



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 Coedybryn
Maesllyn
Coedybryn
Llandysul
SA44 5JL**

Date of inspection: January 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

Ysgol Gynradd Coedybryn is situated in the centre of the village of Coedybryn, about six miles from Llandysul. It serves the village itself and the surrounding rural area and it is maintained by Ceredigion local authority.

The school provides education for pupils between four and 11 years of age. During the inspection, there were 33 pupils on roll. They are taught by two full-time teachers. The school admits full-time pupils to the class at the beginning of the term following their fourth birthday. Most pupils have attended the local cylch meithrin that meets in the school hall. Teaching is mainly through the medium of Welsh.

The area is described as one that is neither prosperous nor economically disadvantaged and pupils' attainment varies when they start school. About 15% of pupils come from homes where Welsh is spoken. There are a few children from an ethnic minority background at the school. Eleven per cent of pupils are entitled to free school meals. This is lower than the percentages for Ceredigion and Wales. Twelve per cent of pupils are on the school's additional learning needs register, which is lower than the national average (21.2%).

Following a period of reorganisation, a new associate headteacher was appointed to the school in September 2010 and she has responsibility for two other schools in the area. She is supported by an assistant headteacher who is also a teacher in the Foundation Phase.

The individual school budget per pupil for Ysgol Gynradd Coedybryn in 2012-2013 is £3,767. The maximum per pupil in primary schools in Ceredigion is £12,284 and the minimum is £2,820. Ysgol Gynradd Coedybryn is in 32nd position out of the 58 primary schools in Ceredigion in terms of the school budget per pupil.

Summary

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

Current performance

Ysgol Coedybryn's performance is good because:

- most pupils make progress and achieve well;
- nearly all are confidently bilingual by the end of key stage 2;
- pupils across the school behave well, are courteous and have a good attitude towards learning;
- rich learning experiences, good quality teaching and support staff support learning effectively; and
- there is effective provision to promote wellbeing and an inclusive, homely ethos where pupils feel happy and safe.

Prospects for improvement

Prospects for improvement are good because:

- the associate headteacher has a clear vision and high expectations that have been conveyed successfully to staff, pupils, parents and governors;
- all members of staff are clear about their roles, support one another and work as a team;
- the school has a good knowledge of its own performance and the governing body is aware of the way the school is performing in comparison with similar schools;
- there are clear plans for improvement that focus on raising standards; and
- there is a good range of partnerships that have a positive effect on pupils' achievement.

Recommendations

- R1 Improve the standards of writing in Welsh and English of a minority of pupils in key stage 2
- R2 Ensure consistency in assessment for learning in order to ensure that pupils are more aware of what needs to be done to improve their own work
- R3 Ensure that there are more opportunities for key stage two pupils to apply their data processing skills to support their learning activities across the range of subjects
- R4 Strengthen the monitoring arrangements in the school development plan in order to ensure that they focus more specifically on the effect on pupils' outcomes

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils at Ysgol Coedybryn make good progress during their time at the school. Pupils across the school concentrate well, recall their previous learning and participate fully in class activities. Most of them use their skills confidently across a range of subjects.

Most pupils, including those who receive additional support and those of higher ability, make good progress in lessons and over time.

Nearly all pupils across the school listen attentively to their teachers during lessons. Most are keen to offer answers or comments when talking about their work. They make good progress in their use of Welsh from the time they start school. They develop a wide range of appropriate vocabulary and most of them use it clearly and accurately when talking about their work. The oral skills of pupils who come from non-Welsh speaking homes develop very quickly. By the end of key stage 2, most pupils across the school use Welsh regularly in formal and informal situations. The English oral skills of most pupils in key stage 2 are good. By the end of their time at the school, nearly all are confident in both languages.

Most make good progress in their Welsh reading skills, take an interest in books and develop to be independent readers. In the Foundation Phase, most pupils read meaningfully and fluently, and with clear expression, considering their starting point. By the end of key stage 2, most pupils read a wide range of texts fluently, and respond meaningfully to the text. They use their Welsh reading skills effectively to glean information and to present it in an interesting way. Most pupils in key stage 2 use their English reading skills appropriately across a range of subjects. Many older pupils use their English reading skills effectively to glean information, using their translanguaging skills skilfully to present it.

