



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

A report on

**Ysgol Sant Baruc
St Paul's Avenue
Barry
CF62 8HT**

Date of inspection: May 2018

by

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

About Ysgol Sant Baruc

Ysgol Gymraeg Sant Baruc is situated in Barry in the Vale of Glamorgan. There are 234 pupils between 3 and 11 years old on roll, including 46 part-time nursery age pupils. They are divided into eight classes.

On average, over a three-year period, around 9% of pupils have been eligible for free school meals. This is significantly lower than the national percentage of 19%. A minority of pupils speak Welsh at home and very few are from ethnic minority backgrounds. The school has identified 17% of its pupils as having additional learning needs. This is lower than the national average of 21%. No pupils have a statement of special educational needs.

The headteacher was appointed to the post in September 2010 and the school was last inspected in January 2011.

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

Pupils have exceptionally good attitudes towards learning. They show enthusiasm and genuine enjoyment in their work. One of the school's strengths is the way in which nearly all pupils speak Welsh to a high standard. From their starting points, most pupils at least make strong progress in their literacy and numeracy skills. Teachers plan an interesting and stimulating curriculum that engages pupils' interest successfully.

The school's caring and supportive ethos ensures an effective learning environment. This is supported by respect and a very positive working relationship between adults and pupils, which leads to very good behaviour both inside and outside lessons. Leaders set high expectations for themselves, staff and pupils. The headteacher has a very clear vision to ensure that pupils achieve high standards within a homely and Welsh environment.

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

Recommendations

R1 Ensure an appropriate challenge for foundation phase pupils as they work independently in the learning areas

R2 Improve information and communication technology skills

What happens next

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

Estyn will invite the school to prepare case studies on its work in relation to ensuring high standards of Welsh oracy across the school and in developing pupils' mature attitudes towards learning by the top end of key stage 2, to be disseminated on Estyn's website.

Main findings

Standards: Good

Most pupils make at least strong progress in their literacy and numeracy skills from their starting points and achieve particularly well by Year 6. Pupils with additional learning needs make good progress against their targets. In key stage 2, more able pupils make very sound progress in their literacy and numeracy skills. However, more able pupils in the foundation phase do not always achieve as well as they could. Across the school, most pupils develop effective thinking skills, for example when placing different things that affect our health in order of their importance in Year 4.

Most pupils' oracy skills across the school are exceptionally good. They listen attentively and consider others' views respectfully. From an early age, they show a sound understanding of the Welsh language and begin to use vocabulary and simple patterns in their play, for example by explaining their animal models in the nursery class. By the end of key stage 2, nearly all pupils communicate confidently and naturally in Welsh and English. Their language is of a good standard and they talk with accuracy and maturity. The influence of most pupils' high standards of oracy has a positive effect on their reading and writing skills. As a result, across the school, most pupils develop strong reading skills and write successfully for different purposes in both languages. In Year 2, for example, most use the content of factual books confidently to search for information about insects, and use this information successfully to write a description. Most pupils in Year 5 use a wider range of information from the internet and information sheets to write an interesting fact file about the fair. By Year 6, most pupils use their higher order reading skills very skilfully to analyse poems to discuss the effects of food banks on people's wellbeing and emotions. They express and justify their opinions maturely by using sophisticated vocabulary.

Across the school, most pupils use their strong understanding of number, shape, measurement and handling data skilfully when solving problems. For example, many Year 1 pupils use directions appropriately to plan the best way for Jack to climb the beanstalk. When learning about gravity in science, nearly all pupils in Year 6 calculate the mean, draw a graph and interpret it skilfully when researching the effect of varying the angle of a slope on the distance a car travels.

Overall, many pupils in the foundation phase apply their literacy and numeracy skills suitably when working across the learning areas when they are given an opportunity. A majority of pupils in the reception class use their understanding of adding and subtracting appropriately to calculate and give change up to 10p in the 'Beach Shop' in the outdoor area. Many pupils in Year 1 write simple instructions on how to grow cress by ordering their work sensibly. Across key stage 2, most pupils apply all of their skills purposefully in a range of different projects and in real-life situations. For example, in Year 3, pupils use their skills effectively to organise the school sports day. They use their thinking skills to plan a new sport, their numeracy skills to measure the running track, their creative skills to make rosettes for the winners and their literacy skills to make bilingual posters to advertise the event.

