

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Bryn Celyn Primary School  
Glyn Collen  
Pentwyn  
Cardiff  
CF23 7ES**

**School Number: 6812107**

**Date of Inspection: 12-14 September 2005**

**by  
Michael Best  
W207/10413**

**Date: 17 November 2005**

**Under Estyn contract number: T/066/05/P**

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Bryn Celyn School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Bryn Celyn Primary School took place between 12-14 September 2005. An independent team of inspectors, led by Michael Best undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject sections.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of past performance. Most schools receive a standard inspection and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

## Year groups and key stages

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

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	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 national curriculum covers four key stages as follows:

Key stage 1	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

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## Context

### The nature of the provider

1. Bryn Celyn Primary School was formed in September 1998 from the amalgamation of infant and junior schools built in 1976. It serves the Pentwyn housing development on the north-eastern side of Cardiff. The school serves both the rented and private housing in the area. Unemployment is high and the area is economically disadvantaged. At 51 per cent, the proportion of pupils entitled to free school meals is significantly higher than both the national and local averages.
2. There are currently 194 boys and girls on roll aged between 3 and 11 years. This includes 27 children who attend part-time in the nursery. The local authority looks after a small number of pupils. During the last year, 28 pupils joined the school and 17 left other than at the usual times. About 80 per cent of pupils are from a white background with others representing mixed Asian, Black, Chinese and other ethnic groups. English is the home language for just under 90 per cent of pupils. Other home languages include Arabic, Sylheti, Bengali, Japanese, Cantonese and Urdu. Currently, nineteen pupils are supported in learning English as an additional language. During the last academic year, there were 28 temporary and one permanent exclusions involving 13 pupils.
3. Most children attend the nursery on a part-time basis from when they are three years old. They become full-time when they move to reception in the September following their fourth birthday. However, a small number of children join the reception class without nursery experience. Teachers' initial assessments indicate that when they start in the nursery, a significantly high proportion of children have limited skills and experiences, particularly in speaking, listening and number.
4. The school currently identifies 54 pupils (28 per cent) of pupils as having special educational needs (SEN). This is above national and local education authority (LEA) averages. At present, the school does not have any pupils with statements outlining their special educational needs but there are three pupils awaiting statutory assessment. The National Curriculum (NC) is not modified or disapplied for any pupil. All pupils participate in acts of collective worship and religious education lessons.
5. The number of pupils has fallen since the last inspection in November 1999 but is now levelling out. The head teacher joined the school in April 2004. There has been a reduction in the number of teachers but the majority of those remaining have taught at the school since before the last inspection.

## **The school's priorities and targets**

6. The school's mission statement, published in the prospectus, is as follows:

“Bryn Celyn is a school which will provide a broad curriculum within a safe, happy and stimulating environment where individual needs are addressed so that each child can develop to the best of his/her ability in all aspects of school life.

We will also seek to ensure that each child will respect both adults and peers and so be prepared to play a meaningful role in the wider community as an adult.

As a school community, we are committed to ensure that every person is treated with respect and equality, regardless of age, gender, creed, colour or religious beliefs”.

7. The school's aims and objectives cover pupils' academic, personal and social development, links with parents and the community, and developing a learning environment.

8. The school's priorities for the new school year (2005/6) include:

- developing teachers' long- and short-term planning;
- reviewing and revising schemes of work;
- creating an under-fives unit;
- reviewing co-ordinator roles;
- reviewing classroom organisation and management strategies;
- reviewing assessment arrangements;
- improving pupil attendance;
- developing the outdoor education curriculum;
- developing the role of governors;
- developing the school's library facilities;
- reviewing homework arrangements.

## Summary

9. Bryn Celyn Primary school is an improving school that cares well for its pupils. The governors and staff are working closely with the new head teacher to raise standards and improve the quality of its provision.
10. The inspection team agrees with the school's evaluation of *How well its learners are cared for, guided and supported?* (key question 4) and *How efficient are leaders and managers in using resources?* (key question 7). In each of the other five key questions, the inspection team's judgements are one grade lower than the school's evaluation. Much is newly in place in the school. The inspection team judges that the school's priorities for development are well focused on its pupils' needs. However, the impact of these initiatives has yet to be fully felt in the standards pupils achieve or in the school's provision.

### Table of grades awarded

Key question	Inspection grade
1. How well do learners achieve?	3
2. How effective are teaching, training and assessment?	3
3. How well do the learning experiences meet the needs and interests of learners and the wider community?	3
4. How well are learners cared for, guided and supported?	2
5. How effective are leadership and strategic management?	3
6. How well do leaders and managers evaluate and improve quality and standards?	3
7. How efficient are leaders and managers in using resources?	3

### Standards

#### Areas of Learning in the Early Years

11. In the early years, standards in the areas of learning inspected are as follows:

Language, literacy and communication	2
Personal and social development	2
Mathematical development	3
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

12. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

## Subjects

13. In key stages 1 and 2, standards in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	3	3
Welsh Second Language	3	3
Mathematics	2	3
Information Technology	2	3
Religious education	3	3

14. During the inspection, standards of achievement in lessons in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	44%	56%	0%	0%

15. The proportion of lessons judged Grade 2 and above is similar to the findings of the previous inspection, and the proportion of Grade 3 and above lessons shows an improvement.<sup>1</sup>
16. The majority of learners, regardless of age, gender, ability or ethnicity make good progress in their acquisition of skills, knowledge and understanding, and achieve the targets the school sets for them. Pupils with SEN achieve good standards relative to their age and ability. However, more able learners are not consistently achieving the levels of which they are capable.
17. Pupils in key stages 1 and 2, and children under five make good progress and achieve good standards in listening. In the other key skills of speaking, reading, writing and using information communications technology (ICT), good features outweigh shortcomings.
18. Pupils' development of bilingual competence has good features that outweigh shortcomings. Pupils respond effectively to greetings and follow simple instructions. Most make steady progress in acquiring vocabulary, and they acquire a range of spoken and written phrases. However, many lack the confidence to apply these in their responses in 'real life' situations. The school gives due attention overall to the promotion of bilingual competence but opportunities for the regular use of incidental Welsh in lessons lack consistency between classes and this prevents pupils from making faster progress.
19. In the 2005 National Curriculum key stage 1 teacher assessments, the proportion of pupils attaining level 2 and above was below the national and local averages<sup>2</sup> in reading, writing, oracy, mathematics and science. These results do not compare well with those of similar schools<sup>3</sup>. However,

<sup>1</sup> The grade descriptors changed with the introduction of the present Framework in September 2004.

<sup>2</sup> The most recent comparative data relates to 2004.

<sup>3</sup> Compared with English medium schools with 49 per cent or more free school meals (2004).

inspection findings confirm the school's evidence that the majority of pupils in the 2004/5 year 2 group made good progress in relation to their ability.

20. Attainment at the end of key stage 2 in 2005 in English was similar to the national and local averages<sup>4</sup> in English, above these averages in mathematics but below them in science. These results compare well to those of pupils in similar schools<sup>5</sup>, particularly in English and mathematics.
21. The proportions of pupils gaining level 2 or above in the key stage 1 assessments and level 4 or above in the key stage 2 assessments have, overall, shown good improvement since the last inspection. However, the school has rightly identified that compared with similar schools, not enough of its pupils are attaining the higher levels. This is reflected in its priorities for development.
22. Not all pupils are aware of how well they are progressing and how they can improve. Teachers' marking of pupils' work, although regular and supportive, does not consistently identify the next steps in learning. Too few pupils could discuss with inspectors how successful they felt they had been in achieving their individual targets for improvement in the last school year. In a significant number of the lessons seen, pupils were unaware of the learning objectives. These are important shortcomings.
23. Pupils' behaviour in lessons and around the school is good with no important shortcomings. The number of exclusions during the last school year is significantly higher than most primary schools, the school's unwavering insistence on high standards of behaviour and positive attitudes to work is being successfully achieved. Pupils are well motivated and want to do well. Most listen carefully and concentrate well in lessons, behave responsibly and show good respect for those around them, property and the school building. In discussion, pupils told inspectors that they were very pleased that they could now work and play without the disruptive behaviour of a small but significant number of pupils.
24. Attendance is below the national and LEA averages, and the average for similar schools<sup>6</sup>. Despite the school's best efforts, a small but significant number of pupils attend irregularly. The majority of pupils arrive promptly at the start of the day and lessons start punctually.
25. Children under five and pupils in both key stages make consistently good progress in their personal, moral and social development. Their spiritual and cultural development is good overall.

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<sup>4</sup> The most recent comparative data relates to 2004.

<sup>5</sup> Compared with English medium schools with over 49 per cent or more free school meals (2004).

<sup>6</sup> Compared with English medium schools with over 49 per cent or more free school meals (2004).

## The quality of education and training

26. In the lessons observed during the inspection, the quality of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	45%	52%	0%	0%

27. The proportion of lessons judged Grade 3 or above exceeds the Welsh Assembly Government's target but the proportion judged Grade 2 or above is below the target. The proportion of lessons judged Grade 2 and above is similar to the findings of the previous inspection, and the proportion of Grade 3 and above lessons shows an improvement.<sup>7</sup>
28. Throughout the school, teachers and support staff establish good working relationships with their pupils. They have high expectations of pupils' behaviour and attitudes. In most lessons, staff are successful in fostering a calm and supportive working atmosphere that enables pupils to concentrate and complete the work they are set. The language needs of pupils for whom English is an additional language are well met. In the nursery and reception classes, adults promptly and successfully settle new children into the daily routines.
29. In the best lessons seen, teachers' planning builds effectively on pupils' prior knowledge and understanding. Their learning objectives are well focussed and shared with pupils at the outset. The needs of all pupils who learn at different rates are well addressed. There is a good balance between activities that are adult-led, and those in which pupils work independently. These lessons actively involve pupils in practical learning and are conducted at a good pace.
30. In those lessons judged to have good features that outweigh shortcomings, teachers' do not plan effectively for the needs of more able pupils. Learning objectives are not always clearly outlined in planning, shared with learners or reviewed at the end of the session. The pace of lessons sometimes slows when pupils are working independently because the best use is not made of teaching time. Although staff monitor and review pupils' progress, they do not use this information enough to adapt their teaching plans in order to meet individual learners' needs.
31. Staff systematically assess learners' achievements and progress, and fully meet legal requirements. The quality of learners' end of year reports is good. The results of National Curriculum and other standardised assessments are carefully analysed and areas for development and improvement highlighted. The school is successfully adapting its systems and procedures to make day-to-day assessment manageable and meaningful for staff. However, there is too little emphasis on involving learners in planning their own progress and improvement. As a result, too few learners understand the purpose of assessment. This is an important shortcoming.

