

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

A Report on the Quality of Education in

**Ysgol Bryn Tabor
Heol Maelor
Coedpoeth
Wrexham
LL11 3RU**

School Number: 6652224

Date of Inspection: 12 March 2007

by

**Dafydd Meurig Thomas
17639**

Date of Publication: 17 May 2007

Under Estyn contract number: 1119605

© Crown Copyright 2007: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Ysgol Bryn Tabor 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 Ysgol Bryn Tabor took place between 12/03/07 and 14/03/07. An independent team of inspectors, led by Dafydd Meurig Thomas 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

Contents	Page
Context	1
Summary	1
Recommendations	5
Standards	6
Key Question 1: How well do learners achieve?	6
The quality of education and training	8
Key Question 2: How effective are teaching, training and assessment?	8
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	9
Key Question 4: How well are learners cared for, guided and supported?	11
Leadership and management	12
Key Question 5: How effective are leadership and strategic management?	12
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	13
Key Question 7: How efficient are leaders and managers in using resources?	13
School's response to the inspection	14
Appendices	15
1 Basic information about the school	15
2 School data and indicators	15
3 National Curriculum assessments results	16
4 Evidence base of the inspection	17
5 Composition and responsibilities of the inspection team	17

Context

The nature of the provider

1. Ysgol Bryn Tabor is located in the village of Coedpoeth, not far from the town of Wrexham in North Wales. The school is a designated Welsh school and serves Coedpoeth village and a number of other nearby villages. A number of these areas are subject to economic disadvantage; however only 4% of pupils receive free school meals, a figure which is significantly less than the county average and the national average of 18.8%. Only 2% of pupils come from homes where Welsh is spoken as a first language, but Welsh is the main medium of education within the school. Currently there are 189.5 full-time equivalent (FTE) pupils on roll including 27 children who attend the nursery on a part time basis. Twenty-seven pupils appear on the school's special educational needs (SEN) register, including four pupils who are subject to a statement of SEN according to the requirements of the Code of Practice (CoP).
2. The school has been housed in its current new building for less than a term.

The school's priorities and targets

3. The school was last inspected during the Summer term of 2000 and describes its main priorities as follows:
 - promote education through the medium of Welsh;
 - ensuring that each pupil becomes bilingual;
 - developing lively minds by promoting the key skills; and
 - developing self respect and respect for others, and to be supportive to other nations and faiths and their ways of life.
4. The current targets of the school include a commitment to:
 - continue with arrangements to prepare for the foundation phase;
 - to develop stability in terms of staffing and the new building;
 - continue to develop the Healthy Schools initiative; and
 - to create a school library.

Summary

5. Ysgol Bryn Tabor is a successful school. Pupils achieve good standards in the key skills and much of the quality of teaching is consistently good or better. The curriculum is suitably broad and balanced, and pupils feel secure within the caring, inclusive community which has been created. The senior management team and governing body have a strong sense of vision and have succeeded in maintaining a sound focus on standards despite considerable upheaval in terms of moving to the new accommodation over the past two years.

Table of grades awarded

6. The inspection team judged the work of the school as follows:

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

7. The overall quality of educational provision for the under-fives is appropriate to their needs, and children make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments suggest that levels of achievement as children start school are commensurate with the county average for the majority of children. They make good progress across the range of key skills.
8. In the key skills in key stages 1 and 2 pupils make consistent good progress in listening, reading and writing. Standards of speaking are consistently good in KS1, but show good features with some shortcomings in key stage 2; the majority of pupils lapse into English too frequently in lessons where the medium of teaching is Welsh, and display some consistent errors in syntax. Work in numeracy and information and communications technology (ICT) is good in both key stages. Pupils make good progress in some aspects of their bilingual competences such as translation, but errors in syntax and some reticence to speak Welsh in class remain as shortcomings in this respect in key stage 2. Problem solving skills are good in both key stages and creative skills outstanding. Pupils make good progress in personal and social skills.
9. Pupils with SEN make good progress and achieve the targets set for them in their Individual Educational Plans (IEPs).
10. In key stage 1 teacher assessments for 2006 show that the vast majority of pupils achieve national expectations (level 2) in Welsh (100%), mathematics (92%) and science (88%); statistics include 28% who achieve level 3 in Welsh, 28% in mathematics and 32% in science. Eighty-four per cent achieve the core subject indicator (at least level 2 in all three subjects). All results are higher than national norms, though when benchmarked against schools with a similar proportion of pupils receiving free school meals, only the results for Welsh show the school succeeding in the top 25% of all schools; results for mathematics are comparable with schools in the top 50%, and those in science in the bottom 50%. There is no consistent pattern between the performance of boys and girls.

