



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Gymuned Bryngwran
Bryngwran
Holyhead
Anglesey
LL65 3PP**

Date of inspection: November 2011

by

**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 Gymuned Bryngwran is situated in the centre of the village of Bryngwran, which is approximately six miles from the town of Holyhead on Anglesey. The school admits children to the school's nursery class on a part-time basis in the September following their third birthday and full-time to the reception class in the September following their fourth birthday. During the inspection, there were 47 pupils on roll. They are taught by two full-time teachers and one part-time teacher.

The language of the village is Welsh and many of the pupils (80%) come from homes where Welsh is the main language. Fourteen pupils (30%) are recorded by the school as having special educational needs and two of these have a statement of special educational needs. The percentage of pupils (36%) who are entitled to receive free school meals is higher than the percentage for Anglesey and Wales.

The individual school budget in 2011-2012 per pupil for Ysgol Gymuned Bryngwran is £4,129. The maximum per pupil in Anglesey primary schools is £6,563 and the minimum is £2,636. Ysgol Gymuned Bryngwran is the 10th out of the 50 primary schools on Anglesey in terms of school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- most pupils are making good progress in relation to their ability and their previous performance;
- the school provides a range of interesting learning experiences, which, on the whole, meet the needs of most pupils;
- teachers use an effective variety of teaching strategies and make good use of resources;
- the school ensures a caring, inclusive community in which pupils feel happy and safe; and
- a family ethos, which is based on implementing policies that respect the rights of every individual in the school community, is an exceptional feature.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher in charge succeeds well in gaining the support of staff, governors and parents in order to move the school forward;
- the school analyses data well and this gives a firm foundation for monitoring performance across the school;
- there is a good understanding by the members of the governing body of how the school performs in comparison with similar schools and issues arising;
- there is a specific commitment to promote improvement, and the self-evaluation procedures identify strengths and areas for improvement well; and
- all members of staff contribute effectively to developing and implementing improvement plans.

Recommendations

In order to improve, the school needs to:

- R1 continue to raise standards in writing, especially in spelling in English and enriching syntax in Welsh;
- R2 continue to develop the schemes of work for key stage 2 to ensure that they meet the needs of all children; and
- R3 refine its procedures to ensure that written and oral feedback to pupils gives them clear guidance on how to improve their work.

What happens next?

The school will produce an action plan to show how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Teachers' assessments at the end of key stages 1 and 2 must be treated with care because the small number of children in a year can affect a school's performance significantly from one year to another.

In three of the last four years, the school's performance in key stage 1 in Welsh, mathematics and science together (the core subject indicator) was higher than the average of schools in the same family, but lower than the Welsh average. Nearly all pupils achieved the expected level, namely level 2, over the past four years in mathematics and science. In Welsh, the trend was more varied but pupils' performance was equivalent to or higher than the family average over the last three years. In general, the proportion achieving level 3 in key stage 1, namely level 3 or better, was lower than that of the family in the three core subjects during this period.

In key stage 2, performance in the core subject indicator has been higher than the average of schools in the family and Wales during the past three years. Except for English in 2011, all pupils achieved the expected level, namely level 4, in all core subjects during the past three years. In 2011, the percentage of pupils who achieved level 5 or higher, was higher than the family average in all core subjects. However, in general, the proportion who achieved the higher levels was lower than the family average during the previous three years.

In lessons and over time, most pupils make good progress in relation to their ability and their previous performance. Pupils who are entitled to receive free school meals and those who have special educational needs make the expected progress in line with their age and ability. Pupils of higher ability do not always achieve as well as they should.

In the Foundation Phase, many pupils use oral Welsh confidently in a range of situations. They listen well and contribute enthusiastically to discussions, using full sentences. They have a good grasp of vocabulary and terms and they are making good progress in Welsh reading and writing skills.

In key stage 2, most pupils listen well and speak clearly, conveying their thoughts and feelings confidently in Welsh and English. They can explain what they are learning and contribute thoughtful comments in the class and in group discussions. Most of them can read aloud in both languages meaningfully and with appropriate intonation. The more able readers discuss authors' content, style and expression intelligently.

