



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

**A report on**

**Bryn Deri Primary School  
Caer Graig  
Radyr  
Cardiff  
CF15 8RD**

**Date of inspection: November 2019**

**by**

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

## About Bryn Deri Primary School

Bryn Deri Primary School is in the village of Radyr, in Cardiff local authority. The school has 243 pupils aged between 3 and 11, including 35 pupils who attend the nursery on a part-time basis. Pupils are taught in eight classes.

The school's three-year average for pupils eligible for free school meals is around 8%. This is well below the average for Wales (18%). The school identifies that around 18% of its pupils have special educational needs, which is below the Welsh average (21%). Most pupils are of white British ethnicity and nearly all come from homes where English is the main language.

The headteacher took up her post in September 2012. The school's last inspection was in 2013.

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

The school is a welcoming and vibrant community that provides a stimulating learning environment for its pupils. Nearly all pupils show positive attitudes and speak with enthusiasm about the experiences the school provides. Most develop a broad range of skills successfully as they move through the school.

All staff have positive working relationships with pupils and support and challenge them to achieve well. They provide meaningful opportunities for pupils to shape the direction of their learning and to influence decisions about the daily life of the school. The school provides very effective support to improve the wellbeing and progress of individual pupils through a beneficial range of interventions.

Leaders set a clear strategic direction for the school. They foster strong links with the local community that enrich pupils' experience well. Governors have a very good understanding of the school's strengths and areas for improvement and contribute purposefully to securing improvements.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

- R1 Provide greater opportunity for pupils to use their numeracy skills across the curriculum
- R2 Ensure that teachers' feedback to pupils provides clear steps to improve their work
- R3 Improve the quality of pupils' extended writing in key stage 2

## **What happens next**

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

## Main findings

### Standards: Good

Most pupils enter the school with skills at or above the level expected for their age. During their time at the school, most pupils make consistent progress in developing their literacy, numeracy and information and communication technology (ICT) skills and achieve good standards by Year 6. Nearly all pupils with special educational needs achieve well in line with their abilities.

Most pupils in the foundation phase develop good communication skills. They listen attentively to staff. For instance, pupils in the reception class follow instructions swiftly when developing their body control during a PE lesson. Most pupils speak clearly and confidently with their peers and with adults. By Year 2, many pupils have an appropriate grasp of letter sounds that supports them to read suitably challenging texts with increasing independence. Most pupils develop their writing skills well. For example, most pupils in Year 1 write on the line and space their words appropriately. A minority of pupils use adventurous vocabulary to good effect, for instance when writing a poem to describe a tiger as 'a predator, endangered and a great hunter that roars fiercely'. By the end of the foundation phase, most pupils use a good variety of punctuation correctly and spell regular words accurately.

In key stage 2, many pupils contribute purposefully to class discussions. They express their ideas and opinions clearly and show respect for the views of others. Most pupils make good progress in their reading and use their skills to carry out useful research linked to their topic work. For example, pupils in Year 5 read independently from a variety of sources including books, digital presentations and web pages to learn about the Spanish Armada. They evaluate which sources are most suitable for their task. Most pupils write for an audience effectively. For instance, pupils in Year 6 empathise imaginatively when writing letters home following their evacuation to Wales during the Blitz. However, they do not refine the quality of their extended writing to enrich their vocabulary well enough. Most pupils produce neatly presented work with a high standard of handwriting.

Across the school, most pupils develop strong mathematical skills. In the foundation phase, nearly all pupils have a good grasp of basic number facts. Most pupils in the reception class order and count numbers to 10 or 20 reliably. Most pupils in Year 1 create tally charts of their favourite dinosaurs and use their ICT skills to present their data in a pictogram successfully. Most Year 2 pupils use written and mental strategies to double two-digit numbers confidently. Most pupils in key stage 2 show a good understanding of number and use a wide variety of suitable methods to solve a broad range of number problems. For example, pupils in Year 4 use their numeracy skills to work out the distance between countries effectively and Year 6 pupils work systematically to find all the possible outcomes when investigating match results for a football competition. Most pupils across key stage 2 apply their numeracy skills successfully when completing science investigations. For instance, they gather and record measurements accurately and present their findings using appropriate graphs. However, across the school, pupils do not use their numeracy skills as effectively in other areas of the curriculum.

