



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

A report on

**Ysgol Bro Teifi
Llandysul
Ceredigion
SA44 4JL**

Date of inspection: February 2019

by

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

About Ysgol Bro Teifi

Ysgol Bro Teifi is a bilingual school for pupils from 3-19 years old, and is maintained by Ceredigion local authority. The school opened as Ysgol Bro Teifi in September 2016, following the merger of Ysgol Gyfun Dyffryn Teifi and Aberbanc, Pontsian, Coedybryn and Llandysul primary schools.

There are currently 917 pupils on roll, including 380 primary pupils and 537 secondary pupils, of whom 98 are in the sixth form. The school serves the community of Llandysul and the surrounding area.

Eight point three per cent (8.3%) of pupils are eligible for free school meals, which is lower than the national average of 16.4% for secondary pupils and 18% for primary pupils. No pupils live in the 20% most disadvantaged areas in Wales. No pupils are eligible to receive support to learn English as an additional language and very few are from ethnic minority backgrounds. Nearly 79% of pupils speak Welsh fluently and nearly 64% come from Welsh-speaking homes. Twenty eight point six per cent (28.6%) of pupils have additional learning needs, which is higher than the national average of 22.9%.

The headteacher was appointed to the post in 2015 for the school's opening in 2016. The deputy headteacher, three assistant headteachers and business manager were appointed in 2016 to form the senior leadership team.

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

Ysgol Bro Teifi is a very inclusive, extremely caring and Welsh community. At the heart of its work is its special provision for care, support and guidance, which corresponds with the school's motto, 'oni heuir ni fedir'. As a result, nearly all pupils behave exceptionally well, treat others with respect and care, and show very positive attitudes towards their learning. Most pupils have very strong social skills, discuss issues and express their views extremely maturely with wholly natural robust language in Welsh. Many pupils develop their literacy, numeracy and information and communication technology (ICT) skills successfully from an early age.

Teachers have a sound awareness of pupils' ability and background, which leads to a good working relationship. The school has an innovative and experimental approach in terms of teaching and developing the curriculum. The school succeeds in providing a broad and balanced curriculum, which stimulates and challenges pupils of all ages and reflects the area's Welsh, rural nature skilfully. The school's leaders have proceeded energetically to realise their vision, which has a highly positive influence on pupils' standards of wellbeing and their attitudes to learning.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Excellent
Leadership and management	Good

Recommendations

- R1 Raise boys' standards, particularly at the end of key stage 4
- R2 Ensure that teachers plan more purposefully to meet the needs of all pupils
- R3 Ensure that leaders evaluate the quality of teaching incisively in order to identify specific areas for improvement

What happens next

The school will produce an action plan to address the recommendations from the inspection.

Estyn will invite the school to prepare a case study on its work in relation to pupils' wellbeing and attitudes to learning, to be disseminated on Estyn's website.

Main findings

Standards: Good

On entry to the foundation phase, around half of pupils demonstrate the skills that are expected for their age. Most make swift progress in their communication and personal skills by the end of the foundation phase.

Nearly all pupils throughout the school listen attentively to their peers and adults and develop strong speaking skills. In the foundation phase, many pupils show enjoyment and interest in what is being said, for example when listening to the story of 'Pip the Little Penguin'. By the end of key stage 2, many pupils speak clearly and with robust language. They speak enthusiastically and wholly naturally in Welsh. They are very willing to talk to adults and their peers, and describe what they are doing in detail. Many secondary age pupils have a broad vocabulary and are confident when expressing their views and presenting arguments. They explain their ideas clearly by using natural and idiomatic language when discussing their ideas. Many use subject vocabulary correctly, for example in physical education when discussing cardiovascular endurance. By the sixth form, nearly all pupils speak very eloquently.

Many pupils develop their reading skills successfully from a very early age. For example, in the foundation phase, they read instructions and follow a recipe to make 'dinosaur soup' carefully and correctly. Many primary age pupils read aloud with expression and show a sound understanding of what they have read in Welsh and English. By the end of key stage 2, many use their higher order reading skills capably, for example when forming a conclusion about the life of people during the Second World War.

Nearly all secondary pupils read text carefully to gather information in order to answer questions or complete a task. Many follow instructions and respond to them enthusiastically, for example to analyse an extract from 'To Kill a Mockingbird' in their English lessons. Many pupils are able to skim and scan various reading texts in order to find information and analyse evidence. A few pupils show very rich reading skills, such as finding meaning in text, for example when researching the history of Rebecca's Daughters and the Chartist.

