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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

Ysgol Bodhyfryd

**Range Road
Wrexham
LL13 7DA**

Date of inspection: February 2011

by

Gareth Wyn Roberts

for

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

Ysgol Bodhyfryd is a designated Welsh-medium primary school maintained by Wrexham Local Authority (LA) for children and pupils aged 3 to 11 years old. It is situated on the eastern outskirts of the largest city in North Wales. At present, there are 279 pupils of statutory age and 63 part-time, nursery age children on the school's roll, which corresponds to 342 full-time pupils. The numbers are quite similar to the numbers at the school during the last inspection held during the Spring term 2005.

Pupils come from all parts of the town and are from various social backgrounds. At present, 15.73% of the pupils are entitled to free school meals (FSM), which is broadly similar to the percentage for the whole of Wales. This percentage is slightly lower than the percentage for 2009 and 2010 but again slightly higher than the percentage of pupils entitled to FSM at the time of the last inspection.

According to the school, 23% of the pupils speak Welsh fluently and the remainder speak Welsh without, necessarily, being fluent. Nineteen per cent [19%] of pupils come from Welsh-speaking homes and the rest from English-speaking homes. All pupils learn Welsh to first language standard and Welsh is the main medium of teaching at the school.

Ninety eight per cent [98%] of pupils are of white ethnic origin and the remaining two per cent are of mixed race. One pupil is learning English as an Additional Language. No pupil is looked after by the LA.

Twelve per cent [12%] of pupils are on the school's special educational needs (SEN) or additional learning needs (ALN) register, including four per cent who are on the 'school action plus' stage and one per cent on a statement of SEN. These figures are significantly lower than those for the county of Wrexham and the whole of Wales. A special needs unit has been established, under the management of the school, as part of the school, and serves other Welsh-medium schools in the LA.

At present, there are 16 classes in the school including three nursery classes and one SEN class. Including the head teacher, who was appointed to his post in January 1999, there are 15 full-time teachers, four part-time teachers, three full-time assistants and 16 part-time assistants working at the school.

The school's per capita budget in 2010-11 for Ysgol Bodhyfryd is £3314, which compares with a maximum of £9122 and a minimum of £2734 for primary schools in Wrexham. The school has the 29th highest budget per pupil out of the 62 primary schools in Wrexham.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

This school is good because:

- standards in the majority of skills are good and there are strengths in the standards achieved in English and mathematics;
- the happy and caring ethos is impressive;
- the governing body has an exceptional understanding of the nature and needs of the school;
- the school has strong strategic partnerships.

Prospects for improvement

The prospects for improvement are good because of:

- the commitment of all staff to working together to raise standards;
- the enthusiasm and diligence of the head teacher, the management team and the staff as they build on existing strengths;
- the strategic direction the governing body sets for the school.

Recommendations

In order to continue to improve, the school needs to:

- R1. raise standards in Welsh and continue to help with the provision for extra-curricular use of the Welsh language;
- R2. raise standards in end of key stage assessments in science;
- R3. narrow the gap between boys' and girls' results at the end of key stages;
- R4. ensure that the most able pupils are regularly challenged;
- R5. disseminate the excellent and good practice in teaching and assessment across the school;
- R6. determine priorities and fine-tune strategies in order to ensure consistency in leadership and self-evaluation across the school.

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry, the majority of children's language skills are below the standards of other children in the LA. Most pupils achieve the outcomes expected for their age by the end of their time in the reception class.

The results of pupils at the end of key stage 1 (KS1) between 2008 and 2010 have been generally consistent in terms of the percentage of pupils attaining the expected level. Normally, assessment results in Welsh and mathematics are better than those for the whole of Wales and similar to those of schools in the same family or schools in the LA. However, results in science are not on a par with those in mathematics and Welsh. In addition, boys' results in Welsh are much lower than the girls' results.

When comparing end of KS1 results with those of similar schools in terms of the benchmark of the number of pupils entitled to FSM, the school has been consistently amongst the highest 50% as regards results in Welsh and also the percentage of pupils attaining the core subject indicator (CSI). Results in mathematics and science

have been less consistent. In 2008 and 2010, results in mathematics placed the school amongst the top 50% of schools in the same FSM group but, in 2009, was amongst the lowest 50% of similar schools. In 2009 and 2010, results in science placed the school amongst the lowest 50% of similar schools.

