



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 Bryn Tabor
Heol Maelor
Coedpoeth
Wrexham
LL11 3RU**

Date of inspection: January 2013

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 Bryn Tabor is situated in the village of Coedpoeth, near the town of Wrexham. The school is a designated Welsh-medium school and serves the village of Coedpoeth and nearby villages. It is maintained by Wrexham local authority.

The school describes the area that it serves as mixed in terms of social background and is neither prosperous nor economically disadvantaged.

There are 240 pupils between the ages of three and 11 on roll, including 39 part-time nursery children. Pupils are admitted to the school full-time in the September following their fourth birthday.

Only 5% of pupils come from homes where Welsh is spoken as a first language. Welsh is the main medium of teaching. One per cent of pupils come from ethnic minority backgrounds. About 8% of pupils are entitled to free school meals and this figure is lower than the county and national averages. Sixteen per cent of pupils have special educational needs, which is also lower than the national figure, and none of the pupils has a statement.

The individual school budget per pupil for Ysgol Bryn Tabor in 2012-2013 is £3,109. The maximum in terms of school budget per pupil in primary schools in Wrexham is £10,422 and the minimum is £2,923. Ysgol Bryn Tabor is in 51st place of the 60 primary schools in Wrexham in terms of the school budget per pupil.

The school was last inspected during the summer term of 2007.

The current headteacher was appointed in September 2007.

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 make firm progress during their time at the school;
- the school has demonstrated success in developing bilingualism;
- teaching is consistently good throughout the school; and
- the school is a caring community in which almost all pupils feel safe.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and senior management team have a good knowledge of the school and a clear vision;
- the school has identified accurately, through its effective procedures, specific aspects for raising standards;
- the school's development plan identifies clear priorities and suitable strategies for implementation and ones that are in place already; and
- the staff work effectively as a team.

Recommendations

R1 Improve pupils' achievements in writing at the end of key stage 2

R2 Plan more specifically for ensuring progression within the skills across the curriculum

R3 Ensure that pupils of higher ability are given tasks that extend them fully

R4 Develop the role of the whole staff in the self-evaluation process

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

Results of children's foundation assessments when they start school show that most of them have a good level of ability in the basic skills except for in Welsh. Nearly all pupils make good progress throughout the Foundation Phase, and particularly good progress in Welsh.

The percentage of pupils who attained the expected outcome (outcome 5) in linguistic, mathematical and personal development and the Foundation Phase outcome in 2012 was higher than or close to the average for schools in the family and the average for schools in Wales. The school is among the lower 50% of similar schools in terms of pupils who are entitled to free school meals in the three learning areas. In terms of numbers who attained outcome 6 in mathematical and personal development, the percentage was higher than the family average but a little lower in linguistic development.

The percentage of pupils who attained the expected level (level 4) in key stage 4 in 2012 in English, mathematics, science and the core subject indicator was higher than the average for schools in Wales and the average for the family of similar schools. Performance in Welsh was also higher than the average for schools in Wales but a little lower than the average percentage for the family of similar schools. The school did not perform to the similar schools average in terms of percentages who attained level 5 in 2012. The school was among the lower 50% of similar schools in terms of the proportion of pupils who are entitled to free school meals in Welsh, mathematics and science, and in the top 50% in English in 2012.

In general, results in Welsh and English have been on an upward trend over the last three years. The school has been close to or higher than the family and Wales averages during this period in oracy and reading. Although there has been progress in writing since 2009 in key stage 2, achievements are still a little lower than the average results of similar schools. In mathematics and science, results have been improving gradually and the school has performed as well as or better than the family and Wales averages since 2009.

Current work in pupils' books and that which was seen in classrooms during observations show obvious progress in standards of skills in general across the school. Most pupils use their skills appropriately across the curriculum. Although Welsh is a second language for an extensive number of pupils, they all use the Welsh language confidently, very soon after starting at school.

Most pupils across the school listen attentively during lessons. They respond to teachers' questioning effectively and they are keen to contribute to discussions. The majority of pupils in the early years have a wide range of vocabulary and they use it with a good measure of accuracy. In general, they pronounce and use intonation in a comprehensible way. By the end of the Foundation Phase and key stage 2, many

pupils can speak confidently when discussing familiar experiences and events. By the end of key stage 2, they discuss and present information effectively, and have a good grasp of the natural syntax of oral language.

Most pupils' reading level in Welsh in the Foundation Phase and in both languages in key stage 2 is appropriate to their age and ability. In the Foundation Phase, pupils are familiar with a range of reading strategies and can use them effectively to make sense of what is being read. By the end of key stage 2, most pupils read a wide range of materials fluently across the curriculum. They can select information confidently from a range of sources.

