



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

**Bryn Deri Primary School
Caer Graig
Radyr
Cardiff
CF15 8RD**

Date of inspection: June 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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

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Context

Bryn Deri Primary School serves the village of Radyr on the northern outskirts of Cardiff. There are 289 pupils aged three to 11 at the school, including 95 pupils in the nursery. The school is organised into 11 classes. Approximately 5% of pupils are entitled to free school meals. This figure is significantly lower than the local and national averages.

Most pupils come from homes where English is the main language and no pupils speak Welsh as a first language. About 9% of pupils receive support for English as an additional language. The school identifies that 17% of pupils have additional learning needs. Currently, 2% of pupils have a statement of special educational needs. No pupils are looked after by the local authority. There have been no fixed term pupil exclusions in the last twelve months.

The school was last inspected in July 2007. The current headteacher has been in post since September 2012.

The individual school budget per pupil for Bryn Deri Primary School in 2012-2013 means that the budget is £3,502 per pupil. The maximum per pupil in the primary schools in Cardiff is £12,307 and the minimum is £2,873. Bryn Deri Primary School is 54th out of the 99 primary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- nearly all pupils make good progress from their starting points;
- the overall performance of pupils is consistently high and compares well with family and national averages;
- most teaching is good;
- the curriculum is broad and balanced with literacy and numeracy given a high priority; and
- most behaviour is good and levels of participation in learning are very high.

Prospects for improvement

The school's prospects for improvement are good because:

- the new headteacher has settled into her new role extremely well and she has a clear vision for the school;
- there is a thorough process for self-evaluation and very good use of data;
- there is a very clear focus on raising standards of teaching and learning;
- school improvement plans focus well on suitable priorities;
- successful partnerships contribute effectively to improving outcomes for pupils; and
- governors provide good support and direction for the work of the school.

Recommendations

- R1 Improve the standards of writing by more able boys at the end of key stage 2
- R2 Raise standards of Welsh as a second language
- R3 Ensure that end-of-key-stage assessments for Welsh as a second language are consistently accurate
- R4 Further improve the quality of teaching through the consistent use of assessment for learning strategies and by improving the consistency and overall quality of marking.

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils enter the school with very good skills, knowledge and understanding. Overall, they make good progress by the end of key stage 2.

Most pupils have very good speaking and listening skills. They use these skills well to answer questions set by teachers or to present information to other pupils. They talk confidently about their learning experiences, for example when recounting a recent school trip to France. They often use a wide range of extended vocabulary within their oral work.

In the Foundation Phase, most pupils make consistently good progress in developing their reading skills. They apply phonic knowledge well and develop a range of suitable strategies that enable them to enjoy reading and to develop positive attitudes as readers. By the end of key stage 2, most pupils read confidently with fluency and good comprehension. They talk enthusiastically about favourite authors and books and can read challenging texts successfully.

Most pupils make good progress in developing their writing skills. By the end of the Foundation Phase, they write independently to create letters, stories and poems of a good standard. By the end of key stage 2, most pupils write purposefully in a variety of contexts across the curriculum. They develop good spelling skills and use punctuation accurately. The quality of written work produced by pupils who are more able is often of a very high standard. The content of extended pieces of writing engages the reader effectively. However, the overall standard of boys' writing is frequently lower than that of girls, and they do not always present their written work well enough.

In the Foundation Phase, most pupils respond appropriately to instructions in Welsh during lessons. They perform a range of basic written tasks successfully. At lower key stage 2, a majority of pupils make steady progress in developing their Welsh language skills. Although many older pupils have positive attitudes to learning Welsh, they make insufficient progress in developing the ability to speak, read or write confidently in the Welsh language by the end of key stage 2.

Most pupils make good progress in developing their mathematical skills as they move through the school. They apply their numeracy skills consistently and well across a range of subjects, particularly within science work.

Pupils who need extra support with their learning and those who are more able make good progress overall. Pupils entitled to free school meals generally achieve as well as other pupils. Those who are new to the English language usually make considerable progress from their individual starting points.

In 2012, all pupils achieved the expected outcome (outcome 5) or above at the end of the Foundation Phase in language literacy and communication, mathematical development and personal and social development, wellbeing and cultural diversity. This represents the best performance in the school's family and placed the school in the top 25% of similar schools. At the higher than expected outcome (outcome 6), pupil performance in language literacy and communication and mathematical development placed the school in the top 25% of schools and was significantly above the average for the family and Wales. In personal and social development, wellbeing and cultural diversity, pupil performance placed the school in the top 50% of similar schools, but was slightly below the family average.

In comparison with the school's family average, the performance of pupils at the end of key stage 2 has been consistently good over the last three years in English, mathematics and science at both the expected level (level 4) and the higher level (level 5). The proportion of pupils who attain the expected level, or above, in English, mathematics and science when combined has consistently placed the school in the top 50% of similar schools.