11. In key stage 2 teacher assessments for 2006 show that a majority of pupils achieve national expectations (level 4) in Welsh (59%) English (69%), mathematics (85%) and science (81%); statistics include 15% who achieve level 5 in Welsh, 19% in English, 27% in mathematics and 31% in science. Sixty-nine per cent achieve the core subject indicator (at least level 4 in mathematics, science and either Welsh or English). Results are substantially lower than national norms in language but commensurate with norms in mathematics and science. When results are benchmarked against comparable schools with a similar proportion of pupils receiving free school meals, the school is seen to be operating in the lowest 25% of schools in all subjects apart from mathematics which is in the lowest 50%. However, a significant proportion of the assessed cohort for this year appeared on the school SEN register, and this was the first year since the last inspection in which the school did not meet its agreed targets. Again there is no regular pattern in the difference between the performance of boys and girls.
12. Pupils' attitudes towards their learning, the interest which they show in their work and their ability to concentrate are generally good. The vast majority of pupils behave well and reflect pride in their personal successes and those of the school in general. A number of pupils exhibit challenging behaviour, but respond well to teachers' behaviour management strategies; there is however occasional low level disruption in some classes. Overall however, the quality of relationships within the school is good.
13. Throughout the school pupils' understanding of issues of equal opportunities is good. A purposeful start has been made in developing appropriate business enterprise skills for older pupils, though there remains scope for more consistent provision in this respect.
14. Pupils have a developing appreciation of the strengths and weaknesses of their own work. However whereas they play a leading role in setting the targets, they are insufficiently proactive in self assessing to what extent the targets have been achieved.
15. Attendance for the last three terms before the inspection averaged 95.1%. The majority of pupils come to school regularly and punctually at the start of the day.

Quality of Education and Training

16. In the lessons inspected teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	58%	21%	0%	0%

17. These figures compare very well with the national picture published in Her majesty's Chief Inspector's Annual Report for 2005-2006 where overall the quality of teaching in primary schools is reported to be Grade 2 in 62% of lessons and Grade 1 in a further 17%. At Ysgol Bryn Tabor, where teaching is good or outstanding, the following features are consistently present:
 - innovative variety in teaching strategies within the same lesson;
 - excellent behaviour management strategies to meet challenging needs;
 - outstanding emphasis on developing the key skills
 - excellent questioning skills, pertinently differentiated to individual ability;

- outstanding subject knowledge in chosen specialisms; and
 - very good ability to integrate different curricular areas and learning skills across the curriculum.
18. Where teaching is judged to be at Grade 3, the following shortcomings are noted:
- overlong introductions, which have a detrimental effect upon pace of learning, and the amount of work completed by pupils;
 - occasional lack of differentiation to individual needs.
19. Teachers' provision to strengthen and consolidate pupils' bilingual competencies is good. They consistently emphasise the need to use Welsh, promote translation skills well, and present good linguistic role models in both languages.
20. The quality of assessment is good. Assessments are consistent, systematic, correct and meet statutory requirements, including those for SEN. Teachers know their pupils well. Self assessment is developing well in individual subjects, but pupils are not always sufficiently proactive in assessing their progress against their individual targets. Reports to parents and other agencies offer detailed and useful information on the progress of individual pupils and meet statutory requirements.
21. The school makes good provision for pupils' learning needs. The curriculum is broad and balanced and meets statutory requirements. Teachers' schemes of work are good and show the continuity and progression of learning clearly. Planning for the topic cycles is outstanding, with opportunities for key skills explicitly identified. Very good attention is given to developing pupils' independence within learning according to age and ability. Provision for pupils' spiritual, moral, social and cultural development, Cwricwlwm Cymreig, sustainable development and the partnership with industry are all good. Daily acts of worship and home school agreements meet statutory requirements.
22. The quality of support and guidance offered to pupils is good. Pupils are happy in school and relate well to peers and teachers within the caring and inclusive community that has been established.