<sup>7</sup> The grade descriptors changed with the introduction of the present Framework in September 2004.

32. The school provides a broad and balanced curriculum that meets statutory requirements at both key stages and leads to the Desirable Learning Outcomes for the under-fives. There are effective schemes of work in place that provide for progression and continuity in learning. Overall, pupils are well prepared for the next stage of their education. The curriculum for pupils with SEN is good but there is inconsistent provision for learners with the capacity for attaining higher levels in their work.
33. Good features outweigh shortcomings in the development of learners' key skills. In the best practice, learners' skills are systematically developed and practised. However, such practice is not consistent throughout the school and reduces pupils' confidence and independence. The school has recognised the need to integrate the development of key skills in subject schemes of work and has established a realistic programme of review to achieve this.
34. The curriculum is well enriched by the school's partnerships with other providers and the community. It provides a good range of learning experiences outside the classroom that successfully broaden and enrich learners' experiences. The school's personal and social education programme successfully reflects national guidance.
35. The provision for pupils' moral and social development has many good features and no important shortcomings. The school has rightly recognised the need to strengthen the good features and address some shortcomings in its provision for pupils' spiritual and cultural development. Although there are a number of good features in the school's promotion of learners' bilingual skills, the school does not consolidate its promotion of the language and culture of Wales consistently throughout the school year.
36. Learning experiences prepare pupils effectively for the world of work and their place in the community. Good features outweigh shortcomings in the school's provision for promoting national priorities for lifelong learning but these skills are not systematically developed. There are good arrangements for promoting pupils' education for sustainable development and for developing their entrepreneurial skills. The school successfully tackles social disadvantage and stereotyping and, overall, provides a good standard of equal access and opportunity.
37. The quality of the care, support and guidance provided by the school to its learners is good. The school works closely with outside agencies and manages its support provision well. Its partnership with parents and carers is good, and induction arrangements successfully enable children to settle quickly into school routines. Pupils say they can turn to a number of adults at any time if they have any worries or concerns. They express their confidence and trust in the guidance and support they receive.
38. The school has effective procedures for child protection and good arrangements for identifying and dealing with health and safety issues. It monitors pupils' punctuality, attendance and behaviour well. Pupils with

behavioural difficulties are well supported. The early identification of learners with SEN is good and their progress is carefully monitored.

39. The school successfully promotes good race relations and effectively promotes gender equality. It makes good provision for learners with disabilities. The success of the school's recent drive to eliminate unacceptable behaviour is evident in the high standard of behaviour observed in and around the school.

### **Leadership and management**

40. The school's mission statement, aims and objectives are appropriate for the age of its pupils and are successfully reflected in the daily life and work of the school.
41. The new head teacher leads the school well. She has a clear vision for its development and has the full support of parents, staff and governors. She has earned the respect and affection of the pupils who much appreciate the calmer and orderly atmosphere now evident in and around the school. A strength of the head teacher's leadership is her willingness to consult and involve all stakeholders in moving the school forward.
42. There have been some recent changes in the roles and responsibilities of the curriculum co-ordinators. Good features of their work include the regular monitoring of teachers' planning and pupils' work. A programme for monitoring teaching and learning and lessons is underway but this remains an area for further development.
43. The governing body is supportive of the school. Through reports from the head teacher and LEA, it has a good grasp of the school's strengths and shortcomings. New structures to improve the governors' first-hand monitoring of the work of the school to improve their strategic planning role are being successfully implemented but the process is still in its early days. All statutory requirements are met. Good features outweigh shortcomings in the progress made since the last inspection in raising standards and in addressing the key issues in the previous report.
44. The quality of the school's self-evaluation and planning for improvement has good features that outweigh shortcomings. The head teacher has rightly involved all stakeholders in this process, and a number of important issues have been successfully identified, discussed and priorities for action agreed. However, in the report provided for the inspection, which was compiled during the last school year, there is more emphasis on describing what the school does than evaluating the impact of this on raising standards. The school has correctly identified the need to develop stakeholders' strategic planning and evaluative skills. Last year's school improvement plan has provided a good basis on which to build. The new plan sets out the school's priorities for the next three years and recent subject evaluations show a greater focus on raising standards.

45. Staffing levels are good. Staff are well qualified, experienced and effectively deployed. Professional development activities successfully support the school's priorities. The day-to-day administration of the school is effective.
46. The accommodation is good overall but the information technology suite is cramped. With regard to learning resources, shortcomings outweigh good features. The school lacks an adequate and well-resourced library and subject co-ordinators' audits have correctly identified gaps in a number of subjects.
47. The head teacher and governing body have suitable regard for the principles of best value and regularly monitor the impact of spending decisions. The school has had to make some hard decisions in order to avoid setting a deficit budget and its reserves are well below the Audit Commission's recommendation of between 3 and 5 per cent of its budget. The school provides appropriate value for money.

## Recommendations

48. In order to improve standards further, it is recommended that the school should:

R1\* Raise standards in the six subjects inspected and key skills where there are shortcomings.

R2\* Improve the quality of teaching, learning and use of assessment information, in particular the way in which teachers:

- identify and share learning objectives with learners;
- provide suitably challenging work for all learners, especially those with the capacity for higher attainment;
- involve learners in planning their own progress and improvement, and in working independently.

R3\* Create a whole school library and improve the range and diversity of reading and reference materials.

R4\* Further improve the quality of self-evaluation and strategic planning by curriculum co-ordinators and the governing body.

R5\* Raise levels of attendance.

*\*elements of these recommendations have already been identified in the school's improvement plan for the period 2005/8*

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings.

49. The inspection team disagree with the school's overall evaluation of Grade 2 for this key question. Although the majority of pupils make good progress from when they start in the early years until they leave at the end of year 6, the pace is uneven as they move through the school. In particular, more able pupils do not always achieve their best because they are not consistently challenged. A key factor is that not enough pupils are aware of what they need to do to improve their work.

### Areas of Learning in the Early Years

50. In the early years, standards in the areas of learning inspected are as follows:

Language, literacy and communication	2
Personal and social development	2
Mathematical development	3
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

51. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Children settle well into daily routines in the under fives unit. They play well together and are keen to share their ideas with each other and adults. They make good progress in their language, literacy and communication, creative and physical development, and in their knowledge and understanding of the world. In their mathematical development, progress is good but there are some shortcomings. Some older children's skills are not sufficiently and systematically developed in preparation for the next stage of their education.

### Subjects

52. In key stages 1 and 2, standards in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	3	3
Welsh Second Language	3	3
Mathematics	2	3
Information Technology	2	3
Religious education	3	3

53. Pupils succeed regardless of their social, ethnic or linguistic background. The majority of learners, regardless of age, gender, ability or ethnicity make good progress in their acquisition of new skills, knowledge and understanding, and achieve the targets the school sets for them. From often low starting points, most achieve good standards in their acquisition of knowledge, understanding and skills by the end of key stage 2 but there are some shortcomings. Pupils' progress as they move through the school is uneven between the early years and year 1, and through key stage 2. Throughout the school, pupils with SEN achieve good standards relative to their age and ability but the more able are not consistently challenged.
54. Standards in lessons seen in the areas of learning and subjects inspected are as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	44%	56%	0%	0%

55. These findings exceed the Welsh Assembly Government's target for 95 per cent of lessons to be Grade 3 or above but fall short of its target for 65 per cent of lessons to be Grade 2 or above. The proportions of lessons judged Grade 3 and above, and Grade 2 and above respectively, are similar to the findings of the previous inspection schools<sup>8</sup>.
56. Pupils in key stages 1 and 2, and children under five make good progress and achieve good standards in listening. In the other key skills of speaking, reading, writing and using information communications technology (ICT), good features outweigh shortcomings. Learners willingly discuss their work with each other and, sometimes with help, successfully explain their ideas and thinking to a larger group. However, a significant minority draw on a restricted range of vocabulary and do not speak at length. This is also reflected in their reading and writing where pupils' basic skills are secure but the more advanced skills, especially to do with finding and communicating meaning, are less developed.
57. Most pupils are generally accurate in their use of number but many find difficulty in applying these skills to solving simple problems. Most pupils are confident in their use of computers to support their learning, for example, in mathematics where they follow spoken and on-screen instructions carefully. However, a significant number are less aware of how they can use ICT to help them with their work across the curriculum, for example, in producing charts, diagrams and graphs.
58. Pupils' development of bilingual competence has good features that outweigh shortcomings. Most make steady progress in acquiring vocabulary and a range of spoken and written phrases. They respond effectively to greetings and follow simple instructions but many lack the confidence to apply these in their responses in 'real life' situations. Opportunities for the regular use of incidental Welsh in lessons are not consistent between classes and this is preventing pupils' more rapid progress.

<sup>8</sup> The grade descriptors changed with the introduction of the present Framework in September 2004.

