



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

Report on

**Ysgol Babanod Coed Mawr
Coedmawr
Bangor
Gwynedd
LL57 4SG**

Date of inspection: January 2015

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 Babanod Coed Mawr is situated on the outskirts of the town of Bangor and is maintained by Gwynedd local authority.

The school provides bilingual education for pupils aged between three and seven years. Welsh is the main medium of learning. During the inspection, there were 39 pupils on roll. They are taught by two full-time teachers. About 8% of pupils come from Welsh-speaking homes. Ten per cent of pupils come from an ethnic minority background. Pupils are admitted to the school, part-time to the nursery class following their third birthday, and full-time in the September following their fourth birthday.

There is a rolling three-year average for pupils who are eligible for free school meals of about 26%, which is a little higher than the national average of 21%.

Twenty four per cent of pupils are on the school's additional learning needs register. These figures are close to the figure for Wales. Very few pupils have a statement of special educational needs.

The headteacher was appointed to lead Ysgol Babanod Coed Mawr and Ysgol Iau Glanadda in January 2010. The school was last inspected in November 2010.

The individual school budget per pupil for Ysgol Babanod Coed Mawr in 2014-2015 is £4,568. The maximum per pupil in primary schools in Gwynedd is £10,744 and the minimum is £3,220. Ysgol Babanod Coed Mawr is in 27th position of the 95 primary schools in Gwynedd in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Many pupils make appropriate progress during their time at the school
- Pupils across the school show interest in their work and their behaviour and attitudes towards learning are good
- There is effective provision to promote wellbeing and an inclusive and homely ethos in which pupils feel happy and safe
- There is effective provision for pupils who have additional learning needs

However:

- The school's performance at the end of the Foundation Phase places it consistently in the lower 50% or the bottom 25% in comparison with similar schools
- The attendance rate continues to be low
- Over-direction hinders pupils across the school in terms of taking a more active part in their learning
- Staff do not plan enough different activities to challenge pupils of higher ability appropriately
- There is no regular use of the outdoor area in order to promote learning experiences and stimulate pupils effectively

Prospects for improvement

Prospects for improvement are adequate because:

- Members of staff are dedicated and co-operate effectively as a team
- There is a suitable focus in the school development plan on raising standards in literacy and numeracy

However:

- Self-evaluation procedures and the school development plan have not yet had a full effect on improving the quality of provision or pupils' standards
- The governing body does not have enough impact on the school's direction and strategic work and it does not challenge the school about its performance effectively

Recommendations

- R1 Raise standards in literacy and numeracy across areas of learning
- R2 Improve attendance levels
- R3 Ensure that teaching provides challenging tasks to respond to all pupils' needs
- R4 Ensure that pupils have enough opportunities to choose activities and follow independent paths
- R5 Ensure more effective use of the outdoor area
- R6 Ensure that the school's leaders and the governing body act more effectively in setting a strategic direction and challenging the school
- R7 Ensure that the priorities in the school development plan are based specifically on the outcomes of the self-evaluation procedure

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils start at the school with skills levels that are below the levels expected for their age and they make appropriate progress during their time at the school. Most pupils listen well and are able to recall previous learning appropriately. They talk confidently about their work and use simple syntax and vocabulary that is appropriate to their age and ability. By the end of the phase, many discuss their ideas clearly and use specific vocabulary within the context of the task.

Most pupils like reading and they look at a variety of books enthusiastically. Able pupils read fluently and intelligently in Welsh and their ability to read in English is also developing well.

Nearly all pupils' written work shows progress by the end of the Foundation Phase. Most pupils use simple adjectives to enrich their work and punctuate correctly. Many pupils write at length with help. There is no consistency in the standard of handwriting and presentation of work in most pupils' books.

Across the school, many pupils develop numeracy skills appropriately. For example, they are able to double and halve, add and subtract two digit numbers and count forwards and backwards in tens appropriately. By the end of the phase, the majority are able to read times on a simple clock, handle money in everyday situations and use units of measurement accurately. However, the majority of pupils do not develop their literacy and numeracy skills regularly across areas of learning.