Leadership and management

23. The leadership of the head is sound, purposeful and effective. He gives a suitable sense of direction to the work of the school and a sense of vision towards maintaining and improving both standards and provision.
24. Good consideration is given to national priorities whilst target setting and self-evaluation are well developed within management strategies. Performance management has been well embedded within school systems, and the senior management team carries out very effective staff appraisals to promote continuous professional development.
25. The governing body is very supportive and well informed in a good number of management matters. Governors play a practical role in setting the strategic direction of the school and question rationales pertinently before coming to final decisions. They have made good progress in developing their own monitoring of standards of provision and their work meets regulatory and legal requirements.

26. The quality of the self evaluation document provided by the school is good. It identifies strengths and weaknesses well, and is consistently based on first hand evidence. The inspection team agreed with the judgement of the school in six out of the seven key questions, but lowered the grade by one degree in one question.
27. The School Development Plan (SDP) is a good planning document which notes clearly the priorities of the school; these match current needs well.
28. The school has made good progress since the last inspection, particularly in maintaining standards of achievement despite being located on three different sites during the recent renovations. Provision for the early years is now of very good quality. Curriculum leadership roles and monitoring have also developed well, but there remain a few minor omissions in the annual report of the governing body.
29. The quality of staffing is good with all teachers appropriately qualified and experienced. The systematic manner in which the school implements planning, preparation and assessment (PPA) time for teachers ensures that efficient use is made of teachers' time, expertise and experience. However the use of the head to cover PPA for two sessions a week is not good practice.
30. The new school building and grounds are in excellent condition and well-maintained by the caretaker and cleaning staff. All areas of learning have a range of good quality resources. Finances are well managed to achieve value for money, and resources, including staffing, are under constant review. Spending decisions are well matched to the school's priorities as identified in the SDP. The school gives good value for money.

Recommendations

In order to improve the school needs to:

- R1: Take the appropriate steps to improve the quality of spoken Welsh and thus strengthens bilingualism in KS2;
- R2: Extend the good practice of setting individual targets for pupils, and ensure that they are more proactive in self assessing their progress;
- R3: Continue to develop the good practice in curriculum leadership, concentrating particularly on developing the younger staff who are less experienced in this respect;
- R4: Continue to realise the full potential of the new building;
- R5: Ensure that the annual report of the governing body meets statutory requirements in all respects.

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 2: Good features and no important shortcomings

31. The judgement of the team matches the Grade 2 awarded by the school in the self evaluation report.
32. The overall quality of educational provision for the under-fives is appropriate to their needs, and children make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments suggest that levels of achievement on entry are commensurate with the county average for the majority of children.
33. Children in the early years make good progress across the range of key skills in language, literacy and communication, numeracy and ICT. Language development in Welsh is especially good in view of the short length of time that children have been at school. Standards in personal and social skills are also very good, enabling children to work independently to a considerable extent, and to organise their own activities with increasing confidence. They show very positive attitudes towards learning.
34. In the key skills in key stages 1 and 2 pupils make consistent good progress in listening, reading and writing. They listen carefully and read with increasing fluency, both from text and off screen; older pupils make good progress in higher reading skills such as scanning and research. Writing in both key stages is suitably extended and shows good levels of imagination. Standards of speaking are consistently good in key stage 1, but show good features with some shortcomings in key stage 2; the majority of pupils lapse into English too frequently in lessons where the medium of teaching is Welsh, and display some consistent errors in syntax.
35. Work in numeracy and ICT is good in both key stages; pupils have especially made rapid progress in computer work since benefiting from the added resources now available to them in the new building.
36. Pupils make good progress in some aspects of their bilingual competences such as translation, but errors in syntax and some reticence to speak Welsh in class remain as shortcomings in this respect in key stage 2. Problem solving skills are good in both key stages, with a few individuals at the upper end of the school applying previous knowledge very well in this respect. They undertake a broad range of challenging creative tasks in a number of curriculum areas, including dance and modelling in art; the tasteful, highly detailed and often complex outcomes of these activities confirm that standards are outstanding.
37. Pupils make good progress in personal and social skills. The quality of cooperative work is consistently good, with meaningful group interaction within a variety of learning strategies, including well structured paired activities. As pupils progress through the school, they take increasing responsibility for their own learning, and work in a mature and independent fashion at the upper end of key stage 2.
38. Pupils with SEN make good progress and achieve the targets set for them in their IEPs.

