



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Y Berllan Deg
Circle Way East
Llanedeyrn
CF23 9LD**

Date of inspection: September 2017

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Ysgol y Berllan Deg

Ysgol y Berllan Deg is situated in the east of Cardiff. Welsh is the main medium of the school's life and work. There are 439 pupils between 3 and 11 years old on roll, including 48 part-time nursery age pupils. Pupils are divided into 16 single-age classes.

Approximately 5% of pupils are eligible for free school meals. This is significantly lower than the national average. A minority of pupils come from Welsh-speaking homes and a very few are from ethnic minority backgrounds. The school has identified 16% of its pupils as having additional learning needs, but very few have a statement of special educational needs.

The headteacher was appointed to the post in 2008 and the school was last inspected in July 2011. The headteacher has recently started on a year's secondment, and the deputy headteacher took over the headteacher's role at the beginning of September 2017.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Most pupils at Ysgol y Berllan Deg achieve well, particularly in their communication skills. Pupils' behaviour and attitudes towards learning are sound and they are very willing to support each other's learning. The school is a caring and inclusive community, and pupils treat others with a high level of respect and tolerance. The school has purposeful schemes of work that provide beneficial experiences and engage most pupils' interest effectively. However, there are very few opportunities for pupils to develop their numeracy and information and communication technology skills across the curriculum. Rich extra-curricular experiences support learning successfully and contribute to pupils' pride in their language and their Welshness. There is a clear focus on developing personal and social education across the school in order to support pupils' wellbeing effectively. Leaders share a purposeful vision for the school. They use information from self-evaluation processes effectively in order to identify sensible priorities for improvement and ensure improvement.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Ensure suitable opportunities for pupils to develop their numeracy and information and communication technology skills across the curriculum
- R2 Provide appropriate opportunities for pupils to make choices in relation to their learning and act more independently
- R3 Provide regular opportunities to challenge more able pupils effectively
- R4 Develop the roles of leaders at all levels in order to ensure consistency in provision across the school

What happens next

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

Main findings

Standards: Good

On entry to the school, many pupils have skills that at least correspond to what is expected for their age. As they move through the school, they make good progress by Year 6. Pupils with additional learning needs make effective progress towards their targets from their starting points.

Most pupils' oral and listening skills in the foundation phase are sound. They discuss their work confidently and use an increasing range of language patterns and mature vocabulary. Most explain what they are doing in tasks clearly. Many enjoy reading and make good progress each year. They use an effective range of phonic strategies confidently to build unfamiliar words, when necessary. More able pupils discuss the content of their books maturely and refer to specific events by their favourite character. Many pupils develop sound writing skills by the end of the phase. They write independently, understand different writing styles well and extend their ideas effectively.

Most pupils in key stage 2 communicate clearly and confidently in both languages and use formal language, where appropriate, for example when presenting news articles. They listen attentively to the views of others and discuss various topics maturely. Many pupils make sound progress in their reading in Welsh and English. They skim for information skilfully to gather information from different texts, including the internet, for example when producing a report on food rationing during the Second World War. A majority of pupils build successfully on their writing skills. By the end of the stage, a majority of pupils write extended pieces effectively. They write maturely and show a purposeful awareness of the audience.

Most pupils' numeracy skills are developing effectively across the school. In the foundation phase, a majority make good progress in their mathematical development. Most handle money correctly and develop a good understanding of measurement, time and weight.

In key stage 2, most pupils' standards in mathematics lessons are robust. Many have a strong understanding of multiplication and place value, and they are able to use data with increasing accuracy and present it in different forms, in graphs or tables. However, across the school, pupils' ability to apply their numeracy skills in other areas of the curriculum has not been developed adequately.

Many pupils' information and communication technology (ICT) skills are effective across the school. In the early years, many pupils are able to give simple instructions to a toy in order for it to move around the carpet. Across the foundation phase, most pupils develop confident skills as they create simple graphs and save work on memory, for example by taking pictures. In key stage 2, most create multimedia presentations successfully in order to present their work. They create databases by using two different sources and use a formula to create a spreadsheet to calculate the cost of caring for a pet.

