

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Bryn Deri Primary School
Caer Graig
Cardiff
CF15 8RD**

School Number: 6812153

Dates of Inspection: 8th - 10th May 2007

by

**Stephen Dennett
78888**

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Bryn Deri Primary School was inspected as part of a national programme of school inspection. The purpose of inspection 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 information about the performance of their child's school.

The inspection of Bryn Deri Primary School took place between 08/05/07 and 10/05/07. An independent team of inspectors, led by Stephen Dennett, 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.

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 reports.

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 its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

Year	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 Deri Primary School is situated in Radyr on the northern outskirts of Cardiff. The school was opened in 1976. It serves a private housing estate and most pupils come from the immediate locality. The school describes the area as being relatively prosperous and pupils come from relatively advantaged backgrounds. Only two per cent of pupils are eligible for free school meals, which is well below the national average. The school does not provide school meals.
2. The school provides education for pupils aged three to eleven. Around 13 per cent of the pupils at the school have been identified as having additional learning needs (ALN) but less than one per cent of pupils have statements of special educational needs (SEN). Most pupils come from English-speaking homes, although a small minority speak Arabic, Cantonese, Greek, Spanish and Chinese. No pupils speak Welsh at home. No pupils are looked after by the local authority. At the time of the inspection there were 239 pupils on the school's roll, including 37 children in the nursery. The number on roll has fallen since the school was last inspected in May 2001.
3. The school has achieved a number of awards, including BECTA ICT Award, Basic Skills Quality Mark for the third time and Eco School Bronze Award.

The school's priorities and targets

4. The school has a wide range of appropriate aims, which reflect a commitment to high standards and the provision of good quality education to all pupils.
5. The school's current priorities include:
 - reviewing, updating and improving assessment, recording and reporting procedures;
 - continuing preparation for the Foundation Phase;
 - improving learning and teaching in mathematics;
 - improving whole school evaluation of information and communication technology (ICT) and gain the ICT Quality Mark; and
 - ensuring progression of both key and thinking skills across the curriculum.

Summary

6. Bryn Deri Primary School is a good school with outstanding features. It provides a high quality education for its pupils. The school is a happy place and pupils clearly enjoy their learning experiences.

Table of grades awarded

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

7. Children's attainment on entry to the nursery is above the local education authority (LEA) average. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's learning.
8. Pupils make very good progress in their learning and achieve very high standards in relation to their prior attainment and underlying ability by the time they leave the school. Standards in early years and key stage 1 are good. All pupils succeed regardless of their social, ethnic or linguistic backgrounds and make good progress towards fulfilling their potential. Pupils' key skills are very good overall but in pupils' Welsh bilingual skills, good features outweigh shortcomings.
9. At key stage 1 in the 2006 teacher assessments, 92 per cent of pupils achieved level 2 or above in English. In mathematics 97 per cent achieved at least level 2 and in science 90 per cent. Compared with all schools in Wales, the school's core subject indicator (the percentage of pupils achieving at least level 2 in English, mathematics and science) for key stage 1 was in the upper 50 per cent. Compared to schools with similar number of pupils eligible for free school meals, the school was in the upper 50 per cent. The percentage of pupils gaining the higher level 3 was above average in English, mathematics and science.
10. In teacher assessments at the end of key stage 2, 100 per cent of pupils achieved level 4 or above in English, mathematics and science. Compared with

all schools in Wales, the school's core subject indicator (the percentage of pupils achieving at least level 4 in English, mathematics and science) was in the top 25 per cent. In comparison with similar schools, the school's results were also in the top 25 per cent. Over three-quarters of pupils achieved the higher level 5 in English, mathematics and science, which is exceptional.

11. The school's assessment results have been maintained at a very high level since the last inspection. The school's trend in improvement since 2000 is at a greater rate than the national trend.
12. Pupils' personal, social and learning skills are very good. Pupils' excellent behaviour contributes significantly to their very good progress and is a strength of the school. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils have a good understanding of their own culture and are developing an understanding of cultural diversity.
13. At 95.76 per cent, the average rate of attendance for the three terms prior to the inspection is well above the LEA and national averages. The vast majority of pupils attend school regularly and are punctual.
14. Pupils' independent learning skills are developing very well. Pupils are well prepared to play an active part in the local community. They are also developing a good understanding of sustainability.

