



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

A report on

**Ysgol Gymuned Bryngwran
Bryngwran
Holyhead
LL65 3PP**

Date of inspection: April 2018

by

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

About Ysgol Gymuned Bryngwran

Ysgol Gymuned Bryngwran is situated in the centre of the village of Bryngwran, which is approximately six miles from the town of Holyhead on the Isle of Anglesey.

Education is provided for pupils between 3 and 11 years old. There are 60 pupils on roll, including 10 part-time nursery age pupils. Welsh is the school's everyday language and the main medium of learning and teaching. Pupils are taught by two full-time and one part-time teacher. Seventy per cent of pupils come from Welsh-speaking homes. There are no pupils from ethnic minority backgrounds. Over the last three years, around 2% of pupils have been eligible for free school meals, which is much lower than the national average. The school has identified 32% of its pupils as having additional learning needs, which is higher than the national average.

The headteacher has been in post since April 2012. The school was last inspected in November 2011.

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

Ysgol Gymuned Bryngwran provides a familial and supportive environment that prioritises pupils' wellbeing successfully. Nearly all pupils behave exceptionally well and show an excellent attitude towards learning. Pupils have a prominent voice in the school's development by making decisions and planning learning. During their time at the school, most pupils make good progress from their starting points.

The headteacher provides robust leadership, which ensures a clear focus on improving provision, standards and pupils' wellbeing. The school is keen to develop continuously and experiments confidently when introducing new strategies. Teaching is of good quality and teachers provide interesting and relevant activities that develop skills across the curriculum effectively.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Raise standards of extended writing across the school
- R2 Develop opportunities for pupils to learn further in the outdoor area
- R3 Ensure that actions for pupils with additional learning needs are reviewed regularly
- R4 Address the safeguarding issues that were raised during the inspection

What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to its method of promoting the principles of attitudes towards learning that contribute to pupils' commitment and wellbeing, to be disseminated on Estyn's website.

Main findings

Standards: Good

On entry to the school, around half of pupils' basic skills are below the level that is expected for their age. During their time at the school, most make good progress from their starting points, including pupils with additional learning needs. Many pupils develop their problem-solving skills effectively, for example when making fruit salad or measuring the distance between planets.

Across the school, most pupils listen carefully in lessons and are respectful towards their peers. They hold mature discussions, for example when discussing in pairs or talking to visitors from the community. Most pupils share ideas clearly and are able to explain their work comprehensively, considering their age and ability. In the foundation phase, many pupils are able to explain interesting facts and describe the characteristics of animals effectively. Many pupils in key stage 2 have mature oracy skills and are full of expression when producing a speech to justify going to war during the Second World War.

Many pupils have sound early reading skills. They develop aural awareness to build words effectively. By the end of the foundation phase, many pupils read fluently in both languages and are able to discuss their books confidently, including the characteristics of their favourite characters. More able pupils read with expression and use intonation effectively. As they transfer to key stage 2, pupils make skilful progress in their reading skills. Most read fluently and meaningfully in Welsh and English. They are able to describe characters in detail and discuss the characteristics of their favourite authors. In regular reading activities, pupils research unfamiliar words. A good example of this is the research into the word 'magwraeth' (upbringing), after reading a novel by a Welsh author.

Many young pupils in the foundation phase enjoy marking activities and use a wide range of resources, such as glitter, snow and shaving foam in order to write their names and letters. By the end of the foundation phase, a majority of pupils write by varying their sentences and using basic punctuation correctly. They use an appropriate range of writing forms, such as a report, a list, a story and a script. A creative example of this is writing a script between Neil Armstrong and Buzz Aldrin on their visit to the moon. By the end of key stage 2, many pupils use punctuation effectively. In the few best examples at the top of the school, pupils use punctuation and vocabulary effectively to create mood and excitement in their work. Most pupils strive independently to spell words correctly and extend their paragraphs successfully. However, they do not always develop rich vocabulary and sentences.

Most pupils across the school make good progress in numeracy. They apply their skills consistently when solving interesting and purposeful problems. Across the school, most pupils use calculation strategies effectively that are suitable for their age and ability. Older pupils in the foundation phase are able to count in twos, fives and tens in order to count the number of fireworks in a box. In key stage 2, pupils use a range of number strategies across the curriculum, including analysing a train timetable for evacuees from Liverpool to Holyhead. A majority of pupils at the top of key stage 2 add and subtract numbers confidently and multiply decimals correctly.