Wellbeing and attitudes to learning: Good

Ysgol y Berllan Deg is a caring and inclusive community. Nearly all pupils feel safe at school and know who to approach when they need support. Nearly all pupils give careful consideration to the needs of others, for example 'clustiau caredig' (kind ears) pupils offer help on the playground during break time. Most pupils have a sound understanding of how to stay healthy and pupils of all ages understand how to make healthy choices in relation to diet, physical activity and emotional wellbeing. Most pupils take regular advantage of opportunities to take part in rich extra-curricular activities, for example in numerous sports clubs and performing on stage in school shows and Eisteddfodau. This has a positive effect on their personal and social skills, in addition to developing their self-confidence and their fitness successfully.

Most pupils work together effectively in the classroom and around the school. They support each other's learning during lessons and develop to become confident and capable learners. Pupils on the numerous committees undertake their work effectively; for example, through the work of the digital leaders, many pupils understand clearly how to stay safe on the internet. Most pupils are developing skilfully as knowledgeable and moral citizens. They discuss the school's arrangements and life with maturity and sensitivity, and they have a sound understanding of the wider world, for example when discussing the lives of others through their European Christmas tree decoration exchange. Pupils also support the activities of the humanitarian committee regularly to raise money for a number of charities. This has a positive effect on their awareness of the needs of others in their community and the wider world.

Most pupils talk confidently about their work and show pride in their successes, for example as they take pride in their weekly certificates and their responsibilities as class 'prince and princess' in the foundation phase. Most pupils persevere and understand procedures when they face difficulties in their learning. When working successfully with peers, they treat others in the class with a high level of respect and tolerance, for example by praising and responding politely to others' ideas.

Most pupils are well-behaved in lessons and around the school. They are caring towards each other and treat adults and visitors with respect and particular maturity. They are very aware of the importance of attending school regularly and punctually.

Teaching and learning experiences: Adequate and needs improvement

Nearly all members of staff model the Welsh language well and encourage pupils to use the language during formal and informal activities. As a result, pupils develop as competent and confident bilingual learners. Teachers plan numerous opportunities to develop pupils' understanding of their heritage and Welsh culture. The school provides a wide range of extra-curricular clubs and activities that enrich pupils' learning successfully.

There is a good working relationship between adults and pupils across the school, and all staff manage pupils' behaviour well. Teachers make effective use of learning assistants in order to support individuals and groups of pupils. Assistants support learning skilfully and intervene sensibly in order to challenge and support pupils. However, staff do not always use purposeful questions in order to challenge and extend pupils' understanding effectively.

The school has purposeful schemes of work that provide beneficial experiences and engage most pupils' interest effectively. In general, many teachers use appropriate teaching methods and present clear learning objectives for pupils. These are shared regularly to ensure that learning has a purpose. However, teachers do not always challenge pupils effectively enough or set high expectations in terms of their achievement. As a result, pupils do not work to the best of their ability, particularly those who are more able.

Foundation phase teachers provide appropriate focus and continuous tasks that include opportunities for pupils to investigate, role-play, cook in the mud kitchen and practice their physical skills. However, across the school, many activities have a tendency to be led by adults, and this limits the opportunities for pupils to make choices about their learning. In a few classes, overuse of worksheets limits pupils' opportunities to write extended pieces. In addition, there are very few opportunities for pupils across the school to take advantage of the extensive outdoor area to enrich their learning. As a result, pupils are not given beneficial opportunities to develop independent learning skills or their thinking skills regularly enough.

The school plans appropriately to develop pupils' literacy and numeracy skills in language and mathematics sessions. There are purposeful opportunities to develop language skills in other areas of the curriculum. However, opportunities to develop pupils' numeracy and ICT skills across the curriculum have not been developed effectively enough in order for pupils to apply their skills regularly.

Assessment for learning strategies are developing suitably in most classes across the school. Teachers give pupils feedback that, on the whole, follows the success criteria and provides constructive comments to pupils on how to improve their work. Pupils are beginning to assess their own work and that of their peers and respond to teachers' comments, but it is too early to measure the effect of this on pupils' outcomes.

