



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

A report on

**Brynmill Primary School
Trafalgar Place
Brynmill
SA2 0BU**

Date of inspection: June 2019

by

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

About Brynmill Primary School

Brynmill Primary School is in the city of Swansea. There are 318 pupils on roll, including 44 part-time nursery pupils. Within the school, there are eleven mixed-age classes.

The three-year rolling average of pupils who are eligible for free school meals is around 9%. This is considerably below the Wales average of 18%. The school states that around 14% of pupils have additional learning needs, which is below the Wales average of 21%. Just over half of the pupils are of white British ethnicity. Just under a half of the pupils are from various ethnic backgrounds and nearly all speak English as a second language. A very few pupils speak Welsh at home.

The headteacher was appointed in 2007. Estyn last inspected the school in October 2010.

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 make good progress in their learning as they move through the school, including pupils who are learning English as an additional language or who have additional learning needs. By the end of key stage 2, nearly all pupils achieve appropriate standards in literacy and numeracy. Throughout the school, nearly all pupils are polite and happy. They show a high level of respect and tolerance towards the many races, religions and cultures that make up the school community.

Many teachers provide stimulating tasks in lessons that engage and enthuse pupils. The school is a caring community that supports and promotes pupils' spiritual, moral, social and cultural development well.

The headteacher has a clear vision, based on raising standards and promoting the wellbeing of all pupils. She receives effective support from the deputy headteacher, an effective senior leadership team and a knowledgeable governing body. Together, they provide robust leadership, which ensures a clear strategic direction for the school.

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

Recommendations

- R1 Improve standards of Welsh oracy in key stage 2
- R2 Ensure that planned activities meet the needs of all learners, especially the more able
- R3 Improve opportunities for middle managers to have a full part in gathering, and evaluating first-hand evidence of teaching and learning

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

Most pupils make good progress in their learning as they move through the school. By the end of key stage 2, nearly all pupils achieve appropriate standards in literacy and numeracy. Pupils who arrive in school with little or no English make at least good progress from their individual starting points. Pupils with additional learning needs make steady progress towards their individual targets.

Most pupils speak articulately and with enthusiasm about their work at an age-appropriate level. They can explain different aspects of their work clearly, identifying the learning objectives and success criteria. For example, pupils in the lower foundation phase enjoyed describing how they had to count how many blocks they needed to put on the scales to balance the toy animal. Similarly, when discussing a class trip to the Gower, Year 6 pupils discussed effectively how they measured the width, depth and flow of the River Ilston. Nearly all pupils discuss their work with other pupils appropriately.

Nearly all pupils are enthusiastic about reading and explain their reasons for choosing their books well. For example, one older pupil spoke eloquently about his love of history and how the First World War changed the way all subsequent wars were fought, with British-made tanks and air battles for the first time. Most older pupils choose books that require a good level of comprehension and they read fluently and with expression. For example, one pupil expressed frustration at the differences between the book and film version of her chosen story.

Most pupils organise and present their ideas clearly in their written work. They plan, draft, edit and revise their work to improve the finished article. Pupils complete a wide range of extended writing for a range of audiences and develop a good understanding of different genres. For example, older pupils write effective letters to a crisp manufacturer to persuade them to make their packaging recyclable in order to protect the environment. Many pupils write neatly and show pride in their work through well-ordered presentation. However, in a minority of books, pupils' handwriting and presentation of their work is untidy and careless.

Across the school, most pupils develop their mathematical skills well. They apply these skills successfully in a range of contexts, enabling them to tackle a variety of problems appropriate to their age and ability.

In the foundation phase, nearly all pupils make good progress in acquiring basic skills in addition, subtraction and multiplication. They carry out simple calculations accurately and measure carefully using standard and non-standard measures. They are able to carry out investigations and solve problems independently. For example, lower ability Year 2 pupils can solve simple money problems correctly using coins of up to 50p to find a numerical code to release a toy sheep.