Across the school, nearly all pupils develop their mathematics skills successfully by using measurement and shape skills. They use them purposefully in a range of exciting contexts, such as weighing fruit from Africa in the foundation phase and making detailed measurements in key stage 2 in order to create a gas mask box from the Second World War.

Across the school, most pupils develop their information and communication technology (ICT) skills skilfully when using various software to present their work. Most are able to use an electronic tablet to record their practical work independently. For example, foundation phase pupils are able to record instructions to encourage a character's perseverance independently. Nearly all pupils in key stage 2 use computers and electronic tablets to research and support their learning when animating the experiences of evacuees. They work together as a class to organise facts about Cardiff skilfully on online software. Pupils record their work, experiences and promote the pupil's voice interactively on displays masterfully.

Wellbeing and attitudes to learning: Excellent

Nearly all pupils take pride in their school and their work. They show exceptional attitudes and motivation towards their learning. The pupil's voice permeates all aspects of school life. A highly effective example is the self-assessment method used through the work of the 3C Club, 'Cadw'r Cogiau'n Cylchu' (Keep the Cogs Turning). Pupils have taken ownership of their work masterfully. Pupils across the school discuss their skills, such as independence, thinking skills and perseverance effectively.

The school has a very effective feedback system that encourages pupils to improve their work independently. Pupils are able to identify the next steps in their learning purposefully. They take pride in the systems that they have to improve their work. For example, characters that have been created jointly by pupils encourage independence and confidence to try again in order to develop work further. This ethos has spread throughout all school life, for example as pupils take responsibility for safety and interactive displays.

Nearly all pupils behave exceptionally well in lessons and outside the classroom. Their communication and social skills are excellent and are a significant strength among pupils across the school. A good example of this is the way in which pupils support each other when solving problems. They are extremely polite, share with each other, take turns and listen attentively to the ideas of others. A good example of this is when pupils use open-ended creative equipment during lunchtime. They treat everyone with respect and care and are willing to offer a helping hand to others. Nearly all pupils enjoy coming to school and show infectious willingness and enthusiasm towards learning and their work. They treat adults with respect and are considerate of the needs of others. Nearly all pupils feel safe at school and are aware of whom to approach if something is worrying them, and are confident that they can turn to a friend for support.

Nearly all pupils show pride towards the school, and pupils in key stage 2 lead on a wide range of responsibilities to promote and support their own wellbeing and that of their peers. A typical example is the work of the 'Criw DaD', namely the 'Criw Doeth a Diogel' (Wise and Safe Crew), which leads wholly confidently on safety around the school by challenging adults to follow the school's procedures.

Nearly all pupils develop as conscientious moral citizens, for example when raising money to build a water well in Kenya after researching life in Africa. Nearly all pupils understand the importance of making healthy choices when keeping fit and when choosing snacks and the content of packed lunches.

Teaching and learning experiences: Good

The quality of teaching across the school is good. A creative curriculum is planned that leads stimulating experiences. For example, they learn about people who are less fortunate following a visit from a humanitarian worker, which encourages pupils to think and act on behalf of others. Teachers ensure that robust strategies are in place across the school to provide a suitable level of challenge for all ability levels.

All members of staff know their pupils well and there is a close relationship between them that creates an atmosphere of respect and trust. Teachers ensure that they listen to pupils' ideas when planning themes and self-assessment systems. This promotes pupils' ownership of their learning and has a positive influence on the school's ethos. A good example of this is the way in which pupils have decided to plan interactive displays across the school. All teachers have a variety of effective strategies to promote perseverance and nurture the confidence to try. The aspiration to improve their work further is a regular element of pupils' work. All adults model polished language effectively, and take advantage of regular opportunities to feed rich vocabulary and improve pupils' oral skills successfully. Teachers across the school have high expectations of all pupils. However, expectations for rich, extended writing are not consistent enough.

Across the foundation phase, there is a skilful balance between tasks that are led by adults and those that are initiated by pupils. Successful systems are used to nurture independence when choosing tasks and when ensuring that there are enough opportunities and time to complete activities independently. The way in which teachers encourage pupils to work and complete work to a high standard is one of the school's strengths. However, opportunities to extend and reinforce learning in the outdoor area are limited.

All teachers plan effectively to deliver the curriculum and develop communication, numeracy and ICT skills through stimulating themes. Teachers have begun to adapt their plans sensibly in order to prepare for the developments of the new curriculum. As a result, pupils in key stage 2 make decisions about their learning and are given opportunities to practice their skills across the curriculum. In literacy tasks, teachers encourage pupils in key stage 2 to set success criteria independently and assess work in detail when setting the way forward effectively. As a result, nearly all pupils are aware of the way forward to improve their work.