59. In the 2005 National Curriculum key stage 1 teacher assessments, the proportion of pupils attaining level 2 and above was below the national and local averages<sup>9</sup> in reading, writing, oracy, mathematics and science. Compared with similar schools<sup>10</sup>, these results are in the lowest 25 per cent of schools. However, inspection findings confirm the school's evidence that the majority of pupils in the 2004/5 year 2 group made good progress in relation to their ability.
60. Attainment at the end of key stage 2 in 2005 in English was similar to the national and local averages<sup>11</sup> in English, above these averages in mathematics but below them in science. Compared to similar schools<sup>12</sup>, the performance of pupils was in the top 25 per cent of schools in English and mathematics, and in the top 50 per cent of schools in science.
61. The proportions of pupils gaining level 2 or above in the key stage 1 assessments, and level 4 or above in the key stage 2 assessments have, overall, shown good improvement since the last inspection.
62. In conjunction with the LEA, the governing body agrees targets for pupils to achieve in the National Curriculum assessments at the end of year 2 and year 6. At key stage 1, there is a good match between the targets set and the results achieved at the end of year 2, demonstrating a good degree of progress. At the end of year 6, it is evident that many pupils have made good progress to reach level 4, and that a significant number of pupils have done better than expected in achieving the higher level 5.
63. Evidence from the National Curriculum test and assessment results indicates that, overall, boys do better than girls. This does not reflect local and national trends. However, inspectors judge that the majority of boys and girls progress at similar rates to each other in relation to their age, ability and prior attainment. The school has rightly identified that compared with similar schools, not enough of its pupils are attaining the higher levels. This is reflected in its priorities for improvement.
64. The school has recently introduced a system giving each pupil individual targets for improvement but it is too early to judge the effectiveness of this on raising standards. However, in a significant number of the lessons seen, pupils were unaware of the learning objectives. Teachers' marking of work, although regular and supportive, does not consistently identify the next steps in learning pupils need to take. Pupils are, therefore, not making sufficient links between what they are doing, how well they are doing it and what else they need to do to improve their work. This lack of consistency is an important shortcoming.

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<sup>9</sup> The most recent comparative data relates to 2004.

<sup>10</sup> Compared with English medium schools with 49 per cent or more free school meals (2004).

<sup>11</sup> The most recent comparative data relates to 2004.

<sup>12</sup> Compared with English medium schools with over 49 per cent or more free school meals (2004).

65. Good features outweigh shortcomings in the progress pupils make towards fulfilling their potential and moving on to the next stage of learning. The transition from key stage 1 to key stage 2 and the preparation of year 6 pupils for their transfer to high school are good. Some children find the demands of written work quite challenging when they move from reception to year 1.
66. The development of pupils' personal, social and learning skills has good features that outweigh shortcomings. Pupils' attitudes to their work and school are good. They enjoy their lessons and work well in pairs and small groups, especially when work is challenging and exciting. Almost all pupils sustain concentration and work productively. Occasionally a small minority of pupils become inattentive. This is when the work they are given is not well matched to their ability levels.
67. Pupils' independent working skills are good but there are some shortcomings. When given the opportunity, pupils work appropriately on their own or in small groups. In some lessons, pupils independently use IT programmes effectively to support their learning. However, their skills for life long learning are not developed systematically across the school. Although many older pupils organise and plan their work to a suitable level, the lack of a whole school library and inconsistencies in the setting of homework hamper their development of these skills.
68. Behaviour is good both in lessons and around the school. Although there were a significant number of temporary exclusions and one permanent exclusion in the year before the inspection, this high level has now been reduced. This is because the school now has successful strategies for promoting good behaviour and for supporting those pupils' whose behaviour gives rise for concern.
69. Pupils are friendly towards visitors. Their relationship with each other and with their teachers is good. Pupils confirm the school's evidence that incidents of bullying or oppressive behaviour are rare, and that any such occurrences are swiftly addressed.
70. Despite the school's efforts to improve attendance since the last inspection with the limited resources available, it is below the Wales and LEA averages, and that found in similar schools. During the spring term 2005, levels of attendance were badly affected by several bouts of illness in all classes. Nevertheless, absence rates throughout the school are high. A small but significant minority of parents neither readily provide a reason why their children are away from school, nor support the school's drive to improve levels of attendance. Whilst the majority of pupils arrive on time, a few are frequently and persistently late each day, often missing the introduction to their lessons.
71. Pupils' progress in their personal, social, moral and wider development has good features that outweigh shortcomings. Their moral and social development is good and this has a positive impact on helping them develop self-discipline and confidence. Pupils' spiritual and cultural awareness are

less well developed, particularly their appreciation of Wales as a multi-cultural society.

72. Throughout the school, pupils demonstrate a good understanding of equal opportunities and the diversity of other cultures. They respect the values and beliefs of their classmates whose cultural traditions are different from their own. Pupils are developing a good understanding of their place in the community and of community related issues. Their awareness of the working world is also good because of the school's good provision for his aspect.

## The quality of education and training

### Key question 2: How effective are teaching, training and assessment?

Grade 3: Good features outweigh shortcomings

73. The inspection team does not agree with the school's evaluation of this key question as Grade 2. There are strengths in teaching across the school but also some shortcomings that prevent certain groups of pupils from making better progress.
74. In the lessons observed during the inspection, the quality of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	45%	52%	0%	0%

75. The proportion of lessons judged Grade 2 and above is similar to the findings of the previous inspection, and the proportion of Grade 3 and above lessons shows an improvement.<sup>13</sup>
76. A strong feature of teaching throughout the school is the good working relationships teachers and support staff have with pupils. Expectations of pupils' behaviour and their attitudes to work are high. In most lessons, a calm and supportive working atmosphere encourages pupils to concentrate and successfully complete their work. Staff manage pupils effectively and most employ a good and varied range of teaching methods. However, in some classes there is an over-use of worksheets. Classroom practices are well established and staff successfully promote full equality of opportunity in all activities.
77. Staff have good regard for the needs of pupils with SEN and activities generally well match their individual education plan targets. The language needs of pupils for whom English is an additional language are well met. Children looked after by the local authority are effectively supported.
78. Support staff work closely with teachers and provide good quality help for pupils. Teachers' understanding of the common requirements of the National Curriculum and *Y Cwricwlwm Cymreig* is good. The ways in which they meet pupils' bilingual needs are good but have some shortcomings. Across the school, there are missed opportunities to develop key pupils' skills because these are not sufficiently highlighted in teachers' planning.
79. In the most successful lessons, teachers effectively challenge pupils of all abilities to do their best. These lessons are conducted at a good pace and actively involve pupils in practical learning. Well-focussed planning takes

<sup>13</sup> The grade descriptors changed with the introduction of the present Framework in September 2004.

good account of pupils' ages and abilities. Learning resources, including interactive white boards, are well used to bring learning alive for pupils.

80. Teachers' subject knowledge and their understanding of how young children learn has good features which outweigh shortcomings. Most build effectively on pupils' prior knowledge and understanding. In the best practice, learning objectives are well focussed and shared with pupils at the outset of lessons. Generally, there is a good balance between activities that are adult-led, and those in which pupils work independently. Individual and small group work is of a good standard but, occasionally, this is at the expense of more regular involvement with larger groups of children engaged in self-chosen activities.
81. One of the outstanding features of an English lesson observed in key stage 1 was the way in which the teacher stimulated and supported the learners' enthusiasm. This was achieved by the well-planned activities for pupils who learn at different rates, the good use of time and the regular reinforcement of learning.
82. Where there are shortcomings in teaching, learning objectives are not consistently outlined in planning, shared with learners or reviewed at the end of the session. The pace of lessons sometimes slows because the best use is not made of teaching time. Although most staff regularly monitor and review pupils' progress, they do not always make sufficient use of this information to adapt their teaching plans in order to meet individual learners' needs, particularly those who are capable of reaching higher levels in their work. This is particularly apparent in mathematics. Although they have successfully mastered the skills required and are ready for more challenging work, pupils are often required to complete repetitive workbook and worksheet activities.
83. The school has formulated a comprehensive assessment policy, which enables staff to identify individual pupils' strengths and weaknesses and to highlight areas to be developed. The policy is in its infancy, however, and has not fully influenced pupils' learning. Although assessment opportunities are identified in teachers' short-term plans, current assessment evidence does not contribute to planning in sufficient detail.
84. Children under five are assessed appropriately and detailed records are kept to indicate progress made. Work in core subjects is regularly assessed on a termly basis or at the end of a unit of work and at the end of a key stage. This ensures that the school has a clear picture of every pupil's achievements. This good practice has yet to be extended to all the foundation subjects.
85. Analysis of pupils' performance in standard assessments as well as results of standardised tests, are used to identify strengths and weaknesses in the core subjects, and to guide priorities in the long term planning. A pupil-tracking system has been devised to add useful information about pupil performance during their time at school.
86. The assessment procedures and identification of pupils with SEN are good. Staff use diagnostic assessment effectively to refine learning programmes and

identify challenging goals in pupils' individual education plans (IEPs) and individual behaviour plans (IBPs).

87. The school has effective procedures for assessing, recording and reporting the progress of pupils for whom English is an additional language, and for those pupils in the care of the local authority.
88. Teachers set their pupils appropriate individual learning targets. Pupils' involvement in this process, and in reviewing and assessing them, is an early stage of development. Pupils' work is marked regularly and, in the best practice, comments give guidance as to how to improve the work; however, this good practice is not consistent across the school. Although the process of developing portfolios has begun, the contribution of these documents of standardising pupils' work across classes is limited at present.
89. The annual reports to parents conform to statutory requirements and are informative about achievements and the way forward for pupils. Parents have formal opportunities to discuss their children's progress in meetings with the teachers and with the SEN staff. Parents are invited to record their personal comments on the reports.

**Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

Grade 3: Good features outweigh shortcomings

90. The findings of the inspection team do not match the judgements made by the school in the self-evaluation report as the school judged this question as grade 2. Although there many good features in the school's provision, there are shortcomings in the way in which it develops pupils' key skills and in the quality of short-term planning for skill development.
91. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. In key stage 1 and key stage 2, the school ensures that pupils have access to a broad and balanced curriculum that meets the needs and aspirations of all pupils including those with SEN and those who learn English as an additional language. The curriculum meets the requirements of all subjects including religious education.
92. The quality of planning of the curriculum has good features which outweigh shortcomings. Schemes of work are a good standard in the majority of subjects. However, short-term plans are not sufficiently detailed or give enough direction to the teaching of skill development, especially in oral work, reading and information technology.
93. Although the development of basic and key skills is broadly identified in the planning process, the overall provision is inconsistent and existing good

practice is not shared effectively. This limits pupils' opportunities, particularly in developing their higher reading and library skills and applying their skills in ICT across the curriculum.