Many pupils' early writing skills are developing soundly. Many pupils in the foundation phase write suitably in an appropriate range of genres, for example when writing a self-portrait and a report on the weather forecast. In key stage 2, most pupils' writing skills are developing soundly in Welsh and English. Most spell correctly, use colourful vocabulary and punctuate consistently. By Year 6, most pupils write independently and for different purposes effectively, for example in English when writing the diary of an evacuee, and a newspaper article on the dangers of plastic in Welsh.

Most primary age pupils apply their literacy skills successfully across other areas of the curriculum.

In key stages 3 and 4, many pupils write at length effectively for a range of purposes. A minority show higher order writing skills and explain in detail, where appropriate, for a purpose and with robust syntax. More able pupils have rich and idiomatic vocabulary, for example in horror stories in Year 9, which include catchy and original descriptions. Many pupils re-draft and improve their work effectively, when necessary. Most pupils use key subject vocabulary confidently. Across the school, the presentation of a few pupils' written work is not polished enough.

Many pupils' numeracy skills in the foundation phase are developing soundly. Pupils count to 10 confidently from an early age and develop to work with numbers to 100 and beyond by the end of Year 2. Most analyse data, handle money and recognise shapes confidently. By the end of key stage 2, most pupils have built on the foundation phase and use their skills in more complex activities, for example using a formula in a spreadsheet to calculate the cost of a party, and interpreting a graph on rainfall in Iceland.

Many secondary age pupils apply their numeracy skills well across the subjects. For example, they collect data from experiments, produce appropriate graphs and interpret them correctly in science. In their geography lessons, they produce a scatter graph to show the strength of earthquakes in different countries and the number of associated deaths. Overall, most pupils show skills that correspond with their age and ability when solving equations, calculating and handling the Pythagorean Theorem.

On the whole, most pupils' ICT skills are developing well across the school. Most pupils use their skills confidently to support their learning across the areas of the curriculum. Primary age pupils use computers and tablets very confidently to search for information, and to display and interpret it in different forms. An example of this is that many pupils in Year 5 use a database program to interrogate and use information about the planets successfully, and use it to produce graphs. Many combine their ICT and creative skills successfully by creating and editing film clips, for example for the 'Bro Teifi Oscars' award ceremony.

Many secondary age pupils use and apply programs successfully in subjects across the curriculum to create presentations, documents and course work. This includes incorporating work that has been created in one program into others to create composite work, for example when creating graphs on a spreadsheet and embedding them into a document.

Across the school, pupils develop their thinking skills effectively, for example to come to conclusions about the reasons for growth in the number of homeless people under 25 years old, or when reasoning why grains of sugar dissolve quicker than a sugar cube. Many pupils show strong creative skills in lessons, for example when planning and making a dinosaur mask, performing as an instrumental group or designing a birdhouse in technology. Many pupils develop their physical skills effectively, for example by developing their motor skills to distribute different coloured pasta, or improving their previous efforts in fitness activities.

In key stage 4, performance in the level 2 indicator, including English or Welsh and mathematics, is close to that of similar schools over the last two years. Performance in the capped points score has been higher than in similar schools since the school was established.

The percentage of pupils who succeed in achieving five GCSE grades A*-A or equivalent has been higher than in similar schools over the last two years. In 2017, pupils have made better than the expected progress from key stage 2 to key stage 4 in the capped points score. Progress in the level 2 indicator, including Welsh or English and mathematics, is not as good as expected.

In the sixth form, the proportion of pupils who gain three A*-C grades or equivalent is consistently higher than in similar schools. The proportion of pupils who gain three A*-A grades is lower than in similar schools in 2018, after being higher in 2017. Performance in the wider points score was higher than in similar schools in 2018, after being lower than in similar schools in 2017.

At the end of key stage 4, boys' performance in 2018 is lower than the average of boys in similar schools in many indicators. Girls' performance in many indicators compares favourably with that of girls in similar schools.

Pupils with additional learning needs make strong progress against their targets at the end of key stage 4.

At the end of Year 11, nearly all pupils stay in full-time education or training.

