



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 Gynradd Brynsiencyn
Brynsiencyn
Llanfairpwll
Anglesey
LL61 6HZ**

Date of inspection: June 2012

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 Brynsiencyn is near Llanfairpwll in Anglesey and serves the village and the nearby rural area. The school admits pupils at the beginning of the September following their fourth birthday. At present, there are 49 full-time and nine part-time pupils at the school. Pupils are taught by two full-time teachers and one part-time teacher in three classes in the morning and two in the afternoon.

Welsh is the main language medium at the school and the aim is to ensure that pupils are completely bilingual by the time they transfer to the secondary sector. Most pupils transfer to Ysgol Uwchradd David Hughes at the end of their time at the school. Eighty-five per cent of pupils come from homes where Welsh is spoken. There are no pupils from ethnic backgrounds and this percentage is lower than that of the local authority.

About a third of pupils are entitled to receive free school meals and this is higher than the county and national averages. The school states that the area in which it is situated is neither prosperous nor economically disadvantaged. About 18% of pupils receive support for additional learning needs and this is lower than the national figure (21.2%). No pupils have a statement of additional needs and no permanent or temporary exclusions were recorded in the year before the inspection.

There has been a complete change in the school's staff since the last inspection. The headteacher was appointed to his permanent post in September 2010 following three years of being temporarily in charge of the school. The Foundation Phase teacher was appointed in September 2011.

The individual school budget per pupil for Ysgol Gynradd Brynsiencyn in 2011-2012 means that the budget is £3,941 per pupil. The maximum per pupil in primary schools in Anglesey is £6,563 and the minimum is £2,636. Ysgol Gynradd Brynsiencyn is in 15th place out of the 50 primary schools in Anglesey in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- the performance of seven and 11-year-old pupils shows good progress during the last four years;
- the school compares very favourably benchmarked against schools that have a similar percentage of pupils who are entitled to receive free school meals in both key stages;
- the percentage of pupils in both key stages who achieve the expected level in reading, writing and mathematics in combination has increased and the school now performs better than family and Wales averages;
- the performance of pupils who were assessed at the end of key stage 2 in 2011 is better than their performance at the end of key stage 1 and shows good progress in their learning whilst at the school; and
- the results for Year 6 pupils have been higher than the family average for the majority of the last four years.

Prospects for improvement

Prospects for improvement are adequate because:

- the headteacher has built a team that co-operates well;
- the headteacher's vision has led to raising standards and improving provision during the last two years;
- a caring, happy ethos has been created;
- there is a good relationship with parents and good use of the community; and
- parents' confidence in the school's management and provision has been regained.

However:

- the self-evaluation process has not been developed sufficiently and the development plan does not include quantitative targets in order to enable managers to measure progress;
- governors' role as critical friends to the school has not been developed fully and managers have not ensured that all statutory requirements have been met; and
- there has not been sufficient progress in two of the five recommendations from the last inspection.

Recommendations

In order to improve the school should:

- R1 ensure that more pupils attain the higher levels, especially in the Foundation Phase;
- R2 narrow the gap between girls' and boys' performance levels;
- R3 develop the monitoring role of co-ordinators and ensure that the process and reports are more evaluative;
- R4 make use of quantitative targets in the school development plan so that the governing body can hold the school to account better; and
- R5 develop the role of governors as a critical friend and respond fully to the statutory requirements regarding the annual report to parents and the school prospectus.

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?

Good

Standards: Good

The small numbers of pupils at the end of the key stages mean that care is needed when interpreting data. This is particularly true when comparing the achievement of pupils who are entitled to receive free school meals with the remainder and, for the same reason, when comparing boys' achievement with that of girls.

Most pupils concentrate well in lessons and recall their previous learning effectively. They co-operate well and respond purposefully to tasks. They use their research skills to acquire new knowledge. Most pupils develop to be confident learners and they can work effectively in pairs, in groups or as individuals to respond well to tasks.

In the Foundation Phase, pupils are making very good progress in their literacy and numeracy skills. By the end of the Foundation Phase everyone discusses very well in Welsh across a range of subjects, using wide vocabulary. Most pupils read at a level that is suitable for their age and ability. The written work of many pupils in Welsh is good and there are examples of good work at a higher level.

Key stage 2 pupils' oral skills are good and they use polished, natural language in formal and informal discussions. The English oral skills of almost all pupils are also developing well and they can discuss and express an opinion clearly. By the end of key stage 2, almost all can read and understand meaningfully, using good expression in both languages. The percentage leaving the school to go to the secondary school with a reading age of more than six months below their age is much better than the percentage that is referred to in the chief inspector's current annual report. Pupils write effectively across the range of the curriculum for different purposes in both languages.