Many pupils' information and communication technology (ICT) skills develop gradually as they move through the school. In the foundation phase, many use art packages effectively to draw pictures of characters from stories. In key stage 2, many use spreadsheets suitably in order to present information, for example when creating a graph of the class's favourite fruits in Year 4. Across the school, nearly all pupils have a sound understanding of how to stay safe online. However, overall, many pupils do not apply their ICT skills to a level that is appropriate for their age and ability.

Wellbeing and attitudes to learning: Excellent

Nearly all pupils have an exceptionally good attitude towards learning, and these attitudes have been established firmly across the school. Nearly all are ready to learn at the beginning of lessons and show a genuine enjoyment in their work. They are very keen to contribute during lessons. They respond enthusiastically when working as a whole class and in pairs to complete tasks to a high standard. Across the school, nearly all pupils are very diligent when working on their tasks, and concentrate and persevere successfully for extended periods. A particularly good example of this is how pupils in the nursery class show resilience when cutting out legs in a detailed way to create a model of 'Sali Sws yr Octopws', and ensuring that she has the correct number of legs.

By key stage 2, nearly all pupils respond thoughtfully and at length to a variety of challenging questions from adults. They discuss their work knowledgeably and maturely. Nearly all develop to become very confident and independent learners who have a wide range of learning skills, particularly at the top of the key stage. For example, Year 6 pupils consider the ethical implications of supporting groups of homeless people in cities in Wales. They consider the statistics carefully in order to prioritise funding for different projects to support homeless people, and show maturity and sensitivity in their answers. Nearly all pupils work together very effectively and respect other people's opinions. During lessons, they listen attentively, discuss enthusiastically and express an opinion confidently by justifying their views intelligently. Pupils evaluate their activities sensibly and use this information beneficially to help to form further activities. This ensures that they have strong ownership over the curriculum and how they learn.

Nearly all pupils are very proud that they are able to speak Welsh and use their language to a very high standard both inside and outside the school. This is evident as parents note that Welsh is the pupils' language of choice when they socialise with their friends outside school hours. Nearly all pupils take pride in their Welshness and their area, and understand the importance of their role as global citizens. For example, pupils have arranged to pick litter voluntarily on Barry Island beach following the busyness of the bank holiday weekend, and encourage other pupils to join them next time.

Pupils' behaviour in lessons, around the school and outside school is excellent. For example, because of the lack of facilities on the school grounds, a majority of pupils have to walk to the nearby English school for lunch. They walk there sensibly and show patience and respect when waiting to have their food. Nearly all pupils are very proud to be a part of Ysgol Gymraeg Sant Baruc. They are very caring towards each other and treat each other with genuine respect. A good example of this is the

particular way that the older pupils care for their younger peers during break time. Through schemes such as 'Mêts Grêt' and 'Ffrind Cudd', pupils try to ensure that all pupils feel safe in their classes and when socialising. An exceptional feature of pupils' attitude is the way in which they treat adults and visitors with a high level of respect and maturity. Nearly all are willing to talk and discuss confidently and with appropriate humour in correct and polished Welsh.

Most pupils have a sound understanding of how to stay healthy, and they express this clearly when discussing their eating and drinking habits and the importance of keeping fit. The school councils contribute effectively to the school's life and work and understand their role in developing aspects of the school skilfully, for example by ensuring that pupils are aware of their rights through 'right of the month'. Pupils support fundraising activities very well and make a significant contribution towards a number of charities that are important to them. This makes a positive contribution towards their understanding of the needs of other people in the local community and beyond.

Nearly all pupils respond positively to being rewarded, for example through 'Sêr yr Wythnos' (Stars of the Week), 'Arwyr yr Awr' (Heroes of the Hour) and 'Capteiniaid Cymraeg' (Welsh Language Captains). A majority of pupils contribute very well to their learning by taking part in extra-curricular activities, for example the school's rock band, 'Dagrau'r Tân', and when preparing for the final round of the book quiz in both languages. They take great pride in the school's successes.