The development of writing in pupils' books across the school is generally good and a majority of pupils produce acceptable pieces of written work across the curriculum.

In the Foundation Phase, progress is obvious over a short period of time. By the end of key stage 2, most pupils write clearly in a wide range of forms and for a variety of purposes. However, the most able pupils do not always produce written work that matches their ability.

There is no significant difference between the achievement of girls and boys.

Pupils who are entitled to free school meals and pupils who have additional learning needs make progress that is appropriate to their age and ability.

Wellbeing: Good

Nearly all pupils have a good awareness of the importance of eating healthily and physical exercise. They take part regularly in keep fit and physical exercise activities in school and in physical activities after school hours.

The behaviour of almost all pupils is good and they show respect for each other and for adults. Nearly all pupils feel safe at school, and they know to whom to turn if they have a problem.

Pupils are almost all enthusiastic learners who persevere with their tasks for extended periods. They can work together effectively in groups and in discussion pairs. They nearly all enjoy the experiences that are provided for them and they show pride in their work. Pupils contribute regularly to their learning by expressing an opinion on their efforts and considering how to improve their work. This fosters pupils' ability effectively to become independent learners.

Attendance at the school is consistently good and higher than the comparative national figures, and within the top 50% of levels for similar schools in terms of proportion of pupils who are entitled to free school meals.

The school council and the eco council meet regularly and implement effective ways of seeking the opinion and comments of fellow pupils and of ensuring that comments are considered. Pupils take part in enterprise activities, sports, concerts, assemblies and eisteddfodau regularly. They also take part in a variety of activities in the community, including keep Wales tidy week, carol singing, entertaining the elderly and raising money for good causes. They nearly all, across the school, benefit from these opportunities and gain confidence.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a wide range of experiences that are interesting, stimulate pupils well and motivate them to learn. The school makes effective use of the local community to enrich learning. Visitors from the community come in to speak about experiences and pupils visit interesting places in the community to strengthen their knowledge of their heritage, such as Melin y Nant and the Bersham path.

Through joint planning, teachers ensure appropriate consistency and progression in curricular areas. Planning responds to the challenge of raising standards of boys' written work and of responding to the needs of less able pupils. However, opportunities to extend and challenge more able children are limited.

There are adequate opportunities to develop skills across the curriculum but planning is not purposeful enough to ensure increasing progression in these skills, especially in key stage 2. Appropriate attention is given to problem-solving skills and thinking skills across the curriculum.

Good attention is paid to the Welsh dimension through studies of the area's folklore, local visits and occasional visits by artists and authors. Provision for sustainable development and for aspects of the healthy school is robust. There are good opportunities for pupils to expand their knowledge of issues concerning global citizenship through charitable activities and studying foreign countries and issues.

Teaching: Good

The quality of teaching is consistently good across the school. There is a particularly good working relationship between all the school's staff and pupils and teachers have thorough subject knowledge. Effective use is made of learning support staff to support pupils. The support that they offer is good and is core to the success of less able pupils.

In lessons where teaching is at its best, opportunities are given to pupils to take responsibility for their learning by making their own decisions and working independently. Teachers question specifically in order to move learning forward. They ensure that there are clear objectives for developing specific skills in lessons and focussed activities. The range of methods and resources that teachers use stimulates and challenges pupils effectively to do their best.

In the few lessons in which teaching is not as good, over-direction by teachers limits pupils' opportunities to develop as independent learners. Tasks do not always challenge higher ability pupils enough.

The school has effective assessment systems to track pupils' progress. Teachers offer relevant feedback orally and in writing which identify what pupils need to do to improve work. Effective use is made of assessments to inform planning. Assessment for learning receives good attention throughout the school. An active part is given to pupils in setting their success criteria and in assessing their own progress.

Parents receive clear information about their children's development annually.

Care, support and guidance: Good

The school is a welcoming and caring community in which a high priority is given to pupils' wellbeing. Pupils are encouraged to eat healthily and a variety of opportunities is ensured for taking regular physical exercise. The school promotes pupils' attendance regularly through implementing effective specific strategies.

The school promotes personal, spiritual, moral, social and cultural development effectively. It also promotes values such as pupils' honesty, tolerance and fairness effectively through suitable circle times.

The school co-operates effectively with a variety of providers and agencies that support the school's provision for pupils' benefit.