The quality of education and training

15. During the time of the inspection, standards of teaching in the 28 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	50%	11%	0%	0%

16. The quality of teaching overall is good with outstanding features. Teaching in early years and key stage 1 is good with no significant shortcomings. Lessons are very frequently stimulating and challenging. Teachers demonstrate very good subject knowledge and an excellent understanding of recent educational initiatives. Teaching assistants are well trained and this enables them to become integrated fully into the staff team, giving high quality support to teachers and pupils. Teachers plan very effectively and have high expectations for their pupils. They use a wide range of strategies and resources to stimulate and challenge pupils. Basic and key skills are taught very well and relevant links are made in subjects right across the curriculum. However, the teaching of bilingual skills is not as good as other aspects of teaching.
17. There are outstanding systems for assessing and monitoring the progress of pupils in English, mathematics and science in both key stages. Assessment procedures in the foundation subjects are also outstanding. Pupils are involved effectively in their own assessment. Reports to parents are very good. The school meets all statutory requirements for assessment.
18. The curriculum provided is good with outstanding features. All statutory requirements are met well. Equal access is provided to a wide range of exciting learning experiences. The school meets learners' aspirations and needs very well. There is a wide range of clear policy documents, well-written long term

schemes and well-focused medium term planning, which help ensure progression and appropriate continuity. Plans identify very good opportunities for the development of pupils' key and basic skills.

19. There is an outstanding range of extra-curricular activities, which broaden and enrich pupils' learning experiences and the school is very good at promoting pupils' personal development. Provision for their spiritual, moral, social and cultural development is outstanding. The culture of Wales is promoted well, but the promotion of pupils' bilingual skills is underdeveloped.
20. The school has very effective partnerships with parents, the community and other providers. There are excellent links with the secondary schools to which pupils proceed after they have left Bryn Deri.
21. Provision for work related education is being developed well. The school is good at tackling social disadvantage and stereotyping and ensures equal access to all pupils. Education for sustainable development is good and the school is involved in recycling projects. Good progress is being made on developing pupils' entrepreneurial skills and the school reflects national priorities for lifelong learning in its provision well.
22. The quality of care, support and guidance provided for pupils is good with no important shortcomings. Care arrangements are managed well and there is a good partnership with parents and outside agencies. Pupils settle into school quickly because of the good induction procedures. The quality of personal support and guidance is outstanding and there is a good personal and social education (PSE) programme. Punctuality and attendance is monitored very effectively. There are good procedures for child protection and all legal requirements are met.
23. Provision for pupils with ALN is good with outstanding features. There are very effective systems for diagnosing individual needs and these are translated into well-constructed individual education plans (IEPs) where necessary. The ALN co-ordinator works well in partnership with the teachers of SEN and teaching assistants. The school provides good support for pupils whose behaviour might impede their own learning and the learning of others.
24. The school's provision for equal opportunities is good with no important shortcomings. All pupils are supported well, irrespective of their individual background. The school promotes gender equality well and promotes good race relations. Effective measures have been taken to tackle bullying and to promote good behaviour. The school has made reasonable adjustment to avoid putting disabled pupils at a disadvantage. The school recognises and respects diversity well.

Leadership and management

25. The leadership and management of the school are good with outstanding features. The headteacher's leadership of the school is outstanding. Her vision for the school is reflected in its mission statement, which expresses its commitment to developing the full potential of each individual in a happy, secure environment. All staff are very well aware of the school's aims and values and are fully committed to promoting them in their work and through personal

example. The newly appointed deputy headteacher is an excellent practitioner, who is already having a very positive effect on the quality of education provided by the school.

26. The school takes good account of national priorities. The headteacher and staff analyse the school's performance data and set targets accordingly. Individual targets are set and monitored by both staff and pupils. Performance management is conducted efficiently, although some monitoring of lessons needs to be more focused on improving teaching and learning to raise further standards in key stage 1.
27. The governance of the school is good with outstanding features. The governing body is very supportive of the headteacher and staff. Governors have responsibility for subjects or areas and they take these responsibilities very seriously. They monitor the quality of provision effectively by making regular visits to the school. Governors receive reports from subject co-ordinators and regularly gather first-hand evidence. The chair of governors' highly professional approach is an outstanding feature of the work of the governing body. The governing body meets all statutory requirements.
28. Systems for self-evaluation are good with outstanding features. Staff are very well informed about performance in their areas of responsibility. Staff regularly monitor lessons in order to make judgements about standards throughout the school. All those who provide education are involved in the self-evaluation process. The school self-evaluation report is a very well-structured document, which effectively identifies its strengths and areas for development.
29. The information gathered through self-evaluation is directly used very effectively to inform strategic planning. Areas identified as being in need of improvement are included as targets in the school improvement plan (SIP). The school supports its priorities very well through the allocation of resources. The school has made good progress since the last inspection and has dealt appropriately with all outstanding issues.
30. The use and management of resources is good with outstanding features. Staff, accommodation and resources are all very good. Economic, efficient and effective use is made of all resources. Staff are very well deployed and effectively trained. Resources are very well matched to the school's priorities of development and the school provides very good value for money.