Throughout the school, nearly all pupils have positive attitudes towards the Welsh language and make good progress in developing their Welsh oracy skills. Most pupils in the foundation phase use basic greetings and phrases confidently. They sing familiar Welsh rhymes and songs with enthusiasm. Most pupils use a good range of simple patterns and phrases accurately, for instance to describe the weather. In key stage 2, many pupils ask and respond to a variety of questions appropriately. By Year 6, many pupils express their opinions clearly, using a range of connectives well. The most able pupils use more complex language patterns and often extend their speaking to give reasons for their views.

Across the school, most pupils develop and use their ICT skills effectively. In the foundation phase, most pupils use tablet computers independently for a variety of tasks. For example, they use a green-screening app to create videos as part of their Superhero theme. Many pupils across the school develop effective coding skills. For example, pupils in Year 5 refine their programming to control the movement of a robot so that it navigates a maze successfully. Pupils in Year 2 use a coding app confidently to create an interactive game to catch a ghost. They identify improvements that can be made to their game, such as using a slower speed to make catching the ghost easier.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils are happy coming to school and speak with enthusiasm about their learning. In classes and around the school, nearly all pupils engage well with their teachers and other adults. They demonstrate very good behaviour and are polite and courteous to each other and to staff and visitors. Most pupils show a high level of respect and care for one another. Nearly all pupils feel safe in school and know who to talk to if they need support. The school's digital leaders help other pupils understand how to stay safe online.

Most pupils understand how to make healthy eating choices. For example, they explain why it is beneficial to eat fruit and why it is sensible not to have sugary drinks. Across the school, nearly all pupils appreciate the importance of taking regular exercise. They participate enthusiastically in PE lessons and many enjoy the extra-curricular activities the school provides. Many pupils help themselves to keep fit by using the play equipment in the school grounds, including the climbing apparatus and multi-use games area.

Most pupils are developing a good understanding of the United Nations Convention on the Rights of the Child. Many speak confidently about the 'right of the month' and what it means to them. Nearly all pupils show respect for the environment and understand that their decisions affect it. Most pupils show concern for others and are keen to provide support for those in need, for instance by organising regular fundraising activities for a children's therapy charity.

Many pupils carry out leadership roles as part of the various pupil voice groups. They show a clear understanding of their responsibilities, play an important role in decision-making and have a positive impact on the daily life of the school. The work of the eco-committee ensures that most pupils have a strong awareness of sustainability. For example, members of this group worked with a local supplier to reduce single-use plastic in school. As a result, pupils now use recyclable bottles for drinking milk.

Nearly all pupils demonstrate perseverance and resilience when completing tasks. They understand that a positive attitude will help them to overcome challenges they may face in their learning. Throughout the school, many pupils develop appropriate independence in their learning. Most pupils collaborate well during paired or group tasks. They settle quickly in lessons and most sustain their concentration well.

Nearly all pupils understand the importance of attending school regularly and punctually. Overall rates of attendance compare well to those of similar schools over the last three years.

### **Teaching and learning experiences: Good**

All teachers and teaching assistants have positive relationships with pupils. They know pupils very well and show a good understanding of their individual needs. They set clear expectations for pupils' attitudes and behaviour in lessons and model these consistently well.

Teachers provide a wide variety of exciting learning experiences that engage most pupils successfully. They make good use of pupils' interests and ideas to plan worthwhile tasks that stimulate pupils' appetite for learning positively. For instance, pupils in Year 5 enjoy tracking their progress in achieving the goals they have set for their learning as part of their topic on the Tudors. Pupils appreciate their role in directing their learning and this motivates them to work with focus and enthusiasm. Teachers make valuable use of links with local and national organisations to enrich the high quality of learning experiences the school provides.

