



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

A report on

**Bryn C.P. School
Gelli Road
Bryn
Llanelli
Carmarthenshire
SA14 9TT**

Date of inspection: February 2012

by

Dorothy Morris

for

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

Bryn Primary School is situated in the town of Llanelli in Carmarthenshire, and serves an area to the north east of the town. Nearly all pupils come from the immediate area which is described by the school as primarily socially and economically disadvantaged. The south side area of the school is a designated Communities First area; around half of the pupils live in this area. Pupil numbers have risen significantly in recent years.

There are 244 pupils aged three to eleven years in the school. Pupils are organised into seven single aged classes and a nursery class which includes full time and part-time pupils. Pupils are admitted to school on a full time basis during the term of their fourth birthday.

Approximately 28% of pupils are entitled to free school meals, a figure which is above the local authority and all-Wales averages. Thirty two per cent of pupils have been identified as having additional learning needs, including six pupils with a statement of special educational needs. This percentage is again above the local authority and all-Wales averages. There are four looked-after children in the school. Nearly all the pupils come from homes where English is the main language spoken. There are no pupils from a minority ethnic background.

Since the last inspection in 2006, the senior leadership of the school has changed, with a new deputy and headteacher appointed in the last few years. The present headteacher was appointed in September 2008.

The individual school budget per pupil for Bryn C.P. School in 2011-2012 means that the budget is £3560 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £18947 and the minimum is £3114. Bryn C.P. School is 54th out of the 110 primary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's present performance is adequate.

The strengths are:

- most pupils make sound or better progress during their period at the school;
- pupils are offered a good range of learning experiences;
- the teaching is good overall;
- the quality of care, support and guidance provided impacts well on pupils' standards and their wellbeing.

However:

- pupils' results have varied over the last few years but generally have not compared favourably with other similar schools;
- fewer pupils achieve the higher levels particularly at the end of key stage 2;
- new initiatives are being developed but many are not yet fully embedded.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision for the further development of the school focussed on improving standards;
- there is a committed team of teaching and support staff;
- self-evaluation is used as an effective tool for school improvement;
- specific initiatives are resulting in measurable improvements in areas of learning; and
- in the most recent teacher assessments, there is evidence of substantial improvement in pupils' standards of achievement.

Recommendations

In order to develop further, the school needs to:

- R1 build on the improvements in pupils' achievements at the end of both key stages and improve further the performance of more able pupils;
- R2 extend pupils' speaking, writing and number skills across the curriculum;
- R3 strengthen pupils' Welsh second language skills and develop their confidence in speaking Welsh in a range of contexts;
- R4 ensure consistency in the quality of the written feedback offered to pupils and develop assessment for learning strategies further; and
- R5 review the deployment of staff to meet pupils' current learning needs in large classes.

What happens next?

The school will produce an action plan to show how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most pupils make sound or better progress from their starting points as they move through the school.

At the end of both key stages, pupils' results have fluctuated over the last four years but generally have not compared favourably with other similar schools. In 2011, there is a significant improvement in results at the end of both key stages. They are above the family of similar schools, the local authority and all-Wales averages.

When compared with similar schools across Wales based on the percentage of pupils entitled to receive free school meals, the results in 2011 are favourable overall. In the previous three years, they fluctuate at the end of both key stages.

Over four years, the results of more able pupils are generally lower than the family of schools but show an improvement in 2011. In key stage 1, there is no regular pattern of difference in the results of boys and girls. In key stage 2, the girls' results generally are better than the boys. Overall, pupils entitled to free school meals perform less well than their peers. The school's data shows that pupils with additional learning needs make good progress.

The majority of pupils listen carefully to their teachers and to each other. In both key stages, a few pupils speak confidently using a good range of vocabulary. Pupils generally respond readily to questions and express themselves clearly. However, they do not respond sufficiently in an extended manner.

In both key stages, the majority of pupils read competently with more able pupils reading fluently and with good understanding. Pupils write for a range of purposes. They write increasingly at length and in the best work the quality of writing is good and spelling and punctuation are generally accurate. Overall, the quality of writing and spelling develops more unevenly. Standards in pupils' handwriting and presentation skills are inconsistent across the school.

Most pupils make very good use of a range of information and communications technology skills to support and enhance their work across the curriculum. They make appropriate use of mathematical skills in specific contexts but do not extend their skills sufficiently as they move through the school.

The majority of pupils acquire a range of wider learning skills. In best practice, pupils make very effective use of their thinking, research and investigative skills in their study of the planets. Their independence as learners is developing well in aspects such as information and communications technology but not as consistently across other subjects of the curriculum. Pupils' creative skills develop well in subjects, such as art and music, with examples of work of a high standard.

Standards in Welsh are adequate. Most pupils are confident in using and responding to greetings in Welsh. In Welsh lessons, pupils respond accurately to questions using more familiar sentence patterns. Older pupils in particular use their developing vocabulary competently to participate in role play activities. In general, pupils have an insufficient grasp of a range of vocabulary to engage in simple conversations

outside lessons. The majority of pupils make increasing use of their basic reading and writing skills to complete tasks in lessons with reasonable accuracy.

