



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Ysgol Bro Ingli  
Heol Hir  
Newport  
Pembrokeshire  
SA42 0TL**

**Date of inspection: September 2018**

**by**

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

## About Ysgol Bro Ingli

Ysgol Bro Ingli is situated in the town of Newport in Pembrokeshire local authority. There are 103 pupils between 3 and 11 years old on roll. Welsh is the main medium of the school's life and work.

Over a three-year period, a little over 2% of pupils have been eligible for free school meals. This is significantly lower than the national percentage of 18%. Around 20% of pupils come from Welsh-speaking homes and very few are from ethnic minority backgrounds.

The school has identified 10% of its pupils as having additional learning needs, and very few have a statement of special educational needs. The percentage of pupils with additional learning needs is significantly lower than the national percentage of 21%.

The headteacher was appointed to the post in September 2012 and the school was last inspected in April 2014.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

During their time at the school, many pupils acquire purposeful Welsh communication skills and achieve soundly when speaking and reading, considering their starting points. Many pupils' English skills when talking, presenting and reading are developing well. A few pupils show their true abilities successfully when writing in Welsh and English. Many succeed in developing their mathematical concepts and information and communication technology (ICT) skills effectively. Teachers and assistants care purposefully for their pupils and provide loyal guidance and support for them and their parents. As a result, pupils feel very safe at the school and praise the school's staff for their sensible care and their commitment to their needs and interests. They are also caring towards each other and respect their peers and adults. The headteacher has a sound understanding of the school's needs. She recognises that aspects of teaching and planning need to be improved in order to raise standards. She and the governors have implemented a number of new plans to achieve improvements. These have not yet become fully embedded in order to have an effect on provision and pupils' standards.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Adequate and needs improvement</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Adequate and needs improvement</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Adequate and needs improvement</b>

## **Recommendations**

- R1 Implement the new leadership strategies to improve provision and raise standards
- R2 Improve pupils' writing skills and presentation of work across the curriculum
- R3 Ensure that pupils apply their numeracy skills purposefully to solve problems independently across the curriculum
- R4 Ensure consistency in the quality of teaching and planning to improve pupils' outcomes

## **What happens next**

The school will produce an action plan to address the recommendations from the inspection. Estyn will review the school's progress.

## Main findings

### **Standards: Adequate and needs improvement**

On entry to the school, a few pupils have Welsh communication skills that correspond with the standard that is expected for their age. By applying the school's philosophy, many acquire effective Welsh communication skills and achieve soundly. Most communicate confidently in English by using polished language. They develop appropriate numeracy skills across the school. Pupils with additional learning needs achieve well against their personal targets.

Many pupils improve gradually in developing their speaking and listening skills. Soon after starting at the school, they understand that listening attentively to adults and each other is an integral part of their education. As a result, many talk eloquently about their work as they move through the school. For example, foundation phase pupils explain enthusiastically why they choose different objects, such as blocks and paperclips, to measure length and height. Most pupils in key stage 2 have mature English oracy skills, for example as they discuss the detrimental effect of litter on the beach.

Most pupils develop effective reading skills. In the foundation phase, they read a wide range of Welsh texts clearly. Most discuss the content of their books wisely and respond sensibly to their favourite characters' feelings. They use phonic strategies to build and pronounce unfamiliar words purposefully. Most pupils in key stage 2 read meaningfully in both languages. They enjoy fictional and factual books and use the internet intelligently, for example when researching aeroplanes from the Second World War and the life of an evacuee. As a result, they practice their higher order reading skills effectively and gather information from different sources by using books, factual leaflets and information technology.

Across the school, pupils do not write in a range of contexts effectively enough. In the foundation phase, very few pupils write intelligible pieces independently. Most pupils' standards of extended writing do not reflect their true ability. In key stage 2, very few pupils write at length and meaningfully in both languages for a range of purposes. For example, although they portray famous Welsh people and track their careers, and consider the density of fluids, their finished work does not reflect a depth of understanding. As a result, pupils do not write as well as they could, particularly more able pupils. In addition, many pupils' handwriting and presentation are untidy.

On the whole, many pupils across the school have a sound understanding of number concepts. They follow instructions to apply their knowledge purposefully during lessons. A good example is the way in which foundation phase pupils estimate the length of different objects, such as bicycles and clown laces, and recognise the properties of shapes when building a circus tent.

Many pupils in key stage 2 use data with increasing accuracy and present it in a variety of forms, under the teacher's guidance, to complete mathematical tasks successfully. For example, they create a line graph to reflect their heart rates increasing. However, a minority of pupils across the school choose the suitable

mathematical methods to complete new tasks independently. As a result, a minority apply their numeracy skills purposefully to solve problems across the curriculum.

