



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 Bro Tegid
Tegid Street
Bala
Gwynedd
LL23 7BN**

Date of inspection: February 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 Bro Tegid, which is located in the town of Bala, serves the town and the surrounding rural area. It is maintained by Gwynedd local authority. Currently, a total of 95 pupils aged 4-11 years are on the school register. They are received in the school in the September following their fourth birthday. There has been a significant increase in the number of pupils since the previous inspection.

Welsh is the first language for 71% of pupils; 1% of pupils are from ethnic minority backgrounds and the remainder are from homes in which English is the main language of communication. Welsh is the main medium of communication and learning in the school. A variety of social backgrounds are represented and it is considered that the area is neither prosperous nor economically disadvantaged. Seven per cent of pupils are entitled to free school meals. This figure is below the county and national averages. Twenty-seven per cent of pupils have been identified as having special educational needs, and 1% of pupils have a statement.

In 2010-2011, the individual school budget for Ysgol Bro Tegid is £3,254 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 71st highest budget per pupil of the 103 primary schools in Gwynedd.

The headteacher was absent on long-term sickness during the inspection and the headteacher of a neighbouring school has been acting as headteacher since the beginning of the current term.

The headteacher was appointed in 1996.

The school was last inspected in April 2005.

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 are making good progress in their learning and achieve good standards in key skills across the curriculum;
- the school demonstrates success in developing bilingualism from an early age;
- the teaching is generally good throughout the school; and
- there is a family, caring ethos which ensures that almost every pupil enjoys school and feels safe.

Prospects for improvement

The school's prospects for improvement are good because:

- teachers and support staff have clear roles that are fulfilled consistently well;
- the acting headteacher has a clear vision that is shared with members of staff; and
- the governors and staff of the school are keen to co-operate in order to identify elements for development.

Recommendations

In order to improve, the school needs to:

- R1 plan more purposefully in order to further develop education that is related to sustainability;
- R2 share good teaching practice throughout the school;
- R3 refine the school's processes in terms of tracking progress and identifying cohorts of pupils in order to target them;
- R4 use the school's monitoring and self-evaluation processes more effectively in order to set priorities; and
- R5 further develop the roles of staff and governors in the self-evaluation process and in setting more challenging targets.

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 efforts.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The results of the initial assessments when a child begins in the school show that there is not much of a range in the ability of the vast majority of children in basic skills. Almost all of the pupils are making good progress throughout the Foundation Phase in all of the areas. The achievement of pupils from non Welsh-speaking homes in Welsh and bilingualism is one of the strengths of the school.

The results at the end of key stage 1 for 2010 are above the average for the authority and Wales in all areas, with the results for Welsh and science achieving 100%. This places the school above the family of schools and in the highest quarter of similar schools for these subjects, in terms of the number of pupils who are entitled to free school meals. The results for mathematics this year are below the average for the family of schools and have been for the past three years.

Pupils' results at the end of key stage 2 in science for 2010 are above the averages for the authority, the family of schools and Wales. The results in English are below the average for the authority and Wales. The percentage of pupils that attain the expected level in mathematics is significantly lower than the average for the family of schools, the authority and Wales. The school does not compare favourably with similar schools in terms of benchmarking against schools that have a similar number of pupils that are entitled to free school meals. The school is in the upper 50% in science but in the lower 50% in Welsh and English and in the lowest 25% in mathematics.

The percentage that achieves above the expected level in both key stages is above the average for the family of schools, the authority and Wales for science and significantly higher in Welsh. During the classroom observation periods, the most able pupils work at appropriate levels and produce extended written work.

Pupils who are entitled to free school meals and who have special educational needs are making the expected progress in line with their age and ability. There is also obvious progress in the work of pupils who have had support with their reading.

There is no significant pattern that refers to any differences between the results for boys and girls over a four-year period.

Good progress is seen in pupils' achievement in general, in their work, their books and in the observation sessions.

Pupils' communication skills are generally good with examples of extended work of a high standard in both languages and to different audiences. Almost all pupils have very good communication and reading skills. They communicate confidently and clearly from a young age.

Pupils make effective use of numeracy across the curriculum. The data at the end of both key stages does not reflect standards in number that are seen in pupils' books.

Most pupils throughout the school work independently, making good use of their time and keeping to the task. They show enthusiasm and a positive attitude towards learning.

The development of Welsh and the nurturing of bilingualism are strengths in this school, with every pupil following the first language study programme. Pupils from non Welsh-speaking homes develop to be fluent in Welsh within a short time and the Cwricwlwm Cymreig is core to the work and ethos of the school.