Recommendations

- R1 Further develop pupils' bilingual competence so that they use their knowledge and skills in Welsh and English to advance and enrich their understanding in both languages.
- R2 Improve the rigor and focus of monitoring teaching and learning in order to improve further standards at key stage 1.

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 1: Good with outstanding features

31. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
32. Children's attainment on entry to the nursery is above the LEA average. Baseline assessment in reception shows that children have good skills in all areas of learning. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
33. Pupils make very good progress in their learning and achieve high standards in relation to their prior attainment and underlying ability by the time they leave the school. Standards at key stage 1, although good, are not quite as high as in key stage 2. Pupils are very good at achieving the learning targets set by teachers and by themselves. Pupils succeed regardless of their social, ethnic or linguistic backgrounds and make very good progress towards fulfilling their potential.
34. Pupils' key skills are very good overall. Their speaking and listening, reading and writing skills are good at key stage 1 and very good at key stage 2. Pupils' numeracy and ICT skills are very good at both key stages. Pupils' bilingual skills have good features that outweigh shortcomings. Pupils' problem-solving and independent skills are developing very well. Pupils' creative skills are particularly good at both key stages. Children under five are developing their key skills well.
35. At key stage 1 in the 2006 teacher assessments, 92 per cent of pupils achieved level 2 or above in English. In mathematics 97 per cent achieved at least level 2 and in science 90 per cent. Compared with all schools in Wales, the school's core subject indicator (the percentage of pupils achieving at least level 2 in English, mathematics and science) for key stage 1 was in the upper 50 per cent. Compared to schools with similar number of pupils eligible for free school meals, the school was in the upper 50 per cent. The percentage of pupils gaining the higher level 3 was above average in English, mathematics and science.
36. In teacher assessments at the end of key stage 2, 100 per cent of pupils achieved level 4 or above in English, mathematics and science. Compared with all schools in Wales, the school's core subject indicator (the percentage of pupils achieving at least level 4 in English, mathematics and science) was in the top 25 per cent. In comparison with similar schools, the school's results were also in the top 25 per cent. Over three-quarters of pupils achieved the higher level 5 in English, mathematics and science, which is exceptional.
37. The school's assessment results have been maintained at a very high level since the last inspection. The school's trend in improvement since 2000 is at a greater rate than the national trend.
38. Pupils have a very good grasp of what they are doing and know well what they need to do to improve their performance. Pupils with ALN make very good progress in relation to their prior attainment and their underlying abilities. The

school has more boys than girls on its roll and although there are variations in the relative performance of boys and girls, there is no significant difference in their performance year-on-year. Pupils are making very good progress towards fulfilling their potential and pupils in year 6 are very well prepared for the next stage in their education.

39. Pupils' personal, social and learning skills are good with outstanding features. They are extremely well motivated in nearly all classes and work productively. Pupils' excellent behaviour contributes significantly to their good progress and is a strength of the school. Pupils report that there is very little bullying at the school and when it occurs, it is dealt with swiftly and effectively by staff. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils have a very good understanding of their own cultures and are developing an understanding of cultural diversity. Pupils respond positively to the daily acts of collective worship and take part with enthusiasm.
40. At 95.76 per cent, the average rate of attendance for the three terms prior to the inspection is well above the LEA and national averages. Absences are caused mainly by illness but there is an increasing number of family holidays in term time. The vast majority of pupils attend school regularly and are punctual.
41. Pupils' independent learning skills are developing very well. Pupils play an active part in the local community and are well prepared for participation in the workplace. They are also developing a good understanding of sustainability and how it affects their lives.

The quality of education and training

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

Grade 1: Good with outstanding features

42. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
43. The quality of teaching in 28 lessons was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	50%	11%	0%	0%

44. Standards in teaching in lessons observed in many classes across the school were outstanding, and overall, are considerably higher than the Welsh Assembly Government (WAG) targets for 2007, in that 84 per cent of teaching should be Grade 2 or better, and of that, 17 per cent should be Grade 1.
45. In the early years and key stage 1 teaching was judged to be good with no important shortcomings. In the nursery class and year 1 class it was always at least good, often with outstanding features. In key stage 2, teaching was judged overwhelmingly to be good with outstanding features.
46. The outstanding features of teaching include:

