



*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 Gymraeg Bro Eirwg**  
**Ridgeway Road**  
**Llanrumney**  
**Cardiff**  
**CF3 4AB**

**Date of inspection: November 2010**

**by**

**Alan Walters**

**for**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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 Bro Eirwg is situated in the Rumney area in east Cardiff and it serves the areas of St Mellons, Llanrumney, Rumney and Trowbridge. The school was established in 1981 and in 1983 the school moved to its present location.

Ysgol Bro Eirwg is a designated Welsh language school. English is formally introduced at the start of key stage 2 (KS2).

Approximately 9% of pupils come from homes where Welsh is the main home language. 55% are drawn from residential areas which are neither prosperous nor economically disadvantaged and the remainder from an economically disadvantaged area. Approximately 8% come from an ethnic minority background and a 17% are entitled to free school meals.

There are currently 390 full time pupils in the school and 62 part-time children in the nursery. There are 84 (18%) pupils on the special education needs (SEN) register and there are none with statements of SEN.

The individual school budget per pupil for Bro Eirwg School is £3,060 which compares with a maximum of £14,067 and a minimum of £2,787 for primary schools in Cardiff. The school has the 88th highest budget per pupil out of the 102 primary schools in Cardiff.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school is good because:

- there is obvious achievement and progress in pupils' work over a period of time;
- the standard of pupils' wellbeing is strong and contributes towards their social and life skills;
- teaching is good across the school;
- the care, support and guidance encourages pupils' involvement in their school and the wider community; and
- leadership and management are strong and a clear vision is shared with all involved in school life.

### Prospects for improvement

The school's prospects for improvement are good because:

- through effective self evaluation procedures the school has clear targets for improvement;
- planning is strategic and developmental and focuses specifically on raising standards and improving provision; and
- strong, strategic leadership exists at differing levels across the school which ensures high expectation.

## **Recommendations**

In order to improve, the school needs to:

R1 continue to develop opportunities to raise pupils` literacy skills;

R2 further develop the use of ICT and numeracy skills across the curriculum; and

R3 continue to embed assessment for learning principles and practices across the school.

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Good</b>
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### **Standards: Good**

The basic skills of the majority of pupils on starting school are close to the expected averages with a minority below. Most reach the outcomes relevant to their age by the end of the Foundation Phase.

Since 2007, pupils' achievement in the key stages are either closely similar or higher than family, local authority (LA) and results for Wales in the core subjects and when subjects are combined. Where the results are lower, especially in key stage 2 (KS2), specific reasons effect the results and often these relate to additional learning needs.

When benchmarked against schools with the same kind of free school meal entitlement, in key stage 1(KS1), the school tends to be consistently in the second quartile when comparing core subjects and when subjects are combined. In KS2 the benchmarking varies slightly between the second and third quarter in every subject and when subjects are combined.

The percentage of pupils who achieve better than the expected norm over a period in KS1 tend to be better than the family, LA and Wales. At KS2, results tend to be similar or just lower than the family but often higher than the LA and Welsh average.

Results for 2010 show that boys and girls tend to perform the same at KS1. At KS2 boys outperform the girls in science and mathematics.

Most pupils make good progress during their time at school.

Most of the pupils have secure communication skills. They listen intently, speak clearly and read with confidence and generally write extensively and consistently in other subjects across the curriculum. The numeracy skills of many pupils are developing appropriately. Many pupils have appropriate computer and technology skills. Most pupils across the school develop appropriate wider skills, especially as independent learners.

All pupils make very good progress with their Welsh language skills.

### **Wellbeing: Good**

All pupils have a good awareness of health matters and they achieve well in their personal, social and cultural development. Nearly all feel safe in school and know how they can keep healthy. They enjoy physically active pursuits.

Pupils are highly engaged and motivated and display pride and confidence in their work. Although a few pupils expressed concern, behaviour is good and all pupils are courteous and respond respectfully to adults.

The attendance average, around 93.5% is above the national average and all pupils are punctual. Members of the school council and the eco committee take a leading and active role in making decisions that have a positive effect on the life of the school.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school plans successful and stimulating learning experiences that engage the interests of pupils across the school. On the whole, curriculum planning is good.

The provision for ensuring that pupils acquire literacy and independent learning skills is thorough and evident in the daily life of the school. Numeracy and information technology skills are less developed in a minority of classes and seen as an area for development by the school.

The school ensures that provision is very effective in developing pupils' understanding of the need to care for the varied, sustainable environment and world in which they live. Collective worship is used appropriately to highlight matters relating to fairness and inequality.

The provision for developing the Welsh language and the Welsh dimension is well developed throughout the school. The intervention groups that have been established to develop literacy are having good effects on standards.

Enrichment opportunities are varied and there is a high take up by pupils

### **Teaching: Good**

Teaching is good and resources are used effectively to support pupils' learning. Sensible questioning extends pupils' understanding within a positive learning environment. Teachers and other adults have wide and detailed subject knowledge and use a good range of approaches and activities to inspire and challenge pupils.