In key stage 1, pupils' achievement is now good in relation to attaining the expected levels in Welsh, mathematics and science (the core subject indicator). The percentage reaching the core subject indicator varied from 75% to 100% between 2008 and 2011. Achievement in key stage 2 is also good and it has risen significantly from 50% to 100% over the same period. In general, the performance of pupils who were assessed at the end of key stage 2 in 2011 is better than their performance at the end of key stage 1 and shows good progress in learning.

The percentage of pupils in both key stages who achieve the expected level in reading, writing and mathematics in combination has increased. The school now performs better than family and Wales averages. There is also definite progress in the percentage attaining the expected level in Welsh in both key stages over four years. Over this period, the school has performed better than the family average for three years out of four.

Wellbeing: Good

All pupils feel safe at school and know to whom to turn if they have concerns. Most pupils understand the importance of eating healthily and keeping fit. All pupils are courteous and behave well.

Pupils undertake various responsibilities well in the three classes and particularly in the Foundation Phase class. Most work well and independently in pairs, groups and teams to solve problems. Pupils' perseverance is good throughout the school and is very good in the Foundation Phase.

Many pupils understand what they need to do to improve their work and they discuss this well orally. Most pupils in the Foundation Phase contribute well to planning what they learn.

The school council has appropriate opportunities to express an opinion about the life and work of the school and to take an active part in school's plans. An example of this is the nature trail and plans for developing the school garden. A structure is in place in terms of officers, function and record keeping. All pupils at the school have an opportunity to express their opinion in the ideas box. The role of the council continues to develop in terms of working completely independently.

The attendance percentage has been very inconsistent during the last five years. It now compares favourably with that of similar schools in terms of free-school-meal benchmarks. Most pupils are punctual.

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

The school plans the areas of learning within the Foundation Phase successfully by capturing all pupils' interest well. Staff arrange a variety of interesting and suitable experiences in order to enrich pupils' education. In key stage 2, the provision for language and mathematics is good and stimulating. This has a positive effect on raising standards. Provision for science is not as thorough. On the whole, teachers use whole-school plans effectively, but the medium-term plans do not always give enough guidance to ensure consistency and progression in every area.

The school identifies early the needs of pupils who are likely to underachieve in skills. They provide appropriate support in order to raise their standards throughout the school.

By close co-operation and purposeful planning, teachers ensure that pupils' thinking skills, and communication, numeracy and information and communication technology skills, are developing well. The activities offered to pupils to ensure opportunities to build on their previous skills and knowledge are successful.

Provision for developing the Welsh language and the Welsh dimension enables pupils to make good progress. Teachers model good language when communicating with children and this has a positive effect on pupils' standards of literacy. The language is promoted well through visits from various authors. By studying a variety of overseas countries, provision for global citizenship is developing appropriately within the school. The provision for sustainable development has not been developed to the same degree yet.

Teaching: Good

The standard of teaching is of good quality almost without exception across the school.

Teachers use a good range of teaching strategies and they have up-to-date information on the learning areas and the subjects they are teaching. Classroom assistants give very good support in the Foundation Phase to promote the learning of children of all abilities.

When teaching is good, staff expectations are high and presentations are lively. The pace of these lessons is effective and ensures the interest and attention of all learners. Consistent use is made of praise and encouragement and this promotes good behaviour. Teachers' effective questioning encourages almost all children to develop good thinking skills. In the exception where teaching was judged as adequate, activities do not meet all pupils' needs appropriately and the pace of the lesson is slow.

Through appropriate assessment, staff know pupils very well and use the information to plan suitable programmes. Tracking pupils' progress is developing well at the school and enabling teachers to target individuals successfully. Assessment for learning strategies have been established well in the Foundation Phase, but they are not as good in key stage 2. Marking comments in the Foundation Phase and in most of the core subjects in key stage 2 are detailed and constructive. This directs pupils to their next stages successfully.

Parents receive appropriate information about their children's achievement and progress in an annual report. These reports are clear and offer an explanation about the pupil's progress.

Care, support and guidance: Good

The quality of care, support and guidance offered to pupils is good. The school promotes living healthily and pupils' wellbeing effectively.

Provision for pupils' social, moral, cultural and spiritual development is good. There is a close relationship between the school and organisations in the community and this enriches pupils' experiences and contributes well to their personal and social education.

Appropriate use is made of external agencies including the police, the health service, the welfare officer, psychologists and social services. A confidential box has been put in the school by the Police and this strengthens the relationship with the police and gives pupils opportunities to express an opinion and indicate their concerns within the community.

The school has an appropriate policy and procedures for safeguarding. The attention of the chair of the governing body and the headteacher was drawn to a health and safety issue on the school site.

Provision for special educational needs is good. Needs are identified early and the co-ordinator provides support according to the requirements of the code of practice. Teachers provide suitable individual education plans and progress reviews ensure an appropriate input from stakeholders, including parents and various agencies according to need.