Wellbeing: Good

Almost every child has a good awareness of the need to eat healthy food and to keep fit.

Pupils' attendance levels on average over the past three years are 94.7%, which are above the county and national averages. Almost all of the pupils state that they are happy in the school and feel secure, and they are not aware of any bullying. The behaviour of almost all pupils is excellent and they show respect to their peers and to adults within the school.

Almost all of the pupils can work independently and actively in the lessons. They make decisions on how to do their work and present their results. The questionnaires show that they enjoy the lessons. Pupils throughout the school show a good level of motivation and perseverance in their work. Many of the pupils develop their understanding of the targets that they are working towards but this has not penetrated to the same extent throughout the school.

The influence of the voice of the learners on the life of the school is obvious in what has been achieved by pupils through the School Council. Key decisions have been made, such as ensuring a water fountain for the school and ordering a basketball net for playtimes. To date, members of the School Council have attended one governors' meeting.

Pupils' personal, social, spiritual and cultural development is moving forward effectively. Pupils work together well with each other, offering support to one another. They have the necessary skills for taking their place in the society to which they belong.

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

The school provides a wide variety of opportunities for pupils in order to enrich their learning. These include interesting educational visits and creating stimulating events within the school itself, such as looking back at a day in history.

The staff plan purposefully for developing skills across the curriculum. They plan together effectively to ensure a range of experiences for pupils and development in pupils' work, from year to year. This ensures good achievement in communication, numeracy and information and communication technology skills for pupils throughout the school. In general, teachers provide appropriate work for pupils in terms of their age and ability but this practice has not penetrated fully throughout the school.

The provision for the Cwricwlwm Cymreig is a strength in this school and has been planned specially and naturally in all areas of the curriculum. A good range of opportunities are provided for pupils to undertake varied and extended writing, particularly in Welsh. The pupils are making very good progress in communication and reading as a result of stimulating and challenging activities and this is a strength. Global citizenship is given due attention in the school, although there are currently very few opportunities to develop sustainability.

Teaching: Good

In the lessons in which there are excellent elements, the teachers stimulate and challenge pupils through very effective questioning. Teachers maintain pupils' attention all the time and they are fully motivated. This ensures that the pupils are aware of their targets in order to improve. A variety of teaching styles is used very effectively to inspire pupils' motivation.

The teachers plan effectively in most lessons and respond appropriately to pupils' needs. This good teaching stimulates pupils' interest and commitment. Reference is made to previous learning and these experiences are built upon. Effective use is made of challenging questioning to ensure pupils' progress and to make them think for themselves. The teachers encourage pupils' independence in many aspects of the curriculum and activities are differentiated appropriately.

In the classes in which the teaching is not as good, the teachers do not plan in sufficient detail for the range of pupils' ability and the work is not sufficiently challenging for the most able pupils.

There is a diligent and happy ethos and a feeling of respect is obvious in the classes. The classroom assistants provide good support for all pupils and they work effectively with the class teachers in order to assess pupils' progress. The marking is thorough and constructive. The comments note what is required to improve but, at times, they are not sufficiently specific across all classes. The assessment for learning strategies are implemented and almost all pupils are aware of their targets.

Appropriate assessment systems summarise pupils' progress and the information is used effectively to develop their next stage in their learning. The school provides information for parents about their children's achievement and progress in the form of an annual report and in two formal meetings. They state that the reports are clear and provide targets for improvement.

Care, support and guidance: Good

The school provides special care for all of its pupils. All of the school's staff are aware of their health and safety responsibilities and fulfil them appropriately. The provider has appropriate policies and procedures for child safety and child protection, which are known to all members of staff. Circle time takes place regularly across the school's classes and has a positive effect on pupils' behaviour, their values and the ethos of the school.

The school encourages healthy food practices and has received leaf 5 of the Healthy Schools Scheme. The quality of care and support for children with specific difficulties is good. The school identifies the pupils who require support at an early stage and suitable programmes are provided for them. Additional support is regularly provided for specific groups of pupils by a specialist teacher. The school works closely and effectively with external agencies such as the Child and Adolescent Mental Health Service and the educational psychology service. Regular review meetings are held and the recommendations that are proposed are implemented effectively. The school complies fully with the Code of Practice.

Parents receive regular feedback on their children's progress.

Learning environment: Good

A very happy and friendly ethos exists in the school. The condition and cleanliness of the school is good and there are colourful and welcoming displays in the school that are stimulating and which reinforce the teaching. The classrooms are colourful and comfortable and effective use is made of the resources to enrich the curriculum and to respond to the pupils' needs. The curriculum is wholly flexible, irrespective of pupils' race, gender or religion.