The school's performance at the higher level is normally good. In 2012, performance in English and mathematics placed the school in the top 25% of similar schools, and performance in science placed it in the top 50%. Performance in all three subjects has been comfortably above the family average.

In recent years, the performance of girls at the end of key stage 2 has generally been better than the performance of boys at both the expected and higher levels.

Wellbeing: Good

Most pupils have positive attitudes to learning and work well with others. They are generally polite and respectful towards adults and each other. Most pupils behave well in classes and around the school. Nearly all feel safe in school and are confident that the school deals well with any bullying. Most pupils display good levels of confidence and independence from a very early age. Many pupils participate well in the rich variety of extra-curricular activities, including sporting activities, 'Clwb Iechyd Da' and the school orchestra. As a result, they develop good social and life skills.

Most pupils have a good understanding of how to keep fit and healthy. They demonstrate healthy lifestyle choices, for example by participating in regular physical activity, cycling to school, or choosing to eat fruit during break times.

Rates of attendance are consistently high, normally in excess of 95%, and compare well with those of other similar schools. Nearly all pupils arrive punctually at the start of the school day.

Pupils benefit from many opportunities to make decisions and to take on additional responsibilities, for example as members of the School Watch Action Team and the School Nutrition Action Group. They perform these roles diligently and they have a positive impact on school life, for instance by raising funds to purchase outdoor play equipment and by supporting local and national charities. Many pupils are active

within the local community. For example, they participate in the local Remembrance Day service.

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

The school provides broad and balanced coverage of the National Curriculum and religious education. Teachers plan a wide range of learning experiences that engage nearly all pupils successfully and enable them to make good progress. Teachers use the outdoor learning areas particularly well to provide rich learning experiences for Foundation Phase pupils. The school offers a good range of educational visits that enhance the curriculum. Pupils receive many worthwhile enrichment activities beyond the school day such as sports clubs and a Samba Band.

Teachers identify many worthwhile opportunities for pupils to use their literacy, numeracy and information and communication technology (ICT) skills to support and extend their work across the curriculum. The majority of teachers ensure that pupils develop their thinking skills well by providing a suitable range of problem solving activities.

The school promotes pupils' understanding of Welsh culture and traditions appropriately, for example by working in the style of Welsh artists, such as Martin Evans and Jan Beeny, and by visiting local places of interest, such as Castell Coch and Cardiff Bay. However, provision for developing pupils' Welsh language skills is not consistent across the school. There is not enough challenge for pupils in upper key stage 2.

The provision for education for sustainable development and global citizenship is good. Pupils have stimulating opportunities to learn about other countries and cultures, for instance through a French visit exchange programme and links with schools in Texas and Kenya. The school curriculum enables pupils to develop a good understanding of sustainability and environmental issues, for example through the 'Switch Off Fortnight' initiative.

Teaching: Good

Most teachers have up-to-date professional knowledge. They plan a broad range of engaging learning experiences in their classes that develop pupils' skills, knowledge and understanding well in classes. Teachers often use effective questioning techniques within lessons and this helps pupils to build successfully on their prior learning. Working relationships between adults and pupils are generally very positive. Support staff make a valuable contribution to the teaching and learning process.

Most learning activities in classes match pupils' needs and interests well. There is an appropriate blend of experiential and formal learning opportunities as the pupils move through the school. Teachers' expectations of pupils in lessons are usually high and this contributes positively to the standards many pupils achieve. In a few lessons,

where teaching is less successful, the pace of lessons is too slow and the level of challenge too low.

In a majority of classes, teachers use assessment for learning strategies effectively. They explain tasks and the steps required to complete them successfully. As a result, a majority of pupils are able to reflect effectively upon their progress and to identify ways to improve their work and the work of others. In a minority of lessons, teachers do not apply assessment for learning strategies consistently at levels appropriate to the stages of development of the pupils. Teachers mark pupils' work frequently and comment positively on what pupils have achieved. However, teachers' marking of pupils' written work is occasionally inaccurate and is not always effective in helping pupils to improve their work.

There are comprehensive arrangements to track pupil progress. The school uses this information very well, for example to ensure that provision matches individual pupils' needs. The school has developed a useful target-setting system within literacy lessons. This enables pupils to know their longer-term learning goals and to evaluate their own progress. Arrangements to assess pupils' work at the end of key stage 2 against National Curriculum levels of attainment are generally sound, but the levels awarded for Welsh as a second language do not reflect the standards achieved by pupils accurately enough.

Parents and carers receive appropriate information and reports on their child's achievements and wellbeing.

Care, support and guidance: Good

There are effective arrangements in place to support the physical and emotional health and wellbeing of pupils based on a sound understanding of the needs of individuals and groups of pupils. The school makes good use of a range of specialist services in order to provide appropriate support for pupils.