Most pupils in the foundation phase use ICT equipment confidently. For example, they use an electronic roamer to travel around a national park in Africa and record each other on stage when performing familiar stories. Most pupils in key stage 2 display sound ICT skills, apply their skills confidently and select purposeful methods to present their work. For example, they use databases to record the use of ration coupons and code neatly to create a fact file about the Second World War. Many also use secure passwords online effectively.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils show pride in their school and feel safe within its inclusive and familial ethos. They are happy to discuss any concerns with members of staff and are confident that they listen to them. Most pupils have a sound understanding of how to stay safe online.

Nearly all pupils behave consistently well both inside and outside the classroom. They are polite and treat their peers, staff and visitors with respect. Most are very caring towards each other, and work and play together very successfully. The familial and sympathetic ethos is supported very effectively by the 'play buddies'. They are very watchful on the school playground and offer immediate support to any pupils who are lonely or sad.

Most pupils have a sound understanding of how to stay healthy by eating a balanced diet and drinking water. Most pupils have a good understanding of the importance of keeping fit. In addition to the regular physical exercise lessons, they take part in a variety of interesting activities in order to improve their fitness. One good example is the weekly 'bant â'r cart' walks for foundation phase pupils.

Many pupils across the school have positive attitudes towards their learning. They listen attentively to teachers' instructions and concentrate well on their work during lessons. Many are enthusiastic learners who apply themselves to new experiences confidently. Most are very willing to discuss their work with their peers. This successful co-operation is a strong feature and can be seen in every class. As a result, most pupils respect the contributions of others and respond positively to their ideas. Most pupils make a beneficial contribution to their learning by offering ideas to be included in the termly themes. Pupils expand their knowledge and understanding well. They take advantage of opportunities to visit local areas, such as Castell Henllys and the gravestone of Jemima Nicholas.

Pupils take advantage of the good opportunities that the school provides for them to take responsibility. They undertake their work conscientiously and confidently, and have a sound understanding of their roles within the school. Members of the school, eco, Welshness and digital councils make a beneficial contribution to school life. For example, the digital council has organised fundraising activities to purchase additional ICT resources, and the school council has presented an anti-bullying show to the rest of the pupils.

Most pupils develop a good understanding of the importance of moral citizenship through their awareness of the values that are promoted by the school. Older pupils explain the importance of moral values, such as kindness, tolerance and co-operation maturely and intelligently.

### **Teaching and learning experiences: Adequate and needs improvement**

Teachers and assistants work together successfully to promote learning and manage pupils' behaviour successfully. A supportive working relationship in every classroom nurtures respect and courtesy, and creates a productive environment. All adults model polished language, and encourage and support pupils to use Welsh of a high and polished standard consistently. As a result, many pupils' standards of oracy and reading improve quickly, considering their starting points.

The principles of the foundation phase have been implemented, and teachers ensure that the indoor learning areas meet pupils' requirements effectively. For example, they plan suitable opportunities for pupils to develop their oral skills by matching adjectives to interesting characters. The outdoor area is developing satisfactorily and includes use of a mud kitchen, a role-play garage and the water area.

Teachers use positive teaching methods to have a purposeful effect on many pupils' standards. In most classes, teachers ask questions frequently and skilfully to develop pupils' responses and ideas further. However, although the content of lessons engages many pupils' interest appropriately, teachers and assistants have a tendency to over-direct pupils regularly. The slow pace of presentations limits pupils' ability, particularly those who are more able, to achieve to the best of their ability.

Teachers are currently re-structuring planning and preparing a range of interesting experiences, for example by planning a trip to follow the flow of the River Nevern from its source to the sea. There are purposeful opportunities for pupils to contribute to their own learning, particularly when discussing their ideas before starting on the theme. Planning builds adequately on pupils' current skills. Although aspects of planning are successful, the recent changes have not been embedded firmly enough to ensure continuity and progression in pupils' skills. As a result, there is no breadth to pupils' writing across the curriculum, and their use of their numeracy skills to solve problems independently is satisfactory.

Teaching and planning raise pupils' awareness of their locality successfully. As a result, pupils report on the coastal nature and context of the school with pride and a sound understanding. For example, they are part of a scheme to market the area's medieval kiln and share stories of the town's old port on a film at the exhibition.

Teachers provide engaging opportunities for pupils to apply their ICT skills across the curriculum. For example, they use a green screen to create a script between two characters who are taking shelter from bombs during the war in the cupboard under the stairs.

The school encourages pupils to listen to contemporary Welsh music and arranges for visitors to come to the school to enrich their experiences, including local artists and international rugby players. As a result, pupils develop a sound understanding of the culture and Welshness of their local area, and Wales' status in the world.