In the Foundation Phase, most pupils write meaningfully and independently. They use suitable and interesting vocabulary, and begin to vary sentences and punctuate accurately. By the end of key stage 2, many show a strong awareness of different forms of writing and use these features confidently for a number of purposes. The work of the majority of pupils in key stage 2 shows good standards in terms of accuracy of language in Welsh. The standard of extended written work of the best pupils is of high quality. However, more syntax errors than expected appear in the work of the less able. The quality of written work of most pupils in English is good although spelling errors appear in the work of a minority.

As this is the first year of publishing Foundation Phase data, no information about trends is available. The achievements of seven-year-old pupils in the Foundation Phase in 2012 compare well with the average for the family of similar schools and the average for the whole of Wales. The school's performance, in comparison with that of schools with similar levels of entitlement to free school meals in Wales, was

among the top 25%. In general, the percentage of pupils who achieved higher than expected (outcome 6) or higher also compared well with performance levels in similar schools.

In 2012 in key stage 2, the school's performance in the core subject indicator (the percentage of pupils who attain level 4 in a combination of Welsh or English, mathematics and science) was higher than the average for the whole of Wales and among the highest in the family of similar schools. In comparison with that of schools with similar levels of entitlement to free school meals, the school's performance was among the top 25% in 2012. The school's performance was among the top 50% in two of the previous three years.

The achievements of 11-year-old pupils in 2012 at the higher level (level 5) compared favourably with levels in similar schools but not so over time.

Wellbeing: Good

Pupils at Ysgol Coedybryn are very aware of the importance of eating healthily and keeping fit. They have positive attitudes towards eating healthily and they enjoy varied physical exercise. Pupils feel very safe at school and are confident that they can turn to anyone for help if needed.

Most pupils are enthusiastic and keen to learn. They co-operate effectively together in their lessons and activities. However, their skills to improve their own learning are only starting to develop.

All pupils work together harmoniously and standards of behaviour are high. Pupils of all ages play together happily at break time and lunchtime. They are courteous and respectful towards each other and towards staff and visitors.

The school's attendance percentage over the last four years has been consistently in the top 50% in comparison with percentages in similar schools in terms of entitlement to free school meals, and in the top 25% in the last two years. Punctuality is good.

Members of the school council and the eco council enjoy their responsibilities and work diligently to improve their school. All pupils have an opportunity to express an opinion and contribute towards decisions concerning the school. Through these opportunities, pupils contribute towards developing sustainability and eating healthily within the school, in addition to raising money in aid of charities that are chosen by them.

By taking part and contributing to a range of social events and activities, pupils have a strong awareness of their area and the local community.

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

The school plans rich and stimulating learning experiences that gain the interest of all pupils. Teachers plan skilfully to ensure that learning experiences that address the

requirements of the Foundation Phase, the National Curriculum and religious education are successful. Purposeful planning ensures a good range of experiences that build successfully on knowledge, understanding and skills as pupils move from the Foundation Phase to key stage 2.

Planning for developing pupils' communication and numeracy skills is thorough and ensures that there is coordination in pupils' experience across the curriculum. Provision for developing pupils' information and communication technology skills to glean and present information is effective. However, there are not consistent enough opportunities for key stage 2 pupils to apply their data processing skills across the subjects.

Provision for developing Welsh and the Welsh dimension are effective. The school makes regular use of local authors and this contributes effectively towards developing pupils' awareness of literary traditions.

There is good provision in order to enable pupils to learn about sustainability and global citizenship. The work of the eco council supports the importance of this by promoting pupils' awareness of developing initiatives such as recycling fruit for the vegetable garden and promoting fair trade.

Teaching: Good

A caring relationship between adults and pupils creates an industrious ethos and offers effective support to pupils. All staff have high expectations of all pupils. Teachers have good subject knowledge and they use a range of methods skilfully to ensure that classroom activities respond effectively to the wide range of ability within the classes. They make good use of resources, including the outdoor area. All members of staff provide a good linguistic model and promote positive behaviour and classroom management effectively.

