



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

**Brynteg Primary School
Trallwm Road
Llwynhendy
Llanelli
SA14 9ET**

Date of inspection: February 2013

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

In September 2005, the amalgamation of Ysgol Yr Ynys Nursery and Infant School and Llwynhendy Junior School created Ysgol Bryn Teg. Pupils moved to the new purpose built school in September 2008. The local authority speech and language unit for key stage 2 pupils is also located within the building.

The school serves the community of Llwynhendy, which the school describes as an urban area of social and economic deprivation. It is also a designated Communities First and Flying Start area. Most pupils come from the surrounding area, although an increasing proportion comes from outside the catchment area because of parental choice. Around 46% of pupils are entitled to free school meals, which is significantly higher than local authority and national averages.

Currently, the school has 246 pupils on roll aged between three and 11 years who, with the exception of the speech and language unit, are in 10 single-age classes. Most pupils are of white British ethnic origin and use English as their first language. A very few pupils have English as an additional language; none use Welsh at home. There have been two fixed term exclusions during the past 12 months.

Baseline assessments show that most pupils enter school with below average literacy and communication skills. The school identifies around 46% of its pupils as having additional learning needs, a figure which is significantly higher than the national average. Around 7% of pupils, which includes pupils in the language unit, have a statement of special educational needs.

The headteacher has been in post since 2005.

The individual school budget per pupil for Ysgol Bryn Teg in 2011-2012 means that the budget is £4,135 per pupil. The maximum per pupil in the primary schools in Carmarthen is £18,947 and the minimum is £2,929. Ysgol Bryn Teg is 24th out of the 110 primary schools in Carmarthen in terms of its school budget per pupil.

Summary

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

Current performance

Current performance is good because:

- nearly all pupils make good progress in their learning and achieve good standards in literacy and numeracy;
- standards in information and communication technology are excellent;
- pupils' performance at the end of Foundation Phase and in the majority of subjects in key stage 2 generally compares well with that of similar schools;
- the high standard of pupil wellbeing is a strong feature of the school;
- effective teaching and thorough planning ensure that pupils are challenged by stimulating learning experiences;
- assessment information is used purposefully to plan the next steps in learning; and
- the friendly and welcoming atmosphere promotes effective learning.

Prospects for improvement

Prospects for improvement are excellent because:

- the school has a rigorous approach to self-evaluation;
- the headteacher provides outstanding leadership and has high expectations of managers and staff;
- the school has a successful track record of managing change;
- senior managers have highly developed abilities to implement new initiatives;
- the school is a strong learning community, which has had a significant effect on pupils' learning and experiences; and
- excellent strategic partnerships with local businesses have a significant impact on pupils' attitudes to learning and the world of work.

Recommendations

- R1 Raise standards in English at the end of key stage 2
- R2 Improve key stage 2 pupils' confidence to use Welsh independently
- R3 Ensure more consistency in the marking of pupils' work so that pupils understand what they need to do to improve
- R4 Improve overall levels of attendance

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

In lessons and over time nearly all pupils make good progress in their learning. Most use their problem solving and thinking skills very effectively when undertaking investigative tasks and recall previous learning well. Nearly all pupils, including the more able and those with additional learning needs, are working to their full potential. Girls and boys generally perform equally well when compared with national benchmarks.

According to their age and stage of development, most pupils achieve good standards in literacy. In the Foundation Phase, nearly all pupils make good progress in their ability to use their literacy and communication skills in different formal and informal contexts. They express their ideas clearly and as they mature, read confidently and accurately and write imaginatively to achieve good standards. By the end of the Foundation Phase, most pupils generally spell familiar words correctly.

In key stage 2, most pupils discuss aspects of their work knowledgeably showing good ability to sustain and develop oral contributions. Many show a good understanding of different texts and apply a broad range of appropriate strategies for finding and retrieving information from books and websites. Nearly all express and organise their ideas in written forms confidently and coherently. They use different sentence structures, paragraphing and punctuation with increasing effectiveness, in their written work across the curriculum.

Across the age range, most pupils apply their numeracy skills confidently in a range of contexts. In both Foundation Phase and key stage 2, nearly all pupils make exceptional progress in their information and communication technology skills (ICT). From an early age, pupils build upon previous learning very well and use it to resolve the many challenges they face in more advanced work. By key stage 2, most pupils use their ICT skills extremely competently in different situations and work on programs independently.