Provision for pupils who have additional learning needs is good and support for lower ability pupils is one of the school's strengths. The school's procedures meet statutory requirements fully. Individual education plans include clear targets that are reviewed regularly. Pupils' needs are identified early and effective intervention is arranged for them. This intervention includes appropriate use of staff, resources and a variety of supportive plans to ensure the best possible opportunities for all pupils to develop.

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

Learning environment: Good

The school is a friendly community in which pupils work harmoniously and effectively. The school's systems and curriculum planning ensure that all pupils have equal opportunities in all activities across the school. Respect for difference and racial equality is promoted naturally through varied work concerning global citizenship and periods of appropriate personal and social education. Pupils' behaviour is managed effectively by fostering respect and emphasising positive responses.

The building is in generally good condition and offers appropriate internal and external learning areas for the range of activities that are planned. A colourful and varied atmosphere has been created by displaying pupils' work on the walls of the building. The school has sufficient appropriate learning resources that match pupils' learning needs well, including the latest technological provision.

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

The headteacher and the senior management team know the school well. They have a clear vision that is shared successfully with staff, governors and pupils. They offer effective leadership and management with a prominent focus on raising standards of pupils' achievement and improving provision. Although all members of staff have an opportunity to discuss the self-evaluation report, they do not always have an opportunity to contribute to the self-evaluation process and develop their leading role fully.

The governing body supports the school as a critical friend and has established a number of sub-committees to manage the school effectively. Governors receive a clear analysis of the school's performance data, which is used purposefully in order to challenge the school. Some governors visit classrooms in order to collect evidence. They are well informed about the main issues that need attention within the school and understand fully the significance of the school's attainment data.

The school pays due attention to a number of current national and local priorities.

The principles of the Foundation Phase have been established firmly, in addition to thinking skills and assessment for learning. The school also pays due attention to the learner's voice in all elements of school life.

Improving quality: Good

The self-evaluation report is of good quality and identifies clearly the areas to be developed within the school. A good range of appropriate monitoring activities are used by using data analysis, lesson observation and looking at pupils' work. All stakeholders at the school have an opportunity to contribute to the process of creating an evaluative overview of the school.

The school improvement plan focuses appropriately on raising standards. It includes success criteria and clear time limits for completing and reviewing progress. There is an obvious link between the self-evaluation process and planning for improvement. The school holds separate meetings regularly within the Foundation Phase and key stage 2 to plan the curriculum and to share the latest teaching methods such as assessing and tracking pupils' progress.

The school is involved in the cluster's networks of professional practice, which contribute effectively to the school's ability to monitor its own performance. It is also a part of two professional learning communities that are beginning to have an effect on raising pupils' standards of literacy.

Partnership working: Good

The school has strong partnerships with parents and the community. Parents are very supportive of the school and contribute towards a number of activities, including raising money to improve educational provision and coming in to listen to pupils reading.

An appropriate range of agencies and external organisations, such as health and social services, local businesses and community organisations, contribute their expertise well to support the school's work effectively. Valuable links are fostered with local businesses, such as a supermarket in Wrexham, that promote a good awareness of entrepreneurial skills.

The school also has a strong partnership with the local community and is part of events such as planting vegetables and collecting litter. Members of the community come to the school to talk about their work. These links have a positive influence on enriching pupils' experiences. The school has an effective strategic partnership with

Welsh-medium primary schools in the county and with the secondary school that admits the pupils. Links and arrangements with the local secondary school are comprehensive and ensure effective transition which prepares pupils well for the next stage in their education. The school also works well with other Welsh-medium schools in the county on appropriate projects in order to ensure continuity in the process of moderating and standardising pupils' work and planning for the future.

Good arrangements have been established with the Cylch Meithrin which meets on the site, for transferring and welcoming new pupils to the site.

Resource management: Good

The school is staffed appropriately to teach the curriculum. Good use is made of the staff's time, experience and expertise. Co-operation between teachers and support staff is very effective and has a positive influence on learning and teaching.

Teachers make good use of non-contact time for planning and fulfilling curricular duties. Suitable procedures exist within the school for supporting members of staff's professional development. There are opportunities for discussing with others and sharing good practice. Arrangements for managing teaching staff's performance lead to targets that refer specifically to raising standards and improving provision.

The headteacher and the finance sub-committee monitor the budget appropriately. The school targets the funding that is available to respond to priorities that are included in the school development plan.

Considering its outcomes, the school provides good value for money.