- very good relationships and clear expectations of behaviour that provide a confident and positive atmosphere in which pupils' achievement flourishes;
 - lessons are so well planned and resourced that they capture pupils' interest, enabling them to be fully engrossed in their work and reluctant to finish at the end of the lesson;
 - the teaching strategies used are imaginative and exciting and consistently challenging; and
 - independent and collaborative work is a very strong feature.
47. Where teaching is judged to be good with no important shortcomings, the good features include:
- activities matched sensitively to the needs of all pupils in the class, including pupils with ALN;
 - teaching assistants are well prepared and well directed to give good support in group work, developing pupils' ideas and extending their learning;
 - pupils are managed and organised well, enabling lessons to move on at a swift pace, not wasting any learning time;
 - the conduct of lessons indicates that teachers have high expectations and pupils respond well to this by putting some effort into their learning; and
 - teachers' very good subject knowledge, and enthusiasm for the topic are communicated well to pupils, having a positive impact on sustaining motivation and interest.
48. In lessons judged to have some shortcomings the noise levels are too high, making it difficult for pupils to concentrate and there is limited development of pupils' ability to converse in Welsh.
49. Both teaching and non-teaching staff demonstrate a good knowledge of current educational initiatives because they have benefited from a wide range of training opportunities. All adults treat all pupils fairly and equally. All pupils benefit from the same opportunities, both in lessons and in the wider life of the school.
50. The quality of assessment is outstanding. All statutory requirements are met. Comprehensive, rigorous and consistent procedures are in place for all subjects, and have been refined over time. This enables the school to gather a wealth of data, which it uses well to track pupils progress from the time they enter the school. Daily ongoing assessment information, conscientiously gathered as field notes, is added to data obtained from more formal tests. This means that staff know pupils' difficulties and achievements very well. Challenging targets for improvement are then set and carefully monitored as pupils move on up through the year groups. This is a real strength of provision at this school.
51. Moderated portfolios of pupils' work are well-constructed and useful documents. They are used effectively by subject co-ordinators to establish levels of achievement. Pupils' work is marked positively and regularly, and in the best practice involves pupils in evaluating their own learning and where they need to improve. With few exceptions, pupils are aware of what they need to do to

improve and how they can achieve this. Pupils feel their work is valued, are proud of their achievements and eager to talk about them.

52. Individual reports to parents are of a very good quality. They are positive and useful documents, giving parents very detailed information on what their children have achieved and where they need to improve. Parents are given ample opportunity to talk to teachers about their children's progress.

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

Grade 1: Good with outstanding features
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53. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
54. The curriculum is broad, balanced, well planned and effective, and is an outstanding feature of the school. It is planned in detail to give equal access and meet the needs and aspirations of all groups of pupils, including those with ALN, the more able and talented pupils. The curriculum fully meets all statutory requirements.
55. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's learning. Children receive a variety of stimulating learning opportunities, both indoors and outdoors, which develop their interests and they are actively involved in their own learning in which they make good progress. Substantial investment has been made in the outdoor curriculum in preparation for the Foundation Phase and it is developing well.
56. The school makes outstanding provision for the development of pupils' basic and key skills of literacy, numeracy and ICT. Pupils' problem-solving and investigative skills are well developed and very well organised and monitored. Pupils use their reading skills well in subjects across the curriculum to find out information to support their topic work. This is an improvement since the time of the previous inspection. A recent focus on developing pupils' thinking skills has been effective.
57. The school works hard to broaden and enrich learners' experiences. Pupils are encouraged to participate in a particularly wide variety of sporting, musical and other activities. Visits out into the community are numerous and beneficial, and include links with churches, theatres, museums and local businesses and visits to a local personal safety centre. There are a number of visitors into school, who share their expertise and knowledge with pupils in lessons.
58. The overall provision for the development of pupils' spiritual, moral and social development is outstanding, because the school is so pro-active in promoting good attitudes and values. Assemblies and times of collective worship are purposeful and enjoyable experiences and foster pupils' spiritual development well. Visiting clergy make a very good contribution. Pupils are taught to know right from wrong and, with very few exceptions, they exhibit good self-discipline. Their roles within the school council and Eco committee are effective in

developing an understanding of living as part of a community and helping them to take responsibility readily.

