



*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

## Report of significant improvement

**Bryn Celyn Primary School  
Glyn Collen  
Pentwyn  
Cardiff  
CF23 7ES**

**Date of visit: January 2013**

by

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



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**The monitoring team**

Richard Hawkey	Reporting Inspector
Richard Lloyd	Team Inspector

## **Outcome of monitoring visit**

Bryn Celyn Primary School is judged to have made insufficient progress in relation to the recommendations following the core inspection in November 2011.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is increasing the level of follow-up activity.

Estyn inspectors will re-visit the school in about three months' time to inspect progress against the recommendations in the original inspection report.

## **Progress since the last inspection**

### **Recommendation 1: Raise standards in writing and numeracy across the curriculum and in science and Welsh**

This recommendation has been partly addressed.

Pupil outcomes at the end of the Foundation Phase in 2012 were very low and placed the school within the lowest 25% of schools with similar levels of pupils entitled to free school meals for the expected outcome (outcome 5 or above) in language, literacy and communication, mathematical development and the Foundation Phase indicator. Outcomes for pupils' personal and social development were in the upper 50% when compared with those in similar schools. No pupils attained the higher outcome 6 in either language, literacy and communication or mathematical development.

Outcomes for the expected level (level 4 or above) in the end of key stage 2 assessments in 2012 placed the school in the lowest 25% of schools with similar levels of free school meals for all indicators. Outcomes fell between 17 and 24 percentage points between 2011 and 2012. However, pupils attained well at level 5 in 2012, especially in mathematics, where the school was in the top 25% of similar schools.

In relation to its family of similar schools, the school was the weakest performing in most areas at the expected level, and near to the family average for level 5.

Pupils' attainment in oracy, reading and writing were within the lowest two schools in the family.

Scrutiny of pupils work shows that many pupils have made appropriate progress since the start of September 2012. Many younger Foundation Phase pupils are developing successfully the basics of early writing although a minority do not hold their pencil correctly and consequently struggle to shape their letters accurately. In English, a majority of older, more able Foundation Phase pupils write using a wide range of vocabulary and express themselves in an interesting way.

However, across the school too many pupils do not write consistently well for a range of purposes. Many older pupils have shortcomings in presentation and in their use of punctuation and spelling. They do not consistently complete work or develop their ability to write accurately. Pupils' written responses in subjects such as science are often brief and pupils do not explain their reasoning well.

A majority of pupils use their numeracy skills appropriately especially in science. They record information well using a variety of units and measures. However, a minority of pupils are not careful or accurate enough in presenting charts and graphs, which hinders their progress and understanding.

Key stage 2 pupils' written work in Welsh shows accurate use of vocabulary and sentence patterns relating to familiar topics and themes. However, pupils rely heavily on teacher support and few write well enough independently. By the end of year 6, few pupils have made enough progress in speaking confidently in Welsh. Very few pupils' oral Welsh matches the level of their written work and only a very few pupils use incidental Welsh outside of lessons.

**Recommendation 2: Improve teaching and assessment to ensure that all pupils are challenged and know how to move forward in their learning**

This recommendation has been partly addressed.

There is too much inconsistency in the quality of teaching and the level of challenge for pupils. In a minority of classes, work is well adapted to support and engage pupils successfully. Where there are shortcomings, teachers do not always expect pupils to achieve highly enough. They do not consistently set clear learning objectives to challenge pupils of different abilities. Too often, especially in key stage 2, teachers accept unfinished or poorly presented work.

Marking in nearly all classes follows a consistent approach and generally links well to learning intentions. Teachers provide detailed written feedback for pupils. However, pupils receive few opportunities to respond to marking to adapt, refine or improve their work. The school has adopted sound approaches for pupils to assess their own learning and the work of others, but staff do not apply these consistently. Staff are beginning to use data to assess pupils' achievements and progress. However, end of key stage assessments do not always accurately reflect pupils' attainment.

**Recommendation 3: Develop the role of the governing body in setting the strategic direction of the school and in challenging performance**

This recommendation has been partly addressed.

Overall, the governors' role in helping to set the strategic direction of the school is not sufficiently developed. Where governors have addressed shortcomings, they have had a positive impact on improving the school's performance. However, they do not regularly contribute effectively to school self-evaluation or improvement planning. They have only a limited understanding of how well the school is performing and, as a result, they do not sufficiently challenge the school and hold it to account for the standards it achieves.

School policy documents now meet statutory requirements.

**Recommendation 4: Carry out self-evaluation processes rigorously to identify school improvement priorities linked closely to improving pupils' standards**

This recommendation has been partly addressed.

The school has introduced a range of appropriate self-evaluation procedures that inform leaders and managers well about the school's strengths and shortcomings. These include lesson observations, book scrutiny, listening to learners and gathering the views of parents, pupils and governors. Subject leaders have used this information appropriately to prepare improvement plans that target pupil standards. However, these have not had enough impact on improving pupil outcomes or in addressing the continuing inconsistency in the quality of teaching.

The school's most recent self-evaluation report does not evaluate data sufficiently well. As a result, the school does not provide all stakeholders with a clear understanding of the school's priorities for improvements. This prevents the school from being sufficiently rigorous in challenging itself for the standards it achieves.

Many of the targets in the post inspection action plan still lack suitable timescales. They are lacking in terms of a robust challenge to current performance with pupil outcomes remaining in the lowest 25% of similar schools.

The school has not yet successfully addressed all the recommendations from the 2005 inspection.

**Recommendation 5: Improve attendance**

This recommendation has been largely addressed.

Attendance figures rose from around 90% in 2010 to nearly 92% in 2011. Progress has been maintained in 2012 with attendance at over 92%. As a result, the school has moved from the lowest 25% to the upper 50% when compared to similar schools.

**Recommendation 6: Address shortcomings identified in safeguarding procedures**

This recommendation has been fully addressed.

The school has introduced a range of effective procedures that fully address the shortcomings in the 2011 report.

<b>Recommendations</b>
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The school should continue to work towards meeting the inspection recommendations that have not yet been fully addressed.