94. The school fully complies with the requirements of the Framework for Personal and Social Education (ACCAC<sup>14</sup>). The school ensures that Personal and Social Education experiences encompass all aspects of the curriculum. The focus on the principles of healthy eating is particularly effective. Pupils are provided with appropriate opportunities during *Circle Time*<sup>15</sup> to discuss emotions and feelings, the importance of friends and the consequences of bullying.
95. Pupils' moral and social development is good and is a strength within the school. Sharing moral messages is a prominent feature of the provision and social development progresses by pupils taking responsibility and collaborating.
96. The school's civilised rules and ethos encourage pupils to show respect for each other and for people of different cultures. Spiritual development, however, is not so pronounced and insufficient opportunities are provided for pupils to reflect on the wonders of the world in sessions of collective worship and in lessons.
97. The school provides a wide range of extra curricular and out of school activities for pupils, which enrich their experiences and raise their self-esteem and confidence. The good variety of after school clubs, particularly in dance, sport and gardening, provides pupils with opportunities to improve and extend their talents. Visitors from the community such as police officers, the fire service, the school nurse and representatives from the local church, make pupils aware of community life, business and humanitarian responsibilities.
98. The school's partnership with parents is good. Parents are well informed about their children's education and curriculum through regular newsletters. The school's handbook provides helpful information. There are regular opportunities for parents to become involved, including pre-school meetings, family literacy and numeracy projects, parenting skills classes and the recently re-introduced Friends of the School Association. There is an open door policy and parents are welcomed to the school at any time. At the Friday '*Proud to Present*' assembly, parents help celebrate the achievements of their children.
99. The school maintains a good partnership with Llanedeyrn High School; bridging activities such as *Clwb Pontio*, the M4 project, visits by the staff of year 7 and a visit to the secondary school by year 6 pupils help secure continuity of education for pupils. Links with other primary schools include regular head teacher meetings and in-service training for teachers (INSET). Pupils have good opportunities to mix with pupils from other schools through sport and other appropriate activities.

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<sup>14</sup> ACCAC is the qualifications, curriculum and assessment authority for Wales.

<sup>15</sup> *Circle time* is a time when pupils and adults, sitting in a circle, share and discuss issues affecting them individually and as a group.

100. The school benefits from a close partnership with higher education institutions and regularly provides training facilities for student teachers and those undertaking vocational and other qualifications. Pupils from the local secondary school also undertake work experience placements at the school.
101. The school has a well-planned strategy to develop pupils' understanding of the world of work. A good range of experiences is provided for all pupils. Staff placements to industry and business have been restricted because of financial constraints. Nevertheless, several teachers have been able to attend 'twilight' events and these have had a positive effect on developments in the school.
102. The school promotes positive strategies for the development of bilingualism. However, opportunities for the progressive use of incidental Welsh across the school are, at times, constrained by lack of class teacher expertise. The school's *Cwricwlwm Cymreig* ensures that pupils are given opportunities to acquire knowledge and understanding of the tradition, cultures and history of Wales. It is a characteristic element in the provision of subjects such as history, art and music. In addition, Welsh culture is promoted through singing, dancing and other activities and pupils celebrate St. David's Day, with the 'Chairing of the Bard' ceremony being a notable feature. However, a significant minority of pupils have an insecure knowledge of Welsh authors, musicians and historical figures. Pupils develop an appropriate awareness of other cultures.
103. Social disadvantage and equality of opportunity receive serious consideration. The school, and in particular the head teacher, is committed to addressing disadvantage within the local community. As a result, no pupil is disadvantaged because of their social, ethnic or economic circumstances.
104. The provision for developing pupils understanding of sustainable development and global citizenship is good. This aspect is well planned and managed. Pupils are involved in whole school initiatives such as recycling and energy conservation. The school has received the bronze eco award. The well-established eco committee and school council provide a good opportunity for pupils to be involved in decision making within the school and to learn about democratic processes. The prefect system in year 6 allows pupils the opportunity to take responsibility for tasks within the school. They approach these responsibilities with maturity and enthusiasm.
105. Throughout the school, pupils have good opportunities to develop their entrepreneurial skills. There is a mini-enterprise initiative that is linked to the school's Christmas fair. There is also an additional mini-enterprise initiative in year 6. Photographic evidence shows that pupils really enjoy these experiences.
106. The experiences pupils receive overall reflect the priorities for life long learning and their place in the community well. In particular, the good transition links with the local secondary school ensure that pupils move to their next stage of education is smooth. Although in some classes staff actively

encourage pupils to take responsibility for their own learning, this is not consistent practice throughout the school.

#### **Key question 4: How well are learners cared for, guided and supported?**

Grade 2: Good features and no important shortcomings

107. The inspection team agrees with the school's evaluation of this key question.
108. The school plans and manages care and support arrangements well. The head teacher makes a significant contribution to this aspect of the school's work. She leads by example showing care and compassion for both pupils and their families to ensure everyone's health and wellbeing.
109. The school works well, where it is able, with parents and carers. They are consulted about the care and support needed for their children. There are good links and liaison with a wide range of specialist agencies, and pupils benefit from a good level of support when required. At the pre-inspection meeting, parents expressed the view that the school provides well for their children.
110. Arrangements to help children settle into the under-fives unit are well organised. Parents are encouraged to be fully involved in this process and this helps to establish a good working relationship with them from children's earliest days at the school. Arrangements to ensure pupils settle into school life at a later stage are also good.
111. Pupils are well known to all adults within the school. Pupils confirm that they trust them and would turn to them for help if required. There are clear policies and procedures to ensure everyone's health, safety and welfare. The governing body is now starting to play a more active role in overseeing the school's health and safety arrangements and has been well involved in improving the security of the site.
112. Child protection procedures are secure and well documented and known to all that work in the school. The child protection policy reflects recommended good practice. Good day-to-day systems are in place to deal with any pupils who may become unwell or who hurt themselves during the school day.
113. Personal and social education is well planned throughout the school and suitable attention is given to sex education and drugs awareness. This programme develops pupils' personal and social skills effectively as well as contributing to their awareness of citizenship. The school is also involved in initiatives to develop healthy lifestyles, such as the fruit tuck shop.
114. Good systems have been established to monitor and address any concerns related to pupils' behaviour. Because of this, pupils clearly understand what is expected of them. These arrangements are key factors in the reduction of the number of temporary exclusions and in promoting high standards of pupils'

behaviour. Attendance and punctuality are monitored closely, but the school has limited outside assistance to help it address the significant problems that it faces in trying to improve levels of attendance. The liaison with the Education Welfare Officer (EWO) is good but the time allocated is insufficient to meet the school's needs.

115. Pupils with additional learning needs are assessed early and the school adopts a very inclusive approach to the provision of all pupils including those with SEN and those learning English as an additional language. Information gained from baseline assessments, and subsequent monitoring of individual needs through the school's tracking process, ensure that many make good progress. Class teachers' short-term plans do not always focus in sufficient detail on differentiation for pupils of all abilities. The process of identifying individual educational needs is developing well. Good use is made of appropriate tests and there is a careful system of record keeping. Every pupil has an equal opportunity to take part in school activities and they receive appropriate support.
116. Pupils' performance is monitored closely. However, the information gained from monitoring pupils' academic progress is not consistently used in all classes to meet the needs of the higher attaining pupils or to indicate to every pupil what they need to do to improve their learning.
117. Provision for SEN pupils is good. All pupils with SEN have individual education plans or individual behaviour plans. They include realistic targets and parents have an opportunity to involve themselves fully in the process. Pupils who need assistance are identified early, and the special needs co-ordinator, class teachers and learning support staff work effectively together to ensure a co-ordinated learning programme for pupils. Pupils make good progress and the majority achieve the targets set for them. Links with outside agencies are appropriate.
118. The school has a clear policy for equal opportunities and racial equality. Suitable account is taken of pupils' social and ethnic backgrounds, and as a result, all pupils are well supported and guided. Boys and girls are given the same opportunities to participate in all school activities. The diversity of other faiths, cultures and values is promoted well throughout the school but opportunities to prepare pupils for life in a multicultural society are underdeveloped. Arrangements to eliminate bullying and any form of harassment are good. Pupils express confidence in the school's systems. The school building is accessible for disabled pupils and adults. Measures are in place to ensure no one is disadvantaged because of their disability. There is a suitable accessibility plan in place.

## Leadership and management

### Key question 5: How effective are leadership and strategic management?

Grade 3: Good features outweigh shortcomings

119. The inspection team does not agree with the school's self-evaluation of Grade 2 for this key question. The new head teacher is successfully strengthening the leadership and strategic management at all levels but the impact of these initiatives is still to be fully reflected in the school's achievements.
120. The head teacher's leadership of the school is good. She has high expectations of staff and pupils, and works hard to involve all members of the school community in purposefully moving the school forward. She leads by example and, through providing support and training is effectively helping her colleagues to meet the challenges of their responsibilities. The deputy head teacher gives good support to the head teacher, and has played an important role in putting new policies and practices into place.
121. The head teacher's working relationships with staff, parents and other stakeholders are good, and she has won the trust and respect of pupils, particularly in the way she has led the drive to improve behaviour in and around the school. Parents say that they feel confident to approach the head teacher and staff to discuss and resolve their concerns.
122. The day-to-day management of the school is effective. Routines are established and the school runs smoothly. Changes in the leadership and management of special education needs are being effectively implemented. Procedures comply fully with statutory requirements. The current development of the under-fives unit is well led and changes are being systematically introduced.
123. Because of the size of the school, most teaching staff have responsibility for two or more areas of its work. A number of these responsibilities have recently changed, and in some areas, temporary provision has had to be made during the past two school years. There is now an effective division of responsibilities and communication between staff is positive, with a good focus on developing a common approach and agreement about learning, behaviour and relationships.
124. However, much is still newly in place, particularly the arrangements for curriculum co-ordinators to monitor teaching and learning in lessons. Whilst the scrutiny of teachers' planning, pupils' work and analysis of NC and other assessment information has developed steadily since the last inspection, the school has only latterly addressed the monitoring issue raised in the previous inspection.
125. The school's principal policies were reviewed during the last school year and an ongoing programme is established for the others. The head teacher

promotes an increasingly good level of consultation with the school's stakeholders. There are agreed policies for promoting sex education, racial equality, and for addressing discrimination. The quality of subject policies and schemes of work is good overall and they focus effectively on pupils' needs. The planned inclusion of pupils' key skill development within each subject provides a good basis for raising standards.