Considering that nearly all pupils have very little or no knowledge of Welsh when they enter the nursery class, the majority make good progress in learning the language and display a positive attitude towards the subject. Most communicate personal and factual information with increasing confidence and read short pieces of text accurately. However, very few key stage 2 pupils have sufficient confidence to initiate conversations with adults. Nearly all pupils have a growing awareness of the culture and heritage of Wales.

At the end of Foundation Phase in 2012, the percentage of pupils achieving the expected outcome 5 or above in language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity placed the school above most of the schools in the same family. During the same period, the proportion of key stage 2 pupils achieving the expected level 4 or above in mathematics and science was also above the average for the same family of schools. However, performance in English was much lower.

During most of the last five years, key stage 2 performance in mathematics and science has more often than not placed the school in the higher 50% of schools with a similar percentage of pupils eligible to receive free school meals. However, results in English have generally placed the school in the lower 50% of similar schools.

Wellbeing: Good

The high standard of pupils' wellbeing is a strong feature of the school. Pupils appreciate the very close relationships they have with staff, based on the school's ethos of caring and mutual respect. There are successful procedures for ensuring that new pupils feel welcome and understand classroom routines. Nearly all pupils have positive attitudes towards maintaining a healthy lifestyle and have a clear understanding of the importance of eating a balanced diet and taking regular exercise. Most pupils feel safe in school and know whom to approach if they have a problem.

All pupils are generally enthusiastic and attentive learners who are fully engaged in their lessons. Most apply themselves well and adopt a positive approach to learning activities. Both during lessons and around the school, pupils' behaviour is excellent. They show courtesy, care and concern for each other and respect for staff and visitors. Older pupils undertake additional responsibilities proudly, such as class ambassadors and playground buddies. They often go out of their way to help younger pupils.

The school council is very active and influential in the life of school. For example, it was instrumental in the building of a climbing wall. This has enhanced the play opportunities for key stage 2 pupils.

In the three of the last four years attendance rates have been in the top 50% when compared to those of similar schools. Nearly all pupils arrive punctually for school.

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

Good planning ensures coverage of the national and Foundation Phase curriculum and this meets the needs of all pupils well. Planned experiences are challenging, stimulating, and often innovative both inside and outside the classroom. Planning for the development of communication, numeracy, thinking and problem-solving skills is good. Outstanding provision and expert support for ICT has a very positive impact on the high standards achieved across the school.

Intervention programmes for literacy, numeracy and personal and social skills impact significantly on pupil progress and their capacity to learn. Planning and provision for Welsh language development are thorough and well suited to pupils' ages and abilities. There is good provision for developing knowledge and understanding of the history and culture of Wales.

A good range of after school activities, clubs and visits enrich pupils' experiences. Visitors to the school and links with the community and employers enhance pupils' learning opportunities.

Education for sustainable development and global citizenship is good. Pupils are actively involved in recycling, conservation and projects to develop the outside areas. The school's strong links with other schools, for example in India, provide pupils with valuable opportunities to learn about other customs and cultures.

Teaching: Good

Teachers have up-to-date subject knowledge and plan lessons with stimulating learning experiences. These match well to pupils' age and ability and develop their skills effectively. Learning objectives and success criteria are clear. This ensures that all pupils are actively engaged in their learning. Purposeful intervention and skilful questioning by teachers and support staff challenge pupils' thinking and increase their knowledge and understanding. The use of incidental Welsh is effective in nearly all lessons.

Working relationships between pupils and staff are extremely positive and there is a productive working atmosphere in all lessons. Support staff provide pupils with well-focused assistance and feedback, which enhances their learning.

There are clear systems for tracking and recording pupils' progress. These systems enable staff to identify any instances of low performance and to take remedial action when necessary. Assessment information informs the next steps in learning.

Assessment for learning strategies are well established. All pupils are consistently encouraged to evaluate their own and others work and to set their own targets. However, written comments in marking do not always make it clear to pupils what they need to do to improve.

Written reports and regular meetings with staff ensure parents know about their child's progress.