59. Provision for cultural development is outstanding because the school is so proactive in aiming to extend pupils' knowledge and understanding of multiculturalism in the wider world. The school is equally effective in celebrating the spiritual and cultural diversity present in Wales, as is shown when pupils in year 2 visit a very different school in multicultural part of the city and pupils in year 4 and 5 collaborate with other schools to produce a virtual website and an arts production allowing pupils to share their diverse cultural experiences. However, the development of pupils' bilingual skills has good features, which outweigh shortcomings, as there is inconsistency of practice between classes.
60. Effective partnerships that have been developed over the years are another outstanding feature of provision. The school has a firm commitment to parents as partners in their children's learning and this has a very positive impact on pupils' learning and attitudes. Parents are encouraged to work alongside pupils in the classroom and many do so to the great benefit of pupils' learning.
61. Bryn Deri School is very much part of its local community. The choir, dancers and orchestra frequently entertain at local functions and pupils often contribute to the local magazine. The school has good links with its cluster of schools and there are effective transition arrangements for transfer of pupils in year 6 to the local comprehensive school. There are successful partnerships with initial teacher training institutions and other training establishments.
62. The school's partnership with industry is good with outstanding features. The headteacher and three teachers have benefited from industrial placements that enhance their professional development and support their teaching and management skills. The school benefits materially from its links with local businesses such as donations of some trees and expertise for the wild life area.
63. The school's provision for equal opportunities is good with no important shortcomings. Pupils are encouraged positively irrespective of their social background, gender, disability or ethnicity and included in all appropriate school activities including residential visits and out of hour's clubs. The school makes every effort to tackle the social disadvantage of some of its pupils.
64. Pupils develop a good understanding of sustainable development and an awareness of conservation issues through recycling and compost schemes. The Eco Committee take their responsibilities for looking after the pond area very seriously. The school acts in a sustainable way by sending one newsletter per family and encouraging parents to access information through the website. Pupils' awareness of global citizenship is enhanced through the school's well established links with schools in France and Uganda. Pupils host annual visits from their French partners and correspond regularly with their pen pals through emails and letters.
65. Opportunities for pupils to develop skills required to support economic development are outstanding. Children in the Early Years are involved in role play activities following visits from people who help them. Pupils in year 1 and year 2 are involved in mini enterprise schemes. For example, they run a café and sell plants to their parents. Pupils in year 5 develop team building skills through setting up and running a company during enterprise week. They visit a

local bank and talk to the manager about successful businesses. They undertake price surveys and learn about profit and loss. Profits from sales are donated to a charity of their choice.

66. The school attends very well to national priorities for lifelong learning and community regeneration. This is an outstanding feature. Pupils are involved in a 'Thinking Skills and Assessment for Learning' project. They also gain credits for their achievements in a variety of areas through the school's involvement in the Children's University scheme. They have a very strong sense of place in the community and are involved in celebrations such as the annual Radyr Festival Week.

Key Question 4: How well are learners cared for, guided and supported?

Grade 2: Good features with no important shortcomings

67. The school graded this key question as 1. The inspection team did not agree with the school's grading. Although good, there is nothing particularly outstanding about the school's provision and there are a few minor shortcomings, which need to be addressed.
68. The school has positive partnership with parents. The school knows pupils and their parents well. Communication with parents is effective. The school website, regular newsletters and other communications keep parents well informed about the work and life of the school. The prospectus and separate early years brochures issued to new parents are of excellent quality and provide detailed information about the school.
69. A significant number of parents provide good quality support in school and with educational and residential visits that are highly valued by the school. The enthusiastic and hardworking parents' and teachers' association organises a wide range of social events and provides substantial financial support.
70. Induction arrangements for the early years are carefully planned and implemented. Effective procedures including a 'buddy' system are in place to support pupils who join the school at a later stage. There are good pastoral and curriculum transition arrangements with the receiving secondary school.
71. The high quality of personal support and guidance for pupils is an outstanding feature. The policy is integrated into all aspects of the school's activities and the outcome is reflected in the pupils' caring and thoughtful attitudes
72. There are effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. All adults apply policies for positive behaviour management consistently and are good role models. This is evident in the high standards of pupils' behaviour.
73. The school promotes health and fitness for pupils through a wide range of extra curricular activities including residential visit to outdoor pursuit centre. The school encourages parents to provide healthy snacks and lunch boxes and many pupils have fruit at break times and lunchtimes. The school does not provide meals at lunchtime.
74. The adults in the school are well aware of pupils with particular needs and are knowledgeable about procedures in the event of accidents and emergencies

such as how to help pupils with identified medical conditions. There is a comprehensive health and safety policy. Risk assessments are systematic and all staff are alert to issues relating to the well being of pupils.

75. There is an appropriate policy and procedures in place for child protection. The headteacher and her deputy are the nominated persons and there is a named link governor. Teachers, support staff and mid-day supervisors are fully aware of their responsibilities.
76. Provision for pupils with ALN is good with outstanding features. There are very effective strategies to identify pupils at an early stage and good use is made of a range of assessment tools. The needs of pupils are met very well through a variety of strategies, including support in lessons and small groups. There is an effective emphasis on promoting pupils' self-esteem and the school adheres to the code of practice for ALN. There is a clear policy to guide teachers' work. The co-ordinator for ALN oversees the provision effectively. She is supported very well by ALN teachers and teaching assistants. Class teachers contribute very well to the provision through their planning of tasks for ALN pupils as well as for more able and gifted pupils. There are good links with relevant outside agencies.
77. Individual education plans (IEPs) are well written and have clear targets for literacy, numeracy and behaviour, where appropriate. IEPs are well focused and identify strategies to help pupils learn and make progress. They are reviewed regularly. Parents are shown copies, which include a note on areas where they can offer support. Pupils also contribute to their own targets. Both parents and pupils have opportunities to discuss targets and progress with teachers. Pupils with statements of SEN are supported very well and provided with work that enables them to make very good progress. However, the school has not been able to secure enough outside resources to support fully some pupils with significant difficulties and disabilities.
78. The school works closely with parents to ensure that appropriate support is provided for those learners whose behaviour might impede their progress or that of others. For example, suitable strategies have been put in place to support a group of boys in reception and these are beginning to have a positive effect on their behaviour and attitudes. The school's policies and procedures to promote good behaviour emphasise a positive approach and are effective.
79. The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. All pupils are encouraged and enabled to take part in the activities provided by the school and are treated equally and with respect.
80. There are effective policies for areas such as bullying, disability, fire prevention and internet access. The school has been suitably adapted to cater for pupils and adults with mobility disabilities and there is a suitable accessibility plan that takes account of the school site and buildings.
81. The school promotes diversity and equal opportunities very well. A very good range of activities is provided for pupils through personal and social and religious education, which enables them to develop an understanding of diversity and equal opportunities.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

82. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
83. The leadership and management of the school are good with outstanding features. An outstanding feature of the school is the headteacher's very effective leadership and the clear sense of purpose and direction, which she provides. Since her appointment in 2002, the headteacher has put in place very sound structures to ensure that the quality of provision and standards are maintained at a high level. Her vision for the school is reflected in its mission statement, which expresses its commitment to developing the full potential of each individual in a happy, secure environment. At the same time, she demonstrates great care and concern for both staff and pupils.
84. The school's commitment to each pupil is evident also in the aims of the school and the values it seeks to promote. These focus on the development of good attitudes, learning skills and the social and interpersonal skills, which are essential if pupils are to achieve well. Parents indicated their support and appreciation of the values instilled by the school in the pre-inspection questionnaires.
85. All staff are well aware of the school's aims and values and are fully committed to promoting them in their work and through personal example. This commitment is evident in all aspects of the life of the school and is an outstanding feature. The headteacher and staff succeed in creating a caring ethos and stimulating environment, which promote effective learning.
86. The recently appointed deputy headteacher is a highly effective practitioner and is beginning to have a very positive effect on the management of the school. Curriculum co-ordinators provide effective leadership, monitoring standards in their subjects and clearly identifying areas for improvement. These are discussed with colleagues to ensure that they understand what is required of them in the process of raising standards. They also lead training for colleagues in areas that are a priority in the SIP. This has raised teachers' confidence and has had a positive effect on standards.
87. The school takes good account of national priorities. The raising of standards in literacy and numeracy is an on-going target and an action plan is in place for the implementation of the Foundation Phase. Sustainable development has a high priority while pupils learn good citizenship skills through their involvement in the school council and their visit to the Welsh Assembly. A further priority is the school's preparation for the next stage of the Eco award.
88. The headteacher and staff analyse the school's performance data and set targets accordingly. Individual targets are also set and monitored by both staff and pupils. Performance management is conducted efficiently and teachers' targets reflect both the school's priorities and the professional development

needs and interests of the individual. The headteacher also holds appraisal meetings with staff to review their professional development. The quality of monitoring is variable and occasionally lacks a clear focus on improving the quality of teaching and learning to raise further standards in key stage 1.

89. The work of the governing body is good with outstanding features. Governors are very supportive of the headteacher and staff. They have responsibility for subjects or areas and they carry out these responsibilities very effectively. They monitor the quality of provision by making regular visits to the school and are very well-informed about its life and work. They receive and discuss information given by the co-ordinators about pupils' progress, check targets and discuss curriculum policies. The chair of the governing body meets frequently with the headteacher and visits the school informally regularly to maintain close contact. His professional approach is an outstanding feature of the school's governance.
90. Governors are proud of the school and are both committed to, and involved in, school improvement. They make an important supportive contribution in the current period of change, which is a result of the recent appointment of the deputy headteacher. They contribute to the construction of the SIP, which is then discussed fully before approval. The governing body approves each target and also has opportunities to contribute its own. All statutory requirements are met.

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

Grade 1: Good with outstanding features
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91. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
92. Curriculum co-ordinators are well-informed about performance in their areas of responsibility. They gather first-hand evidence from scrutinising books, speaking to pupils and monitoring lessons in order to make judgements about standards throughout the school. Teachers complete monitoring forms in their capacity as curriculum co-ordinators. These are then discussed with the whole staff who use the information gained in order to identify areas for improvement. Subject co-ordinators conduct thorough end of year evaluations of their subjects and provide a comprehensive report whose recommendations inform SIP. The headteacher gives very effective leadership to the process of school self review.
93. Pupils' achievements are carefully analysed and the pupil tracking information is very well used to set individual targets against which pupils' progress is regularly monitored. An outstanding feature of self-evaluation is the way it contributes strongly to the high standards achieved and the way it ensures pupils achieve their potential.
94. The way in which all aspects of school life are evaluated by teachers is also an outstanding feature. This, together with effective use of the link adviser's annual reports, outcomes of the school's council meetings and thorough analysis of pupils' and parents' questionnaires ensures that the opinions of all seem to be

valued and used to identify the way forward. All those who provide education are involved in the self-evaluation process.