126. The school's recently revised aims and mission statement are appropriate to the age of the pupils, and to the community it serves. The school is fully committed to inclusion, and to enabling its pupils to become responsible members of the community. Overall, its aims and values are well promoted in its daily life and work. The leadership has a good understanding of those aspects that require further development, for example, pupils' multicultural development and the challenge for those with the capacity to reach higher levels in their work.
127. The school makes a good response to national priorities and local partnership agreements. Arrangements for workforce reform are being successfully implemented.
128. The school is making good progress in developing its procedures for setting targets and identifying priorities for development but there are still some shortcomings to be addressed. Those recently agreed for the school year 2005/6 show a much sharper focus on raising standards and the quality of education than in earlier periods. The school introduced individual targets for pupils during the last school year but recognises that there is still work to be done to ensure that all pupils have, at an appropriate level, opportunities to take responsibility for their learning and progress.
129. There are appropriate performance management procedures in place. The school effectively balances the needs of the individual with those of the whole school. The leadership is aware of where there are shortfalls in expertise and has suitable plans in place to address these. Newly implemented arrangements in place to monitor development and its impact on the school's provision are suitably focussed on pupils' standards. There are also appropriate arrangements for supporting staff new to the school. Staff are supported in their pursuit of higher and specific qualifications.
130. The governing body is supportive of the school. Governors have a good understanding of the school's strengths and shortcomings because they are kept well informed by the head teacher through her written and oral reports. However, their involvement setting the school's strategic direction is not so well developed. They recognise that they need to have greater first-hand experience of the work of the school through targeted visits and discussions with staff and pupils. Some governors have started to shadow a subject, and others are visiting the school for a specific purpose. The governing body conducts its meetings in a business-like manner. The school meets all statutory requirements.

**Key question 6: How well do leaders and managers evaluate and improve quality and standards?**

Grade 3: Good features outweigh shortcomings

131. The inspection team does not agree with the school's self-evaluation of Grade 2 for this key question. Although the school is making good progress in building up comprehensive, systematic and first-hand monitoring and evaluation procedures to guide and inform its improvement planning, this is still in the process of development.
132. Senior managers and curriculum co-ordinators are successfully improving their understanding of pupils' performance and developing effectively their knowledge of what they need to do to secure further improvement. Regular opportunities to monitor teachers' planning and pupils' work, together with assessment information where available, has provided a good starting point for some time. However, an important shortcoming has been that, until now, there has been little opportunity for curriculum co-ordinators to observe teaching and learning at first-hand, and this has led to an incomplete picture. The school has recently established a monitoring programme for each subject to enable curriculum co-ordinators to focus on classroom practice. The school is planning the development of subject links with governors to add further value to this process.
133. Staff and governors are successfully increasing their understanding of the important role of self-evaluation in celebrating success and planning for further improvement. Improved analyses of test and assessment results are helping staff to identify trends over time, and identify areas for improvement. Through this, the school has rightly identified shortcomings in its identification of those pupils with the capacity to reach higher levels.
134. The quality of the school's self-evaluation report has good features that outweigh shortcomings. The school has worked hard during the last year to canvass the views of pupils, parents, governors and other stakeholders, and to establish ways in which they will be able to play a full part in implementing plans for improvement. This has been a very important step in the development of its work, although this has tended to result in some repetitive and descriptive detail in its documentation. These shortcomings are positively recognised by the school. The quality of recent subject evaluations demonstrates an improved focus from curriculum co-ordinators on raising standards.
135. The quality of the school's improvement planning has good features that outweigh shortcomings. The plan for 2004/5 was drawn up during the head teacher's first term in the school. The format indicates that priorities were supported as far as possible given the school's financial situation, and included suitable timescales, responsibilities and monitoring arrangements. The school set itself many challenging and detailed targets and, as the year progressed, some rightly assumed greater importance than others.

136. Priorities for improvement during 2005/8, made available to inspectors during the inspection, are more sharply focussed because senior managers now have a much clearer understanding of what needs to be done to raise standards. They successfully build upon last year's achievements and, in particular, reflect the issues identified in head teacher's monitoring and evaluation of standards, teaching and learning.
137. Although still developing, it is evident that the school's self-evaluation and improvement planning procedures are starting to bring about measurable improvement in the school's provision. Overall, the school has made good progress since the last inspection in raising standards. It has addressed all the key issues in the previous report. Inspection evidence suggests that in some areas, such as monitoring, the pace of progress has been uneven.

### **Key question 7: How efficient are leaders and managers in using resources?**

Grade 3: Good features outweigh shortcomings

138. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
139. The school is staffed by a good number of suitably qualified and experienced teachers. Curriculum leadership and management arrangements are settling down after a period of change. There have been recent increases in the number of support staff and the hours they work. They work effectively with class teachers. There is good support for different groups of pupils, ensuring their full access to all school activities.
140. Administrative, caretaking, cleaning and catering staff are valued members of the school team and make an effective contribution to its smooth running. Across the school, staff are effectively managed and deployed. All members of staff have job descriptions and these are reviewed annually. Professional development activities for teaching and support staff are directly linked to the school's priorities and the budget.
141. Shortcomings outweigh good features with regard to the learning resources available to pupils. Information technology provision is good, reflecting recent investment and the school has successfully introduced a new mathematics scheme. It makes effective use of visits and visitors to enhance the curriculum. However, the library facilities are inadequate and the quantity and quality of reading and reference books insufficient to fully meet pupils' needs, particularly in the development of their independent learning and research skills.
142. The internal accommodation is spacious for the number of pupils on roll and, overall, the school makes the best use of the available space. However, the information technology suite is cramped. Displays around the inside of the school suitably enhance and stimulate learning. Overall, the school is

accessible by adults and pupils with disabilities. Outside, the grassed and hard-surface playing areas are spacious and secure.

143. Good features outweigh shortcomings in the efficient management of resources. During the last financial year, the school had to reduce the number of teaching staff to balance its budget. Since her appointment, the new head teacher has worked closely with the governors to establish effective procedures to monitor and manage expenditure. These are being systematically implemented and the school is improving its use of financial information for forward planning.
144. In the current financial period, the available budget contingency is well under the level recommended nationally. However, the school has effectively matched its spending decisions to its priorities in the school's improvement plan. The decision to increase the provision of support for pupils' learning reflects the school's commitment to making the most effective and efficient use of the resources available to raise standards.
145. The school provides appropriate value for money.

## Standards achieved in subjects and areas of learning

### Subject 1: Under fives

#### Grade 2: Good features and no important shortcomings

146. The educational provision for children under five is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning (DLOs).
147. Many children have limited skills when they start in the nursery. Although children make good progress as they move through the nursery (3 to 4 year olds) and reception (4 to 5 year olds) classes, a number are still working towards the DLOs in some areas of learning by the time they reach their fifth birthday.

#### Good features

##### Language, literacy and communication

###### Nursery

148. Children listen carefully to adults and follow simple instructions correctly. Children for whom English is an additional language successfully show that they have understood what they have heard. Some ask and answer questions, or contribute their ideas, when working with an adult.
149. Children enjoy listening to stories. They follow the story in a shared book and recognise familiar characters such as *Kipper*. Most understand that pictures tell a story and some know that writing carries meaning. They enjoy helping to make books about familiar experiences, such as their *Under the sea party* and *Robbie the Rabbit*. They 'write' letters and 'address' envelopes.
150. Many children correctly recognise the initial sounds of some familiar words. When in a group, they happily join in songs and rhymes in English and Welsh.
151. Children draw pictures to tell a story and record things they have seen in and around the classroom. They are starting to handle writing instruments and make patterns.

###### Reception

152. Children listen attentively and most follow a short sequence of instructions correctly. They respond correctly to simple instructions in Welsh. Most take turns to speak and answer questions, using familiar phrases and vocabulary.
153. Children recognise letter names and sounds on signs, labels and in books. They understand simple greetings and instructions in Welsh.

154. Children successfully put events in the correct order to tell a story, for example about *Incey Wincey Spider*. They keep a diary about what Teddy does when he stays with them for the weekend. They successfully label pictures and drawings about animals. They copy adults' writing carefully. A small number of children write independently in phrases and with good letter formation.

## **Personal and social skills**

### **Nursery**

155. Children settle quickly into the daily routine of the nursery, sharing equipment, and working together. Most take turns when using the outdoor play equipment and, at the end of a session, make good efforts to tidy away. Most children are familiar with toilet routines.

### **Reception**

156. Most children successfully work on their own and as part of a small group. They approach new or unfamiliar activities sensibly and they relate well to adults, keenly telling visitors about their work and play.
157. Children successfully locate equipment within the setting, and take turns, for example, when using the building kits. They help each other and respect people and property.
158. Most children successfully take responsibility for their personal hygiene and independently dress themselves.

## **Mathematical development**

### **Nursery**

159. Children carefully sort and match shapes and colours, and many count accurately with an adult to five. They recognise and make basic patterns. Many recall some number rhymes and counting games.

### **Reception**

160. Children successfully sort and match a range of objects. Some successfully use terms as *more* and *less* and *bigger* and *smaller* when making comparisons. Many correctly identify simple shapes, using circles and triangles to make patterns on a Snowman. They count and record the number of spots on an umbrella.

## **Knowledge and understanding of the world**

### **Nursery**

161. Children are suitably aware of what is going on around them. They are successfully developing their understanding of the passing of time. They discuss the weather, using terms such as *hot*, *cold*, *wet* and *sunny* correctly.
162. Children talk about members of their families, and their favourite cartoon characters. When using the computer, they use the mouse correctly to respond to instructions.