39. In key stage 1 teacher assessments for 2006 show that the vast majority of pupils achieve national expectations (level two) in Welsh (100%), mathematics (92%) and science (88%); statistics include 28% who achieve level three in Welsh, 28% in mathematics and 32% in science. Eighty-four per cent achieve the core subject indicator (at least level two in all three subjects). All results are higher than national norms, though when benchmarked against schools with a similar proportion of pupils receiving free school meals, only the results for Welsh show the school succeeding in the top 25% of all schools; results for mathematics are comparable with schools in the top 50%, and those in science in the bottom 50%. There is no consistent pattern between the performance of boys and girls.
40. In key stage 2 teacher assessments for 2006 show that a majority of pupils achieve national expectations (level four) in Welsh (59%) English (69%), mathematics (85%) and science (81%); statistics include 15% who achieve level five in Welsh, 19% in English, 27% in mathematics and 31% in science. Sixty-nine per cent achieve the core subject indicator (at least level four in mathematics, science and either Welsh or English). Results are substantially lower than national norms in language but commensurate with norms in mathematics and science. When results are benchmarked against comparable schools with a similar proportion of pupils receiving free school meals, the school is seen to be operating in the lowest 25% of schools in all subjects apart from mathematics which is in the lowest 50%. However, a significant proportion of the assessed cohort for this year appeared on the school's SEN register, and this was the first year since the last inspection in which the school did not meet its agreed targets. Again there is no regular pattern in the difference between the performance of boys and girls.
41. Pupils' attitudes towards their learning, the interest which they show in their work and their ability to concentrate are generally good. The majority work hard in lessons, are keen to join in the activities prepared for them and are enthusiastic in their work.
42. The vast majority of pupils behave well and reflect pride in their personal successes and those of the school in general. They respond well to the efforts of staff to raise their self image through positive praise, and these responsible attitudes have a beneficial effect on their progress in standards of achievement. A number of pupils exhibit challenging behaviour, but respond well to teachers' behaviour management strategies; there is however occasional low level disruption in some classes. Overall however, the quality of relationships within the school is good.
43. Throughout the school pupils' understanding of issues of equal opportunities is good. Diversity within faiths and cultural traditions within society are well respected, whilst older pupils reflect in a mature fashion on more complex moral concepts such as tolerance, justice and fairness. Visits to the local community and places of interest help to expand pupils' understanding of their community, and a purposeful start has been made in developing appropriate business enterprise skills for older pupils, though there remains scope for more consistent provision in this respect.
44. Pupils have a developing appreciation of the strengths and weaknesses of their own work, and, in key stage 2 are well aware of their individual targets for

improvement. However whereas they play a leading role in setting the targets, they are insufficiently proactive in self assessing to what extent the targets have been achieved. Pupils with SEN are also very aware of their own personal targets.

45. Attendance for the last three terms before the inspection averaged 95.1%. The majority of pupils come to school regularly and punctually at the start of the day.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

46. The judgement of the team matches the Grade 2 awarded by the school in the self evaluation report.

47. In the lessons inspected teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	58%	21%	0%	0%

48. These figures compare very well with the national picture published in Her majesty's Chief Inspector's Annual Report for 2005-2006 where overall the quality of teaching in primary schools is reported to be Grade 2 in 62% of lessons and Grade 1 in a further 17%. At Ysgol Bryn Tabor, where teaching is good or outstanding, the following features are consistently present:

- innovative variety in teaching strategies within the same lesson;
- excellent behaviour management strategies to meet challenging needs;
- outstanding emphasis on developing the key skills;
- excellent questioning skills, pertinently differentiated to individual ability;
- outstanding subject knowledge in chosen specialisms; and
- very good ability to integrate different curricular areas and learning skills across the curriculum.