There are policies and procedures in place that ensure equal opportunities and equal rights in all aspects of the school's work.

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

The headteacher promotes a positive ethos in the school. Her vision is communicated in an effective manner during regular meetings with members of staff. All members of staff are aware of their roles and responsibilities across the school and they work together closely. The school has a wide range of appropriate procedures and policies. In the absence of the headteacher, the acting headteacher has reviewed them and has ensured better consistency in the school's procedures.

The governing body receives regular reports from the headteacher and has good knowledge about the school. Governors are aware of the school's strengths and the areas for development, but they acknowledge that they need to extend their role as a critical friend and take a more prominent role in the school's self-evaluation process.

The school succeeds in giving due attention to national and local priorities. The principles of the School Effectiveness Framework are an aspect of the school's work that is being developed. The Foundation Phase provision has been established effectively with suitable and stimulating resources. Constructive and regular links have been forged with other local schools to share Foundation Phase good practice. The development of pupils' thinking skills throughout the school continues to be a priority.

Improving quality: Adequate

The school has developed self-evaluation policies and processes that have an increasing influence on the School Development Plan. However, these processes do not include a thorough review of every aspect of the school's life. The self-evaluation report tends to be descriptive and, whilst it acknowledges the strengths of the school, it does not identify the areas for development.

The evidence that feeds the self-evaluation report is not always clear. The staff or the governors do not have an opportunity to influence the content of the report sufficiently but they are now keen to develop this aspect of their work. There is little use of performance data, tracking information and direct evidence to plan for improvement. There is not always a clear and distinct link between the self-evaluation report and the priorities of the School Development Plan.

The school's professional development arrangements provide wide and varied opportunities for staff development. There is a close link between the training staff and their responsibilities but there is not a strong link between these activities and the priorities of the School Development Plan. The school has an appropriate system of performance management which provides opportunities for continuous professional development. In a minority of situations, performance management targets are seen which are sufficiently challenging to ensure improvement.

Although there is a need for monitoring processes to be developed further, the majority of the recommendations in the previous report have been implemented well.

The school continues to develop the element of internal networking. Currently, activities do not sufficiently affect the sharing of good teaching practices that exist within the school.

Partnership working: Good

There are effective partnerships with parents and carers. Good transition arrangements are in place with the town's nursery, and opportunities for children to visit the school beforehand. There are good links and purposeful transition arrangements between the school and the secondary school, and a number of transition activities of high quality. Suitable transition and moderation work occurs in the core subjects. There is constructive co-operation with other schools in the catchment area that continues to develop well.

The school continues to develop links with the local community, and a few local businesses support the school's recipe book initiative. The school is very aware of

the importance of its relationship with the education services, the local authority and the police, and it works effectively with them in order to expand pupils' experiences. The school's staff and pupils benefit from links with Coleg Meirion Dwyfor and Yale College, as students train in the school.

Resource management: Good

The school has a sufficient number of staff with appropriate qualifications to undertake their work effectively. The school's staff have worked together assiduously to create an attractive and stimulating environment and there are extensive and suitable resources in the classrooms.

The governing body keeps a watchful eye on the budget, and expenditure is in line with the priorities of the School Development Plan. The school has made appropriate use of its funding to promote effective education and, recently, has invested substantially in new information technology equipment that has had a positive effect on pupils' achievement in this area. Pupils' standards and the quality of teaching are such that that the school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Thirty questionnaires were returned and, in all of them, the parents state that they are satisfied with the school in general, that their children like the school, and that they are happy and feel secure there. They also believe that the pupils' behaviour is good.

All the parents are of the opinion that the teachers work effectively and encourage the children to work hard. They are happy with the progress the pupils make and the variety in the activities that are provided for them. They feel that the school is well run.

Almost everyone is happy with the information that they receive about pupils' progress and feel comfortable about coming to the school to ask for information.

Responses to learner questionnaires

The questionnaire was completed by 50 key stage 2 learners and members of the team spoke to pupils during the inspection. All of the pupils state that they are happy and feel secure in the school, and that they know to whom they can turn if they are concerned.

They state that the teachers teach them effectively about the importance of knowing how to be fit and to take physical exercise regularly.

Almost all of the pupils are of the opinion that behaviour in the school is good and that misbehaviour does not affect their ability to work.

Appendix 2

The inspection team

Glyn Roberts	Reporting Inspector
Catherine Evans	Team Inspector
Dylan Jones	Lay Inspector
Anwen Griffith	Peer Inspector
Jano Owen	School Nominee

Copies of the report

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Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11