Teaching and learning experiences: Good

The school provides a broad and up-to-date curriculum that develops pupils' skills and their desire to learn purposefully. Teachers plan interesting and stimulating activities that engage pupils' interest successfully. The curriculum is enriched effectively with a variety of educational visits and by inviting visitors to the school to talk to pupils, such as a member of staff from the local food bank. The school has recently adapted the curriculum to include 'Bwrlwm Baruc' activities each week. Activities such as sewing, philosophy, cooking and Spanish provide beneficial opportunities for pupils to learn new skills, and develop their social skills and ability to work together well.

Provision for the Welsh language and Welsh dimension is one of the school's obvious strengths. Teachers model language of a high standard consistently and correct linguistic errors sensitively and supportively. They plan regular opportunities to drill language regularly with short oral exercises, such as 'Gramadeg Graenus' (Polished Grammar). The strong focus on developing pupils' oracy skills through activities such as 'Ilwyfan llafar', individual tasks to present information and group discussion tasks, ensures that most pupils speak Welsh of a high standard. This work has a very positive effect on pupils' reading and writing skills. Teachers plan regular opportunities for pupils to learn about Welsh history and culture, and also to learn about modern attitudes. As a result, nearly all pupils show obvious pride in their language and country.

Teachers plan valuable and sensible opportunities to develop pupils' literacy and numeracy skills across the curriculum. In order to prepare to introduce the new curriculum for Wales, the school has been creative in key stage 2 in adapting the

curriculum. Introducing 'Heriau Hwyllog' as part of thematic work ensures very valuable opportunities for pupils to develop and apply their literacy, numeracy, creative and thinking skills independently across the curriculum. This has had a very positive effect on pupils' attitudes towards learning, and their perseverance and resilience in completing tasks and solving problems. Planning to develop pupils' ICT skills is beginning to have a positive effect on their skills, although this has not yet been embedded in full.

The recent focus on improving the principles of the foundation phase ensures that teachers are beginning to plan a suitable balance between tasks that are led by adults and those that enable pupils to work more independently. However, tasks are often over-directed by adults, and challenges in the learning areas are not always ambitious enough to enable pupils to practice their skills to the same level as in focus tasks.

The quality of teaching across the school is good. Most pupils have high expectations of their pupils. In many classes, teachers tailor work skilfully for pupils of all abilities. Overall, most teachers ensure that lessons have a good pace. They explain and model work effectively and question pupils purposefully in order to assess their understanding and encourage them to think. One of the strengths of teaching is the caring working relationship between adults and pupils, where pupils feel comfortable making mistakes and persevere to overcome them. In the very few classes where teaching is excellent, teachers plan imaginative activities that ignite pupils' enthusiasm particularly well and challenge them to extend their skills consistently across the curriculum. During lessons, teachers provide pupils with constructive oral feedback to improve their work. Where written feedback is at its best, teachers provide effective opportunities for pupils to improve their skills and the content of their work. However, this practice is inconsistent across the school.

Care, support and guidance: Good

One of the school's strengths is the high priority that is given to all pupils' wellbeing. The school has a caring, inclusive and happy ethos where all pupils are encouraged to attain the highest possible standards in a safe and homely learning environment. This contributes significantly to the excellent attitudes that most pupils show towards learning. Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school promotes equality, diversity and racial tolerance very effectively. Ensuring equal opportunities and fairness for all are strong aspects of the school's culture. There is a prominent emphasis on promoting agreed values, and this has a strong influence on pupils' behaviour. Children's rights are given prominent attention in the school's daily life, and the 'right of the month' makes a beneficial contribution towards the sense of respect between pupils and adults.

The school promotes pupils' spiritual, social, moral and cultural development purposefully through the curriculum, assemblies and other events, including the creative arts. These include interesting activities for pupils to work with poets, authors, performers and well-known artists. The school ensures valuable opportunities for pupils to take part in events within the school and the local community, for example by singing in a local home for the elderly.

The school provides a wide range of interesting and exciting activities that develop pupils' very good awareness and appreciation of the history, culture and traditions of Wales and the wider world. For example, as part of the Welsh Language Charter, pupils learn about contemporary Welsh artists and songs, and educational visits to places of interests, such as St Fagan's, develop pupils' awareness of Welsh history effectively. As part of the work on international projects, pupils also value their place as global citizens.