49. Where teaching is judged to be at Grade 3, the following shortcomings are noted:

- overlong introductions, which have a detrimental effect upon pace of learning, and the amount of work completed by pupils; and
- occasional lack of differentiation to individual needs.

50. Teachers' provision to strengthen and consolidate pupils' bilingual competencies is good. Teachers consistently emphasise the need to use Welsh, promote translation skills well, and present good linguistic role models in both languages.

51. The quality of assessment is good. Assessments are consistent, systematic, correct and meet statutory requirements, including those for SEN. Teachers know their pupils well.

52. Progress in core subjects is thoroughly tracked through formal assessment tasks. The resulting data are used well to identify pupils who need further

support, particularly in literacy. Liaison and moderation exercises with local schools within the Welsh cluster group reinforces well the accuracy and fairness of marking and assessing national curriculum (NC) levels, and is good practice.

53. Foundation subjects are assessed annually in relation to the NC level of attainment; again the resulting data provides clear, reliable assessment information; the school is in the process of formalizing these arrangements further.
54. Self assessment is developing well in individual subjects, but pupils are not always sufficiently proactive in assessing their progress against their individual targets.
55. Reports to parents and other agencies offer detailed and useful information on the progress of individual pupils, and meet statutory requirements. Parents receive reports annually and are invited to formal parents' evenings three times a year. The school practises an open door policy to all parents, which is enthusiastically appreciated.

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

Grade 2: Good features and no important shortcomings

56. The findings of the inspection team match those of the school in the self-evaluation report.
57. The school makes good provision for pupils' learning needs. The curriculum is broad and balanced and meets statutory requirements. Provision reflects social inclusion in every aspect of access and equal opportunities and is well structured according to the main aims of the school.
58. A range of policies for every subject in the NC, religious education and the early years has been developed. These are concise documents which consider the unique nature and requirements of every subject carefully. They form a good collection of documentation as a basis for curriculum management.
59. Teachers' schemes of work are also good and show the continuity and progression of learning clearly. Commercial schemes are adapted well to meet the needs of the school and there is a strong sense of ownership of the documentation. Planning for the topic cycles is outstanding, with opportunities for key skills explicitly identified. Planning for creative skills is also very good. Teachers also prepare well for developing pupils' bilingual competences. Very good attention is given to developing pupils' independence within learning according to age and ability.
60. Teachers plan well for pupils' interests in the opportunities prepared for them in after school clubs; provision in this respect is consistently good, particularly the work of the Urdd. Pupils benefit from equal opportunities in all these extra-curricular activities and gain valuable new skills as a result. Pupils' learning is also tailored to their needs through regular visits which they make to places of interest and through the work of visitors who bring their studies alive in several curricular areas.