All pupils follow a Welsh first language qualification and most succeed in gaining level 2, which is significantly higher than the national average. All pupils follow their courses across the curriculum through the medium of Welsh, and many choose to follow their courses through the medium of Welsh in the sixth form.

Wellbeing and attitudes to learning: Excellent

Nearly all pupils behave exceptionally well, and this is a prominent strength across the school. They treat each other and visitors with high levels of respect. They have very strong social skills and discuss issues and express their views extremely maturely with each other and adults.

In most lessons, nearly all pupils concentrate throughout the lesson and persevere when completing challenging tasks. Many show high levels of resilience when solving problems and take responsibility for their learning, for example when pupils in key stage 2 design a 'Bro Teifi Bag for Life' by creating an original design. Nearly all pupils show excellent attitudes to learning and are enthusiastic and keen learners. For example, sixth form pupils support younger pupils as 'buddies' during playtime. They work together effectively and enthusiastically in pairs and groups, for example when recreating a scene from the age of the dinosaurs in the foundation phase, and when producing a news bulletin on the myth of Branwen in key stage 3.

Nearly all pupils take pride in their school and their local community. They feel very safe at school and feel completely comfortable that teachers and other staff deal well with any problems that may arise.

Another strong feature is the pupils' pride in their heritage. Nearly all pupils are proud of their Welshness and take pride in the fact that they are able to speak Welsh. They use the Welsh language regularly and use it in their everyday lives. They are confident when performing publicly through the medium of Welsh; for example, key stage 2 pupils conduct concerts in local chapels and halls.

Nearly all pupils understand the importance of eating and drinking healthily. They take advantage of a wide range of opportunities to keep fit. A good example of this is that nearly all primary pupils complete the 'chwarter chwim' ('quick quarter'), which is a quarter of an hour of daily fitness activity. This contributes very well towards raising pupils' fitness levels, in addition to their social skills. Across the school, high proportions of pupils attend a range of extra-curricular activities, for example the football club and dancing club.

Nearly all pupils are active in undertaking roles and responsibilities in school life. 'Llais Bro Teifi' is a highly effective and organised forum for pupils to express an opinion. They meet and seek pupils' views regularly. Members of this forum have recently had a very effective influence on the decision to reduce the price of fruit in the school canteen in order to promote healthy eating. Many pupils are involved in collecting donations and a significant amount of money towards local and national charities, through activities such as washing cars, a sponsored silence and selling cakes. All of these activities contribute towards developing pupils that are moral and knowledgeable citizens.

Teaching and learning experiences: Good

One of the prominent strengths of teaching is many teachers' sound knowledge of pupils and their backgrounds, which leads to a good working relationship. This nurtures respect and prompts learning successfully. This supportive relationship contributes to high levels of motivation and excellent pupil behaviour across the school,

Most teachers and learning support staff model language of a high standard, and this has a very positive effect on pupils' standards of oracy. In the few cases where this is at its best, there is a clear focus on developing pupils' awareness of their local area and current events. A notable example of this is looking at the significance of the names of local houses, farms and fields, and the significance of the 'Cofiwch Dryweryn' mural.

In the few most effective examples of teaching, teachers hold pupils' attention skilfully and maintain their interest through inspired presentations. They have very high expectations and plan skilfully to meet the needs of all pupils. They nurture pupils' independent skills successfully. In these sessions, teachers' energy, enthusiasm and amiable personalities ensure a supportive learning environment and very good progress.

Many teachers succeed in engaging pupils' interest well, and use ICT equipment frequently to facilitate their lessons. Presentations are short and purposeful, and build successfully on previous experiences. Many of the classes and public areas are stimulating and engaging, and provide an environment where all pupils can learn productively.

In the few cases where teaching is not as effective, teachers do not have high enough expectations and, overall, their work is not planned purposefully enough to respond fully to pupils' needs. Teachers use too many worksheets and provide too much support, which limits opportunities for pupils to develop as independent learners and to write at length.

Most teachers share lesson aims with pupils regularly and explain tasks clearly. Many circulate around the room in order to ensure that nearly all pupils have a sound understanding of what they are doing. They use various questioning techniques to extend and develop pupils' responses further successfully. Oral and written feedback from many teachers helps pupils to know how well they are doing and what they need to do to improve.

The school succeeds in providing a broad and balanced curriculum that stimulates and challenges pupils of all ages, and reflects the rural, Welsh nature of the area skilfully. There is a strong emphasis on providing purposeful learning pathways for the individual by offering a range of rich experiences across the school.