Wellbeing: Good

Pupils feel safe and know how to seek help in school with any problems. Most pupils have a good understanding of the importance of diet and exercise in the development of a healthy lifestyle.

Behaviour during lessons and play times is good and pupils are courteous towards each other and adults. They enjoy being in school and the majority understand the importance of good attendance. Attendance rates are consistently improving and currently stand at 93% which compares favourably with schools of similar backgrounds and the local authority.

Pupils play an important part in the life of the local community and there is a strong link with many organisations, agencies, local businesses and individuals. The pupils benefit greatly from these experiences and develop a good range of social skills which prepare them effectively for life outside the school.

Members of the school council display mature attitudes and organise activities to raise money for charities such as Comic Relief. The school council, children's commissioners, ambassadors and the eco committees are beginning to contribute to the decisions that affect school life. Most pupils show a clear interest and motivation in their learning.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides an appropriate range of learning activities through a broad and balanced curriculum that meets statutory requirements. Overall, the activities are structured well to allow pupils to reinforce and build on their prior learning. Teachers plan interesting and varied experiences, however, tasks do not always offer pupils the appropriate level of challenge, particularly for the more able.

The promotion of a skill based format for curricular planning is a positive feature. There is very good provision to develop pupils' information and communications technology skills and they are confident in using the wide range of resources available. There is effective provision to develop basic literacy skills but the opportunities for pupils to apply their numeracy skills in other curricular areas are more inconsistent across the school.

The school makes appropriate provision for Welsh language development. Positive attitudes are fostered, but the use of the language in more informal situations and in other curricular areas is at an early stage of development. There are good opportunities for pupils to learn about their locality and the history and culture of Wales.

The school makes good provision to develop pupils' awareness of sustainable development. Pupils' understanding of global citizenship is promoted effectively through the curriculum and specific projects such as 'International Days'.

Teaching: Good

The quality of teaching is good overall. Teachers use a good range of teaching strategies, there is effective use of resources and most lessons develop at a good pace. Lesson objectives are shared at the beginning of sessions and in the best examples these features are revisited at the end of sessions. In a very few sessions where teaching is less effective, tasks are not sufficiently well matched to pupils' current learning needs and there is an overuse of worksheets as part of the learning process. Across the school, there is a good working relationship between teachers, support staff and pupils.

There are effective processes to assess pupils' progress and to set individual targets. Formal assessments are undertaken as part of a rolling programme and the data analysed and used appropriately to monitor progress and provide additional support for pupils. Reports to parents provide good information on their child's progress.

Assessment for learning strategies are being developed in most classes but are not sufficiently embedded to impact on improving pupils' standards. The use of reading partners is working well in the upper part of key stage 2. Pupils' work is regularly marked and, in the best examples, ways forward are clearly noted. Practice is not consistent across the school.

Care, support and guidance: Good

The school is a very caring and well organised community where everyone feels valued. The advantages of living healthily are promoted effectively across the curriculum, through appropriate policies and the wide range of extra-curricular activities. These contribute well to developing positive relationships and to enhancing the quality of life of the pupils.

The overall provision for the promotion of pupils' social, moral, spiritual and cultural development is good. The teaching of personal and social education is planned well and included across the curriculum. Pupils benefit from the wide range of external agencies to enhance support and provide valuable information and guidance.

The school has an appropriate policy and has procedures for safeguarding. Staff have attended relevant training.

The provision for pupils with additional learning needs is very good. Pupils' needs are identified at an early stage and monitored through regular assessments. Support staff are deployed effectively to work with individual pupils and groups. The school has very good partnerships with specialist external agencies, and collaborative working ensures prompt and effective support for pupils.

Learning environment: Good

The school is an inclusive community that promotes equal opportunities for all pupils and where emphasis is placed on recognising, respecting and celebrating diversity. It offers a safe and welcoming environment for all learners. There is a supportive ethos and much emphasis is placed on working together and respecting adults and children.

The good quality accommodation is a new build of four years old. The school buildings and outside areas are well planned and maintained to a very good standard. The classrooms, corridors and main reception areas are decorated to

provide a stimulating and interactive learning environment. Resources are of good quality and well matched to pupils' needs.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher has a clearly defined vision for the school which is understood and shared by all. He has put in place a range of strategies which are moving the school forward. He receives good support from the deputy head, the senior management team, teachers and support staff. There are clear lines of communication within the school and a strong team ethos is developing.

Members of the governing body have a good knowledge of aspects of school provision and performance. They are very supportive and share the school's vision for development. They undertake their statutory duties effectively and are increasingly involved in the self-evaluation process.

The school has responded well to many national and local priorities. The Foundation Phase is well established. The development of a skills-based curriculum is progressing well and there is increasing attention to the promotion of pupils' bilingual skills. Constructive links have been established with other schools to plan together and to share good practice.