61. The school makes good provision for pupils' personal and social education, both by integrating requirements within NC subjects, and in discreet sessions such as circle time discussion groups. There are frequent opportunities for pupils to take responsibility for others and for themselves and members of the school council take a lively part in several aspects of school life, co-operate with teachers in several respects, and point well to several specific examples where they have influenced quality of life in school, especially with regard to the new building. Older pupils especially appreciate such opportunities to show initiative and to influence matters which affect their daily lives. These opportunities, as well as a suitable range of humanitarian work enable pupils to make good progress in their appreciation of global and local citizenship.
62. Learning experiences promote pupils' spiritual, moral, social and cultural development well. Sound moral messages are consistently introduced with good provision for quiet reflection on these issues; at times however, acts of worship are too long. Opportunities in music, art and environmental studies deepen pupils' appreciation of awe and beauty well, and make a good contribution to provision for spiritual development.
63. There are good, effective partnerships with parents. As part of the inspection process 18 questionnaires completed by parents were received and the vast majority of these were positive in the support of the school and the staff efforts. 14 parents came to the pre inspection meeting with the registered inspector and the majority of their comments were also supportive. The Parent Teacher Association (PTA) is flourishing and a means of raising substantial sums of money for the purchase of further resources.
64. The partnership with the community is good and a means of enriching the quality of the curriculum in several respects as well as providing rich activities for all pupils. The contribution of the community is appreciated by staff and school while the community in its turn reflects pride in the success and contributions of the school.
65. The quality of the Cwricwlwm Cymreig is good; pupils show pride in their Welshness and by the upper end of the school, provision enables them to discuss in detail a range of elements and characters which identify both the modern and historical Wales. Welsh themes are securely embedded in curriculum plans, and are well realised without recourse to stereotyping.
66. Provision for sustainable development is good. Recycling schemes are well developed and power conservation is consistently applied. The school council plays a leading role in arranging these activities. Provision also reflects close contact with local eco-friendly schemes, and parents report that pupils actively encourage sustainable attitudes and activities within the home and community.
67. The partnership with industry is good. Across the school pupils are introduced to a variety of aspects of the world of work in a positive fashion. Enterprise skills are developing well, but provision is currently too focussed on the activities of designated events such as school fairs, rather than a more continuous and regular approach to business ventures. Overall however, the degree to which provision reflects life long learning is good.

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

Grade 2: Good features and no important shortcomings

68. The findings of the inspection team do not match the Grade 1 given by the school in the self-evaluation report, which has slightly overestimated the excellence of provision in aspects of support and guidance.
69. The quality of support and guidance offered to pupils is good. Pupils are happy in school and relate well to peers and teachers within the caring and inclusive community that has been established. Pupils voice strongly that they are appreciated, supported and trusted; levels of self-esteem are generally high. Parents who expressed an opinion also voiced confidence in the care and guidance offered.
70. The school has well developed procedures to ensure that the youngest children settle quickly and with ease into the routines of the community; the quality of this induction is good. Transfer arrangements with the secondary school on both a pastoral and academic level are also of good quality, particularly in view of the recent moderation exercises in relation to standards.
71. The school works well with the education welfare officer, parents and pupils in discussing issues relating to attendance which is of considerable support in enabling it to improve standards. Rigorous monitoring of attendance and punctuality by the head also serves well to support these standards.
72. All staff are well aware of the relevant policies pertaining to the prevention of bullying, and implement these equitably. Teaching and support staff are also well versed in the relevant guidelines for child protection; the head is the nominated person to act in such cases, and the deputy is able to deputise well as required.
73. The school encourages principles of healthy eating well. The sex education policy is well established and implemented as is provision for drugs and alcohol related education which has an evident effect on pupils' attitudes.
74. Appropriate practical steps are taken to ensure pupils' safety while they are in school and all access doors are kept locked during the day. CCTV provision is good around the new building. Provision for fire drills and first aid is fully in place. Formal risk assessments are taken appropriately as the need arises and all documentation in this respect is up to date.
75. Provision for pupils with SEN is good and conforms fully to the requirements of the CoP. The school works effectively with parents and outside agencies in this respect, especially the Behaviour Support Unit and the SEN outreach team. Procedures for the early identification of needs are effective and both IEPs and statements meet the needs of pupils well; these are regularly reviewed and updated to ensure their continued appropriateness.
76. Differentiation of tasks within lessons enables pupils with SEN to achieve well. The deployment of available learning support assistants is good.
77. Provision promotes equal opportunities well for all pupils. The new building is well adapted to provide access for pupils and staff with physical disabilities.

78. Cultural and racial equality is suitably addressed by all teachers with a strong multicultural dimension well embedded in current curricular themes; as such provision for pupils to make progress in their appreciation of global citizenship and diversity is good.