### **Reception**

163. Children correctly identify patterns, similarities and differences in the natural world on walks in the school grounds. They describe what they see on their way to school, and some talk about journeys they have made by bus, car and aeroplane. They talk about shops and landmarks in the area. Most correctly sequence events during the day. In their role-play, they regularly handle and discuss the use of money.
164. Children successfully take part in celebrating religious festivals and other events such as St. David's Day.
165. Children talk about the different jobs undertaken by staff within the school and about people who they know or have met, such as police and fire officers, ambulance crews, doctors and nurses. Children successfully compare and make choices about materials. They demonstrate good independence in using computers.

## **Physical development**

### **Nursery**

166. Children make good progress in developing their control and co-ordination when using large equipment. They successfully negotiate their way around the outside area using wheeled vehicles. They handle different pieces of classroom equipment correctly.

### **Reception**

167. Children successfully use construction kits to build models. They handle a range of small equipment, such as rollers and shape cutters, correctly. In the outside area, children demonstrate a good awareness of space, and successfully build up their confidence and travelling skills. They understand instructions to *start* and *stop*, and know the difference between *running*, *jumping* and *hopping*.

## **Creative development**

### **Nursery**

168. Children successfully join in rhymes and songs. They select and use a range of brushes, pens and crayons, and take part in realistic role-play in the builders' site office. They respond positively to light and sound stimuli. They successfully work with others to make a collage to tell the story of *Humpty Dumpty*.

### **Reception**

169. Children effectively mix paints, create patterns and interpret their completed work. They successfully develop their understanding of form and contrast. In musical activities, they sing tunefully and maintain a steady rhythm. In the role-play area, they successfully discuss and act out scenes from cartoons they are familiar with. They make good use of a range of equipment to create robots.

### **Shortcomings**

170. In reception, some of the more able children do not systematically develop their independent writing skills.
171. Some children in reception have difficulty in matching the names of numbers to their sound and appearance.
172. Children in reception do not confidently apply or transfer their mathematical knowledge when working in different situations, for example, when using construction kits or when taking part in role-play.

<b>Subject 2: English</b>
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**Key Stage 1:** - Grade 3: Good features outweigh shortcomings

**Key stage 2:** - Grade 3: Good features outweigh shortcomings

### **Good features**

173. In key stages 1 and 2, the listening skills of the majority of pupils are of a good standard. They listen attentively and with interest to both the teacher and their peers. Pupils are keen to answer teachers' questions and offer their own comments and observations. They participate positively in role-play situations and make good use of opportunities provided in class, School Council sessions and during *Circle Time* to develop their persuasive speaking skills.
174. In key stage 1, pupils have positive attitudes to reading and the majority make steady and sometimes good progress. They possess a number of strategies to de-code new words by looking at patterns or by using phonic skills. Some correctly identify grammatical conventions, such as speech marks or a

question mark in a big book. Pupils in year 2 sequence events and effectively retell the story of the Hungry Giant in their own words using a range of adjectives to develop a character profile.

175. In key stage 2, the majority of pupils read fluently and with growing confidence. When dealing with unfamiliar words they use a number of appropriate strategies. They make sensible predictions about the outcome of a story and make progress in using texts to infer and deduce meaning. Pupils in year 3 provide a good range of ideas in response to questioning about what they read. The more able pupils in year 6 read with increasing accuracy and expression and have developed tastes for different authors and genres of writing. They describe enthusiastically the plots and characters in the stories they read. They differentiate easily between fiction and non-fiction whilst explaining the purpose of an index and glossary.
176. Pupils in key stage 1 make good progress in writing. They write for different purposes and produce a range of texts in an appropriate style. Pupils record personal experiences, compose stories and use persuasive writing to explain why it is not suitable to play near a railway line using capital letters and full stops accurately.
177. Across key stage 2, pupils write for different purposes and audiences, including letters, stories, poems and reports. The pupils' ability to vary sentences, to paragraph and create differing effects, spelling and punctuating with an increasing measure of accuracy is generally good. By year 5 and year 6, pupils extend their ideas, expressing and justifying opinions such as in a descriptive letter following the *Sea Empress* disaster.
178. Pupils with English as an additional language make good progress and participate fully in all aspects of literacy.

### **Shortcomings**

179. Throughout the school, many pupils do not use a wide enough range of vocabulary or speak at sufficient length.
180. In both key stages, pupils' library and research skills are insufficiently developed; older, more able pupils do not make sufficient use of dictionaries, thesauri and class libraries.
181. The written work of a significant number of pupils in key stage 2 is untidy.

### Subject 3: Welsh second language

**Key stage 1:** - Grade 3: Good features outweigh shortcomings

**Key stage 2:** - Grade 3: Good features outweigh shortcomings

#### Good features

182. In both key stages, pupils have a positive and often enthusiastic attitude to learning Welsh as a second language. Some of the class teachers effectively reinforce their learning through the use of incidental Welsh.
183. In key stage 1, pupils know and use simple greetings such as '*bore da*' and '*prynhawn da*' and they use simple questions such as '*Sut wyt ti?*' They recognise and respond well to a range of commands and instructions.
184. Key stage 1 pupils know a range of useful sentence patterns to describe where they live and how they feel. They use a developing vocabulary to name basic colours, fruit, vegetables, parts of the body and many count up to 10.
185. By the end of key stage 1, the more able pupils are developing early writing skills effectively. They compose sentences to describe weather patterns and simple dialogues to describe a visit to the doctor's surgery and trip to the seaside.
186. In key stage 2, pupils build on previous work by repeating and extending set phrases about themselves, colours, homes, the family and the weather. Pupils in year 5 use familiar language patterns when expressing their likes and dislikes of television programmes and they respond positively to simple commands and greetings during role-play situations. Their pronunciation and confidence in speaking Welsh is greatly enhanced by these activities.
187. Pupils in year 6 successfully develop their reading skills by reading work sheets and simple Welsh books. The more able pupils reinforce their oral skills by completing written tasks. They compose diaries and dialogues, describe themselves and their families, keep a diary of school dinners and write postcards from holiday destinations to a good standard.

#### Shortcomings

188. In both key stages, pupils' reading and writing skills are not consistently developed.
189. In key stage 2, many of the language patterns used by pupils are too repetitive. They do not effectively consolidate and extend knowledge acquired in key stage 1.

## Subject 4: Mathematics

**Key stage 1:** Grade 2: Good features and no important shortcomings

**Key stage 2:** Grade 3: Good features outweigh shortcomings

### Good features

190. Most pupils in key stage 1 make good progress as they move through the key stage in recognising numbers, and in developing their skills in manipulating numbers, for example, when counting forwards and backwards from a given point.
191. Pupils in year 1 make effective use of computer games to improve their skills in matching, sorting and sequencing. In year 2, pupils successfully use ICT programs linked to the school's commercial teaching scheme to consolidate their previous learning.
192. In year 2, pupils have a good recall of mathematical vocabulary. They respond positively to adult prompts and encouragement to offer reasons and explanations for their answers to oral number problems.
193. In key stage 2, most year 3 pupils correctly add two numbers to give the answer of 20. Some successfully experiment with number bonds by asking themselves questions such as, '*What do I need to add to 16 to make 20?*' and construct a table to help them check the accuracy of their answers. Pupils gain confidence in their acquisition of new ideas when using well-tailored computer programs.
194. Pupils in year 4 make effective use of individual marker boards to record their answers to oral questions. Most pupils successfully estimate the answer to a number computation, and are familiar with adding and subtracting money. They have a sound understanding of measures, such as kilometres and metres, and make effective progress in their telling of the time. Most pupils correctly name regular shapes and identify the number of angles.
195. In the mental mathematics warm up at the start of their lessons, most older pupils in key stage 2 successfully round numbers to the nearest hundred, and show an effective practical understanding of concepts such as *bigger than* and smaller *than*.
196. Year 6 pupils are familiar with different ways of multiplying by ten and a hundred, and successfully calculate the average, range and mean. They use charts and graphs effectively to present data. They have a working knowledge of fractions and decimals.

### Shortcomings

197. At both key stages, but particularly in key stage 2, many pupils lack confidence in applying familiar mathematical facts in different contexts, for example, when solving written problems.

198. In key stage 2, some pupils with the capacity to reach higher levels make insufficient progress because they are required to spend too long on unnecessary repetitive practice.
199. Not enough pupils in key stage 2 are sufficiently confident in their interpretation of information or in their justification and proving of results.

<b>Subject 5: Information technology</b>
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**Key Stage 1:** – Grade 2: Good features and no important shortcomings

**Key Stage 2:** – Grade 3: Good features outweigh shortcomings

### **Good Features**

200. Pupils in year 1 have a good understanding of how to find and fill colours and select the correct tools when using Fresco Art program. Most pupils have good control of the mouse and accurately select the colours they need to colour the squares on Elmer's coat.
201. Pupils in year 2 confidently use Fresco Art tools to achieve a specific outcome. Most pupils work at the computer with growing independence. They competently log into programs and successfully learn to save their work. Some pupils explain how to print their work.
202. Pupils in year 3 are effectively developing skills using the interactive white board. Those in year 4 work with growing independence to create fields in which to enter data about themselves. They explain accurately the way in which they have operated the digital camera and created photographs using the computer.
203. Pupils in year 6 confidently log onto the computer using their password. They select a program and locate their own files. Pupils effectively save and retrieve their work independently. They have good keyboard skills, and successfully change font and print size to suit their purposes when inserting text into their poster design.
204. When using information technology to create a poster, year 6 pupils experiment with the layout of their work. They carefully centre their writing and use a spell checker to improve the accuracy of their work.
205. In lessons, most pupils persevere well and use their previous learning to overcome successfully any problems that arise.

### **Shortcomings**

206. Pupils in key stage 1 have a limited recall of the use of computer systems in everyday life.
207. Pupils in key stage 2 have limited experience of the internet and email.

208. Key stage 2 pupils do not regularly use ICT based models to explore patterns and relationships and older pupils have insufficient knowledge about changing variables in simulations.
209. Pupils in key stage 2 do not sufficiently develop the ability to make critical judgements about the contribution of ICT to their work, for example, in their use of data handling.