With some exceptions, KS2 assessment results over the last three years have been better than those for the whole of Wales, quite similar to those of the LA but lower than those of the family. Results in 2010 were better than those in 2009 and 2008 with the boys' results being better than the girls, contrary to the pattern in previous years. In 2008 assessments, the school was amongst the bottom 50% of schools in the same FSM group in terms of the percentage of pupils attaining the CSI, namely level 4 or better in English, Welsh (first language), mathematics and science. In 2010, it continued to be amongst the same cohort of schools for science but was amongst the top 50% of similar schools for the other four indicators.

There has been a significant difference between the performance of boys and girls in end of key stage assessments. However, this gap is not evident when observing lessons or when examining pupils' work. Over the years, girls have performed better than boys at the end of both key stages, especially in language skills. Boys doing significantly better than the girls at the end of KS2 in 2010 was an exception.

Between 2007 and 2009, only a few KS1 and KS2 pupils attained a higher level than expected for the key stage. The percentage of these pupils was usually lower than the percentage for Wales, the LA and the family. In 2010, however, the percentage of pupils attaining one level higher than the expected level was above the percentage for Wales, the LA and the average percentage of schools in the family in both key stages.

The most able pupils, however, do not always reach their full potential in class.

The pupils entitled to FSM achieve at a similar level to their peers. Pupils with SEN achieve well.

Most pupils make good progress in their knowledge, skills and understanding of subject concepts during their time at the school. They learn how to become independent learners which prepares them well for the next stage of their education.

The oral, reading and writing skills of almost all KS2 pupils in English are good. (English is not taught formally at key stage 1). The cross-curricular mathematical and information and communication technology (ICT) skills of almost all pupils throughout the school are also good.

The oral, reading and writing skills of the majority of pupils in Welsh (first language) in the Foundation Phase, KS1 and KS2 are adequate. The standards of the remainder are good. Pupils' understanding when reading and listening is good and they read aloud sensibly. They are willing to discuss their work orally, however oral standards and the fluency of their written work are impaired by a lack of opportunities to use Welsh in extra-curricular activities.

Wellbeing: Good

All pupils have good knowledge and understanding of how to stay healthy and safe. The behaviour of almost all pupils in class and on the playground is good. Pupils enjoy their learning and show enthusiasm in lessons. Almost all contribute well to questioning and to tasks. All pupils make a very good effort to communicate in Welsh. Pupils' independence in lessons is developing, but is inconsistent. Pupils show care and tolerance towards their peers. They socialise in a polite and open manner with adults. All feel safe at school. Members of the School Council and Eco Council play an active part in making decisions, and thus have a positive impact on many aspects of school life. They do not yet make decisions regarding the content of their learning or how they learn. Nevertheless, they take their responsibilities seriously and enjoy the work. The attendance rate for last year was 93% which is adequate. The percentage attendance up to Christmas 2010 has increased to 94%.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Almost without exception, teachers and other adults provide a good range of interesting and relevant experiences which arouse pupils' curiosity and commitment. They provide a good foundation of knowledge, concepts and skills that help them to make decisions and to become responsible members of their community. They are prepared well for the next stage of their education.

Almost all lessons are carefully planned using a good range of activities and resources. Curricular planning at whole school level, together with individual teacher plans, ensure that pupils learn a good range of language, numeracy and ICT skills, along with other essential skills, such as thinking skills, improving their own learning and working with others. Pupils are encouraged to become independent learners.

The school responds well to the requirements of the Foundation Phase and the 2008 Curriculum. The manner in which the school responds to the expectations of the Foundation Phase in Y1 and Y2 is a particular strength.

The provision for pupils with all types of ALN is effective and promotes good standards. Pupils who are withdrawn from classes for periods are reintegrated well with their fellow pupils.

Good use is made of the local area and further afield to provide learning experiences that enable pupils to gain good knowledge and understanding of the history and environment of the area, and of the requirements of the programmes of study.

The Cwricwlwm Cymreig is covered extremely well across the school which enables pupils to appreciate their own culture. It also provides a firm context for teaching and learning Welsh successfully to a first language standard in a school where about 80% of pupils come from non-Welsh speaking homes.

All teachers promote pupils' awareness of sustainability. The school was awarded the bronze Eco Schools award, and is preparing for the silver award. The school promotes initiatives such as recycling, saving energy and healthy eating in a purposeful manner. Active links with Lesotho as well as other international links strengthen pupils' awareness of global citizenship.

