

A report on

Ysgol Gymraeg Bro Ogwr

**Princess Way
Brackla
CF31 2LN**

Date of inspection: February 2025

by

Estyn, His Majesty's Inspectorate for

Education and Training in Wales

This report is also available in Welsh

About Ysgol Gymraeg Bro Ogwr

Name of provider	Ysgol Gymraeg Bro Ogwr
Local authority	Bridgend County Borough Council
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	370
Pupils of statutory school age	283
Number in nursery classes	43
Percentage of statutory school age pupils eligible for free school meals over a three-year <i>average</i> (<i>The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 22.9%</i>)	13.7%
Percentage of statutory school age pupils identified as having additional learning needs (a) (<i>The national percentage of pupils identified as having an additional learning need in the primary sector is 11.1%</i>)	2.8%
Percentage of statutory school age pupils who speak Welsh at home	52.7%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	
Date of previous Estyn inspection (if applicable)	
Start date of inspection	03/02/2025

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website:
mylocalschool.gov.wales

- a. The term ‘additional learning needs’ is being used to describe those pupils on the SEN/ALN register of the school

Summary

Leaders have established a robust vision and ethos for the school based on providing access for all to stimulating and interesting learning experiences that encourage pupils to succeed to the best of their ability. Leaders have high expectations and staff work conscientiously to develop provision that ensures the best possible well-being and experiences for all pupils.

Teachers foster good working relationships with pupils and identify their needs appropriately. They use a range of useful teaching methods that promote learning purposefully. Teachers are secure language models and use an appropriate range of questioning methods to build purposefully on pupils' previous learning.

The range of stimulating and interesting learning experiences that are provided by teachers ensures that most pupils have positive attitudes to learning. They enjoy their experiences and concentrate well on their tasks for extended periods. Teachers plan a curriculum that gives appropriate consideration to the local context and supports many pupils to make suitable progress in their skills over time. At times, activities do not challenge more able pupils regularly enough and, on the whole, teachers' feedback does not support pupils to improve their work consistently enough.

Leaders monitor the quality of provision regularly and have an appropriate understanding of the school's strengths and areas for improvement. They respond purposefully to these areas for improvement. Governors provide the school with strong support and show a suitable awareness of their responsibilities.

One of the school's notable strengths is the support it offers to families that experience the effects of poverty. Staff ensure that specialist advice is available, where appropriate, and deal sensitively with families who need support with costs related to the school day, such as school uniform and visits. This ensures that everyone has access to the whole range of experiences without exception and contributes significantly to the sense that the school is one big, close-knit family.

Recommendations

We have made two recommendations to help the school continue to improve

- R1. Ensure that teachers' feedback supports pupils to improve their work consistently
- R2. Ensure that learning activities challenge more able pupils consistently

What happens next

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

Main evaluation

Ysgol Gymraeg Bro Ogwr is a welcoming, fun and caring community where a clear priority is given to promoting pupils' well-being and ensuring opportunities for all. Leaders work diligently to maintain and develop the sense that the school is one big happy and harmonious family where everyone encourages and supports each other. They have established a culture of safeguarding successfully. As a result, most pupils take pride in the care they receive and feel safe at school while at work and play.

The headteacher is a firm and passionate leader. She has high expectations of herself and others and she conveys these expectations purposefully to staff, parents and pupils. She has a clear vision based on ensuring the best possible well-being and experiences for all pupils in an inclusive environment that respects everyone's rights. The headteacher places great importance on ensuring that the school provides strong support to families who experience the effects of poverty or those from low-income households.

SPOTLIGHT – Ensuring access to educational experiences for families who experience the effects of poverty

Leaders have established the Emotional and Family Well-being Team, which provides purposeful and sensitive support to families. Staff have fostered a close relationship with parents and pupils and they know the needs of families well. They offer tailored provision, including emotional support, and arrange access to specialist services such as advice on housing and budgeting. The team organises a collection and exchange service that provides free school uniform to families who need it, including pupils who are transferring to secondary school. Grant funding is used wisely to ensure that cost does not prevent pupils from attending off-site educational visits.

The headteacher is supported by a team of dedicated and conscientious staff. They understand their roles and responsibilities well and work diligently for the benefit of pupils. Leadership responsibilities have been allocated purposefully among the staff, and leaders at all levels contribute appropriately to the school's work.

Leaders ensure that there are purposeful arrangements for evaluating the quality of provision and, therefore, have an appropriate understanding of the school's strengths and areas for improvement. They use this knowledge to adapt provision and address the areas for improvement in a timely manner, including national priorities. Arrangements for managing staff performance are robust and staff development targets link appropriately with their personal development needs and the school's improvement priorities. Valuable professional learning opportunities support staff to improve important aspects of provision which, in turn, have a positive effect on pupils' well-being and progress. Governors are strong advocates for the school. They know the school well and hold senior leaders to account appropriately.

Staff have established a purposeful working relationship with pupils based on respect and trust. They know pupils well and meet their well-being and emotional needs appropriately. As a result, pupils know who to turn to if they have any problems or concerns. Most behave well and treat each other and adults with respect and courtesy.

Most teachers provide interesting and stimulating learning activities that engage most pupils' interest successfully. Pupils have very good attitudes to learning and enjoy their experience at school. Most concentrate successfully on their tasks for extended periods and participate enthusiastically. Teachers design a curriculum that supports many pupils, including those who are affected by poverty and those with additional learning needs (ALN), to make appropriate progress in their skills.

Pupils are beginning to influence what they would like to learn within their themes and the school's curriculum gives suitable consideration to pupils' ideas and the local context.

Overall, learning experiences meet the needs of many pupils appropriately. However, activities do not challenge more able pupils consistently enough.

Staff are secure language models. They model vocabulary and syntax effectively and encourage linguistic accuracy from pupils. One side effect of this is that most pupils communicate maturely and clearly in Welsh and English and use relevant subject vocabulary correctly, for example in their work on fractions. On the whole, teachers use a suitable range of questioning methods that recall pupils' previous learning purposefully. In the best practices, probing questioning by teachers encourages pupils to think more deeply and elaborate further on their answers. However, in general, feedback from teachers does not support pupils to improve their work consistently enough.

The school provides effective support for pupils with ALN. The arrangements enable staff to identify pupils who need further support at an early stage and provide support programmes that meet pupils' specific needs well. Staff work effectively with external agencies and monitor and track pupils' well-being and progress carefully. Nearly all pupils with ALN make good progress from their starting points over time.

A useful range of opportunities is provided for pupils to lead on important aspects of the school's work and influence their learning. Pupils respond well to these responsibilities and undertake their roles seriously and with pride. The work of the Cyngor Cymreictod ('Welshness Council'), for example, has had a positive effect on the use of the Welsh language among pupils and has developed important skills such as co-operation, planning and perseverance.

An effective feature of the school's work is the co-operation with parents and a range of external agencies, including the wider community. The 'Ti a Fi' sessions that are held at the school, for example, provide important opportunities to share information about pupils' interests and needs before they start school. This supports staff to implement timely arrangements to meet pupils' needs appropriately.

Additional information

The school's arrangements for safeguarding pupils are not a cause for concern.

The school's arrangements for management of the site are not a cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's funding appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer questionnaires and pupil questionnaires and consider the views of teachers, staff and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of lessons, including learning support groups and the specialist resource base (where appropriate), and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report refers to different quantities and proportions, e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (<http://www.estyn.gov.wales>)

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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