Many pupils write well for a number of purposes across the curriculum. By the end of key stage 2, the majority are competent writers and spell and punctuate correctly. They write in a variety of forms and for different purposes, showing the ability to vary style. In general, pupils have a firm grasp of grammatical rules and many make good

use of relevant subject terminology. However, lack of syntax in Welsh and spelling mistakes in English are apparent in the written work of a few pupils.

The majority of pupils organise their written work well and take good care of the way that they present it.

Wellbeing: Good

Most pupils have a good awareness of what is needed to keep healthy and to develop healthy personal habits, including fitness. They take advantage of opportunities to take physical exercise and relevant activities in after-school clubs.

Almost without exception, pupils feel very safe and happy in the school. They know to whom to turn for support and advice. The majority of pupils throughout the school work increasingly independently and work well together. They make good use of their time and persevere with a task. They are enthusiastic and show a positive attitude towards learning.

Attendance levels have been very good for a number of years, although there was a decrease in the last academic year.

The pupil's voice has a prominent place in the school's activities and decisions. The school council makes appropriate contributions towards offering improvements and implementation. For example, the council arranges events such as a sponsored trip to raise money for the school and has established the 'Blodau'r Bryn' initiative, which develops pupils' understanding of enterprise. Pupils have developed effective links with a number of organisations and services. They develop a good range of social skills through these links.

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

Teachers provide a range of interesting learning experiences that, on the whole, meet the needs of most pupils. The school meets the requirements of the Foundation Phase, the National Curriculum and religious education. A range of extra-curricular opportunities, visitors, and the visits arranged by pupils, supports and enrich their experiences effectively.

Planning is detailed and purposeful in the Foundation Phase and good attention is paid to pupils' interests. The long-term plans for key stage 2 offer an interesting range of experiences that capture pupils' enthusiasm. However, they do not always give enough guidance to ensure an appropriate level of challenge to the age and ability range in the class.

Teachers plan purposefully in order to develop skills across the curriculum. On the whole, the detailed planning develops progression and appropriate development in communication skills in Welsh and English, numeracy and information technology across the curriculum. The provision for improving pupils' oral and reading skills in both languages is good and succeeds in establishing firm foundations for developing

pupils' language skills. However, over-reliance on work sheets limits opportunities for key stage 2 pupils to extend their writing skills fully across the curriculum.

The Welsh dimension is a strong feature of the life and work of the school. The provision promotes pupils' recognition and understanding of their local area and of Wales as a nation.

Sustainable development is promoted well in the school, especially in the garden activities. A number of activities are arranged by staff and pupils to raise awareness of the importance of protecting the environment. The school council operates appropriately as an eco-society. The opportunities for raising pupils' awareness of global citizenship are scarce.

Teaching: Good

Teachers use an effective variety of teaching strategies and make good use of resources. Pupils' objectives and success criteria assist their learning and there are increasing examples in key stage 2 of pupils setting their own success criteria.

There is an effective working relationship between pupils and adults in every class and pupils work together well. The planning gives consideration to the whole age and ability range in key stage 2 but the tasks for the best pupils are not always sufficiently challenging, and as a result they are not extended. The guidance and the appropriate activities that pupils have in the Foundation Phase ensure that the pupils develop numeracy and literacy skills from the beginning of their period at the school, and develop as independent learners.

A process of tracking pupils' progress from the Foundation Phase through key stage 2 has been established, and the school uses the information effectively in order to set individual curricular targets for pupils. Standard tests are used well in order to measure progress and to identify whether underachieving pupils need support. Assessment for learning strategies are being developed, but teachers' written comments in key stage 2 do not always give enough support for pupils to improve their work.

Annual reports meet the statutory requirements and include appropriate comments on pupils' progress.

Care, support and guidance: Good

The school ensures a caring, inclusive community where pupils feel safe and happy. The advantages of living healthily are promoted effectively across the curriculum and in extra-curricular activities. The provision for personal and social education is good across the school. Particular attention is paid to pupils' personal and emotional needs and they are constantly encouraged to show care, respect and concern towards one another.