Care, support and guidance: Good

The quality of care, support and guidance is a strong feature in the school. There is a warm, friendly and welcoming atmosphere, which meets pupils' needs well. There are appropriate policies for ensuring pupils' safety. The school promotes actively the importance of healthy living and exercise and the social and emotional aspects of learning. This has a positive impact on pupils' wellbeing. A range of intervention programs for vulnerable pupils has a positive effect on pupils' behaviour and standards of learning. Pupils' spiritual, moral, social and cultural development develops well through the curriculum and daily routines.

Positive behaviour management procedures are consistent across the school. This ensures that all pupils learn in a safe and conducive environment. The school deals quickly with any rare instances of bullying.

There is good early identification of pupils with additional learning needs. The school tracks their progress effectively ensuring they achieve their personal targets for improving their learning. They have full access to the whole curriculum. The speech and language unit provides high quality specialist support to pupils. There are effective relationships between the school and many external agencies to meet successfully pupils' educational and social needs.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school is an inclusive, collaborative community, which has a family feel. Pupils and staff show mutual respect and feel equally valued. The supportive ethos ensures equal opportunities for pupils of all ages, cultures and backgrounds. The school promotes positive attitudes to equality and diversity through classroom practice, curricular themes and links with the local community and other countries.

All classrooms have good quality learning resources. Staff use these effectively to enhance pupils' learning. Resources for the Foundation Phase and ICT are particularly good and impact significantly on pupils' learning and the standards achieved.

The school building is accessible to all pupils, staff and visitors. Well-maintained accommodation and the spacious classrooms provide a bright, stimulating environment for pupils. All available space is utilised purposefully. Extensive displays in classrooms and communal areas celebrate pupils' work and achievements well. Outside, there are good areas with shelters for play and learning.

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

The headteacher provides outstanding leadership and has a clear and determined vision for the school and high expectations of managers and staff. All collaborate very effectively to ensure that the school is a well-organised and managed community. Senior managers have clear roles and responsibilities, which enable them to make a positive contribution to improvements. There is a clear focus on raising standards through the effective use of performance data, particularly in literacy and numeracy, to monitor and challenge the school's performance. Regular and well-focussed team meetings contribute effectively to the implementation of new initiatives such as assessment for learning.

Governors support and challenge the school well. The governing body has a detailed understanding of pupils' performance data and how it compares with family and national benchmarks. Through their involvement in forward planning, governors know the school's strengths and its priorities for improvement. Governors challenge the school rigorously about the standards and quality it achieves and have a thorough understanding of its financial situation.

Senior managers adopt and successfully implement local and national initiatives that are appropriate to the school's specific developmental needs. This is an excellent feature of the school. Initiatives in literacy, ICT, human rights and healthy living have a strong impact on the standards achieved by pupils, particularly in ICT and on their levels of wellbeing.

Improving quality: Excellent

The school's rigorous approach to self-evaluation is outstanding. Since the school's formation on one site, the headteacher and senior management team have overseen the establishment of a culture of robust and honest self-evaluation to which all members of staff contribute. This approach has been instrumental in bringing about substantial improvement in standards, pupils' wellbeing and management.

Self-evaluation is comprehensive and systematic and based on first-hand evidence drawn from a variety of sources which include the views of pupils, governors and parents. The school's use of performance data to augment the outcomes of self-evaluation processes and for identifying priorities is an outstanding feature.

Outcomes of self-evaluation are used very effectively to inform the school improvement plan. The plan is a concise and clearly focused document that includes ambitious targets for improvement and measurable success criteria. Very thorough monitoring arrangements ensure that the improvement plan is implemented diligently and has a positive impact on standards and provision. This has resulted in substantial improvements in literacy, Welsh and assessment for learning.

The school is a very strong learning community, which has initiated and led many outstanding networks of professional practice with other schools and agencies that have had positive and significant effect on pupils' learning and experiences. The school is often used by the local authority to showcase and spread good practice.

Partnership working: Excellent

Strong partnerships with parents, the community and other schools effectively extend pupils' learning experiences. Parents are very supportive and appreciate the regular information that they receive about the school's activities and their children's progress. Close community links with many local and national organisations, societies, churches and charities have a positive influence on the quality of pupils' experiences.