Teaching: Good

Teachers' good management and classroom and school arrangements to support good behaviour ensure that most teaching motivates and engages pupils in their work and that they make good progress. Teachers and other adults are good language role models. Although expectations are usually high, the most able pupils are not always challenged. In the best lessons, teachers have an exceptional understanding of the requirements of the Foundation Phase and of strategies that promote pupils' independence whilst also ensuring a good structure to both teaching and learning. In the good lessons, the teachers set clear aims and share success criteria with pupils in order to develop their skills, the standard of their work and their independence. Teaching assistants make an obvious contribution to the learning and support given. In the few lessons where teaching is satisfactory, a number of the good features mentioned above are apparent, however, tasks are not as interesting or as varied and, at times, initial presentations are too long.

Pupils receive good feedback on their work; mostly, teachers' oral and written response to pupils' work from day to day shows them how to improve. In the best instances, pupils evaluate their own work and that of their peers in an effective and fair manner and contribute well to the process of producing personal targets. The school's procedure for assessing and tracking pupils is thorough and effective. Consistency is ensured in assessment through moderation at school level and through detailed standardisation in the core subjects at cluster level. Parents or carers receive good and personal information about the achievements, wellbeing and development of their children.

Care, support and guidance: Good

The provision for health education is good and wellbeing education is a strength. Pupils have valuable experiences which develop their social, moral, spiritual and cultural skills. The provision for Personal and Social Education (PSE) is good.

The care and support pupils receive in school is excellent. Support is provided through a local scheme, which provides support for promoting pupils' wellbeing, as well as by an assistant who is trained to deal with pupils' emotional problems and teach them how to control their emotions.

Accurate and consistent information is shared with the parents. The school uses specialist services, information and guidance well. All individuals receive purposeful support from all staff and the school interacts effectively with specialist agencies.

Provision for pupils with ALN is very good and they make good progress due to the provision which is carefully arranged for them. Arrangements for integration into mainstream are effective. There are firm links between pupils' individual plans and the work; this is praiseworthy. The school ensures early and effective intervention and tracks pupils carefully.

The arrangements for safeguarding children are good. The school has appropriate documentation for dealing with Child Protection issues which is implemented.

Learning environment: Good

The school has an extremely friendly and supportive ethos. It is an inclusive community where all pupils are equally entitled to the school's entire provision. The school acknowledges, respects and celebrates diversity in a sensitive and effective manner.

The school has a vast supply of good quality resources which are suitable for pupils' learning needs. Good use is made of environmental resources, such as the outside area, to enrich the curriculum. Accommodation is of good quality. It is clean and is well-maintained. However, the rooms on the first floor are not accessible for disabled persons.

Key Question 3: How good are leadership and management?
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Good

Leadership: Good

The headteacher and deputy share a clear vision for the school which they successfully communicate to the Management Team, staff, governors and parents. They set a strong strategic direction for the life and work of the school, which has a good influence on standards and an excellent impact on the wellbeing of pupils across the school. The system of staff, departmental, management team and development team meetings ensure opportunities to discuss key issues on a regular basis with a focus on measuring progress against strategic priorities.

The school has a wide range of managerial and curricular policies of a good standard, which are implemented effectively. All staff have clear job descriptions and responsibilities which are undertaken conscientiously. The curricular coordinators provide clear guidance in their areas of responsibility in regular meetings with colleagues and they contribute effectively to the self-evaluation process.

The governing body undertakes its statutory responsibilities extremely effectively. Its members are thoroughly informed about the school's current performance. Members visit classes regularly which enables them to provide effective support with strategic planning. They know the school and its needs particularly well.

Improvement priorities provide the focus for the school's strategic direction with a view to improving pupils' standards of attainment and achievement. Although a number of exciting developments are taking place at the school, the strategies are not rigorous enough and the priorities are too numerous to ensure consistency across the school.

The school pays due attention to a number of national, county and local priorities. The Foundation Phase, a number of strategies to develop thinking skills as well as assessment for learning, are implemented effectively. The school is committed to healthy eating, to sustainability through Eco School and to global citizenship through its link with a school in Lesotho. The school acknowledges the importance of the learner's voice and ensures opportunities for this in all aspects of the life of the school.

Improving quality: Good

The school's self-evaluation report is of good quality. Overall, it clearly identifies the majority of areas to be developed within the school. The information contained in the report is based on effective arrangements established for school self-evaluation. Those arrangements were recently improved in order to develop the use of data when evaluating the performance of cohorts of pupils. The school includes the views of governors, parents and pupils effectively in its self-evaluation arrangements. The process also include observing lessons, discussing with learners and examining their work.

