



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 Babanod Coed Mawr
Coedmawr
Bangor
Gwynedd
LL57 4SG**

Date of inspection: November 2010

by

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



**INVESTORS | BUDDSODDWYR
IN PEOPLE | MEWN POBL**

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 Babanod Coed Mawr is located in the middle of a housing estate on the outskirts of the city of Bangor and is maintained by Gwynedd Local Education Authority. Currently, the school has a total of 58 pupils aged 3-7 years on its register including children of nursery age who were accepted on a part-time basis in the September following their third birthday. Pupil numbers have remained fairly static since the previous inspection.

Eleven per cent of the pupils come from homes in which Welsh is the main language, 28% come from ethnic minority backgrounds and the remainder from homes in which English is the main language. However, Welsh is the main language of communication and learning in the school. A variety of social backgrounds are represented and it reflects the full range of ability. Thirty nine per cent of children are entitled to free school meals. This figure is higher than both the county and national averages. Fifteen per cent of the pupils have been identified as having special educational needs and two have statements.

In 2010-2011, the individual school budget for Ysgol Babanod Coed Mawr is £3,797 per pupil which compares with a maximum of £8,442 and a minimum of £2,717 for primary schools in Gwynedd. The school has the thirty seventh highest budget per pupil of the 103 primary schools in Gwynedd.

In January 2010, the headteacher was appointed to lead Ysgol Babanod Coed Mawr and Ysgol Iau Glanadda with the aim of merging both schools in the future.

The school was previously inspected during the Autumn term 2004, and since then the school has had a significant number of new members of staff.

Summary

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

Current performance

The school is good because:

- most of the pupils make good progress in learning and, in general, achieve good standards, particularly in Welsh;
- the pupils make effective use of a good range of key skills across the curriculum;
- the teaching is good throughout the school; and
- there is a caring ethos which ensures that almost every pupil enjoys the school and feels safe.

Prospects for improvement

Prospects for improvement are good because:

- teachers and support staff have clear roles which are fulfilled consistently well;
- good support is provided for the Headteacher on a day to day basis by the Assistant Headteacher
- the link between the outcomes of the self-evaluation process and the school development plan is not sufficiently clear; and
- by implementing the recommendations, with the collaboration of the Governors, the school and the Authority, we are confident that the school can move forward and improve.

Recommendations

In order to improve, the school needs to:

- R1 identify the cohort of the most able pupils and differentiate more purposefully for them;
- R2 address the low level of attendance;
- R3 refine the self-evaluation procedures in order to ensure a better link with the SDP;
- R4 ensure more opportunities to develop the learners' voice; and
- R5 further develop partnerships with parents and with other schools.

What happens next?

The school will draw up an action plan which shows how the school is going to address the recommendations. The local authority will monitor the implementation of the plan and will report to Estyn on the school's effort to implement it.

Main findings

Key Question 1: How good are the outcomes?

Good

Standards: Good

The children's skill levels on entry to the school vary and a significant cohort annually have additional learning needs. Standards at the end of the Foundation Phase are generally good and the achievement in oracy in Welsh is very good. Listening, early writing and number skills are developing in accordance with the children's age and ability.

In 2009/10, pupils' results at the end of Key Stage 1 (KS1) were below those of the previous year with the Core Subject Indicator (CSI) being below that of the family, the Authority and Wales.

In Welsh, the number of pupils who achieve the expected level is close to the percentage for the family but is below that for the Authority and Wales.

In mathematics, the percentage is below that for the family, the Authority and Wales but marginally better than that of the family in science, although below the Authority and Wales.

The results do not compare favourably with similar schools when it is benchmarked against schools with a similar percentage of pupils that are entitled to free school meals. The school is positioned in the third quartile in terms of the CSI and the core subjects and is on the borderline of the 3rd and 4th quartiles in Welsh.

Over a four year period, the percentage is inconsistent, with results being 100% in Welsh and science in 2008/09. The results in Welsh oracy have gradually improved since 2006 although they are lower this year. The pattern in reading and writing over four years shows a gradual downward trend. The number and severity of special educational needs of a significant cohort of the pupils influences the results from year to year.

Since 2006, there is no significant difference between the performance of boys and girls, with the exception of boys' performance which was 15% lower in written Welsh this year.

Pupils who are entitled to free school meals, pupils from ethnic minorities and those with Special Educational Needs (SEN) achieve well. However, the most able pupils do not always achieve their full potential.