The principles of the foundation phase and the requirements of the curriculum have been established successfully. Joint planning which considers pupils' views, and implementing planning in the classroom, ensure that the requirements of the foundation phase curriculum are provided in full. Overall, a good balance is ensured between independent activities and those that are led by an adult. There is frequent access to the outdoor area, and pupils benefit from interesting activities, both inside and outside the classroom.

The school has an innovative and experimental approach in terms of developing the curriculum. Stimulating experiences are provided for pupils to develop their creative skills and thinking skills, for example the rich challenges in the foundation phase, the philosophy sessions in key stage 2 and the 'Mentrus' ('Enterprising') lessons in key stage 3. Through these, pupils study issues such as the effect of plastics on the ocean and create creative work based on the First World War. The school provides a curriculum in key stage 4 and the sixth form that meets pupils' needs through a suitable range of academic and vocational courses, which prepare them effectively for the future.

The school provides effectively for specific groups of pupils. The most able pupils receive beneficial experiences, including challenging lessons by secondary teachers for Year 6 pupils in Welsh, English and mathematics. The school organises a range of appropriate interventions in line with pupils' literacy and numeracy needs.

The school plans purposefully to develop skills across the curriculum. As a result, there are beneficial, up-to-date opportunities for pupils to write at length and develop higher order reading skills in Welsh and English. There are increasing and purposeful opportunities for pupils to apply their ICT skills across the areas of learning to support learning by researching, analysing data and presenting information.

Care, support and guidance: Excellent

Ysgol Bro Teifi is a very inclusive, extremely caring and Welsh community. At the heart of its work is its exceptional provision for care, support and guidance, which corresponds with the school's motto, 'oni heuir ni fedir'. As a result, nearly all pupils behave exceptionally well, treat others with care and respect, and show very positive attitudes to learning.

The school has rigorous and consistent systems for tracking pupils' academic progress, attendance and wellbeing. These enable the school to respond quickly to support pupils who are at risk of underachieving, and intervene immediately in order to address their individual needs. There is also a comprehensive programme of effective interventions to support pupils with poor basic skills or emotional, behavioural or social needs. For example, social groups are scheduled for foundation phase pupils and the 'Clwb Cwtsh' for younger pupils to develop their social and personal skills. Within a relatively short period, pupils who have attended this support have been reintegrated fully into mainstream classes. There have been no fixed-term or permanent exclusions since the school was established.

The use of Hafan, which is a centre that provides support for vulnerable secondary age pupils, is key in order to develop these pupils' life skills, by increasing their confidence and positive attitudes to learning successfully. This provision, in addition to support from the school counsellor, is highly effective in ensuring that pupils have full access to the curriculum, in addition to ensuring appropriate qualifications.

Broad provision for pupils with additional learning needs is one of the school's strengths. The school has effective procedures to identify pupils' needs at an early stage and to provide high quality intervention across the school. The school works closely with various external agencies in order to provide these pupils with support of the highest quality. Parents and carers are included as part of support programmes, such as the 'Team around the family', which reinforces the relationship with these agencies. A wide range of training is organised for staff on methods of supporting pupils who need additional support in terms of their wellbeing, behaviour and social skills. All of this enriches staff's understanding of individual pupils' needs and ensures that they are met successfully. Rich provision ensures that pupils with additional learning needs make sound progress.

The school has a close relationship with parents, which is based on regular and clear communication practices. A series of very beneficial workshops is organised for parents in all of the school's stages in order to support their children. For example, there is an opportunity every week for parents of the 'Clwb Cwtsh' pupils to meet with staff, and valuable training sessions are organised on the curriculum. There are beneficial workshops for parents of secondary age pupils on ways to support their children when preparing to apply for colleges and the next step in their lives. Parents also receive very effective guidance during the options evening and in the comprehensive information booklets.

Parents receive detailed reports on pupils' progress, in addition to a termly progress tracking report for secondary age pupils, which provides a clear picture of pupils' commitment and attainment.

The school has very robust arrangements, including numerous posters and displays around the school, for promoting eating and drinking healthily. There is a popular fruit bar for the school's younger pupils, and pupils are encouraged to bring a healthy snack.