95. An outstanding feature of the school's self-evaluation is the meticulous way in which the headteacher has constructed the system of self-evaluation. All staff and governors are consulted and their views sought and discussed fully, in particular during the day set aside each year for self-evaluation.
96. The school self-evaluation report is a well-structured document, which effectively identifies its strengths and areas for development. There is ample first-hand evidence to demonstrate that these structures have had a measurable effect on standards. The judgements of the inspection team matched those of the school in six key questions and awarded a lower grade in the other.
97. The governing body works well with the headteacher and staff in the process of self-evaluation. Governors make a significant contribution to the process and discuss the self-evaluation report fully prior to approval. The governing body is evidently committed to self-evaluation and sees it as instrumental in bringing about improvements.
98. The information gathered through self-evaluation is directly used to inform strategic planning. Areas identified as being in need of improvement are included as targets in the SIP and clear priorities and challenging targets are set to ensure improvement. All members of staff monitor progress against targets in the SIP and the head teacher reports fully to the governors. The SIP is evaluated every term.
99. Another outstanding feature is the way in which the school supports its priorities well through the allocation of resources. For example, a considerable sum has been invested in the purchase of resources for the Foundation Phase by the provision of very well-equipped outdoor learning areas for both nursery and reception classes. The school has made good progress since the last inspection.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features
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100. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
101. The school is well staffed with an appropriate number of teachers and administrative staff to enable the curriculum to be taught effectively to all pupils. There are, in the main, sufficient support staff available. On occasions, however, there are not enough support staff to meet fully the needs of pupils with ALN, despite the school's best efforts to secure such support. The school has effectively implemented the workforce remodelling programme and staff have sufficient non-contact time for planning, preparation and assessment (PPA). Teachers covering PPA time have contributed significant professional skills in subjects such as history, which in turn is having a positive effect on standards.
102. Teaching and support staff are well qualified, enthusiastic and dedicated. They work well together to provide the best possible education for the pupils in their

- care. Teachers are keen to continue their professional development, embracing a very wide range of training opportunities, which are thoroughly analysed to check their usefulness. The school has a coherent approach to developing both the personal needs of staff and in providing training that is directly linked to the targets of the school in its school improvement plan.
103. Resources are outstanding. Of note is the success that the school has in using outside resources such as musicians, sports persons, and artisans who make a very good contribution to pupils' learning. Resources out in the locality, such as museums, theatres and churches are equally well used, to develop, for example, pupils' cultural and spiritual skills.
 104. The library, which has been extended since the time of the previous inspection, is well used by pupils for quiet study, reading for pleasure, and choosing books that enhance research and investigative skills. Older pupils use the new coding system to access reference books quickly and efficiently.
 105. Much has been done to improve the overall quality of the accommodation since the time of the previous inspection. A large extension has enabled the school to provide closed classrooms, and considerably improved noise levels. The school is a quiet and calm learning environment. The whole site is clean, well decorated, and litter free and enhanced by colourful displays of good quality artwork. The ICT suite and music rooms are well equipped and used effectively. A small room has been suitably resourced for teachers to withdraw for their planning and preparation time. The hall is still cramped, particularly when upper key stage 2 pupils are engaged in their PE lessons, but staff work hard to overcome this. The staffroom is also too small for the number of staff working at the school.
 106. The outside grounds are extensive and well tended, with a number of sturdy seating areas for pupils. Pupils from the Eco committee are helping to develop the outside area by taking responsibility for cleaning the pond and caring for the school garden.
 107. The nursery outside classroom is well resourced and spacious, with good quality climbing and balancing apparatus to develop children's physical needs. A new reception outside classroom has been established since the time of the previous inspection and is equally well developed and suitably resourced.
 108. Spending of the school budget is in accordance with the priorities set in the SIP, and is subject to stringent budgetary control by the governing body. Governors show they are fully aware of budget constraints, are prudent, and prioritise carefully. Currently, a sum has been put aside to refurbish the ICT suite, where much of the hardware is reaching the end of its useful life. A small contingency is held each year for emergencies, this year enabling the school to pay for supply cover for a high level of staff sickness through this winter.
 109. All resources are kept under constant review by the headteacher, subject co-ordinators and governors. This is a real strength, enabling the school to make the best use of all available resources. The very high standards at the end of key stage 2 are a testament to this. The school provides very good value for money.