Appendix 1

Commentary on performance data

Performance data

In the Foundation Phase, the percentage of seven-year-old pupils who achieved the expected level (outcome 5) in linguistic, mathematical and personal development and the Foundation Phase outcome in 2012 was higher than the average for schools in Wales. The percentage was also higher than the family of similar schools average in mathematical development but a little lower than the average percentage for the family in literacy and personal development.

The school's performance does not meet the similar schools average in terms of the proportion of pupils who attain beyond the expected outcome in literacy development but it was higher than family and all- Wales averages in mathematical and personal development in 2012.

The school is among the lower 50% of similar schools in terms of the percentage of pupils who are entitled to free school meals in the three learning areas at outcome 5, but are close to the border of the top 50% in mathematical development. At outcome 6, the school is among the top 25% in personal development, the top 50% in mathematical development and the lower 50% in language.

The percentage of 11-year-old pupils who achieved the expected level (level 4) in 2012 in Welsh oracy and reading was higher or similar to the national average and that of the family of schools. Results in writing were a little lower than the average percentage for similar schools and schools in Wales. Results were also higher than the family and national averages in English oracy and reading but a little lower than the family average in writing. In mathematics and science, results were higher than the family and national averages.

In Welsh, results have seen an upward trend in oracy and reading, particularly within the last three years. The school has performed close to or higher than family and Wales averages during this period. Although there has been an improvement in the level of writing since 2009, performance levels are still a little lower than family and Wales averages. Level 5 results have been uneven over the four years, lower than the family and Wales averages in 2012, although similar to or higher than these averages in 2011.

In English, level 4 results have been fairly even since 2009 with an upward trend. The school has performed as well as or better than the family and Wales averages in literacy and reading but has shown uneven results in writing; its performance levels were little lower than family and Wales averages in 2012 after being higher than these averages in 2011. Results for level 5 since 2006 have been generally uneven and performance was a little lower than family and Wales averages in 2012 after having been higher in 2011.

Within mathematics level 4, results have been improving gradually and the school has performed as well as or higher than family and Wales averages since 2010. Level 5 results have been improving gradually but are still lower than the family and Wales averages. Level 4 results in science have been higher than the family and Wales averages since 2009. Level 5 results have been uneven. The school performed higher than the family and Wales averages in 2011 and lower than them in 2012.

The proportion of pupils attaining the core subject indicator has been increasing gradually since 2009 and is now higher than family and Wales averages.

In 2012, within key stage 2, the school was within the lower 50% of similar schools in terms of the proportion of pupils who are entitled to free school meals in Welsh, mathematics and science. It was in the top 50% in English.

There is no significant difference between the achievement of girls and boys except in literacy in the Foundation Phase and writing in Welsh in key stage 2. Girls' performance is higher than boys' performance in these cases.

Pupils who are entitled to free school meals, additional learning needs pupils or pupils from ethnic minority backgrounds make progress that is appropriate to their age and ability.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Fourteen responses were received. The responses give a positive picture, and are higher than the national averages for primary schools for each aspect.

All parents are satisfied with the school in general and state that their children like school and are making good progress with their work. They say that their children received support to settle in well when they started school. They are also of the opinion that children are safe at school and help them to be more mature and to shoulder responsibility. They understand the school's system for dealing with complaints and they receive regular information about the children's progress.

Nearly all parents are of the opinion that teaching and behaviour are good and that the staff treat pupils fairly and expect them to do their best. They state that the school offers a good variety of activities and encourages pupils to be healthy and to take regular physical exercise.

Nearly all parents also state that homework that is given builds well on what children learn at school. They are of the opinion that their children are prepared well for moving on to the next school and that the school is well run. They feel comfortable in asking a question or raising a problem.

Responses to learner questionnaires

One hundred and one key stage 2 learners completed the questionnaire. Responses are positive and are close to or higher than the national averages.

All learners state that teachers and other adults within the school help them to learn and make progress.

Nearly all say that they are doing well at school, feel safe and know what to do and to whom to speak if they are anxious or find the work difficult. They state that the school teaches them how to keep healthy and that there are many opportunities for them to take regular physical exercise. They say that the school deals well with any bullying. In addition, nearly all pupils noted that homework helps them to understand and improve their work at school. They say that they have enough books, equipment and computers to do their work.

Many pupils are of the opinion that behaviour is good and that misbehaviour does not affect their ability to work.

Appendix 3

The inspection team

Owen Glyn Roberts	Reporting Inspector
Meinir Howells	Team Inspector
Dylan Jones	Lay Inspector
Eleri Edwards	Peer Inspector
Kevin Williams	School Nominee

Copies of the report

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

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.