Pupils' books are marked regularly. In the best examples, the polished comments on pupils' work show clearly the way forward for pupils to improve their work. The practice of setting individual success criteria and targets for pupils is in place in both classes but pupils' role in assessing their own work is continuing to develop. An effective progress tracking system is operational across the school. Beneficial use is made of standard assessments in order to identify individual pupils' needs. Procedures for levelling and moderating pupils' work over time ensure that teachers' assessments are robust.

Reports to parents are thorough and fulfil statutory requirements in a concise way.

Care, support and guidance: Good

The school promotes pupils' health and wellbeing effectively. It has appropriate policies and procedures for this and for promoting pupils' spiritual, moral, social and cultural development successfully. This is a happy school in which pupils feel safe. There are good opportunities for pupils to express an opinion or share a concern and to receive support from their friends, teachers and staff.

There is an effective relationship between the school and specialist agencies. A good example of this is regular visits from the police and the school nurse to present relevant information to pupils about how to keep healthy and safe.

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

There are effective systems for the early identification of pupils who need additional support with their work. Staff plan purposefully for them in lessons and the recent investment to employ and train staff ensures additional effective provision for these pupils. Support is co-ordinated in an organised way and there is successful co-operation between all staff and specialist external agencies. Parents are informed regularly about their children's progress and individual education plans are reviewed and updated regularly.

Learning environment: Good

There is a family atmosphere and a very homely feeling at the school. It is a happy and welcoming community and there is a friendly atmosphere among staff and pupils. The inclusive ethos ensures that each pupil has an equal right to all the school's provision. The school is a community in which all pupils are treated as individuals. A successful emphasis is placed on recognising, respecting and celebrating diversity. A good example of this is the invitation of parents of pupils of different beliefs to show other religions at work.

An extensive supply of resources that match pupils' needs well is used effectively. A recent investment in resources for the Foundation Phase outdoor area adds successfully to pupils' learning experiences.

The building and site provide an appropriate learning environment for pupils. Staff make good use of the space that is available and colourful and stimulating displays create an attractive learning atmosphere. The school makes good use of local facilities to expand provision. A good example of this is the use of the community hall for physical education lessons.

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

The associate headteacher has a clear vision based on children's wellbeing and on ensuring high standards. She conveys that vision effectively to staff, pupils, parents and governors. She is supported well by the assistant headteacher. The school is an orderly community and has clear structures and policies. This ensures that all members of staff work as a part of a team and understand their role in implementing the school's plans.

The governing body is well informed about educational provision and the school's performance and it fulfils its statutory responsibilities fully. Governors are aware of the school's performance in comparison with similar schools and contribute successfully to setting the school's strategic direction through discussing the priorities

of the self-evaluation report and the school development plan. The headteacher's regular reports, in addition to visits to the school, enable them to operate effectively as critical friends and to hold the school to account for standards.

The school pays extensive attention to national and local priorities. The Foundation Phase provision has been established successfully. The pupil's voice has a prominent place in all aspects of school life.

Improving quality: Good

The associate headteacher has a secure understanding of the school's performance, its strengths and aspects for further development. Appropriate arrangements have been established to seek the opinions of pupils, parents and governors. The headteacher considers a range of information that includes data on standards and a detailed analysis of trends over time. All of this, along with lesson observations, contributes effectively to the self-evaluation report that provides a balanced and accurate picture of the school.

The information is used effectively in the process of improving quality, and prioritising focuses clearly on raising standards. There are suitable strategies for achieving objectives, and appropriate use of success criteria to measure progress in addition to specific time limits. However, arrangements for monitoring progress against the objectives in the school development plan do not focus specifically enough on the effect on pupils' outcomes.

Networks of professional practice that are developing within the school, in addition to the links that have been created with other schools and that are under the care of the associate headteacher, make an important contribution to developing provision and raising standards. A good example of this is co-operation with nearby schools to improve the outdoor provision for the Foundation Phase.

Partnership working: Good

The school works effectively with a range of partners. This has a positive effect on pupils' wellbeing and attainment. The leadership team and staff communicate effectively with parents and they are very supportive of the school's life and work.