The school works closely with external agencies to identify and meet pupils' learning needs. The constant and effective links with the community police officer and the health services promotes understanding of right and wrong.

The school has an appropriate policy and procedures for safeguarding.

The provision for pupils with additional learning needs is good. Needs are identified early through the Foundation Phase's assessment procedures. Teachers and the additional learning needs co-ordinator monitor and assess pupils' progress through targets in the individual education plans. Those targets are set with pupils and parents are fully informed. Pupils on roll receive appropriate support from assistants. The support is co-ordinated very effectively and good use is made of specialist external agencies as needed.

Learning environment: Good

A very happy and friendly atmosphere exists in the school. An exceptional feature is the family ethos which is based on implementing policies that respect the rights of every individual within the school community. The feeling of fairness for everyone is very apparent in school activities. The procedures to prevent oppressive behaviour, such as bullying, are very effective. Pupils are taught to respect and care for their environment.

The building offers appropriate classrooms and facilities for the number of pupils. The school makes good use of them. There are colourful and informative displays of the children's work across the school. The variety of resources inside and outside the building is used well in order to enrich the learning and teaching.

The building and grounds are well maintained and they provide a lovely atmosphere for playing and learning.

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

The headteacher in charge succeeds well in gaining the support of staff, governors and parents in order to move the school forward. Her expectations are high and an ethos of striving for improvement has been established throughout the school. Staff's roles have been reviewed recently, putting appropriate emphasis on effective co-operation. Weekly staff meetings focus appropriately on the outcomes of self-evaluation and issues for improvement. These assist the staff in understanding their role in relation to the school's strategies and their responsibility for raising standards.

The school analyses data well and this gives a firm foundation for monitoring performance across the school. Performance management arrangements are effective and these lead to appropriate objectives for individual teachers. They are linked appropriately with whole-school improvement and are also relevant to staff professional development.

The governing body is enthusiastic, supportive of the school's work and aware of its responsibilities. It receives effective analyses of data and is aware of relevant issues that arise. The members have a good understanding of how the school is performing

in comparison with similar schools and they are aware of the school's main priorities for improvement. The body contributes appropriately to the self-evaluation arrangements. By shouldering responsibility for aspects of the work, individual members develop their direct understanding of the relevant issues and develop their ability to challenge the school as a critical friend. The governors' annual report to parents does not meet the requirements in full.

The school's plans give appropriate consideration to national and local priorities and incorporate them into appropriate strategies. For example, the school has extended the Foundation Phase to Year 2 very effectively. The principles of the School Effectiveness Framework are reflected in the effective professional co-operation that exists across the school.

Improving quality: Good

There is a specific commitment to promoting improvement and the self-evaluation procedures identify strengths and areas for improvement well. For example, promoting writing and raising standards in information and communication technology were identified as areas for improvement and they are high priorities in the current development plan.

The self-evaluation arrangements include a detailed analysis of performance data and incorporate a comprehensive programme of evaluating all of the school's work during a three-year cycle. The work focuses on the standards achieved by pupils. The school uses a good range of direct evidence which contains evaluations by subject leaders, an analysis of assessments of pupils' progress and parents' questionnaires. Appropriate consideration is given to the recommendations of the education service and the school council's improvement needs have a high priority in the school's development plans.

All members of staff contribute effectively to developing and implementing improvement plans. These include a good range of relevant procedures that identify staff and the responsibility for implementing them. They also include success indicators and suitable timetables for their completion. Self-evaluation arrangements and planning for improvement are established effectively in the life of the school and contribute well to improving standards and the quality of provision.

The school has made good progress in responding to the recommendations of the last inspection.

Partnership working: Good

The school has effective partnerships with parents and carers and pupils benefit from parents' contribution to activities such as swimming, promoting reading and developing the garden. The school's parents are an active group who enrich pupils' experiences. There are good professional links between the school and the cylch meithrin and also with the secondary school. As a result, transition arrangements are very effective.