The school has a clear, well-managed system for identifying and meeting the needs of pupils with additional learning needs. Early identification provides these pupils with timely support that is specific to their individual needs. Teachers and support staff use a wide range of appropriate programmes to help pupils. They use pupils' individual educational plans effectively to direct their work with pupils.. Teachers, parents and pupils review these plans regularly and this helps nearly all pupils with additional learning needs to make good progress.

The school provides worthwhile opportunities for pupils to work collaboratively to develop their social skills. As a result, pupils generally work well with others in class and socialise well in mixed groups. Whole school assemblies provide suitable opportunities for pupils to reflect upon moral and spiritual issues.

The school is a well-ordered and caring community with clearly understood expectations, rules and procedures. There are effective arrangements to deal with any bullying or oppressive behaviour. All pupils have regular access to a wide range of sporting and leisure activities that have a positive impact upon their health and wellbeing.

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

Learning environment: Good

The school is a caring and fully inclusive community where all staff and pupils demonstrate mutual trust and respect. The school takes good account of the diversity of pupils' backgrounds. This ensures that pupils are able to understand different cultures and lifestyles and show a respect and interest in a wide variety of races, cultures and religions. The school welcomes pupils who are new to the area and helps them to settle quickly. All staff encourage pupils to be friendly, polite and courteous to each other and to visitors.

The school has a suitable policy and procedures for promoting equal opportunities, which all staff understand clearly. As a result, all pupils have equal access to the curriculum and to extra-curricular activities.

The school building is clean, safe and well presented. The grounds and external learning areas are strong features of the school. The outdoor learning facilities in the Foundation Phase are of a particularly high standard. Classroom displays are attractive and celebrate the achievements of pupils well. The school has a suitable range of resources of good quality to support pupils' learning effectively.

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

The school has a clear educational vision that provides a positive direction to its work. The headteacher keeps the school's vision under review to ensure that it matches the needs and aspirations of pupils. She has created a strong team ethos in the short time since her appointment. A conscientious senior management team supports her well and the quality of team work is high. They understand and perform their roles effectively. Senior leaders are increasingly involved in contributing to the strategic direction of the school, for example by leading staff meetings or training events.

Senior leaders have a clear focus on improving the quality of teaching and learning. They challenge staff regularly to bring about improvements in provision, for example by adapting their planning to include assessment for learning strategies.

The governing body supports and challenges the school effectively. Governors are aware of the school's current strengths and areas that require improvement. They have a very good knowledge of the priorities within the school improvement plan and monitor the implementation of strategies well. Governors visit the school frequently and make valuable contributions by using their own particular areas of expertise, for example by monitoring arrangements for health and safety at the school.

School leaders ensure that there is a suitable focus on national and local priorities, for example on raising standards in pupils' use of literacy and numeracy skills across

the curriculum and by developing very good outdoor learning provision within the Foundation Phase.

Improving quality: Good

The school makes effective use of information from the monitoring of teaching and learning to inform the self-evaluation process. All members of staff and the governing body contribute to the self-evaluation process. The school takes good account of the views of pupils and parents when evaluating its own performance.

The school's self-evaluation report gives an accurate overview of the school's current position. It contains a thorough analysis of performance data and clearly identifies areas in need of improvement.

The outcomes of the self-evaluation process determine appropriate priorities for the school improvement plan. The plan provides clear guidance on how the school will address the priorities and how staff will measure the impact of action taken. The school improvement plan is having a positive impact on pupil outcomes, for example on pupils' application of their literacy skills across the curriculum.

The school has made good progress in addressing the recommendations from the last inspection, but not in relation to standards in Welsh.

Staff have developed useful links with other local schools and work closely with them as a network of professional practice. The current work with these schools is supporting the school's drive to improve standards in boys' writing.

Partnership working: Good

The school works well with a range of external partners to improve pupils' standards of learning and wellbeing. There are effective arrangements in place to ensure a smooth transition for pupils moving from part-time nursery to full-time provision in the Reception class. There are purposeful arrangements with the local high schools to prepare pupils to move to the next stage of their education. The school works effectively with other primary schools in the area on a range of activities, including the moderation and assessment of pupils' work.

There are good relationships with parents which have a positive impact on pupils' learning. Staff keep parents well informed through regular whole-school and class newsletters. The school holds useful sessions to provide parents with guidance on how they can support their children at home. Parents generally support the school well, for example by providing help in classes or through initiatives such as 'Dads Behaving Dadly', a series of activities designed to raise levels of boys' literacy. The school benefits from an active parent-teacher association, which works energetically to raise valuable funds. As a result, pupils benefit from additional resources, such as tablet computers and creative playground equipment.

The school benefits from partnerships in the local community; for example, local magistrates have visited the school and organised mock courts to develop pupils' understanding of the legal system.