Many teachers make effective use of resources such as video clips and artefacts to capture pupils' interest at start of lessons. They organise activities to provide a beneficial balance of whole class, group and individual work. Most teachers give clear and concise instructions that help pupils to settle quickly to their tasks and work with focus. However, in a few lessons, teachers talk for too long and their expectations for what pupils should achieve are not sufficiently challenging.

Teachers in the foundation phase plan many worthwhile opportunities for pupils to develop their creativity and communication skills through play and by working with others. They establish useful routines and organise the learning environment, indoors and outdoors, to support pupils to work with independence effectively. Teachers and teaching assistants monitor pupils' progress carefully and intervene sensitively to help pupils overcome difficulties and to encourage them to try out their ideas. For example, they support pupils in Year 1 to collaborate purposefully when creating an obstacle course for an animal as part of their Enchanted Woodland theme.

Most teachers plan tasks that build appropriately on pupils' prior knowledge. They set clear objectives for pupils' learning and use a range of questioning techniques to check pupils' understanding and to extend their thinking effectively. Teachers provide regular opportunities for pupils to reflect on their progress. Most teachers provide feedback to pupils that identifies how well they have completed a task and praises the good aspects of their work. However, teachers' written feedback does not always identify clearly enough the specific steps pupils should take to improve their work.

The school is beginning to adapt its provision to reflect the principles of the new Curriculum for Wales. The school's 'Curriculum Plus' initiative provides a beneficial opportunity for pupils in different classes to work together on mini-projects that focus on their shared interests. Teachers develop pupils' literacy and ICT skills progressively through a good range of learning activities across the areas of learning and experience. However, opportunities for pupils to use their numeracy skills in purposeful contexts across the curriculum are less well developed. Teaching assistants provide very valuable additional support to identified pupils to develop their literacy and numeracy skills through a variety of targeted interventions. The staff delivering this support have strong expertise and work skilfully to enable pupils to narrow gaps in their learning successfully.

All staff act as good role models for using the Welsh language. They make frequent and consistent use of spoken Welsh throughout the school day and their enthusiasm impacts beneficially on the skills and attitude of pupils across the school. Teachers plan suitable opportunities for all pupils to develop their Welsh language skills in lessons and through short, focused Helpwr Heddiw sessions. They make good use of visits and visitors to enhance pupils' Welsh identity and to enrich their understanding of the culture and heritage of Wales. For example, pupils in Year 3 visit Castell Henllys iron age settlement to learn about the lives of Celtic people and pupils in Year 6 learn about the impact of the First World War on local families commemorated in the village memorial.

### **Care, support and guidance: Good**

The school is a caring and inclusive community where every learner and adult is valued. There is a strong emphasis on the importance of respect and resilience and this has a positive influence on pupils' attitudes. All staff contribute purposefully to developing a caring ethos in the school. For instance, staff make regular 'check-ins' with pupils to ensure they are ready to access their learning in class.

There are comprehensive systems in place to track and monitor the progress of all pupils effectively. Staff identify pupils that may benefit from additional support at an early stage. They provide a comprehensive range of interventions that support these pupils to make valuable progress in developing their literacy and numeracy skills and enhance their wellbeing. For example, the individual support for pupils with emotional and behavioural needs helps develop their self-esteem successfully. The school's additional learning needs co-ordinator uses termly meetings with teachers to evaluate the impact of this support carefully. Together they set useful steps for future improvement that enable pupils to sustain good progress.

The school engages with parents well and has established a very positive partnership. Parents appreciate the opportunities the school provides for them to find out about and celebrate their child's learning. For example, regular workshops and open days inform parents about key aspects of the school's work, such as how staff develop pupils' reading skills and plan for the new curriculum. These help parents to support their child's wellbeing and learning at home. The school shares relevant and up-to-date information with parents through a good variety of communication channels. Annual reports to parents are informative and demonstrate teachers' detailed knowledge of individual pupils.



There are appropriate arrangements to promote healthy eating and drinking. The school provides many opportunities for pupils to be active during the school day and through a wide range of extra-curricular sporting activities. This helps pupils to develop a strong understanding of the importance of physical exercise for their health.