<b>Subject 6: Religious education</b>
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**Key Stage 1:** – Grade 3: Good features outweigh shortcomings

**Key Stage 2:** – Grade 3: Good features outweigh shortcomings

**Good features**

210. Across both key stages pupils effectively discuss their own feelings and develop an understanding of ideal relationships with others and responsibilities within the community.
211. In key stage 1, most pupils successfully recall some Bible stories such as the Creation and Noah and the Ark. They correctly name the major Christian festivals and their significance, including Christmas and Easter. They also accurately recall other Christian celebrations, such as baptism, and know their significance. They understand that the meaning of harvest is to thank God for food.
212. Pupils in year 2 successfully name some of the major church artefacts such as cross, altar, font and stained glass windows. They know that the vicar presides over church services and understand the significance of prayer as a way of speaking to God. Some pupils have effectively composed personal prayers as a means of giving thanks to God.
213. Key stage 1 pupils are developing a good awareness of the diversity of religious beliefs. They appreciate that religions have their own special festivals and customs and that there are similarities and differences between them. Pupils learn about Judaism and they understand the meaning of the Torah, Kippah and Shabbat. The more able pupils know that Muslims worship in a Mosque and that the Qu'ran is a Holy Book.
214. In key stage 2, pupils continue to develop their knowledge of Christianity, Judaism and Islam and they compare some of their beliefs and customs. They understand the significance of the Ten Commandments and the Five Pillars of Islam and appreciate the importance of having rules within society.
215. Pupils understand why pilgrimages are important to some religious people and they explain the significance of such places as Glastonbury, Bardsey, Jerusalem and Mecca.

216. Year 6 pupils are aware of the contributions of great religious leaders through the ages such as Jesus, Muhammad, Abraham, St. Francis of Assisi and Martin Luther King. The more able know about the contribution of people such as St. David and Mary Jones to the development of religion in Wales.
217. By the end of key stage 2, pupils know that each religion has its own traditions, customs and beliefs and that each deserves respect.

### **Shortcomings**

218. In both key stages pupils' awareness, understanding and knowledge of other religions is limited and insecure.
219. Across both key stages, pupils' knowledge regarding the contributions of people such as St. David and Bishop William Morgan to the development of religion in Wales is underdeveloped.

## **School's response to the inspection**

The inspection team carried out a thorough audit of Bryn Celyn Primary School based on the school's own self evaluation report. They carried out their tasks in a professional manner, and staff were provided with appropriate information and feedback throughout the process.

The final report provides us with a fair image of the school and reflects much of the schools own assessment of itself. As detailed in the report, most of the strengths and areas for development of the school already appear in the school's own self-evaluation report and the related school improvement plan for 2005 to 2008.

The Governors will now use the inspection report to review the current school improvement plan, adding to, or re-focusing, priorities and detail accordingly. Our aim is to address all weaknesses before the next inspection. This report will be used as an essential evidence base for the next school self-evaluation report and related school improvement plan.

The school would like to than the inspection team for their positive contribution to future school improvement.

## Appendix A

### Basic information about the school

Name of School	Bryn Celyn Primary
School type	Community
Age-range of pupils	3 to 11 years
Address of School	Glyn Collen Pentwyn Cardiff
Post-code	CF23 7ES
Telephone number	029 20400770
Head teacher	Mrs Jayne Edwards
Date of appointment	April 2004
Chair of governors/ Appropriate authority	Mr Christopher Martinson
Registered inspector	Dr Michael Best
Dates of inspection	12 – 14 September 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	13.5	32	23	22	24	21	22	23	180.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	1	9.8

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil : adult (fte) ratio in nursery classes	7:1
Pupil : adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	24
Teacher (fte) : class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of the School
Summer 2005	74.9	86.8	90.39
Spring 2005	72.3	89.2	88.7
Autumn 2004	66.9	84.6	91.3

Percentage of pupils entitled to free school meals	51
Number of pupils excluded during 12 months prior to inspection	13

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1:

*The school's results for 2005 are compared with the national results for 2004 because at the time of the inspection, the national results for 2005 were not available.*

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2						22
Percentage of pupils at each level									
			D	W	1	2	3	4	
English:	Teacher Assessment	School	0	16	32	52	0	0	
		National	0	3	12	64	21	0	
En: reading	Teacher Assessment	School	0	16	32	48	4	0	
		National	0	3	13	56	27	0	
En: writing	Teacher Assessment	School	0	24	24	52	0	0	
		National	0	4	14	69	13	0	
En: speaking and listening	Teacher Assessment	School	0	8	28	64	0	0	
		National	0	2	11	64	23	0	
Mathematics	Teacher Assessment	School	0	16	32	52	0	0	
		National	0	2	10	60	28	0	
Science	Teacher Assessment	School	0	4	32	52	12	0	
		National	0	2	9	61	28	0	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	48	In Wales	80

- D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

## National Curriculum Assessment Results End of Key Stage 2:

*The school's results for 2005 are compared with the national results for 2004 because at the time of the inspection, the national results for 2005 were not available.*

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6					28
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	10	13	60	17	0
		National	1	0	0	0	1	5	16	46	30	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	3	17	63	17	0
		National	0	0	0	0	1	3	17	46	31	0
Science	Teacher Assessment	School	0	0	0	0	0	0	20	60	20	0
		National	0	0	0	0	0	1	11	50	37	0

Percentage of pupils attaining at least level 4 in mathematics, science and English	
By Teacher Assessment	
In the school	77
In Wales	72

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

## Appendix D

### Evidence base of the inspection

Four inspectors spent eight inspection days in the school. They were joined by a peer assessor for the whole of the inspection period. The head teacher was the school's nominee. Twenty-nine lessons were observed in whole or in part.

- Pre-inspection discussions about the life and work of the school were held with the head teacher and staff, the governing body and parents.
- Responses to the questionnaire for parents distributed before the inspection were analysed.
- During the inspection, discussions were held with governors, the head teacher, staff and pupils in the school.
- Pupils were observed throughout the school day, including break times, lunchtimes and when entering and leaving school.
- Policy documents, schemes of work and other documentation were read, analysed and discussed with the head teacher and staff.
- A range of pupils' past and present work was examined.
- Post inspection meetings were held with the governors, head teacher and staff.

## Appendix E

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Michael Best <i>Registered Inspector</i>	Context, summary and recommendations. Under fives and mathematics. Key questions 1, 2, 5 and 6 and 7.
Denise Shields <i>Lay Inspector</i>	Key question 4. Contributions to key questions 1 and 3.
Ogwyn Phillips <i>Team inspector</i>	English, Welsh second language, religious education. Key question 3. Contributions to key question 2 and 4.
Jan Marsden <i>Team inspector</i>	Information technology and religious education. Contributions to key question 7.
Helen Jones <i>Peer Assessor</i>	
Jayne Edwards <i>Nominee</i>	

The contractor was:

Evenlode Education Ltd  
6 Abbey Close  
Alcester  
Warwickshire  
B49 5QW

### Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Bryn Celyn Primary School  
Glyn Collen  
Pentwyn  
Cardiff  
CF23 7ES**

**Summary for Parents**

**School Number: 6812107**

**Date of Inspection: 12-14 September 2005**

**by**

**Michael Best  
W207/10413**

**Date: 17 November 2005**

**Under Estyn contract number: T/066/05/P**

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Number of teachers	9	1	9.8

### A SUMMARY REPORT FOR PARENTS

Bryn Celyn School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Bryn Celyn Primary School took place between 12-14 September 2005. An independent team of inspectors, led by Michael Best undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report

may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

- Grade 1** good with outstanding features
- Grade 2** good features and no important shortcomings
- Grade 3** good features outweigh shortcomings
- Grade 4** some good features, but shortcomings in important areas
- Grade 5** many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject sections.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of past performance. Most schools receive a standard inspection and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

## Summary

Bryn Celyn Primary school is an improving school that cares well for its pupils. The governors and staff are working closely with the new head teacher to raise standards and improve the quality of its provision.

The inspection team agrees with the school's evaluation of *How well its learners are cared for, guided and supported?* (key question 4) and *How efficient are leaders and managers in using resources?* (key question 7). In each of the other five key questions, the inspection team's judgements are one grade lower than the school's evaluation. Much is newly in place in the school. The inspection team judges that the school's priorities for development are well focused on its pupils' needs. However, the impact of these initiatives has yet to be fully felt in the standards pupils achieve or in the school's provision.

### Table of grades awarded

Key question	Inspection grade
1. How well do learners achieve?	3
2. How effective are teaching, training and assessment?	3
3. How well do the learning experiences meet the needs and interests of learners and the wider community?	3
4. How well are learners cared for, guided and supported?	2
5. How effective are leadership and strategic management?	3
6. How well do leaders and managers evaluate and improve quality and standards?	3
7. How efficient are leaders and managers in using resources?	3

## Standards

### Areas of Learning in the Early Years

In the early years, standards in the areas of learning inspected are as follows:

Language, literacy and communication	2
Personal and social development	2
Mathematical development	3
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

### Subjects

In key stages 1 and 2, standards in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	3	3
Welsh Second Language	3	3
Mathematics	2	3
Information Technology	2	3
Religious education	3	3

During the inspection, standards of achievement in lessons in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	44%	56%	0%	0%

The proportion of lessons judged Grade 2 and above is similar to the findings of the previous inspection, and the proportion of Grade 3 and above lessons shows an improvement.<sup>1</sup>

The majority of learners, regardless of age, gender, ability or ethnicity make good progress in their acquisition of skills, knowledge and understanding, and achieve the targets the school sets for them. Pupils with SEN achieve good standards relative to their age and ability. However, more able learners are not consistently achieving the levels of which they are capable.

Pupils in key stages 1 and 2, and children under five make good progress and achieve good standards in listening. In the other key skills of speaking, reading, writing and using information communications technology (ICT), good features outweigh shortcomings.

Pupils' development of bilingual competence has good features that outweigh shortcomings. Pupils respond effectively to greetings and follow simple instructions. Most make steady progress in acquiring vocabulary, and they acquire a range of spoken and written phrases. However, many lack the confidence to apply these in their responses in 'real life' situations.