The school liaises well with many support agencies within the local authority to extend the range of opportunities provided to pupils. These include sports activity providers and music specialists. There are beneficial links with initial teacher training providers.

Resource management: Good

The school manages its staff and resources well. It deploys teachers and support staff effectively and they have the skills required to carry out their duties successfully.

The performance management of staff and arrangements for their training and development are well planned and effective. This ensures that all members of staff receive training in line with the school's priorities for development or their individual training needs. Teachers receive a suitable amount of time for planning, preparation and assessment.

The headteacher and the governing body's finance committee monitor the school's budget diligently. They ensure that there is a sufficient supply of resources of good quality to meet the needs of the pupils and the curriculum. They link nearly all spending decisions to priorities for action in the school improvement plan.

In view of the outcomes achieved by pupils and the overall standard of provision, the school provides good value for money

Appendix 1

Commentary on performance data

In 2012, at the end of the Foundation Phase, 100% of pupils achieved the expected outcome in language literacy and communication, in mathematical development and in personal and social development, wellbeing and cultural diversity skills in combination. This was comfortably above the average for the family of similar schools. The proportion of pupils who achieved above the expected outcome was significantly higher than the average for the family of schools in language, literacy and communication and in mathematical development. In personal and social development, wellbeing and cultural diversity performance, it was very slightly below the family average.

In comparison to schools with similar proportions of pupils entitled to receive free school meals, the proportion of pupils who achieve the expected outcome places the school in the top 25% for the development of pupils' language literacy and communication, mathematical development and personal and social development, wellbeing and cultural diversity skills. At the higher than expected outcome, the school is in the top 25% of similar schools for the development of language and mathematical skills, and in the top 50% for personal and social development, wellbeing and cultural diversity.

In key stage 2, the percentage of pupils who attain the expected level or above in English, mathematics and science when combined is very close to the average for the family of schools. Over the last four years, the overall trend of performance has been consistently good. In 2012, the proportion of pupils who achieved the higher level was above the average for the family of schools and Wales in English, mathematics and science.

In relation to schools with a similar proportion of pupils entitled to receive free school meals, the school usually performs in the top 50% in English, mathematics and science at the expected level. In 2012, the level of performance fell into the lower 50%. The school's performance at the higher than expected level is consistently strong. In 2012, the school was in the top 25% of similar schools in all three core subjects.

In comparing the relative performance of boys and girls at the end of the Foundation Phase, there is very little difference at the expected or higher than expected outcome. At the end of key stage 2, the performance of girls is generally better than the performance of boys at both the expected and higher levels. Pupils entitled to free school meals generally achieve as well as other pupils.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires (104 responses)

All or nearly all pupils:

- feel safe in school and think that they are doing well;
- believe that teachers and other adults in the school help them to learn and make progress; and
- know what to do and whom to ask if they find their work hard.

Most pupils feel that:

- the school deals well with any bullying and that they know whom to talk to if worried or upset.
- the school provides lots of chances for them to get regular exercise and that the school teaches them how to keep healthy;
- homework helps them to understand and improve their school work; and
- they have enough books, equipment and computers to do their work.

Many pupils feel that nearly all children behave well at playtime and lunchtime.

A majority of pupils think that other children behave well so that they can get on with their work.

Overall, pupils' views at Bryn Deri Primary School are broadly the same as those of pupils in other schools across Wales. However, significantly fewer pupils feel that other children behave well so that they can get on with their work compared to pupils in other schools across Wales.

Parent/ carer questionnaires (29 responses)

All or nearly all parents or carers feel that:

- their child is safe at school and pupils behave well;
- they are satisfied with the school;
- the school is well run and staff treat the children fairly and with respect;
- there is a good range of trips and visits;
- their child is encouraged to be healthy and take regular exercise;
- their child was helped to settle when he or she first started school; and
- the school helps their child to become more mature and take responsibility.

Most parents or carers feel that:

- their child likes the school and is making good progress;
- pupils behave well at school;

- teaching is good and that staff expect children to work hard and do their best; and
- they understand the schools' procedures for dealing with complaints and are comfortable about approaching the school with questions, suggestions or problems.

Many parents feel that:

- their child receives appropriate additional support in relation to any particular individual needs;
- homework builds well on what their child learns at school; and
- their child is well prepared for moving on to the next school.

A majority of parents feel that the school keeps them well informed about their child's progress.

Most of these views are very similar to those of other parents or carers across Wales. Parents' views, with regard to information received about their child's progress, the effectiveness of homework and the additional support the school provides for pupils particular individual needs, are significantly less positive than those of other parents across Wales.

Appendix 3

The inspection team

Richard Lloyd	Reporting Inspector
Stuart Telling	Team Inspector
Catherine Jenkins	Lay Inspector
Edna Davies	Peer Inspector
Claire Davies	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.