Staff provide worthwhile opportunities for pupils to play an active part in decision-making and leadership. This has enabled pupils in the Eco Council in particular to have a significant impact in reducing the school's carbon footprint by securing funding to install solar panels and renew lights throughout the school. Teachers provide meaningful and regular opportunities for pupils to decide what they want to learn at the beginning of each topic and to choose learning experiences, such as a trip to the Roman Baths.

The school has robust and effective measures in place for tracking attendance. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Links with the community are a strength of the school and enrich pupils' learning beneficially. For example, volunteers from the local community help pupils to develop their use of spoken Welsh and pupils' participation in an 'intergenerational knitting club' enables them to enhance their social and creative skills. Staff collaborate well with another local school in supporting the local May Day Festival. The school uses its links with local businesses effectively. For instance, staff from the local shop have delivered useful workshops for pupils on budgeting and shopping.

The school provides worthwhile opportunities to develop pupils' spiritual and moral understanding during assemblies and classroom activities. All staff support pupils to develop a strong awareness of right and wrong and promote respect for the school community, for instance by encouraging pupils to follow the school's 'Diamond Rules'.

There is an extensive range of opportunities for pupils to participate in performance, in school and within the local community. For example, the school orchestra and the choir rehearse regularly and often perform at local events such as the lighting of the Christmas tree in the village.

### **Leadership and management: Good**

The headteacher is a strong role model who provides the school with robust and effective leadership. She has high expectations of both staff and pupils and sets a clear strategic direction that focuses well on securing pupils' progress in their learning and wellbeing. The school's senior leadership team support the headteacher well. For example, the acting deputy headteacher leads improvement in the teaching of science effectively. The quality of distributed leadership within the school is good. All staff act as leaders in their own right. Taking account of individual strengths and talents, leaders have organised staff into learning teams linked to the six areas of learning in the new Curriculum for Wales. They work together purposefully to provide enriched learning experiences for pupils.

Leaders successfully nurture very positive partnerships with parents and members of the local Radyr and Morganstown community. They value the hard work of parents who organise social and fundraising events that benefit the school and show consistent support for local events and initiatives. As a result, the whole school community shares a strong commitment to realising the school's vision.

The school is developing well as a learning organisation. Senior leadership meetings and staff meetings enable all staff, including teaching assistants, to contribute purposefully to the strategic direction of the school. Staff have a range of beneficial opportunities to develop their professional skills. These link well to their performance management objectives and to school priorities. For example, whole school training has improved teachers' confidence in using Welsh phrases and commands with pupils in classrooms and around the school. This has led to improved teaching and, as a result, nearly all pupils show positive attitudes towards developing their own Welsh language skills.

The school's monitoring and self-evaluation processes are rigorous. School leaders evaluate the performance of pupils carefully to identify aspects of pupils' learning that need improvement. They use a broad range of information to inform their thinking, such as learning walks, assessment data, book scrutiny and listening to pupils. Leaders identify most of the school's strengths and areas for development accurately. As a result, leaders and staff know the school well and address improvements quickly and successfully.

The school works very effectively with other schools locally and within the region to provide valuable opportunities for teachers to learn from good practice outside the school and to lead training for colleagues. For example, teachers enhance their own knowledge and skills by delivering training for other schools on the use of strategies to improve pupils' ICT skills.

Governors have a valuable range of professional expertise and play a key part in ensuring an effective strategic direction for the school. They know the school very well and support its work appropriately. Governors use their knowledge of the school, gained through their regular monitoring visits, to hold the school to account for its performance very effectively. They have a detailed understanding of the school's strengths and areas for development and use this to challenge the leadership team robustly as critical friends.

Governors and leaders manage the school's finances prudently. They ensure that expenditure links closely to the school's improvement plans. The headteacher and governors evaluate the impact of expenditure carefully. The school makes appropriate use of the pupil development grant to support pupils who are eligible for free school meals. Leaders prioritise funding to provide effective intervention programmes to improve pupils' skills and wellbeing successfully. As a result, nearly all identified pupils make good progress from their individual starting points.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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