Pupils who have additional learning skills are making good progress in relation to the targets in their individual education plans.

A comparatively small number of pupils are assessed at the end of the Foundation Phase. As a result, data about performance must be treated carefully, as one pupil's results can have a significant effect on the school's benchmark in comparison with that of similar schools.

At the end of the Foundation Phase, over a period of three years, the school's performance at the expected outcome (outcome 5) in comparison with that of similar schools has varied between the lower 50% and the bottom 25% in language and mathematics skills. Over the same period, performance at the higher outcome (outcome 6) has also placed the school either in the lower 50% or the bottom 25% of similar schools in all areas of learning.

Over the last three years, pupils who are eligible for free school meals do not achieve as well as their peers.

Wellbeing: Adequate

Ysgol Babanod Coed Mawr is a happy school in which most pupils feel safe and know to whom to turn for support when needed. They have a sound understanding of the importance of eating and drinking healthily and keeping fit.

Most pupils' behaviour is good in classes and during break and lunchtimes. They show an obvious interest in their work and concentrate appropriately, and their attitudes towards learning are good. There is a good relationship between them and adults. Most pupils' social skills develop appropriately and they work together in various learning groups. However, many pupils' skills in taking responsibility for their own learning have not developed sufficiently for them to work independently.

The pupil's voice is being developed appropriately at the school. Pupils express an opinion effectively and have played a prominent part in establishing a herb garden to attract wild creatures. They take pride in what they have succeeded in achieving.

Pupils' ability to assess their own work in order to identify their strengths and weaknesses is only just beginning. A minority of pupils are aware of what they need to do to improve their work. They are uncertain when discussing their targets.

Pupils take an appropriate part in local events that expand their knowledge and contribution to their local community. A good example of this is pupils' part in thanksgiving services in the local chapel and church.

Although there are signs that pupils' attendance is improving, the attendance percentage has placed the school in the bottom 25% in comparison with similar schools for three of the last four years. Most pupils' punctuality is good.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides an appropriate range of various learning experiences that gain pupils' interest within lessons and through external visits. These visits to the community make a positive contribution to enriching pupils' experiences.

In general, the school provides a variety of opportunities that stimulate most pupils effectively. The school has planned the Literacy and Numeracy Framework for its long-term plans appropriately. However, short term plans do not ensure that skills are developing across areas of learning.

The principles of the Foundation Phase have not been developed robustly enough, especially the use of the outdoor areas and opportunities to develop independent learning.

The school provides suitable opportunities to develop pupils' knowledge and understanding of the Welsh language and the Welsh dimension through visits from a local drama company and St David's Day celebrations. It has given prominent attention to the 'language charter', and, on the whole, staff promote the use of Welsh appropriately.

Education for sustainable development is prominent in school life. For example, through the 'Energy Team', pupils play an active part in the arrangements for saving energy. Provision to develop pupils' understanding of global citizenship is integrated occasionally across the areas of learning, for example celebrating the Chinese new year.

Teaching: Adequate

Teachers and assistants have an effective working relationship with pupils. They co-operate successfully together and give suitable support to individuals and specific groups. They have relevant subject knowledge and manage behaviour effectively.

Where teaching is at its best, teachers share clear success criteria with pupils to ensure that they know what to do. They question effectively and challengingly when responding to individuals' needs. In the majority of lessons, teachers build well on pupils' previous learning and activities are planned appropriately.

Teachers' plans include appropriate tasks and activities for pupils of various abilities. However, there is not always enough variety or challenge in these activities in order to meet the needs of higher ability pupils. There is a tendency for a number of pupils' activities to be over-reliant on adult direction, which limits their development as independent learners.

Across the school, teachers give useful oral feedback to pupils on how they can improve their work. They mark their work regularly and in the best examples, constructive comments are given on how to improve the work but this practice is inconsistent. The use of assessment for learning strategies, such as 'partners who talk', self-assessment or peer assessment, has not developed appropriately.

