move through the school. As a result, teachers and leaders are unclear about the progress of specific groups of learners, for example more able pupils and those eligible for free school meals.

The school has a good understanding of the strengths and needs of individual pupils with special educational needs, and adults know and care for these pupils well. However, leaders do not have a clear enough strategic overview of the impact of different intervention programmes. As a result, currently leaders are unclear which provision is the most beneficial, for instance in terms of improving pupils' outcomes or wellbeing.

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

The school has organised a number of worthwhile learner voice groups, including the school and eco councils, for pupils from Year 1 upwards. The groups use a range of mechanisms to gather the views of pupils and parents, and use these to contribute purposefully to the life and work of the school. For instance, as a result of a peer survey, pupils have suggested changes to the lunchtime arrangements.

Pupils and staff have established a systematic approach to meetings. School council representatives attend meetings on behalf of their peers and then feed back to their classes. Where relevant, meetings have set agendas and pupils maintain records of meetings, including subsequent actions. Members of the council encourage their peers to contribute their concerns and ideas, either face to face or through a suggestions box. The school council then consider these issues during subsequent meetings. In addition, the school council has contributed its views on a range of actions from the post-inspection action plan. These actions have led to notable improvements in aspects of pupils' life in school. The pupil voice groups produce termly newsletters to inform pupils' families of school developments.

Leaders give the pupil voice groups a high status within the school. For example, the school council lead assemblies each Friday, and the Criw Cymraeg participate in St David's Day celebrations. As a result, nearly all pupils feel that leaders listen to their views and act on their ideas and concerns.