



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 Sant Baruc
St Paul's Avenue
Barry
Vale of Glamorgan
CF62 8HT**

Date of inspection: January 2011

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 Gymraeg Sant Baruc is located in Barry in the Vale of Glamorgan. The school serves an area that includes the surrounding community and neighbouring areas. It was established in its present form in 1996, following the merging of the junior and infants schools to serve the local area.

The school states that a few of its pupils come from areas that are considered to be disadvantaged. The vast majority of pupils come from an area that the school describes as being neither advantaged nor disadvantaged. Eight percent of pupils are entitled to free school meals, which is significantly lower than the national percentage.

Welsh is used as the medium of teaching throughout the school and English is introduced as a subject in key stage 2, with the aim of pupils being bilingual by the end of their period in the school.

At the time of the inspection, there were 234.5 pupils (full-time equivalent) aged 3-11 on the register, compared with 217 during the previous inspection in 2005. About 4% of pupils come from homes in which Welsh is the main language, and about 4% of pupils come from a mixed ethnic background. There are 39 pupils on the additional learning needs register and one pupil has a statement of special educational needs.

Since the previous inspection, seven new members of staff have been appointed to the school, including the headteacher and deputy headteacher who have been in post since September 2010. During the past year, there have been substantial changes in the responsibilities of staff and the senior management team.

In 2009-2010, the individual school budget for Ysgol Gymraeg Sant Baruc was £3,320 per pupil, which compares with a maximum of £4,491 and a minimum of £2,756 for primary schools in the Vale of Glamorgan. The school has the 31st highest budget per pupil of the 46 primary schools in the Vale of Glamorgan.

Summary

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

Current performance

The school's current performance is good because:

- almost all the pupils are happy, they achieve well and are making good progress during their period in the school;
- the quality of teaching across the school is good;
- there is an element of excellence in pupils' standards of Welsh and their use of the language; and
- pupils' health and wellbeing are promoted effectively.

Prospects for improvement

The school's prospects for improvement are good because:

- the leaders of the school are enthusiastic and convey high expectations;
- all the members of staff share the same vision for maintaining and raising standards;
- new self-evaluation procedures have begun to have a clear effect on outcomes; and
- the school identifies and prioritises areas for improvement effectively.

Recommendations

In order to improve, the school needs to:

- R1 continue to develop the strategic leadership procedures that were introduced recently;
- R2 continue to develop the monitoring role of governors;
- R3 continue to share best practice in teaching throughout the school; and
- R4 improve the arrangements for the lunch hour.

What happens next?

The school will draw up an action plan which shows how the school is going to address the recommendations.

Main findings

Key Question 1: How good are the outcomes?

Good

Standards: Good

In general, most pupils make good progress in their learning during their period in the school.

Almost every pupil makes excellent progress in their Welsh skills, and they speak Welsh with increasing confidence and use it on every occasion. They use the correct forms of the verb and Welsh idioms effectively in their work. Pupils' knowledge of the Cwricwlwm Cymreig is very good.

Most pupils in key stage 1 read at a level that is at least appropriate to their age and ability, and often at a higher level. They make full use of their written skills across the curriculum. In key stage 2, most pupils are able to read meaningfully and with good expression and write to a high standard.

The English skills of most pupils in key stage 2 are good. They speak confidently and read correctly with appropriate expression. They also write interestingly and extensively, using a wide range of media.

Pupils who are entitled to free school meals achieve well, as do the pupils who have special educational needs. The achievements of the more able and talented pupils are good.

The results of statutory assessments at the end of key stage 1 are consistently high and show an upward trend. In 2010, the percentage of pupils that attained the expected level (level 2) was consistently higher than the average for Wales in all the core subjects, namely Welsh, mathematics and science. The school achieved the best results in the family in every subject except mathematics, in which it was third in the family of schools.

The percentage of pupils that attained the higher than expected level (level 3) in mathematics and science has been consistently higher than that of the family and Wales over the past four years. In Welsh, the results were consistently higher than the averages for the family and Wales and at the top of the family in 2010.