Care, support and guidance: Good

The school is a happy, active and inclusive community. Staff create a caring and homely feel that is reflected in the pupils' respectful and polite behaviour. The school succeeds in promoting diversity, anti-racism, fairness and equal opportunities successfully. Regular visits from the rector and members of the community to conduct services and sessions on messages from the Bible make a beneficial contribution towards pupils' moral and spiritual development.

The school has effective strategies to support pupils' emotional, social and learning needs. It works well with a number of specialist services and external agencies in order to do so. These strategies and the close relationship with families have a positive effect on pupils' standards and wellbeing, and contribute successfully to the school's caring and inclusive ethos. Arrangements for safeguarding pupils are appropriate and are not a cause for concern, but the governors' attention was drawn to another issue that may affect pupils' wellbeing.

The school provides purposeful opportunities for pupils to learn about healthy eating and drinking habits, and ensures suitable opportunities for them to take part in physical education sessions in a local centre.

All staff provide high quality support to ensure that nearly all pupils achieve well. The early and valuable intervention that pupils receive ensures that they succeed in their work as they move through the school. The effective range of intervention programmes and strategies enables pupils and groups to make good progress in their learning. Individual education plans for pupils with additional learning needs are appropriate. However, targets for improvement are not always clear. Suitable systems are used to track pupils' progress, and teachers use a range of information appropriately to plan and provide additional support for specific groups. Staff know the pupils and their families well and have positive relationships with them. As a result, they are able to guide families towards specialist support.

The school provides rich opportunities for pupils to shoulder responsibilities through the work of the 'Crew DaD', 'Crew Clên' and 'Partner y Pennaeth'. This broadens their understanding of the importance of being active citizens and contributing regularly within their community. This element is one of the school's strengths.

Teachers use local history and legends to stimulate pupils' understanding of their culture and heritage. Provision to encourage pupils to use their imagination through the arts develops pupils' creativity successfully. A good example of this is the portraits of Mona Lisa that emulate pupils' individual interests. Pupils are given valuable opportunities to develop their musical skills through music activities, for example when composing an instrumental ensemble. The 'Cymry Campus' pupils are very active in promoting the Welsh language across the school.

Leadership and management: Good

The headteacher's robust vision and leadership ensure a clear focus on improving provision, standards and pupils' wellbeing. She succeeds in sharing this effectively with pupils, parents, staff and governors. She has created a familial community in a caring environment, which encourages pupils to give of their best and where every individual is valued. The headteacher experiments confidently with initiatives in order to provide projects that are beneficial to pupils. A good example of this is the way in which the school provides a practical curriculum for the school's older pupils.

The headteacher is supported effectively by the teachers. They share a vision and promote a strong ethos of teamwork. As a result, there is skilful consistency in promoting strategies for teaching, behaviour and wellbeing. Staff responsibilities have been shared relevantly in order to ensure that pupils are given stimulating experiences that inspire them to foster enthusiasm towards their education.

Members of the governing body are very supportive of the school's work and have developed confidence in challenging the school. They analyse a range of information and take ownership of responsibilities for the quality of standards, provision and funding. They have detailed knowledge of the school's strengths and areas for development. A good example of this is the way in which they have identified a shortcoming in aspects of reading, and the way in which members support pupils each week to develop expression and meaning in their reading.

The school has identified relevant priorities to be developed as a result of robust self-evaluation processes. Staff have analysed and considered a suitable range of evidence, such as lesson observations, data analysis, scrutiny of pupils' work and seeking pupils' views. There is an appropriate link between the outcomes of the self-evaluation report and the priorities in the development plan. The plan identifies relevant actions. However, success criteria in the plan are not always quantitative enough to enable leaders to measure progress wholly effectively.

The headteacher ensures valuable professional learning opportunities for all of the school's staff. This has had a successful influence on improving provision and developing pupils' wellbeing. Staff have benefitted from visiting other schools and have developed their confidence in experimenting when introducing developments to the curriculum. A good example of this is the way in which they bridge experiences and projects for the new curriculum's activities.

The headteacher makes purposeful use of the staff and accommodation. Leaders have ensured that there is a specific budget and funding to develop provision. An effective example of this is the use of staff to support pupils who need additional support. The pupil development grant is used effectively to raise the standards of the very small group of pupils who are eligible to receive it. As a result, the school's expenditure links appropriately with the priorities in the school improvement plan.

Copies of the report

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

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

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	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:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2018: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 20/06/2018