On the whole, teachers' assessments are valid and accurate. Teachers' feedback helps pupils to know how well they are doing and what they need to do in order to improve, particularly oral feedback. However, written feedback does not always lead to tasks that are challenging enough for more able pupils.

### **Care, support and guidance: Good**

Arrangements to ensure pupils' care and wellbeing are a strength. The school is a very caring community with a familial, inclusive and happy ethos. Staff encourage pupils to work together and consider the views of others effectively. As a result, pupils are confident, treat others with respect and their behaviour is consistently good.

Arrangements to track pupils' educational progress have been refined recently. They are now comprehensive and rigorous. Good use is made of assessment results to provide appropriate support to pupils with additional learning needs. As a result, most pupils make good progress from their starting points. However, teachers do not use progress-tracking information to prepare challenging enough activities for the most able pupils in order to raise standards.

The school supports pupils with emotional, health and social needs successfully. As a result, they receive good and consistent support. Staff work purposefully with specialist agencies and parents. This has a positive effect on the development and progress of specific pupils. The school provides sound opportunities to ensure that pupils are able to make sensible choices about how to stay safe. Opportunities include personal education lessons to discuss the dangers of substance misuse and how to stay safe online. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The 'cwtsh clonc' sessions provide valuable opportunities for pupils to discuss important issues, including human rights, fairness and justice. These opportunities contribute effectively towards pupils developing sound moral values. Through various activities, the school has good provision to ensure that pupils understand the importance of eating healthily and keeping fit.

There is a robustly good relationship between the school and parents. The school communicates effectively with them and operates an open door policy. As a result, parents are very aware of the school's activities and events. Staff provide useful training sessions for parents so that they are able to support their children at home, for example with mathematics and reading.

The school provides valuable opportunities for pupils to contribute to the life and work of the school, the local community and the wider world. For example, they take part in services, eisteddfodau, sports competitions and activities to raise money for good causes. As a result, pupils develop a good understanding of their culture and the importance of their contribution to the school community and beyond. Daily assemblies promote pupils' spiritual, moral and social development effectively. The school fosters the values of sustainability purposefully. For example, it provides opportunities for pupils to grow vegetables and study the effect of over-use of plastic on the environment.

## **Leadership and management: Adequate and needs improvement**

The headteacher has a sound understanding of the school's needs and procedures. The school's priorities are suitable to address the areas that are in need of improvement. The school's ethos is based on a clear aim for everyone to 'reach the summit'. The success of this can be seen in the caring atmosphere that exists. Care has a very positive effect on pupils' wellbeing.

The headteacher promotes relevant professional values and behaviours, which make a positive contribution towards improving the school through the effective co-operation of all staff. The school has recently re-structured the membership and responsibilities of the senior management team. As a result, individuals have specific responsibilities and clear job descriptions, and they undertake their work conscientiously. The senior management team meets regularly and is beginning to take part in lesson observations and book scrutiny in order to evaluate standards. However, these changes have not had time to have a positive effect on improving aspects of provision in order to raise standards.

The school's current self-evaluation procedures are efficient and based on first-hand evidence. Benchmarks and a sensible timeline are identified to monitor and measure the success of improvement activities. This enables the school to identify valid areas for development and plan effective actions. However, many of the recent strategies have not yet had time to become fully embedded in order to improve provision in full, for example the focus on improving the quality of teaching on raising standards of literacy and numeracy.

The school's plans for developing the skills of teachers and assistants link effectively to the performance management arrangements. This has a positive effect on their professional development and expertise. For example, training to introduce behaviour improvement strategies has already had a very positive effect. By receiving training and guidance on their new responsibilities, teachers are beginning to share good practice appropriately across the school. However, this work has not yet been embedded throughout the school.

Governors have appropriate knowledge of the school's performance and work. They understand the school's objectives well and fulfil their statutory responsibilities relevantly. Their understanding and expertise in monitoring pupils' safety and wellbeing is very rigorous. However, their role in monitoring the effect of teaching on pupils' standards has only just begun.

The governing body ensures that the school is staffed appropriately. As a result of recent staffing changes, they have worked very closely with the headteacher to ensure that the changes do not have a negative effect on provision. However, their role as critical friends in terms of ensuring high standards has not yet been developed in full.

Leaders respond suitably to national and local priorities, for example by introducing strategies to develop the digital competence framework and the Welsh language charter. This is having a positive effect on standards of ICT and the school's Welsh ethos.

The headteacher and governors make purposeful use of staff, accommodation and the school grounds. The school has a range of good quality resources to promote pupils' learning. The headteacher and governors manage the budget carefully to develop provision, improve standards and enrich the curriculum. They ensure that expenditure links effectively with plans for improvement. The school makes sensible use of the pupil development grant to improve provision and raise the standards of the very few pupils who are eligible to receive it.

## Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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

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

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Publication date: 26/11/2018