School's response to the inspection

We are very pleased and proud of the results of our Inspection. The inspection recognised the high standards expected and achieved at Bryn Deri in all areas of school life. It confirms our judgement that Bryn Deri is a great place to be for both pupils and staff.

The report also highlights the hard work, skills and dedication of all the pupils and staff (both teaching and non-teaching). It praises, quite rightly, the governing body for its strong supportive role. We are very grateful also for the confidence and invaluable support given to the school by the parents. I should also like to add my sincere thanks to everyone, including those not specifically mentioned in the report, such as our secretary, caretaker, midday supervisors and cleaner – for making an invaluable contribution to the quality of provision for everyone at the school.

We understand that our achievements in key question four are not considered quite as significant as those for the other key questions but we are very pleased that within the report, on this key question, the excellent work and provision for children with ALN was regarded as outstanding.

Bryn Deri has made good progress with the Welsh curriculum since the last inspection and a new scheme of work, plus a focus on incidental Welsh has gone a long way to ensuring this. We recognise that the recent change of emphasis from incidental Welsh to bilingualism will be a particular challenge, not just for our school but for most schools where the first language is not Welsh. However, we will endeavour to put in place a comprehensive action plan to address this important area.

We wish to thank the inspection team for their rigorous and thorough undertaking of the inspection process and for their courtesy and good humour during their time with us.

Appendix 1

Basic information about the school

Name of school	Bryn Deri Primary School
School type	Primary
Age-range of pupils	3-11
Address of school	Caer Graig Radyr Cardiff
Postcode	CF15 8RD
Telephone number	02920 843328

Headteacher	Mrs Diane Moverley
Date of appointment	September 2002
Chair of governors	Dr David Silver
Registered inspector	Mr Stephen Dennett
Dates of inspection	08/05/07 – 10/05/07

Appendix 2

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	37	26	30	30	29	30	27	30	239

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	2	11

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: adult (fte) ratio in nursery classes	13:1
Average class size, excluding nursery and special classes	29
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	86.6	92.9	95.9
Autumn 2006	92.2	95.6	96.0
Spring 2007	88.9	95.8	95.5

Percentage of pupils entitled to free school meals	1.98
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:					27
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	7	70	22	
		National	0	4	12	64	20	
En: reading	Teacher assessment	School	0	0	11	67	22	
		National	0	4	14	56	26	
En: writing	Teacher assessment	School	0	0	15	63	22	
		National	0	5	14	69	12	
En: speaking and listening	Teacher assessment	School	0	0	0	78	22	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	0	4	67	30	
		National	0	2	10	63	24	
Science	Teacher assessment	School	0	0	0	70	30	
		National	0	2	9	65	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	92.6	In Wales	80.9

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6							29	
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	0	21	79
		National	0	2	2	0	1	4	15	46	31
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	21	79
		National	0	0	2	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	0	24	76
		National	0	0	2	0	0	2	11	51	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	100.0	In the school	N/A
In Wales	74.3	In Wales	N/A

- D Pupils who are exempted 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 4

Evidence base of the inspection

- A team of four inspectors spent a total of seven inspector days at the school.
- Pre-inspections meetings were held with staff, parents and governors.
- Ninety-six questionnaires were returned by parents and analysed.
- The school's self-evaluation report and a comprehensive range of other documents were examined.
- Twenty-eight lesson observations were undertaken.
- A peer assessor from a school outside the LEA was a member of the team and assisted in the collection of evidence, the sampling of pupils' work and the observation of lessons.
- Samples of pupils' work from across the age and ability ranges were examined.
- Inspectors talked to pupils and listened to them read.
- Inspectors attended the school council, and observed lunch times and break times.
- Inspectors attended daily acts of collective worship.
- Post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stephen Dennett Registered Inspector	Led on : Context, Summary, Recommendations and Appendices Key Question 1 Key Question 5 Contributed to: Key Question 4
Mrs Caterina Lewis Lay Inspector	Led on: Key Question 4 Contributed to: Recommendations Key Question 1 Key Question 3
Mrs Kay Andrews Team Inspector	Led on: Key Question 2 Key Question 3 Key Question 7 Contributed to: Recommendations Key Question 1
Mrs Branwen Llewelyn Jones Team Inspector	Led on: Key Question 6 Provision in the Early Years Contributed to: Key Question 1 Key Question 2 Key Question 3
Mr Thomas Maloney Peer Assessor	Contributed to all key questions

Acknowledgement

The inspection team wish to express their thanks to the governing body, head teacher, staff, parents and pupils of Bryn Deri Primary School for the co-operation and assistance both before and during the inspection.

Contractor:

Lincolnshire Inspection Team
37 Park Drive
Grimsby
North East Lincolnshire
DN32 0EG