All of the teaching staff, including the support staff, are good language models and use behaviour strategies appropriately to keep nearly all pupils on task.

Pupils benefit from the fact that their teachers speak sensitively to them, praising them on the quality of their work. However, feedback at times is inconsistent and in some cases it does not always show clearly the way pupils can improve their work.

Assessment for learning strategies are used inconsistently across the school. However, the differentiation for the developing needs of the pupils is good and appropriately challenge and move pupils forward.

Reports to parents conform to statutory requirements with appropriate information in place. Parents and carers feel that they receive very good information about their children's progress.

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

The school promotes pupils' spiritual, moral, social and cultural development very successfully. Very good information about the life of the school is available for pupils and parents that include the school prospectus, regular circulars, the annual governors' report and website.

Induction arrangements for new pupils are clear and the thorough transfer arrangements to secondary education are well established. The imaginative and organised provision for wellbeing and the advantages of healthy living are clearly promoted within the curriculum. National initiatives like the Foundation Phase and the development of healthy lifestyles are strongly encouraged and supported. Local initiatives such as literacy development also show progress in pupil achievement.

The school has appropriate policies and procedures for safeguarding that fully meet safeguarding regulations. The school has effective procedures and systems for identifying pupils who need additional support with their work.

There is planned provision for every pupil with additional learning needs. The support is effectively co-ordinated and there are good links with specialist external agencies.

Parents and carers are well informed and individual education plans are evaluated and updated regularly. The reporting procedures for additional learning needs meet statutory requirements.

### **Learning environment: Good**

The school ensures equal opportunities for all pupils and is a wholly inclusive community. The curriculum is accessible to all regardless of gender, race or religion and the school fulfils its statutory duties.

The school uses its accommodation effectively to provide a stimulating learning environment to support teaching and learning and the school buildings and grounds are very well maintained. An ample supply of good quality resources is well matched to pupils' learning needs. Full use is made of available resources within the community to support curriculum development.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

All staff share a common vision, values and purpose. The head teacher leads well and is effectively supported by the senior management team and other school leaders. Leaders communicate high expectations for securing improvement and challenge staff positively to good effect.

Pupils and staff feel valued and all have specific responsibilities to develop the school as a working community. This has a good effect on the ethos of the school.



The focus of the strategic planning is on improving the school by raising standards further.

Governors undertake their roles and responsibilities conscientiously and they have a strong interest in the day to day life of the school and challenge the school as critical friends. Policies and initiatives, including those that meet local and national priorities are implemented consistently

### **Improving quality: Good**

The school has good planning for improvement based on a strong foundation of strategic planning over time. Managers and leaders have a good understanding of the school's strengths and weaknesses and this helps to ensure good standards and provision.

Performance data is consistently used to monitor progress and plan for improving standards. The school regularly seeks the views of pupils, parents/carers and the broader community.

Staff have been involved in a good range of training and development opportunities. These include working in partnership with other schools and partners. The school has a good track record of maintaining or improving standards and provision. Good progress has been made since the last inspection.

### **Partnership working: Good**

Partnerships with parents, the community, local business and others are good. Transfer arrangements agreed by the feeder schools and the secondary school enable older pupils to be appropriately prepared for the next stage in their education.

Staff focus well on joint planning and building capacity for continuous improvement.

Visits to the community and visitors from the community make a positive contribution to enriching pupils' experiences. Pupils' understanding of other cultures is developed well through international links, links with other schools and appropriate charities.

### **Resource management: Good**

Staffing and financial resources are deployed effectively to support learning improvement. Teachers have appropriate knowledge and expertise to present the curriculum effectively. Support staff are deployed well and they work purposefully alongside teachers in the classroom, in the office or on appropriate duties or tasks throughout the day. Performance management systems have been well established.

Spending is clearly linked to priorities in the school development plan and managers monitor and manage spending in order to ensure that it remains within budget. The school provides good value for money in terms of pupil outcomes, provision and use made of the budget.

## **Appendix 1**

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

One hundred and fifteen parents or carers completed the questionnaire. Nearly all expressed positive opinions about the school, especially with general satisfaction, pupil progress, leadership and that their child likes school and has settled well. Nearly all believe that teaching is good, that their child is safe and children are encouraged to be healthy and take regular exercise. A few believe that children are not prepared sufficiently when moving on to new schools and do not understand the procedure if they have a complaint.

#### **Responses to learner questionnaires**

One hundred and three KS2 pupils completed the questionnaire. Nearly all pupils feel safe and agree that the school deals well with any bullying. Nearly all know who to talk to if they are worried and think that they have enough books, computers and equipment in the school. Most think that their homework helps them to understand and improve their work in school. Every pupil is very positive about the way teachers and other adults help them to make progress in their learning, provide opportunities for regular exercise and teach them to keep healthy. A few express dissatisfaction with the behaviour of other pupils.

## Appendix 2

### The inspection team

Alan Walters	Reporting Inspector
Angela Lake James	Team Inspector
Dylan Jones	Lay Inspector
Kevin Davies	Peer Inspector
Gaynor Gibby Williams	School Nominee

## Copies of the report

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