<sup>1</sup> The grade descriptors changed with the introduction of the present Framework in September 2004.

The school gives due attention overall to the promotion of bilingual competence but opportunities for the regular use of incidental Welsh in lessons lack consistency between classes and this prevents pupils from making faster progress.

In the 2005 National Curriculum key stage 1 teacher assessments, the proportion of pupils attaining level 2 and above was below the national and local averages<sup>2</sup> in reading, writing, oracy, mathematics and science. These results do not compare well with those of similar schools<sup>3</sup>. However, inspection findings confirm the school's evidence that the majority of pupils in the 2004/5 year 2 group made good progress in relation to their ability.

Attainment at the end of key stage 2 in 2005 in English was similar to the national and local averages<sup>4</sup> in English, above these averages in mathematics but below them in science. These results compare well to those of pupils in similar schools<sup>5</sup>, particularly in English and mathematics.

The proportions of pupils gaining level 2 or above in the key stage 1 assessments and level 4 or above in the key stage 2 assessments have, overall, shown good improvement since the last inspection. However, the school has rightly identified that compared with similar schools, not enough of its pupils are attaining the higher levels. This is reflected in its priorities for development.

Not all pupils are aware of how well they are progressing and how they can improve. Teachers' marking of pupils' work, although regular and supportive, does not consistently identify the next steps in learning. Too few pupils could discuss with inspectors how successful they felt they had been in achieving their individual targets for improvement in the last school year. In a significant number of the lessons seen, pupils were unaware of the learning objectives. These are important shortcomings.

Pupils' behaviour in lessons and around the school is good with no important shortcomings. The number of exclusions during the last school year is significantly higher than most primary schools, the school's unwavering insistence on high standards of behaviour and positive attitudes to work is being successfully achieved. Pupils are well motivated and want to do well. Most listen carefully and concentrate well in lessons, behave responsibly and show good respect for those around them, property and the school building. In discussion, pupils told inspectors that they were very pleased that they could now work and play without the disruptive behaviour of a small but significant number of pupils.

Attendance is below the national and LEA averages, and the average for similar schools<sup>6</sup>. Despite the school's best efforts, a small but significant number of pupils attend irregularly. The majority of pupils arrive promptly at the start of the day and lessons start punctually.

Children under five and pupils in both key stages make consistently good progress in their personal, moral and social development. Their spiritual and cultural development is good overall.

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<sup>2</sup> The most recent comparative data relates to 2004.

<sup>3</sup> Compared with English medium schools with 49 per cent or more free school meals (2004).

<sup>4</sup> The most recent comparative data relates to 2004.

<sup>5</sup> Compared with English medium schools with over 49 per cent or more free school meals (2004).

<sup>6</sup> Compared with English medium schools with over 49 per cent or more free school meals (2004).

## The quality of education and training

In the lessons observed during the inspection, the quality of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	45%	52%	0%	0%

The proportion of lessons judged Grade 3 or above exceeds the Welsh Assembly Government's target but the proportion judged Grade 2 or above is below the target. The proportion of lessons judged Grade 2 and above is similar to the findings of the previous inspection, and the proportion of Grade 3 and above lessons shows an improvement.<sup>7</sup>

Throughout the school, teachers and support staff establish good working relationships with their pupils. They have high expectations of pupils' behaviour and attitudes. In most lessons, staff are successful in fostering a calm and supportive working atmosphere that enables pupils to concentrate and complete the work they are set. The language needs of pupils for whom English is an additional language are well met. In the nursery and reception classes, adults promptly and successfully settle new children into the daily routines.

In the best lessons seen, teachers' planning builds effectively on pupils' prior knowledge and understanding. Their learning objectives are well focussed and shared with pupils at the outset. The needs of all pupils who learn at different rates are well addressed. There is a good balance between activities that are adult-led, and those in which pupils work independently. These lessons actively involve pupils in practical learning and are conducted at a good pace.

In those lessons judged to have good features that outweigh shortcomings, teachers' do not plan effectively for the needs of more able pupils. Learning objectives are not always clearly outlined in planning, shared with learners or reviewed at the end of the session. The pace of lessons sometimes slows when pupils are working independently because the best use is not made of teaching time. Although staff monitor and review pupils' progress, they do not use this information enough to adapt their teaching plans in order to meet individual learners' needs.

Staff systematically assess learners' achievements and progress, and fully meet legal requirements. The quality of learners' end of year reports is good. The results of National Curriculum and other standardised assessments are carefully analysed and areas for development and improvement highlighted. The school is successfully adapting its systems and procedures to make day-to-day assessment manageable and meaningful for staff. However, there is too little emphasis on involving learners in planning their own progress and improvement. As a result, too few learners understand the purpose of assessment. This is an important shortcoming.

The school provides a broad and balanced curriculum that meets statutory requirements at both key stages and leads to the Desirable Learning Outcomes for the under-fives. There are effective schemes of work in place that provide for progression and continuity in learning. Overall, pupils are well prepared for the next stage of their education. The curriculum for pupils with SEN is good but there is inconsistent provision for learners with the capacity for attaining higher levels in their work.

<sup>7</sup> The grade descriptors changed with the introduction of the present Framework in September 2004.

Good features outweigh shortcomings in the development of learners' key skills. In the best practice, learners' skills are systematically developed and practised. However, such practice is not consistent throughout the school and reduces pupils' confidence and independence. The school has recognised the need to integrate the development of key skills in subject schemes of work and has established a realistic programme of review to achieve this.

The curriculum is well enriched by the school's partnerships with other providers and the community. It provides a good range of learning experiences outside the classroom that successfully broaden and enrich learners' experiences. The school's personal and social education programme successfully reflects national guidance.

The provision for pupils' moral and social development has many good features and no important shortcomings. The school has rightly recognised the need to strengthen the good features and address some shortcomings in its provision for pupils' spiritual and cultural development. Although there are a number of good features in the school's promotion of learners' bilingual skills, the school does not consolidate its promotion of the language and culture of Wales consistently throughout the school year.

Learning experiences prepare pupils effectively for the world of work and their place in the community. Good features outweigh shortcomings in the school's provision for promoting national priorities for lifelong learning but these skills are not systematically developed. There are good arrangements for promoting pupils' education for sustainable development and for developing their entrepreneurial skills. The school successfully tackles social disadvantage and stereotyping and, overall, provides a good standard of equal access and opportunity.

The quality of the care, support and guidance provided by the school to its learners is good. The school works closely with outside agencies and manages its support provision well. Its partnership with parents and carers is good, and induction arrangements successfully enable children to settle quickly into school routines. Pupils say they can turn to a number of adults at any time if they have any worries or concerns. They express their confidence and trust in the guidance and support they receive.

The school has effective procedures for child protection and good arrangements for identifying and dealing with health and safety issues. It monitors pupils' punctuality, attendance and behaviour well. Pupils with behavioural difficulties are well supported. The early identification of learners with SEN is good and their progress is carefully monitored.

The school successfully promotes good race relations and effectively promotes gender equality. It makes good provision for learners with disabilities. The success of the school's recent drive to eliminate unacceptable behaviour is evident in the high standard of behaviour observed in and around the school.

### **Leadership and management**

The school's mission statement, aims and objectives are appropriate for the age of its pupils and are successfully reflected in the daily life and work of the school.

The new head teacher leads the school well. She has a clear vision for its development and has the full support of parents, staff and governors. She has earned the respect and affection of the pupils who much appreciate the calmer and orderly atmosphere now evident in and around the school. A strength of the head teacher's leadership is her willingness to consult and involve all stakeholders in moving the school forward.

There have been some recent changes in the roles and responsibilities of the curriculum co-ordinators. Good features of their work include the regular monitoring of teachers' planning and pupils' work. A programme for monitoring teaching and learning and lessons is underway but this remains an area for further development.

The governing body is supportive of the school. Through reports from the head teacher and LEA, it has a good grasp of the school's strengths and shortcomings. New structures to improve the governors' first-hand monitoring of the work of the school to improve their strategic planning role are being successfully implemented but the process is still in its early days. All statutory requirements are met. Good features outweigh shortcomings in the progress made since the last inspection in raising standards and in addressing the key issues in the previous report.

The quality of the school's self-evaluation and planning for improvement has good features that outweigh shortcomings. The head teacher has rightly involved all stakeholders in this process, and a number of important issues have been successfully identified, discussed and priorities for action agreed. However, in the report provided for the inspection, which was compiled during the last school year, there is more emphasis on describing what the school does than evaluating the impact of this on raising standards. The school has correctly identified the need to develop stakeholders' strategic planning and evaluative skills. Last year's school improvement plan has provided a good basis on which to build. The new plan sets out the school's priorities for the next three years and recent subject evaluations show a greater focus on raising standards.

Staffing levels are good. Staff are well qualified, experienced and effectively deployed. Professional development activities successfully support the school's priorities. The day-to-day administration of the school is effective.

The accommodation is good overall but the information technology suite is cramped. With regard to learning resources, shortcomings outweigh good features. The school lacks an adequate and well-resourced library and subject co-ordinators' audits have correctly identified gaps in a number of subjects.

The head teacher and governing body have suitable regard for the principles of best value and regularly monitor the impact of spending decisions. The school has had to make some hard decisions in order to avoid setting a deficit budget and its reserves are well below the Audit Commission's recommendation of between 3 and 5 per cent of its budget. The school provides appropriate value for money.

## **Recommendations**

In order to improve standards further, it is recommended that the school should:

- R1\* Raise standards in the six subjects inspected and key skills where there are shortcomings.
- R2\* Improve the quality of teaching, learning and use of assessment information, in particular the way in which teachers:
- identify and share learning objectives with learners;

- provide suitably challenging work for all learners, especially those with the capacity for higher attainment;
- involve learners in planning their own progress and improvement, and in working independently.

R3\* Create a whole school library and improve the range and diversity of reading and reference materials.

R4\* Further improve the quality of self-evaluation and strategic planning by curriculum co-ordinators and the governing body.

R5\* Raise levels of attendance.

*\*elements of these recommendations have already been identified in the school's improvement plan for the period 2005/8*

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

### **Acknowledgement**

**The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.**