The outcomes of the self-evaluation process have an appropriate impact on priorities in the school development plan. Priorities have been clearly earmarked, and courses of action, success outcomes, and the impact on standards are described concisely. The person responsible for each priority and the timescale involved is noted. The school has responded fully to the recommendations in the last inspection report.

The school has recently addressed some of the principles of the School Effectiveness Framework. Teachers work as part of networks of professional practice both within the school and on a wider scale with other schools. Internally, the school holds meetings to discuss and share the latest practices in teaching and learning in areas such as *Thinking Skills, Assessment for Learning, Healthy School and Eco School*. On a wider scale, the school works with schools in the cluster on several projects, and classes in other establishments are visited with a view to sharing good practice.

The continuous professional development of staff is supported through a performance management system which sets relevant targets for improving individuals within the context of the needs of the school.

Partnership working: Good

The school has fostered a wide range of useful partnerships that contribute well to improving the quality of the provision for pupils.

There is a strong relationship with parents. The partnership work with parents in reading, homework and keeping healthy has a good impact on standards. The school has very good links with local businesses and establishments and this contributes well towards promoting pupils' attainment and wellbeing. Close links have been established with the local community.

The school is well-supported by the LA's services in order to raise teachers' awareness of new teaching and evaluation approaches, such as the Foundation Phase.

Pupils' understanding of other cultures is promoted in a very constructive manner through international links with Europe and other countries such as Lesotho and communities of immigrants that have set up in the area. Numerous links with various charities and agencies promote the wellbeing of pupils well.

Partnerships established with other primary schools have a positive impact on the provision and standards, especially in the Foundation Phase, and on the reading skills of pupils with ALN. The school collaborates effectively with the local secondary school to prepare older pupils appropriately for the next stage of learning. The school collaborates with schools in the cluster to standardise and moderate end of KS2 assessments, and this brings rigour to the process.

The visits of welfare officers are effective and have recently led to improvement, particularly in attendance.

Resource management: Good

Staffing and financial resources are managed and used in an effective manner to enrich learning. The school makes good use of teaching and support staff. They all have the knowledge and expertise to deliver the curriculum. Assistants make an exceptional contribution to the work of the school. The use of resources is regularly reviewed and plans are made for the future. The school's expenditure decisions match the priorities of the School Improvement Plan. Also, the school makes good use of the community and of local resources, such as sharing a football pitch with a nearby school and members of an extended family coming in to support literacy groups in order to enrich their language. The school ensures value for money because of the quality of standards in general, the quality of the ethos and care for pupils, the quality of teaching and management and the excellent link with partners.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Forty four parents completed the questionnaire. Overall, they expressed positive views about the school. All are satisfied with the school and say their children like being there and almost all feel confident that their children are safe at school.

Almost all parents are of the opinion that teaching is good and that their children receive appropriate extra support. A very small number are unsure whether the school helps their children to become more mature and to take on responsibility. A small number of parents do not understand the school's complaints procedure and are unsure whether homework builds on what is taught at school.

All parents think the school is well run and find staff approachable if they have any questions or concerns. They all say that their children make good progress. Almost all feel that they are kept well informed about their children's progress.

Responses to learner questionnaires

One hundred and seven (107) KS2 pupils completed the questionnaires. Pupils were chosen at random. Almost all feel that they are safe in school, that the school teaches them how to stay healthy, that there are enough opportunities for them to take regular exercise and that teachers and other adults help them to learn and to make progress. Most feel that they are well-supported in school and that they make good progress. Most are of the opinion that there are enough resources to enable them to learn well but some feel that the school does not deal well with any bullying. About a quarter say that homework does not help them to understand and improve their work.

The majority, boys and girls alike, say that the pupils do not behave well in class which affects their work at times. The majority say that children always behave well at playtime and lunchtime although a minority disagree with that view.

Appendix 2

The inspection team

Gareth Wyn Roberts	Reporting Inspector
Prydwen Elfed-Owens	Team Inspector
Richard Parry Hughes	Lay Inspector
Siwan Jones	Peer Inspector
Geraint Jones	School Nominee

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Copies of the report

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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 five during the academic year. Year 1 refers to the year group of pupils who reach the age of six 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 four key stages cover the following year groups:

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