Leadership and management

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

Grade 2: Good features and no important shortcomings

79. The findings of the inspection team match those of the school in the self-evaluation report.
80. A number of purposeful aims and objectives have been established; these are reflected well in the daily life of the school and throughout the documentation. There is a good attitude of trust and co-operation between all staff.
81. The leadership of the head is sound, purposeful and effective. He gives a suitable sense of direction to the work of the school and a sense of vision towards maintaining and improving both standards and provision.
82. Good consideration is given to national priorities. The importance of social inclusion and equal opportunities is amongst the main aims and successes of the school and this is reflected regularly within all activities. The school is making good progress in seeking accreditation as a healthy school and sound progress in planning for the foundation phase. It has already achieved the Quality Mark of the Basic Skills Agency.
83. Target setting and self-evaluation are well developed within management strategies. Targets balance realism and challenge and the school boasts a consistent record in achieving these in both key stages, with commendable rigour within the process. The senior management team has undertaken a comprehensive programme of purposeful monitoring of the quality of teaching according to agreed aims and objectives; current practice reflects considerable action which is as a result of the written outcomes of these activities. Younger members of staff who have recently completed their induction year as newly qualified teachers are making good progress in undertaking curriculum leadership roles for the first time.
84. Performance management has been well embedded within school systems, and the senior management team carries out very effective staff appraisals to promote continuous professional development. Outcomes are closely related to the needs of the individual, and feed directly into development plans, evidencing a systematic approach.
85. The governing body is very supportive and well informed in a good number of management matters. Governors play a practical role in setting the strategic direction of the school and question rationales pertinently before coming to final decisions. They have made good progress in developing their own monitoring of standards of provision and their work meets regulatory and legal requirements.

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

Grade 2: Good features and no important shortcomings

86. The findings of the inspection team match those of the school in the self-evaluation report.
87. The head, staff and governors show good commitment to maintaining improving standards. All play an evident and proactive role in the process of self-evaluation and are well informed about the work of the school. The head has enjoyed considerable success in establishing a culture of self evaluation which is characterised by a systematic approach based on reliable evidence.
88. A detailed analysis is undertaken of a range of pupil tests, including baseline assessments in reception class and NC assessments in both key stages. Good use is made of this analysis to improve teaching and learning, to inform planning and especially to identify and target pupils who require further attention. There is clear evidence of analysis leading to new initiatives, which are followed through, leading to improved provision and the maintenance of good standards.
89. The quality of the self evaluation document provided by the school is good. It identifies strengths and weaknesses well, and is consistently based on first hand evidence. It is evident that all those involved in self evaluation have a clear idea of what has been achieved and which areas remain in need of further development. The inspection team agreed with the judgement of the school in six out of the seven key questions, but lowered the grade by one degree in one question.
90. The SDP is a good planning document which notes clearly the priorities of the school; these match current needs well. Responsibilities, timescales, and the obligations of expenditure and personnel are clearly noted, though not all success outcomes are expressed in a sufficiently measurable manner. The clear links that exist between the self evaluation report and the SDP show a suitably holistic approach to this aspect of the work of the school.
91. The school has made good progress since the last inspection, particularly in maintaining standards of achievement despite being located on three different sites during the recent renovations. Provision for the early years is now of very good quality. Curriculum leadership roles and monitoring have also developed well, but there remain a few omissions in the annual report of the governing body.

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

Grade 2: Good features and no important shortcomings

92. The findings of the inspection team match the Grade 2 awarded by the school in the self-evaluation report.
93. The quality of staffing is good and all teachers are appropriately qualified and experienced. Good use is made of staff expertise in all curriculum areas. There is a strong commitment by staff to undertake continuing professional

- development which is clearly impacting on standards of achievement. Well-established performance management systems contribute positively to staff development and induction procedures for newly qualified teachers are very good.
94. Available support staff make a good contribution to the standards achieved by pupils, with very good practice in this respect in the early years.
 95. The systematic manner in which the school implements PPA time for teachers ensures that efficient use is made of teachers' time, expertise and experience. However the use of the head to cover PPA for two sessions a week is not good practice.
 96. The new school building and grounds are in excellent condition and well-maintained by the caretaker and cleaning staff. Good use is made of available accommodation to provide a suitable and stimulating setting for teaching and learning. The attractive displays of pupils' work on classroom walls and in the corridors are used effectively as teaching and learning resources.
 97. All areas of learning have a range of good quality resources. There is a good stock of well organised library books. Extensive use is made of ICT equipment, especially the new computer suite. There is an abundance of equipment and materials in the school for practical and creative work. Consistent and effective use is made of resources during lessons. They are matched to school priorities for development, and are regularly reviewed by subject co-ordinators to ensure that they continue to match changes which are made in schemes of work.
 98. Finances are well managed to achieve value for money, and resources, including staffing, are under constant review. Spending decisions are well matched to the school's priorities as identified in the SDP. Budgetary control is stringent, and the governing body monitors all expenditure thoroughly, to ensure cost effectiveness. Financial benchmarking compares favourably with other schools in the LEA. Currently the school is wisely managing a larger than usual surplus in order to best meet possible increased levels of utility costs that may occur as a result of the new building.
 99. The school gives good value for money.