When comparing the results in key stage 1 with those of similar schools throughout Wales in terms of free school meals, the school's results have been at the expected level in Welsh, mathematics and science in the highest quartiles over the past four years. The core subject indicator (the expected performance in Welsh or English, mathematics and science combined) has been consistently in the highest quarter over the past four years.

The results of statutory assessments at the end of key stage 2 are consistently high. The school's results vary from year to year but show that most pupils reach the expected levels (level 4) in all core subjects and the core subject indicator.

In 2010, the percentage that attained a higher than expected level (level 5) in Welsh, English, mathematics and science was consistently higher when compared with the averages for the family and Wales.

When comparing the results in key stage 2 with those of similar schools throughout Wales in terms of free school meals, the school's results for the expected level are consistently in the second quarter for all core subjects and the core subject indicator.

There is no significant difference in the achievements of boys when compared with the achievements of girls. Although the 2010 results suggested differences in written Welsh in key stage 2, with the boys' performance being significantly below the girls' performance, a quarter of the boys in this class were on the special needs register.

Wellbeing: Good

One of the school's strengths is the courtesy and behaviour of all pupils. All pupils are happy and feel safe in the school. They enjoy learning in their lessons and take an active role in their own learning and support each other's learning well. Almost all pupils show motivation and pride in their work. Most pupils show care for each other.

Most pupils are aware of how to keep themselves fit and safe and know whom to turn to if they have a problem. The school's older pupils are conscientious when caring for younger children during the whole-school assembly. A large number of pupils enjoy a good range of activities such as football, netball and other after-school clubs.

The school's attendance rate is 95%, which is marginally above the national average. The attendance rate is another of the school's strengths as the rate has been consistently at 95% for the past four years. Absenteeism is monitored effectively. Almost without exception, punctuality is good.

The school council is a successful forum for pupils to propose improvements to the school. Pupils' ideas are given genuine consideration by the school's leaders. The newly-established eco committee is beginning to have an influence on the life and work of the school.

The personal, social and cultural development of all pupils is good.

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

The school provides a wide range of rich learning activities that meet pupils' needs appropriately. An extensive provision of learning experiences consolidates the needs of most pupils well. Boys and girls have equal opportunities to participate in every activity. In general, the provision for developing skills is very effective.

Teachers teach reading successfully in the Foundation Phase. However, the reading programme relies too much on the commercial scheme and there are not always sufficient opportunities for pupils to read a wide range of books.

The provision for developing the Welsh language amongst all pupils is an excellent element. The reward scheme 'Cymry Cŵl' is very effective and, as a result, Welsh is the language of the playground as well as the language of the classroom. The teachers promote the Cwricwlwm Cymreig very well. They plan for the Cwricwlwm Cymreig in their lessons and a number of colourful displays are seen both inside and outside the school that promote Welsh culture; for example, the national anthem is seen on an outside wall and the tales of Gelert and Blodeuwedd are displayed in the hall. Teachers also organise after-school clubs that promote the Cwricwlwm Cymreig very successfully.

There is good provision to enable pupils to learn about sustainability. The teachers develop pupils' awareness and understanding effectively, both of their own responsibilities and those of others in society and in the world. This is strengthened in Years 5 and 6 by work that is based on the "First News" newspaper.

Teaching: Good

One of the school's strengths is the quality of teaching, which is consistently good and meets the needs of every pupil in the classes. All teachers have high expectations in terms of pupils' standards and behaviour. In the best lessons, they plan and provide interesting lessons that have clear and appropriate aims. They deliver lively lessons that stimulate pupils' enthusiasm. All teachers use a range of effective teaching strategies and provide good language models for the pupils. The constant use of penetrating questions in the best lessons consolidates pupils' understanding well.

All teachers provide detailed feedback for pupils, both orally and in writing. This constructive feedback enables pupils to know how well they are doing and what they need to do in order to develop further. The effective tracking system ensures that teachers track pupils' progress and intervene when necessary. Most teachers use assessment for learning strategies successfully but this practice is not consistent throughout the school. Teachers encourage pupils to assess their own performance and that of others in a constructive manner.

Another strong feature is the close relationship that exists between the teaching staff, the support staff and the pupils, and this contributes to a diligent and co-operative atmosphere that was seen in most of the lessons. All support staff work effectively alongside teachers in the classroom and intervene appropriately to support the learning.