The school's arrangements for tracking pupils' progress have been reviewed recently, but there is not enough evidence at present to judge the effectiveness of the system in order to raise pupils' standards and progress.

Reports for parents include relevant information about pupils' progress but there are few comments about the next steps in order to improve.

Care, support and guidance: Good

The school shows care and provides purposeful guidance for all pupils. It has effective arrangements for developing pupils' moral, emotional and social skills, which have been embedded firmly and promote good behaviour. Provision for pupils' spiritual development is appropriate.

The school has successful arrangements for promoting eating and drinking healthily. Pupils have a wide range of valuable opportunities to increase their fitness and keep fit, especially through the Dal Ati Club. Regular contact with the police and the county's road safety department develops aspects of pupils' wellbeing beneficially; for example the 'Carys Ofalus' (Careful Carys) scheme, which is very popular with pupils.

Provision for pupils who have additional learning needs is good. The school identifies pupils' needs at an early stage and analyses a range of appropriate assessments. The school has a range of effective intervention programmes to assist pupils who need support with literacy and numeracy.

Pupils who have specific needs receive detailed individual programmes, which ensure that they work towards their targets, make progress and move on to the next stages in their learning. Programmes are reviewed regularly and the school consults appropriately with pupils and parents as part of the process.

The school works effectively with support agencies, such as the welfare service, educational psychologists and social services, to support pupils and parents according to need.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Procedures to promote good attendance are beginning to have a positive effect.

Learning environment: Adequate

The school is an inclusive and homely community in which all pupils have equal access to activities that are arranged for them. There are very few cases of bullying and there are clear guidelines to follow if necessary. These arrangements are supported by suitable documentation and policies that have been adopted and reviewed by the governors.

The school has a suitable range of learning resources that support teaching and learning effectively. The size of classrooms is sufficient and there is a very large space for the nursery group and the nursery class. Appropriate use is made of the hall for group activities and physical development.

The classroom environment and other locations around the school show a number of purposeful displays by teachers to support learning. However, very few examples of children's work are displayed. Resources in the outdoor areas are not stimulating enough and, although recent improvements have been made, the area has not been arranged to be a natural extension of the classroom.

The school building and grounds are maintained appropriately.

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

The senior management team and the staff co-operate conscientiously and inclusively for pupils. They discuss pupils' needs and plan jointly and appropriately. On the whole, they fulfil their roles and responsibilities well and support the head teacher conscientiously. The school places an appropriate focus on raising standards, and leaders analyse data carefully in order to monitor and challenge the school's performance. However, neither discussions that are conducted between members of staff, the minutes of their meetings, nor monitoring reports give a clear enough focus to ensure that the school's strategic plans are known to all members of staff and are implemented consistently. As a result, individuals are not always clear about what they need to do in order to move the school forward successfully.

Members of the governing body are supportive and dedicated. They have an increasing understanding of the school's strengths and of the main areas that need to be improved. The sub-panel on raising standards, which was established comparatively recently, reviews performance data regularly and tracks pupils' progress purposefully. However, the governing body does not have enough impact on the school's direction or strategic work, and governors do not challenge the school about its performance effectively enough.

The school is making appropriate progress in introducing initiatives that fulfil local and national priorities, such as planning for developing literacy and numeracy strategies and promoting the Welsh language.

Improving quality: Adequate

The school's self-evaluation report is comprehensive and reflects the majority of the strengths and areas that need to be developed. The assistant head teacher is mainly responsible for monitoring the school's work, and gleans detailed evidence through analysing data, observing lessons and scrutinising pupils' works; however, the role of other members of staff has not been developed fully within the process. The self-evaluation process does not give enough consideration to the views of pupils or parents.

The governing body receives detailed information from the head teacher about the school's performance in comparison with that of similar schools and a few of the experienced governors visit classrooms and discuss with staff. These visits help to improve their general knowledge about the quality of education offered by the school.