Improving quality: Good

The school makes effective use of a range of sources to evaluate its performance and takes into consideration the views of pupils, parents/carers, staff, governors and the local authority. The self-evaluation report provides a clear picture of the school's strengths and areas for development.

A range of effective monitoring activities are in place and include data analysis, lesson observations and evaluating different aspects of the areas of learning. Overall, the information gathered from self-evaluation is used well to determine the priorities in the school improvement plan. Recent initiatives to raise standards in literacy and extend pupils' information and communications skills impact positively on the standards achieved.

There are well-established professional learning communities and effective links with other schools within the family and wider afield. The headteacher and staff often take a leading role in these initiatives. This network of professional practice is making an important contribution to the school's provision and development.

Partnership working: Good

The school works effectively with a range of strategic partners which are having a beneficial effect on pupils' wellbeing and attainment. Parents are very supportive of the school and contribute towards many activities, including fund raising to improve the educational provision. The school makes regular use of the community and of community resources. Members of the community are invited to the school to work with pupils in a variety of activities. As a community school, its facilities are regularly used by local groups.

Good partnerships exist with a range of external agencies and institutions, such as the health and social services, to meet the specific needs of pupils.

The school works well with other schools in its cluster to widen pupils' learning experiences and to share good practice. The school has a close partnership with the local secondary school. Transition activities are well established and address both the curriculum and pupils' wellbeing. The school makes effective use of local authority services for staff development and support in raising standards further.

Resource management: Adequate

Resources are managed appropriately overall. The good range of teaching and learning resources and facilities are utilised effectively to support the learning. There are sufficient qualified teachers and support staff. Pupil numbers in many classes are high and the available supply of good quality teaching staff is not always deployed in the most effective manner.

Good use is made of preparation, planning and assessment time to extend pupils' learning experiences. Overall, support staff are effectively placed and make a valuable contribution to pupils' learning as well as supporting specific individual needs. All staff are well supported by a system of continuous professional development.

The sub-committee of the governing body works effectively with the headteacher to manage the school budget. There are appropriate procedures to ensure that spending decisions are linked to priorities in the school improvement plan. Having regard to pupil outcomes and aspects of resource management, the school provides adequate value for money.

Appendix 1

Commentary on performance data

At the end of both key stages, pupils' performance in the core subject indicator, the expected level in English, mathematics and science combined, has varied considerably over the last four years. At the end of key stage 1, the results are below the family of similar schools in two years out of four. They are lower than the local authority and all-Wales averages in three out of four. At the end of key stage 2, pupils' results are below the family of similar schools, the local authority and the all-Wales averages in most years.

In 2011, there is a significant improvement in results with pupil performance rising in all core subjects at the end of both key stages. The results are above the family of schools, the local authority and all-Wales averages.

Over four years, the percentage of pupils attaining the higher level, that is level 3, in key stage 1 fluctuates. In 2011, it is higher than the family of schools, the local authority and Wales in mathematics and science and compares favourably in English. In key stage 2, the percentage of pupils attaining level 5 in English, science and mathematics is lower than the family, the local authority and Wales in most years. In 2011, the percentage is above the family of schools in English and similar in science.

When compared with similar schools across Wales in relation to the percentage of pupils entitled to receive free school meals, the core subject indicator for both key stages places the school in the lower quarters in three years out of four. The 2011 results place the school in the first quarter.

The school's data shows that pupils with additional learning needs make good progress. In 2011, pupils entitled to free school meals performed less well generally than those pupils not entitled to free school meals. Outcomes compare favourably with the family of schools.

In key stage 1, there is no regular pattern of difference in the results of boys and girls in mathematics and science but girls' results are better than boys in English. In key stage 2, overall, boys' results are similar to girls in science but are lower than the girls' results in mathematics with a more significant difference in English.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Ninety six questionnaires were returned. Nearly all the parents state that they are satisfied with the provision made for their children. They believe that their children are safe in school and that they are encouraged to be healthy and to take regular exercise. They state that the school helps their children to become more mature and take on responsibility. They agree that the children are making good progress. Nearly all the parents state that pupils behave well in school, that the standard of teaching is good and that the school is well run. Many state that they receive regular information about their children's progress and that they understand the school's procedure for dealing with complaints. Nearly all state that staff treat all children with respect and that the school provides a good range of activities including trips or visits.

Responses to learner questionnaires

One hundred and three pupils completed the questionnaire. Nearly all state that they feel safe in school and know who to speak to if they are concerned about anything. Many state that the school deals well with bullying. Nearly all pupils state that they are taught to be healthy and that there are opportunities for them to undertake regular physical exercise. Many pupils feel that homework helps them to understand and improve their school work. Nearly all think that they are doing well in school and that the teachers help them to learn and make progress. They state that they have sufficient books and equipment to do their work. Many pupils are of the opinion that pupils behave well during lessons, play time and lunch time.

Appendix 3

The inspection team

Dorothy Morris	Reporting Inspector
Brinley Jones	Team Inspector
Helen Adams	Lay Inspector
Edna Davies	Peer Inspector
Martin Morgan	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FP Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Foundation Phase	Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.