The school provides comprehensive reports for the parents about their children's progress. These reports indicate areas for improvement in language and mathematics.

Care, support and guidance: Good

The school is a very happy community with a caring and friendly ethos. The gentle care of the school's staff creates a family atmosphere that promotes pupils' health and wellbeing very successfully. All teachers provide stimulating learning experiences that promote pupils' personal development effectively, including their

spiritual, moral, social and cultural development. Whole-school assemblies create an appropriate Christian atmosphere and a reflective ethos. The school collects money for many good causes and it is the pupils' responsibility to decide which charity will benefit.

The school promotes pupils' health and wellbeing well. Pupils are encouraged to eat and drink healthily and fruit is provided at break times. Pupils have water bottles in their classrooms.

The school has a full range of policies and procedures for promoting pupils' healthy lifestyle and wellbeing. It has appropriate policies and procedures for safeguarding and protecting children.

The policy for supporting children with additional learning needs is clear and the procedures are effective. Support is co-ordinated well and the school works closely with other agencies to formulate suitable support strategies. Parents are notified well if their child has any difficulty and the individual education plan is regularly evaluated and reviewed.

The school provides good support for pupils when they begin in the school. Year 6 pupils take part in an effective transition programme with Ysgol Gyfun Bro Morgannwg.

Learning environment: Good

The curriculum provided in the school is wholly accessible to all pupils, irrespective of their gender, race or religion. The school fulfils its statutory duties. Almost every pupil stated that teachers and other adults in the school help them to learn and make progress.

Every part of the school is attractive and welcoming, and provides a stimulating learning environment. The walls are covered with purposeful, colourful and varied displays. Good use is made of areas outside the school by Foundation Phase classes. The school creates a Welsh atmosphere effectively by showing interesting murals in the school playground and throughout the school. The building is kept in good condition and all parts of it are tidy. The supply of resources is good. However, the building is restricted.

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

The headteacher has a clear vision for the school and succeeds in conveying that vision to all members of staff in a sincere and transparent manner by giving a purposeful strategic direction to the life and work of the school. She works effectively with the deputy headteacher and the senior management team in order to develop the school in a way that has a positive influence on pupils' achievement.

The school has a wide range of management and curricular policies that are implemented effectively. All members of staff have clear responsibilities and job

descriptions and they fulfil their duties well. Their continuous professional development is supported through an effective performance management system.

The governing body has an appropriate awareness of the school's performance. It provides suitable support and fulfils its duties conscientiously. The governing body and the headteacher work together effectively. Together, they have recently established effective arrangements for allocating subject or area responsibilities that support monitoring procedures and setting targets. There has been insufficient time yet to measure the real effect of every element of this process.

The school has succeeded in giving due attention to national and local priorities. The aspects in the school development plan link directly to the School Effectiveness Framework. The staff work together closely with the cluster of schools to develop curricular elements and staff development. The school incorporates the principles of the Foundation Phase appropriately and the 2008 Curriculum and the Skills Framework are implemented effectively.

Improving quality: Good

The self-evaluation report is of good quality and clearly identifies most of the aspects to be developed within the school.

A new structure for self-evaluation was established recently. It is a comprehensive and effective process. The outcomes of this process have begun to have an appropriate influence on the priorities in the school development plan.

The school development plan, which is of good quality, is produced on the basis of an evaluation of the previous plan and the priorities that emerge within the self-evaluation process. Appropriate priorities have been included for the next two years.

The school has responded appropriately to the recommendations of the previous inspection report.

Teachers belong to a good number of professional practice networks within the institution and more widely with other schools in the cluster. These networks are beginning to have a positive influence on planning and on developing some recent teaching principles within the school.

Partnership working: Good

The school has strong links with a range of different partners. It receives effective support from the local authority, for example when establishing a self-evaluation procedure and when addressing the development of basic skills and Welsh.