An appropriate range of external agencies and organisations, such as health and social services, contribute their expertise well to support the school's work. The strong link between the school, the local authority and other schools that are under the leadership of the associate headteacher has led to improvements in provision across the school.

Arrangements for transferring pupils to secondary schools prepare older pupils well for the next stage in their education. Teachers co-operate effectively with other primary schools in the area, in addition to secondary schools, in order to moderate and standardise pupils' work and provide training jointly.

The close relationship with the cylch meithrin, which meets in the school hall, ensures that children settle in quickly in the Foundation Phase.

The school benefits from a constructive link with the community and pupils take part successfully in community activities regularly. A good example of this is their valuable contribution to the local eisteddfod, concerts and Harvest Festivals in the company of the community's residents.

Resource management: Good

The school manages its resources effectively. The school has an appropriate number of teaching staff that work together successfully in order to ensure appropriate support for pupils. The school makes beneficial use of staff expertise in order to enrich experiences and improve the quality of teaching.

There are suitable arrangements in place for managing teachers' performance, which provide suitable opportunities for continuous professional development. Targets are based on whole-school priorities and individuals' needs.

Teachers make effective use of their planning, preparation and assessment time. This has a positive effect on maintaining the school's standards.

Funding expenditure is managed carefully by the headteacher and the governing body with the help of a local authority officer. This ensures a good supply of resources that respond to the school's needs. Funding is allocated annually for resources in line with the school's priorities.

Considering the good outcomes, the school provides good value for money.

Appendix 1

Commentary on performance data

Trends in the school's performance data should be considered carefully as the number of pupils at the end of both key stages is small.

The percentage of seven-year-old pupils who achieved the Foundation Phase indicator (the percentage of pupils who achieve the expected outcome (outcome 5) or higher in language, literature and communication skills in Welsh, mathematical development and personal and social development) in combination in 2012 was higher than the average for the family of schools and the average for the whole of Wales. The school's performance in comparison with that of schools with similar levels of entitlement to free school meals was among the top 25% in Wales.

The percentage of pupils who achieved higher than expected (outcome 6) or higher in language skills and personal and social development was higher than the average for the whole of Wales but lower than the average for the family. In comparison with percentage levels in schools that have similar levels of entitlement to free school meals, the percentage of pupils who achieved higher than expected was among the top 50% in language skills and personal and social development but among the lower 50% in mathematical development.

As this is the first year of publishing Foundation Phase data, there is no information about trends available.

In 2012, in key stage 2, the school's performance in the core subject indicator (the percentage of pupils that attain level 4 in a combination of Welsh or English, mathematics and science) was higher than the average for the whole of Wales and among the highest in the family of similar schools. Except in 2009-2010, the percentage of pupils who attained the expected level in the four subjects has been higher than the averages for the schools in the family and Wales. In comparison with that of schools with similar levels of entitlement to free school meals, the school's performance was among the top 25% in 2012. The school's performance was among the top 50% in two of the previous three years.

In comparison with that of schools with similar levels of entitlement to free school meals, the school's performance has varied from the bottom 25% to the top 25% over a period of four years. It was among the top 50% in three of these years.

In 2012, the percentage of pupils who achieved level 5 or higher at the end of key stage 2 was higher than the averages for the family and Wales in Welsh, English and science. It was lower in mathematics. Over a period of four years, except in English, the percentage of pupils who reached the higher level has been lower than the average figures for the family of schools and Wales.

Considering the small numbers, there are no significant differences between the achievements of boys and girls.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

There is no commentary on parent questionnaires because of the small number of responses that were received.

Responses to learner questionnaires

The learner questionnaires were completed by 15 pupils in key stage 2. Responses are very positive, and are higher than the national average for primary schools.

All pupils feel that they are doing well at school and that teachers help them to become more mature and shoulder responsibility. All pupils feel safe and know to whom to turn if they feel anxious or to ask for advice. They all agree that the school teaches them how to keep healthy. They all say that homework helps them to understand and do their work. They are also of the opinion that other children behave well and that they are able to do their work.

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
Glenda Jones	Lay Inspector
Judith Owen	Peer Inspector
Mair Potter	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.