Care, support and guidance: Good

The school has robust systems for tracking pupils' progress from their starting points. Teachers use this information appropriately in order to identify pupils who need additional support in terms of literacy, numeracy and wellbeing. As a result, they provide beneficial intervention programmes in order to ensure that these pupils make sound progress in their learning. Individual learning plans for pupils with additional needs are purposeful. Learning assistants are used effectively across the school to support individual pupils in their learning and to implement a range of intervention programmes. This includes providing beneficial support and guidance in order to develop pupils' emotional and social needs effectively. This contributes well to the caring and familial ethos that exists within the school.

The school has a sound working relationship with a range of other agencies in order to support pupils and to extend support and guidance to staff. A good example is the beneficial relationship with a local wellbeing centre in order to provide support for vulnerable pupils. The school also works well with parents in order for them to support their children's learning appropriately, for example by providing ideas to develop literacy and numeracy skills on the school website and through use of home link books.

There is a clear focus on developing personal and social education across the school. This contributes well to ensuring that pupils learn about the importance of eating healthily and keeping fit and how to stay safe online. The rich culture of respect, equality and fairness promotes the school's aims effectively. This is reinforced successfully through purposeful experiences, including international weeks and charity activities. This fosters pupils' respect towards other cultures and beliefs and encourages them to grow as effective citizens.

The school provides valuable opportunities for pupils to develop their creative and physical skills. Most pupils are given beneficial opportunities to become involved in the creative arts by performing and competing at school and in Eisteddfodau and shows, and this contributes well to developing many pupils' self-confidence. Recent opportunities for the school's older pupils to take part in the 'Lead Creative Schools' scheme reinforce this successfully by combining creative and expressive experiences with literacy and ICT activities with an author and interactive producer.

The school has extensive grounds and they are kept clean and tidy. There are thorough arrangements for managing the site. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The acting headteacher has a robust vision that is based on good standards and pupils' wellbeing. Leaders convey this vision clearly in order to create a successful caring and inclusive ethos. Members of the acting senior management team support her purposefully and ensure that all members of staff work together effectively as a team to realise the school's priorities. All members of staff have responsibility for a specific aspect of the school's work, which contributes well to maintaining robust standards in terms of pupils' wellbeing and achievement. Recently, the school has established teams of teachers to lead on specific elements of the school's work based on the principles in the new curriculum's developments. However, it is too early to measure their effect on provision and pupils' outcomes.

In general, leaders have a sound understanding of the school's strengths and areas for improvement. They use information from extensive self-evaluation processes, such as scrutinising books, lesson observations and data analysis, in order to identify priorities for improvement. Teachers work appropriately within 'observation squares', which give teachers an opportunity to observe each other teaching in groups of four. This supports teachers and leaders to evaluate teaching strategies and identify priorities for improvement. As a result, leaders plan specific training in order to strengthen teaching. A good example is the whole-school training to improve pupils' ICT skills. However, this process does not always identify important elements of provision that need to be improved, for example planning purposeful opportunities to develop pupils' independent learning skills.

Priorities in the development plan are based directly on the outcomes of the self-evaluation procedure and focus firmly on maintaining and raising standards. Leaders monitor progress carefully and present a beneficial review regularly on the previous plan's priorities.

Members of the governing body have thorough knowledge of the school's performance, which enables them to support the school and hold it to account for its performance successfully. Sub-committees make a valuable contribution to the school's strategic direction by undertaking regular activities, for example by working with the school's leaders and staff to observe lessons, scrutinise books and talk to pupils. This ensures that they have a clear overview of all of the school's work.

Leaders ensure purposeful use of the school's budget in order to improve provision and standards, and expenditure links sensibly to the priorities in the school improvement plan. The school is staffed appropriately and support staff are an effective part of the team who contribute suitably to improving pupils' standards, wellbeing and social skills. The pupil development grant is used effectively, for example to develop pupils' literacy and numeracy skills and wellbeing.

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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