The school benefits from the close links that it has with Ysgol Gyfun Bro Morgannwg to work on specific projects, for example in developing a new strategy for teaching Welsh. An effective transition plan has been firmly established, which includes transition visits, an opportunity to have access to resources and participation in projects and lessons that are difficult to deliver in a primary school, for example using

the drama studio, the sports fields and the gymnasium. Effective arrangements also exist for standardising and moderating pupils' work jointly.

There is close co-operation with Cylch Ti a Fi, that meets every week in the school, and there are good links with other educational institutions such as UWIC and Barry College.

There is a strong relationship with parents and other members of the community who volunteer to help with reading, support learning and help on educational visits. The school has an active Parents and Teachers Association which organises fund-raising activities for resources. Parents appreciate the weekly newsletter that is sent out by the school in order to inform them of pupils' successes and important events.

The link between the school and the local community is good. This contributes positively to enriching pupils' experiences.

The school works well with a number of visitors and services to enrich pupils' learning experiences, such as the athrawes fro, the Vale of Glamorgan music service, the police, the Urdd sports officer, the Christian Aid representative and the Dragon Sports officer.

Resource management: Good

The school's staffing resources are managed and used effectively to improve learning. There are sufficient teaching staff and experienced support staff to deal with all aspects of the school's work. Teachers and support staff work together effectively in order to ensure appropriate support for pupils.

Teachers make efficient use of due time for planning, preparation and assessment and this has a positive effect on the standard of planning. Staff specialisms are used to offer support within areas of the curriculum and to provide appropriate internal training. Managers ensure that there are sufficient, good quality resources available to meet pupils' needs, that the school building and grounds are clean and tidy and that they are used to their full potential. Although space is limited, the best possible use is made of it. However, not all the lunchtime arrangements are suitable as not every pupil is able to sit at a table to eat.

The budget is used efficiently to respond to priorities set within the school development plan. Appropriate use is made of the funding that is available. There is a substantial amount of money currently in reserve that has been set aside for financing alterations to the buildings and for buying additional resources in the near future.

When considering the progress and good outcomes achieved by learners, together with the appropriate use of funding, the school provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

Questionnaires were completed by 103 pupils in key stage 2 and members of the team spoke to pupils during the inspection.

Almost every pupil stated that they felt safe in the school, that the school taught them how to keep healthy, that they know whom to turn to if they are concerned or anxious and that the teachers and other adults help them to learn.

Most of the pupils are of the opinion that they are doing well in the school and that they have many opportunities in the school to have physical exercise regularly. They know what to do and whom to turn to if they find that the work is difficult. Most pupils believe that the school deals well with any bullying. Most pupils are also of the opinion that the homework that is set helps them to understand the work in the school and that there are sufficient resources available for them to do their work.

Many pupils are also of the opinion that other children behave well in lessons so that they are able to do their work.

A minority of pupils are of the opinion that not every child behaves well during playtime and lunchtime and that children's behaviour impairs their ability to do their work.

Responses to parent questionnaires

Fifty-six questionnaires were returned.

All of the parents were either satisfied or very satisfied with the school in general and noted that their children are making good progress. They are also of the opinion that the teaching is good and that their children had support to settle in well when they began at the school.

Almost all of the parents who responded are of the opinion that their children enjoy school and feel safe there. They also express the view that staff have high expectations of the pupils. They believe that pupils are encouraged to be healthy and to undertake regular physical exercise. The parents also feel comfortable about asking questions of the school, making suggestions or identifying a problem.

Most parents believe that the school is run well and that they receive regular information about their children's progress. They believe that the pupils' behaviour is good and that the school's staff treat every child fairly and with respect. Most parents are of the opinion that the work that is set builds well on what the children have learnt in school and that the school is helping their children to become more mature and to shoulder responsibilities.

Many parents feel that they understand the school's complaints procedure and that their children are well prepared for moving up to the next school. They also believe that the school organises a good variety of activities, including trips and visits.

A minority of parents are of the opinion that their children do not receive appropriate additional support in relation to any specific individual needs.

Appendix 2

The inspection team

Ann Jones	Reporting Inspector
Huw Watkins	Team Inspector
Glenda Jones	Lay Inspector
Sian Hart	Peer Inspector
Rhian Andrew	School Nominee

Copies of the report

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

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Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The four key stages cover the following year groups:

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