The school has effective arrangements to ensure that pupils understand the importance of eating and drinking healthily. Staff provide beneficial opportunities for pupils to learn about healthy eating and drinking habits through curricular and extra-curricular activities, for example by preparing pupils for the CogUrdd competition.

The school has thorough procedures for tracking pupils' progress. The school uses the findings from these processes purposefully in order to organise effective support in line with pupils' needs and abilities. A notable example of this is the mathematics sessions for the most able pupils, which challenge them successfully to improve their numeracy skills. Leaders monitor the quality of provision regularly and adapt support as necessary. As a result, pupils who receive additional support make strong progress towards their targets. The school seeks advice and support from specialist external agencies, where necessary, in order to support it successfully with the pupils' academic and emotional development.

Provision for pupils with emotional and social needs is effective. Individual pupils and specific groups receive purposeful support, which ensures that they gain confidence and achieve to the best of their ability. A good example of this is the 'Wellbeing Room', which is a purposeful place to ensure quiet periods for the most vulnerable pupils.

Leadership and management: Good

The headteacher provides a clear strategic direction for the school's work. She has a clear vision that focuses firmly on providing Welsh-medium education of the highest standard for all pupils in a caring and familial environment. She shares this vision very effectively with pupils, staff, parents and governors. Members of the senior management team develop their strategic role successfully and support the headteacher purposefully. As a result, the school has a culture of high expectations and an ethos of close co-operation in a Welsh environment.

Leaders have a sound understanding of the school's strengths and areas for improvement. Self-evaluation procedures are comprehensive and give careful consideration to the views of the school's stakeholders. The self-evaluation document provides an honest and accurate picture of the school, and there is a close link between the report's findings and the priorities in the school development plan. This plan focuses firmly on improving standards and identifies staff responsibilities clearly. Leaders monitor progress against the priorities in the school improvement plan regularly. As a result, the school has a strong history of maintaining high standards, such as pupils' oracy and numeracy skills. An effective example of this is the work on developing pupils' ability to use their thinking and numeracy skills to solve problems. However, at times, monitoring activities are not incisive enough to address specific aspects of the development plan quickly enough, for example when developing the principles of the foundation phase in full.

Governors have a comprehensive knowledge and understanding of the school's performance and procedures. They are very supportive and work effectively with leaders to ensure a clear strategic direction. Through frequent visits and regular meetings, they challenge the school successfully to improve and maintain standards.

Leaders create a strong culture and ethos to support the staff's professional learning. Rigorous arrangements to manage the performance of all members of staff make a positive contribution to improvements in teaching and learning, and provide purposeful opportunities to promote their professional skills. Beneficial opportunities for teachers to observe each other's lessons and discuss the findings contribute successfully to ensuring good quality teaching across the school. The school works very effectively with other similar schools to support staff's professional development. For example, they plan jointly to develop resources and learning methods to promote numeracy, reasoning and problem-solving skills. This contributes to good standards in mathematics and numeracy across the school.

Leaders plan thoroughly to meet local and national priorities. They plan particularly well to develop pupils' Welsh language skills in formal and informal situations. As a result, the Welsh language is the cornerstone of all of the school's activities and permeates the whole curriculum. Work to adapt the curriculum in key stage 2 to prepare for the new curriculum for Wales contributes significantly towards providing valuable opportunities for pupils to apply their skills effectively across the curriculum. This has also strengthened pupils' attitudes towards learning further to become an excellent feature of the school's work.

Despite the limitations with the school's buildings, leaders make effective use of all parts of the school grounds. Arrangements for providing lunch at another school are thorough and safe. However, the arrangements occasionally prevent pupils from making the best use of their lunchtime. Resources are used effectively to enrich the curriculum. Leaders use staff expertise skilfully in order to help pupils who need additional support, particularly those who are more able. Governors monitor expenditure regularly to ensure that leaders use funding effectively to raise standards and improve provision, for example to purchase new ICT resources. Good use is made of the pupil development grant to improve provision to develop the literacy and emotional skills of pupils who are eligible for free school meals. As a result, pupils who are eligible for free school meals make sound progress from their starting points.

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:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2018: 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.

Publication date: 11/07/2018