The school development plan is detailed and includes a record of clear timetables for implementation, responsibilities, monitoring procedures and costs. However, the link between the priorities in the development plan and the outcomes of the self-evaluation process is not specific enough. The success criteria that are identified in it are too general and tend to place too much emphasis on improving provision rather than improving pupils' outcomes.

The school has not responded fully to the recommendations of the last inspection.

Partnership working: Adequate

The school works effectively with a limited range of strategic partners, which has a positive effect on pupils' standards and wellbeing and extends learning experiences.

A successful partnership is developing with parents. They are supportive of the school and contribute well to a number of events. This includes raising money annually to add to equipment and apparatus, and to collect for good causes.

There is an effective link between the school and local places of worship, which give pupils an opportunity to hold occasional services in the community. These experiences have an effective influence on pupils' spiritual and social development.

The school has robust strategic partnerships with external specialist agencies which contribute to improving standards and promoting pupils' wellbeing. A good example of this is the support that is received from the specialist service for deaf pupils.

The nursery group meets in the school, and this facilitates regular contact and helps pupils to familiarise themselves with the building and staff. Some benefit from the arrangement to stay for lunch before attending the afternoon session. The new transition link between the end of the Foundation Phase and the beginning of key stage 2 helps to ensure smooth transition arrangements.

Internal and inter-school standardising and moderating activities between Year 2 and Year 3 in Ysgol Glanadda help teachers to understand the expected standards better.

Resource management: Adequate

The head teacher and governors keep a close eye on the financial situation and expenditure links appropriately with the school's targets and plans. There is effective use of the deprivation grant to target pupils who are eligible for free school meals. An additional part-time member of staff is employed to give support to pupils who have difficulties with literacy and numeracy skills.

Performance management arrangements contribute to improvements in learning and teaching and offer opportunities to promote staff's professional development appropriately.

There are purposeful arrangements for providing planning, preparation and assessment time for teachers. The school has qualified and committed teachers and staff's specialisms are used sensibly to teach subjects such as music and physical education.

Assistants provide good support and have a positive influence on pupils' attainment and standards of work. There are appropriate arrangements for managing teachers' performance and each member of staff benefits from training opportunities that support their continuous professional development and help to raise standards throughout the school. However, staff participation in networks of professional practice has not been developed appropriately.

There is a varied range of appropriate learning resources, which are managed carefully to ensure that they are suitable for the needs of all pupils. However, there is no regular use of the outdoor area in order to promote learning experiences and stimulate pupils.

Considering pupils' standards of achievement, and provision, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6612118 - Ysgol Babanod Coed Mawr

Number of pupils on roll	55
Pupils eligible for free school meals (FSM) - 3 year average	26.1
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	14	15	12
Achieving the Foundation Phase indicator (FPI) (%)	50.0	66.7	75.0
Benchmark quartile	4	4	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	14	15	12
Achieving outcome 5+ (%)	57.1	80.0	75.0
Benchmark quartile	4	3	4
Achieving outcome 6+ (%)	0.0	20.0	8.3
Benchmark quartile	4	3	4
Mathematical development (MDT)			
Number of pupils in cohort	14	15	12
Achieving outcome 5+ (%)	78.6	80.0	83.3
Benchmark quartile	4	4	3
Achieving outcome 6+ (%)	0.0	13.3	25.0
Benchmark quartile	4	4	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	14	15	12
Achieving outcome 5+ (%)	85.7	100.0	100.0
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	28.6	20.0	33.3
Benchmark quartile	3	4	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to the parent questionnaire

Fewer than 10 responses were received. No data will be shown.

Appendix 3

The inspection team

Mervyn Jones	Reporting Inspector
Hazel Hughes	Team Inspector
David Jenkins	Lay Inspector
Emyr Wyn Davies Jones	Peer Inspector
Len Brookes	Nominee

Copies of the report

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

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language