Most pupils make good progress during their period in the school. In the case of most pupils, the communication, mathematical and ICT skills across the curriculum are good by the time they transfer to the Junior school.

Most pupils have a good standard of oracy in Welsh and they become confident in their use of the language within a short period of being in the school.

Wellbeing: Good

Almost every child is aware of the need to keep fit and eat healthily. They are happy in school and feel safe there and behave politely to visitors and to each other. The pupils have taken an active part in the process of developing the school grounds by planning a new zigzag path.

School attendance is a cause of concern and the analysis of the attendance figures is inconsistent. The school noted that the attendance level of learners for 2009/10 is 90.3%.

All the pupils are responsible for making decisions about their learning by choosing activities and they have an awareness of targets for improvement. Almost every pupil enjoys their work and progressively develops to becoming an independent learner and show an appropriate level of motivation and perseverance whilst working.

Two pupils represent the school on the school council which was jointly established with the Junior school. The pupils are beginning to voice their opinions in order to influence the life of the school.

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

The school provides a balanced and stimulating curriculum that engages the interest of all pupils. The Foundation Phase curriculum is administered until year 1 and the National Curriculum to year 2 in accordance with the statutory requirements. The needs of almost all pupils are met. The tasks have been planned differentially for the ability range of pupils. The school provides personal plans for the number of pupils with special educational needs. The provision for the more able pupils has not been developed sufficiently.

Specific attention is given to preparing opportunities that develop numeracy and ICT skills and this is reflected in the detailed schemes of work. In addition, a special effort is made in every class to develop pupils' communication skills across the curriculum. The school identifies at an early stage the pupils who underachieve in their literacy and numeracy skills and they receive additional support to help them make progress.

The provision for developing the Welsh language is good and provides opportunities for pupils to develop their linguistic skills. The Welsh dimension is not given the same attention.

Pupils were given the opportunity to plan an outside area as part of the school's effort to gain a bronze award in the Green Schools Scheme. Pupils are now working towards gaining the silver award. The concept of multilingualism and respecting traditions is encouraged effectively by referring to the pupils' varied backgrounds.

Teaching: Good

The quality of teaching is good and ensures that the needs of almost all pupils are met. All members of staff use the previous knowledge they have about pupils effectively in order to encourage learning. They are excellent models in terms of using polished oral language and they take advantage of every possible opportunity to reinforce pupils' language patterns.

The school has adopted the methods of an international scheme in order to promote positive discipline. This method is well-established and has a very positive effect on the school's ethos, on behaviour in general and on the personal and social development of every pupil.

Teachers and assistants continually assess pupils' progress. Assessment for learning strategies have been integrated into the majority of lessons. Pupils' progress is tracked throughout the school on an individual level as well as at group level. The school uses a system of recording observations on 'post its' and then transfers the information to bespoke record books. The information that is collected is used effectively for planning ahead, as a record for reporting to parents and, within the individual profiles, for transferring information to the Junior school. Pupils who underachieve are targeted at a very early stage and they receive additional support to encourage their learning in the areas of literacy and numeracy. Pupils are given short-term and long-term targets. The school has embarked on the process of giving support to pupils to recognise their own success but to date, this has not permeated.

Care, support and guidance: Good

The methods of two international schemes are now an integral part of the school's mindset and are used very effectively to encourage pupils' emotional, moral and social wellbeing. The principles of the schemes are reinforced daily and all the pupils respond well to the guidance. The provision for the pupils' spiritual wellbeing has not been developed as effectively as there has been little focus on preparing opportunities to reflect on beliefs.

The school collaborates effectively with other professional agencies, such as the language and speech therapist, the school nurse and the education psychologist, by taking advantage of their expertise in order to promote pupils' wellbeing.

The school has appropriate policies and procedures in place for safeguarding and protecting children. The pupils' oral responses show that they are very happy in the school and feel safe there. Every pupil has an equal opportunity to develop socially.

Good support and guidance are given to pupils with additional learning needs which comply with the Code of Practice. Pupils' needs are identified at an early stage and a bespoke and effective provision is organised for them.

Learning environment: Good

The school is an inclusive community. A number of pupils are from different ethnic and linguistic backgrounds. This is used beneficially in order to promote the concept

of multilingualism and as a tool to encourage pupils to take pride in their ability to use the Welsh language.

The school has a racial equality policy and arrangements for responding to racial cases should the need arise. The effective implementation of the principles of the international scheme ensures very good behaviour throughout the school.