Learning environment: Good

The school is a close, inclusive, caring and friendly community and, as a result,

pupils are happy there. Staff respect every child and ensure equal opportunities for them to take advantage of the full range of educational provision. The whole staff fosters positive attitudes and behaviour among pupils.

The learning environment is of very good quality. There are purposeful, stimulating displays, which celebrate pupils' attainment and the school's inclusive ethos.

The school building and large playing field are well maintained. Pupils benefit from a wide range of resources that are appropriate to their needs. Staff and pupils use these resources well. Outdoor learning areas are developed creatively by staff to offer rich learning experiences to pupils.

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

Since the appointment of the headteacher to his permanent post in September 2010, an effective vision has been created for the school. The headteacher has ensured commitment from governors and staff in order to fulfil the motto that was created, namely "Working together to move the school forward". Through this a strong feeling of operating as a team to develop the provision and improve standards was created. As a result standards have risen over the last two years.

Staff co-operate effectively and they have begun to use data appropriately to monitor performance. Their understanding of the school's performance in comparison with that of similar schools based on the proportion of pupils entitled to free school meals is now developing well. Their understanding of the school's standards in comparison with those of the family in terms of levels of challenge has not been developed to the same degree. Because of staffing changes, curricular responsibilities were reorganised; they are therefore only beginning to implement the new responsibilities. Staff hold regular meetings but records are too informal and therefore the level of accountability is not robust enough.

The governing body is supportive of the school and the chair has a good understanding of the school's strengths and issues that need to be developed. The role of the body as a critical friend is still developing. Governors have not complied in full with statutory requirements in terms of the content of the annual report to parents and the school prospectus. Two of the five recommendations from the previous inspection have not been completed.

The school implements nearly all of the local and national priorities successfully. The Foundation Phase provision was established very effectively and the principles are being implemented throughout the department with suitable, stimulating resources. The practice of developing pupils' thinking skills is developing well but assessment for learning has not been embedded with the same consistency throughout the school.

Improving quality: Adequate

The school's self-evaluation arrangements are comparatively immature and based on collecting evidence that is based mainly on looking at data, pupils' books and asking for the opinion of parents and pupils. Staff meetings and discussions are held to

analyse these and to evaluate strengths and identify specific areas for improvement. Data analysis has, on the whole, identified the main areas to be developed correctly.

This process is continuing to develop.

On the whole, the self-evaluation report shows that managers know the school well. However, parts of the report tend to be more descriptive rather than evaluative.

The school development plan includes almost all of the priorities for improvement and also designates time, finance, responsible persons and monitoring method appropriately. The previous plan is reviewed but the comments are not detailed enough for governors to identify progress. There are outcomes and success indicators but they do not include quantitative targets consistently enough. This hinders the role of the governing body in operating as critical friends and their ability to hold the school to account.

Partnership working: Good

The school works successfully with parents and carers to create effective partnerships. The school makes good use of the community and this contributes effectively towards increasing pupils' understanding of their local area and their Welsh heritage.

The link with the Cylch Meithrin that feeds into the school is very good and facilitates children's smooth transition. There are also successful transfer arrangements between the school and the local secondary school, which prepares older pupils well for the next stage of their education.

The school co-operates extensively with other schools in the cluster for training, sharing good practice and standardising and moderating teachers' assessments. The three professional learning communities promote good practice in reading, science and physical education. This has had a positive effect on raising standards of reading at the school.

The school has an appropriate partnership with the local authority that promotes the process of developing the school further.

Resource management:

The school has a wide range of learning and teaching resources that are managed effectively. The staffing level is appropriate and good use is made of the experience and expertise of staff, for example. Co-operation between teachers and support staff is a strength.

Appropriate use is made of teachers' planning, preparation and assessment time. The building, including the outdoor areas, offer an attractive learning environment and good use is made of it.

In general, financial management is good and relevant decisions are based on improvement needs. Considering its outcomes, the school offers good value for money.

Appendix 1

Commentary on performance data

The small numbers of pupils at the end of key stages mean that care is needed when interpreting data.

In key stage 1, pupils' achievement in relation to attaining the expected level in Welsh, mathematics and science (the core subject indicator) has varied from 75% to 100% between 2008 and 2011. In key stage 2 it has risen considerably from 50% to 100% over the same period. In general, the performance of pupils who were assessed at the end of key stage 2 in 2011 is better than their performance at the end of key stage 1 and shows progress in learning – (2007 CSI 75%; 2011 CSI 100%).

The percentage of pupils in both key stages who achieve the expected level in reading, writing and mathematics in combination has increased and the school is now performing better than family and Wales averages.