The school has a range of beneficial partnerships within its community. The regular visits to the local church and chapels and the old people's home promote pupils' awareness of their community and the importance of contributing to it. There is co-operation with a number of agencies to earn accreditations such as Healthy School, Eco Schools, and Green School. These experiences develop pupils' awareness of the principles of keeping healthy and sustainability.

The community makes considerable use of the school hall. The school benefits from the Parish Council's contributions and pupils have valuable experiences as a result of attending Council meetings in order to report on the activities that have been supported. The regular invitations that Year 6 pupils receive to activities organised by the youth club strengthen their involvement with community activities beyond the school.

Resource management: Good

The arrangements for staff performance management meet staff development needs well. The arrangements that are in place for meeting planning, preparation and assessment needs are effective. The school is staffed appropriately to teach the whole curriculum effectively and good use is made of the staff's experience and interests. Good use is made of classroom assistants and ancillary staff and they are managed effectively.

The school has a good range of appropriate resources.

Financial resources are well-managed and information from budgetary reports is used to adapt expenditure plans when needed. There is appropriate balance and understanding between the responsibilities of governors and the headteacher in relation to authorising expenditure.

The school offers good value for money in terms of the use that it makes of the budget and pupils' outcomes.

Appendix 1

Comments on performance data

Teachers' assessments at the end of Year 2, in key stage 1, and at the end of Year 6, in key stage 2, must be treated with care because the small numbers of children in a year significantly affect school performance from one year to the other.

In three of the four last years, the school's performance in relation to the expected level in Welsh, mathematics and science for seven-year-old pupils (the core subject indicator) was higher than the average of schools in the same family, but lower than the Welsh average. In mathematics, every pupil has achieved the expected level, namely level 2, over the past four years and all pupils achieved that in science in three out of the last four years. In Welsh the trend has been more varied but pupils' performance was equal to or higher than that of the school family during the last three years.

In three out of the last four years, the school's performance in the core subject indicator was in the lower 50% of that for schools that are similar in terms of the percentage of pupils entitled to free school meals. However, performance has been in the highest 25% for the last four years in mathematics and performance in science was in the highest 25% in three of these years.

The percentage of pupils achieving level 3 or higher has varied over the past four years. In general, percentages have been lower than the family average in the three core subjects during this period. No child obtained a higher level than expected in any subject in 2011 and no child has achieved that in science during the last four years.

In key stage 2, performance in Welsh, English, mathematics and science has been higher than the average of the family of schools and the Wales average during the past three years. Apart from in English in 2011, every pupil has achieved the expected level, namely level 4, in the four core subjects over the past three years. The results in the core subject indicator during the past three years have been among the highest 25% of those for similar schools in terms of the proportion of children receiving free school meals. In Welsh, English and science, the school has been in the highest 25% of similar schools for four years.

In 2011, the percentage of pupils achieving level 5 or higher at the end of key stage 2 was higher than the family average in every core subject. In general, the proportions achieving the higher levels had been lower than the family averages over the previous three years.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

All parents state that they are satisfied or very satisfied with the school in general and that their children are safe there. They also all believe that pupils' behaviour is good, that pupils are respected and treated fairly and that they develop to be more mature and to shoulder responsibilities. All parents feel that the teaching in the classes is good and that their children are making good progress at school. All parents also say that their children like school. However, a very few of the parents feel that they do not receive consistent information about their children's progress and that they do not understand the school's arrangements for dealing with complaints. Almost all parents are of the opinion that the school is run well or very well.

Responses to learner questionnaires

Most of the key stage 2 learners completed the questionnaire. All say that they feel safe at school and almost all pupils feel that the school deals well with bullying. All pupils know with whom they can speak if they find their work difficult. All of them are also of the opinion that the teachers and other adults help them to learn and make progress and that they are doing well at school. A few pupils feel that their homework does not help them to understand and improve their school work. Almost all pupils feel that they have enough books, equipment and computers in order to do their work.

Appendix 3

The inspection team

Iwan Roberts	Reporting Inspector
Goronwy Morris	Team Inspector
Gwynoro Jones	Lay Inspector
Aled Glyn Davies	Peer Inspector
Mrs Powell	School Nominee

Copies of the report

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

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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