The buildings are in a good condition. There is enough space for the school and the additional units. Purposeful use is made of the learning spaces in which there are a variety of areas and activities. The learning environment is developed effectively through stimulating and colourful displays that give respect and focus to pupils' work.

The school grounds are in the process of being developed, with plans in hand to develop a wild garden. The grounds are secure and enclosed by a purposeful fence and gates.

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

Since his appointment, the headteacher has gained recognition in the school, by collaborating closely with the assistant headteacher and developing the priorities that are identified in the school development plan.

The school is part of a national federalisation pilot with Ysgol Glanadda, which is the Junior school that it feeds. Regular meetings are held between members of staff at both schools to discuss relevant matters and to agree on jointly introducing the curriculum.

The school has a wide range of managerial and curricular policies that are implemented effectively.

Members of staff have clear roles that are performed consistently well and they work together effectively. They convey high expectations in terms of behaviour and promote a sustainable and supportive ethos within classes. This has a positive effect on pupils' standards.

In general, members of the governing body understand their role and shoulder their responsibilities conscientiously. However, they do not challenge sufficiently and their role in the school's self-evaluation process has not been developed sufficiently.

The school succeeds in paying due attention to some national and local priorities. The Foundation Phase provision has been established successfully and parts of the external environment have been modified effectively. The school implements elements of the School Effectiveness Framework such as creating Continuous Professional Development files and sharing good practice.

Improving quality: Adequate

The school has a well-established structure for collaborating with the Junior school in

terms of evaluating the provision in both schools. Subject leaders collect evidence by direct observation of lessons, reviewing pupils' books and through discussion with members of staff. However, they do not use the information that is collected within the process in full. They do not consider all the school's benchmarking data in sufficient detail nor interpret the data associated with the achievement of specific cohorts of pupils when deciding on priorities for improvement.

Due attention is paid to the opinion of parents in the process but the school does not track pupils' views and aspirations sufficiently.

In general, the self-evaluation report is fairly analytical. However, the elements that require further development are not noted sufficiently clearly in order to be transferred easily to the SDP.

There is an effective learning community across both schools that leads to sharing experiences and ideas. The Foundation Phase staff have visited other schools to observe good practice. Every member of staff has access to professional development activities and any learning networks that are created subsequently. However, to date, the school has not forged links with any member of the family of schools.

Partnership working: Adequate

The school collaborates effectively with the Junior school that it feeds into, namely Ysgol Glanadda. The role of the school within its community is increasing and it is a priority within the current school development plan. There are good links and effective transfer arrangements from the cylch meithrin to the school's nursery class and from year two to the Junior School. However, the partnership between the school and other schools in the catchment area has not been sufficiently developed.

The partnership with parents has received specific attention recently as a result of sending a questionnaire to parents which asked for their views. However, only some activities are supported.

Resource management: Good

The school's staffing levels are appropriate and classroom organisation is effective. The teachers work together effectively and share their expertise. The support staff fulfil their roles well and make an important contribution to the success of the provision in the Foundation Phase. The Governing Body keeps a watchful eye on the budget and ensures that expenditure is in line with the priorities of the school's development plan.

Appropriate planning, preparation and assessment sessions are organised for teachers to enable them to address the workload. This has led to an improvement in planning which in turn has had a positive effect on standards.

Because of the effective teaching which promotes pupils' standards and wellbeing well, the school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Only a small number of questionnaires were returned and only two parents attended the meeting held for them.

Seven of the eight responses either agree or strongly agree with all the statements.

Therefore, the vast majority of them are satisfied with the school in general. All of them state that their children enjoy the school, that they are happy and feel safe there. They also state that they believe the pupils' behaviour is good, that pupils are respected and developed to be good learners and to bear responsibilities. They are of the opinion that the teachers work hard and are easy to talk to should they have any concerns or questions. The vast majority are happy with the information that is shared with them, the progress made by pupils and the homework that is set for them.

Responses to learner questionnaires

Questionnaires were not provided for the pupils as Ysgol Coed Mawr is a school for children up to 7 years of age.

However, during the inspection, the pupils were questioned and all of them expressed that they were happy in the school, they felt safe there and they knew to whom they could talk if they were concerned about anything.

Appendix 2

The inspection team

Glyn Roberts	Reporting Inspector
Huw Watkins	Team Inspector
Jeremy Turner	Lay Inspector
Manon Wyn Jones	Peer Inspector
Mr Len Brookes	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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If available, the data report can be found on our website alongside this report.

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