Benchmarked against performance levels of schools that have a similar percentage of pupils in key stage 1 who are entitled to receive free school meals, the core subject indicator has been in the upper 50% for the last three years. Results in key stage 2 show good progress, rising from the bottom 25% to the top 25% during the same period.

Comparisons with other schools in the same family show that in 2011 the school has performed lower than expected in terms of attaining the core subject indicator and mathematics at the end of key stage 1. Over four years the school has performed a little below expectations for half of that period. Year 6 pupils performed higher than expected within the family in 2011 in every aspect but mathematics. On the whole, the school's results at the end of key stage 2 show good progress for the last two years in comparison with the two previous years.

In comparison with the average for schools in Wales in 2011, seven-year-old pupils performed higher in every subject but mathematics. In general, their results in individual subjects were higher than all-Wales averages for the majority of the time and standards in terms of attaining the core subject indicators show progress over four years. The performance of 11-year-old pupils was higher than all-Wales averages in every aspect in 2011 and there has been good progress over four years.

The outcomes for 11-year-old pupils who have free school meals compare very favourably with family and all-Wales averages and there has been good progress in the last two years. There is no clear pattern for seven-year-old pupils in receipt of free school meals.

In 2011, seven-year-old boys performed less well than girls in terms of attaining the expected level in Welsh, mathematics and the core subject indicator. In general, there is no significant difference between the performance of the sexes in terms of attaining the expected level at seven years old. However, in terms of attaining a

higher level than expected, the performance of both sexes tends to be considerably lower than family and all-Wales averages.

In key stage 2, there is not much difference between the performance of boys and girls in terms of attaining the expected level. In general, boys perform better than girls in terms of attaining higher levels; girls perform less well than those girls in other schools in the same family fairly consistently.

Pupils who have additional learning needs make appropriate progress in every school year. Apart from in mathematics, the subjects in which seven-year-old pupils attained higher levels have been very few over four years.

Over a period of four years, the percentage attaining higher levels in English and mathematics at 11 years of age have not compared favourably with performance levels in similar schools in terms of free-school-meal benchmarks.

Data from 2011 shows that the school performs best in terms of the family and better than Wales averages in every aspect of English literacy in terms of attaining level 4 and higher.

Standards of oracy for seven-year-old pupils in Welsh in 2011 were higher than expected in the family but standards of reading and writing were lower. Pupils' standards of oracy and writing at 11 years old have been higher than family averages for the majority of the last four years but standards of reading have been lower.

Data for key stage 2 in 2011 shows that the school performed better than family and Wales averages in terms of attaining the expected level and the higher levels in every aspect of Welsh literacy. Over the last two years the school has shown obvious progress in outcomes for oracy, reading and writing.

There has been definite progress in the percentage reaching the expected level in Welsh in both key stages over four years. Over this period, the school has performed better than the family average for much of the time. However, not one pupil has reached the higher level at seven years of age for three years.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Sixteen responses to the questionnaires were received from parents.

All agree or agree strongly:

- that the school is well run and that they are satisfied with the school in general;
- that they feel comfortable in asking the school a question, making suggestions or identifying a problem;
- that their children are making good progress;
- that teaching is good and that staff expect children to work hard and do their best;
- that they receive regular information about their children's progress;
- that children receive additional appropriate support in relation to any specific individual needs;
- that the homework that is given builds well on what is learnt at school;
- that there is a good variety of activities, including trips or visits.
- that their children are safe at school and receive support to settle well;
- that the school treats each child fairly and with respect;
- that their children are encouraged to be healthy and to take regular physical exercise;
- that the school helps children to be more mature and to shoulder responsibility;
- that their children like school; and
- that their children have been prepared well for moving on to the next school.

A very few indicate that they do not understand the school's system for dealing with complaints and a minority indicate that pupils do not behave well at school.

Responses to learner questionnaires

Thirty-one responses were received from key stage 2 pupils and they were unanimous:

- that they feel safe at school and that they know to whom to speak if they are worried or anxious;
- that they know what to do and to whom to speak if they find the work difficult;
- that teachers and other adults at the school help them to learn and make progress;
- that homework helps them to understand and improve their work at school;
- that the school teaches them how to keep healthy;
- that there are many opportunities at school to take regular physical exercise;
- that other children behave well and that they can do their work;
- that the school deals well with any bullying; and
- that they have sufficient books, equipment and computers to do their work.

Nearly all believe that they are doing well at school.

A few believe that children do not behave well at playtime and lunchtime.

A minority believe that other children do not behave well and they cannot do their work.

Appendix 3

The inspection team

Maldwyn Pryse	Reporting Inspector
Prydwen Elfed-Owens	Team Inspector
Alan Parry	Lay Inspector
Dilys Ellis-Jones	Peer Inspector
Arwel Owen	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority. If it is available, the data report can be seen on our website alongside this report.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FPYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	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

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.