The close links which have been established with the nearby playgroup ensure that children settle in quickly to the school's nursery class. Strong links with the receiving secondary schools ease pupils' transition from one key stage to the next and ensure continuity and progression in learning. There are effective arrangements for moderating pupils' work at the end of both the Foundation Phase and key stage 2.

The school also collaborates closely with its cluster of schools to plan, share experiences and exchange good practices. This has led to improvements in pupils' standards and to the development of new approaches, particularly in writing and mathematics.

The school has excellent strategic partnership links which have a significant impact on pupils' achievement and quality of learning. Links with local businesses are particularly successful in providing valuable resources and support. The school's 'Meet the Worker' initiative has been very effective in establishing productive links with numerous partners and in encouraging pupils to foster positive attitudes towards the workplace. This good practice is now being replicated in other parts of the country.

Resource management: Good

Staffing and financial resources are managed and deployed effectively to support learning. There are appropriate and well-managed arrangements for the provision of planning, preparation and assessment time for all teachers.

Performance management arrangements are implemented thoroughly and there are effective arrangements for identifying and meeting staff's professional development needs. These processes have a positive influence on the quality of teaching and learning.

Effective and efficient use is made of a variety of resources in order to support children's learning and they are reviewed regularly.

Systematic and accurate budgeting arrangements are in place and decisions on expenditure link well with priorities for pupils' improvement and wellbeing.

In view of the standards achieved, the school provides good value for money.

Appendix 1

Commentary on performance data

At the end of Foundation Phase in 2012, the percentage of pupils who achieved the expected outcome 5 in language, literacy and communication skills, mathematical development and in personal and social development, wellbeing and cultural diversity was above the national benchmarks and the results of most of the schools in the same family. The proportion of more able pupils who reached outcome 6 was generally similar to the family averages and compares well with the national averages in two of the three areas of learning. Results for language, literacy and communication skills were lower than the national benchmarks.

Approximately half of the key stage 2 pupils who were assessed in 2012 included pupils with additional learning needs, which affected the overall performance of the group, especially in English. The proportion achieving the expected level 4 in the subject was lower than both family and national averages. However, performance in mathematics and science was significantly higher than the national benchmarks and also better than the average for the family of schools. Although the proportion of more able pupils who reached level 5 in English and mathematics was similar to national results and the averages for the family of schools, results in science were much lower than these benchmarks.

During four of the last five years, key stage 2 performance in English has generally placed the school in the lower 50% of schools with a similar percentage of pupils eligible to receive free school meals. Mathematics and science results have improved steadily during the period and, with very few exceptions, have placed the school in the higher 50% of similar schools. Nearly all pupils, whatever their ability or background, make good progress through the school. Generally, girls and boys perform equally well.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Eleven parents completed the questionnaire; nearly all responses were positive and supportive of the school. All parents say that:

- overall they are satisfied with the school, and that their child likes school, has settled down well and is making good progress;
- their child is helped to become more mature and take on responsibility and is well prepared for moving on to secondary education;
- the school is well run, teaching is good and they are comfortable about approaching the school with questions, suggestions or complaints; and
- their child is safe at school, is treated fairly and with respect and is expected to work hard and do his or her best.

Most parents say that:

- their child is encouraged to be healthy and to take regular exercise;
- homework builds well on what their child learns at school: and
- they are well informed about their child's progress.

Nearly all responses compare favourably with the national benchmarks.

Responses to pupil questionnaires

Fifty-one key stage 2 pupils completed the questionnaires; nearly all responses were positive. Nearly all pupils say that:

- they are doing well at school, teachers and other adults help them to learn and make progress and that they know whom to talk to if they are worried or upset;
- the school teaches them how to be healthy and that there are numerous opportunities for them to keep healthy through regular exercise;
- they feel safe in school, staff deal well with any bullying and homework helps them to understand and improve their work; and
- there are enough books, equipment and computers for them to do their work.

A few pupils believe that other children's behaviour prevents them from getting on with their work.

Nearly all responses are slightly more positive than the national benchmarks.

Appendix 3

The inspection team

Will Williams	Reporting Inspector
Hazel Hughes	Team Inspector
Thomas Petherick	Lay Inspector
Anne Webster-Blythe	Peer Inspector
Delyth 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)

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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.