School's response to the inspection

The school was invited to provide a response to the inspection report but in this case, declined to do so.

Appendix 1

Basic information about the school

Name of school	Ysgol Bryn Tabor
School type	Primary
Age-range of pupils	3-11
Address of school	Heol Maelor Coedpoeth Wrexham
Postcode	LL11 3NB
Telephone number	01978 722180

Headteacher	Mr R L Jones
Date of appointment	January 1994
Chair of governors	Mr W H Jones
Registered inspector	Mr Meurig Thomas
Dates of inspection	12 – 14 March 2007

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	13.5	25	24	27	24	25	25	26	189.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	9.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:17.1
Pupil: adult (fte) ratio in nursery classes	13.5:1
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2006	90.1	93.1	93.5
Summer 2006	80.6	96.3	96.0
Autumn 2006	91.0	92.4	95.9

Percentage of pupils entitled to free school meals	4%
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 KS 1 Results 2006			Number of pupils in Y2:		25		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	0	0	72	28
		National	0.3	1.9	8.3	63.9	25.6
We: oracy	Teacher assessment	School	0	0	0	72	28
		National	0.3	1.3	9.8	63.8	24.8
We: reading	Teacher assessment	School	0	0	16	56	28
		National	0.3	2.1	15.3	60.2	22.1
We: writing	Teacher assessment	School	0	0	36	60	4
		National	0.3	2.4	18.3	66.4	12.6
Mathematics	Teacher assessment	School	0	0	8	64	28
		National	0.3	2.3	10.1	63.4	23.8
Science	Teacher assessment	School	0	0	12	56	32
		National	0.3	1.5	8.8	65.4	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	84%	In Wales	81%

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		27						
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	31	50	19
		National	0.4	0.1	1.1	0.3	0.7	4.1	14.7	46.7	31.7
Welsh	Teacher assessment	School	0	0	0	0	0	8	33	44	15
		National	0.7	0.1	0.3	0.1	1.2	4.5	16.9	50	26.1
Mathematics	Teacher assessment	School	0	0	0	0	0	3	12	58	27
		National	0.4	0.1	1.0	0.3	0.5	3.4	15.1	47.2	32
Science	Teacher assessment	School	0	0	0	0	0	3	15	50	31
		National	0.4	0.1	1.0	0.3	0.3	1.6	10.6	51.1	34.6

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	69%	In Wales	74%

- 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

Four inspectors spent a total of 10 inspector days in school and met as a team before the inspection. In addition, the acting headteacher attended all inspection meetings in the role of nominee.

These inspectors visited:

- 29 lessons or part lessons;
- all classes;
- acts of collective worship (as observers only); and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff and governors before the inspection began; and
- headteacher, teachers, support staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 18 responses to a parent's questionnaire;
- documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Meurig Thomas Rgl	Key questions 1, 2a, 3, 5 and 6
Mr Dylan Jones (Lay)	Contributions to key questions 1, 3, 4 and 7
Mrs Meiriol Meredith-Jones	Key questions 2b, 4 and 7
Mr Huw Jenkins (Peer Assessor)	Contributions to all key questions
Mr Lloyd Jones (Nominee)	Contributions to all key questions

Acknowledgement

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

Contractor:

EPPC-Severn Crossing Ltd
Suite H, Britannic House
Llandarcy
Neath SA10 6JQ