The sports ambassadors and '5x60' officers play a key part by leading a very comprehensive programme of high quality extra-curricular activities, which ensure extensive opportunities to develop pupils' fitness. This includes frequent

opportunities for pupils to take part in a wide variety of sports competitions against other schools, in addition to various activities outside school hours, for example the girls' fitness club and the use of table tennis tables on the school playground.

The school plans and provides a very high quality personal and social education programme, which develops pupils' spiritual, moral, social and cultural attitudes successfully. For example, Year 9 pupils are given a beneficial opportunity to consider and understand how Islam influences famous footballers.

The school provides numerous opportunities for pupils to take part in regular performances that nurture pupils' self-confidence and their expressive ability. The school provides opportunities for pupils to take part in annual shows, compete in the school eisteddfod and the Urdd eisteddfod, and to take part in activities in the local community.

Leaders trust pupils' ability to shoulder responsibilities and to undertake leadership roles. For example, primary age pupils take responsibility as officers who are responsible for recycling and for promoting accurate language.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The headteacher and members of the leadership team have a clear vision for Ysgol Bro Teifi to ensure standards of learning and teaching of the highest quality in order to develop all pupils to their full potential. The school's leaders have proceeded to realise this vision energetically, which has a highly positive influence on pupils' standards of wellbeing and attitudes to learning. This vision is shared effectively with stakeholders.

Members of the leadership team have appropriate roles and understand their responsibilities well. Lines of accountability are clear, and the school has a structure of consistent and regular meetings. On the whole, these meetings address the school's priorities for improvement appropriately. They include useful action points that ensure successful continuity between them.

Most middle leaders have a sound awareness of their areas of responsibility. They analyse and use data effectively, and use other sources of information appropriately in order to identify areas for improvement. The regular attention that is given to pupils' standards has contributed effectively towards ensuring robust outcomes across many of the main performance indicators in key stage 4 over the last two years.

The school deals effectively with any underperformance. Performance management objectives link appropriately with the school's priorities for improvement, and lead to suitable professional learning opportunities. However, a minority of objectives are not incisive and measureable enough to hold members of staff to account in full.

Members of the governing body are enthusiastic and very supportive of the school. They have a sound awareness of their responsibilities and link directly to specific aspects of the school's day-to-day work. As a result of this, they have a good understanding, overall, of the school's strengths and areas for improvement.

The school self-evaluates clearly and accurately, and acknowledges the school's current developing situation. In a relatively short period, the school's leaders have established a culture of regular evaluation. The self-evaluation process is rigorous and comprehensive. The process considers a wide range of first-hand evidence, which is analysed and evaluated effectively by leaders at all levels. This has led to a clear and accurate evaluation of the school's strengths and areas for improvement. However, monitoring processes do not always focus sharply enough on the quality of teaching. A minority of leaders do not give enough attention to the importance of improving teaching in order to raise standards further.

There is a clear link between the school's self-evaluation and the improvement projects within the school development plan. The school identifies purposeful priorities for improvement, for example to raise standards of mathematics and improve the performance of boys at the end of key stage 4. Clear and measurable actions are identified, which include specific timetables and appropriate responsibility for developing and monitoring them. The process is sound and transparent, which has led to effective co-operation among the school's staff. School leaders monitor actions for improvement regularly in order to ensure purposeful progress.

Leaders have established a culture in which there is a clear emphasis on continuous professional development, which has led to creating an effective learning community. Leaders ensure that there are rich opportunities for all staff to expand and refine their professional knowledge through a broad programme of training activities. A successful example of this is the training to respond to the needs of individuals and specific groups of pupils. The school's internal training and the commitment of Year 6 teachers to the creative schools scheme have led to creating an enterprising culture of teaching and learning.

Beneficial professional discussions have led to establishing robust processes to ensure good behaviour among pupils and to create an ethos of respect within the school. The school deploys staff purposefully to teach across key stages in order to share expertise and learn from each other, for example in areas such as science, physical education and digital competence. This has had a strong influence on creating an ethos of co-operation and a sense of continuity and progression within an all-through school.

Leaders manage the school's resources very carefully and ensure that there is a very close link between decisions on expenditure and strategic priorities for improvement. They monitor provision in detail in order to ensure a positive effect on school life and pupils' wellbeing. Grants are used beneficially in order to promote progress and overcome barriers to learning for the school's vulnerable pupils.

Copies of the report

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

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

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