Pupils in Year 3 and Year 4 use their numeracy skills well in planning their 'Entrepreneurial Event'. They plan to make plant pots and fill them with seeds to sell in nearby Castle Gardens. Most pupils are able to calculate how much different

quantities of plants will cost and give change accurately from £10. Most older pupils show a secure grasp of concepts such as fractions, percentages, ratios, averages and rotational symmetry. They are able to use their mathematical skills effectively when studying of the River Tawe and can calculate its speed to its width at various points.

Most pupils use their language and numeracy skills well across the curriculum, especially in science. For example, older pupils use specific vocabulary, such as hypothesis, prediction and conclusions when writing about scientific experiments, and they include accurate and appropriate graphs to demonstrate their findings.

Throughout the foundation phase, most pupils make good progress in developing their information and communication technology (ICT) skills. Reception pupils program a robotic toy to draw shapes and follow directions. By the end of the foundation phase, most pupils use ICT effectively to take photographs of their work that they upload appropriately to their personal web space. In key stage 2, nearly all pupils develop into confident digital communicators. For example, Year 3 and Year 4 pupils use a film-making app effectively to produce an informative newscast about natural disasters.

In the foundation phase, most pupils make steady progress in developing basic communication skills in Welsh. They respond appropriately to a range of instructions and they ask and answer simple questions confidently. By Year 2, they read familiar books with suitable pronunciation. In key stage 2, most pupils' writing skills develop appropriately when they use a set framework, for example when writing a play script on their likes and dislikes of particular music genres. Most pupils read familiar texts fluently. Their pronunciation is improving with reasonable attempts made when tackling unfamiliar words. However, many pupils in key stage 2 lack confidence to speak Welsh in less formal situations and outside of designated Welsh lessons.

Wellbeing and attitudes to learning: Good

Nearly all pupils display high levels of respect and tolerance towards one another, staff and visitors. They are polite, happy and proud of their school. Behaviour in and outside the classroom is excellent. Nearly all pupils walk calmly and safely around the Victorian building. Nearly all pupils feel safe in school and are confident a member of staff will deal with their concerns effectively.

Pupils speak confidently about making the right food choices and about the benefits of exercise. They share these messages with their parents to encourage them also to maintain a healthy lifestyle. All pupils understand the importance of staying safe online and keeping their personal information and passwords secure.

The elected 'Wellbeing Warriors' and 'Blues Busters' support other pupils effectively and demonstrate high levels of care. For example, a group of older pupils take responsibility each day for playing with pupils who find social interaction a challenge during breaktimes.

Most pupils play an active part in school life and their role in decision-making is well developed. Members of various pupil groups are becoming increasingly confident in suggesting changes and promoting new initiatives. For example, the 'Learning

Detectives' canvassed the views of other pupils and observed foundation phase practice in order to help key stage 2 pupils to develop as independent learners. As a result, they redesigned and enhanced the learning spaces in their classrooms.

Nearly all pupils show respect and tolerance towards the many races, religions and cultures that make up the school community. The way in which the pupils celebrate diversity is a strength of the school. For example, in global gourmet week, pupils bring samples of food from their own culture to share with each other.

In lessons, most pupils are confident, independent and apply themselves well to their work. They are enthusiastic and remain on task to complete their activities. Pupils have created 'mindset mascots' to remind them to be resilient, collaborative and reflective and this has had a positive impact on their learning.

Most pupils understand the importance of attending school regularly, but attendance has placed the school in the lower 50% when compared with similar schools for five out of the last six years. However, the high level of pupil absence due to religious observances together with student parents returning to their home country to renew resident status impacts negatively on attendance overall. Most pupils are punctual at the start of the school day and arrive at school ready to begin learning.

Teaching and learning experiences: Good

Many teachers provide stimulating tasks to engage and enthuse pupils. The pace of learning is brisk and lessons are enjoyable and benefit from the positive working relationships between staff and pupils. Classrooms are productive and orderly and all adults manage pupils' behaviour well.

In most lessons, teachers make sure that pupils understand the focus of the lesson and what they need to learn. They explain clearly the learning objectives and success criteria. In the best examples, most teachers use a wide range of questioning techniques to probe pupils' understanding and to monitor their progress. This provides beneficial opportunities for pupils to reflect on their learning. Many teachers make comments in pupils' work that identify the next steps in their learning. However, written feedback is not always specific enough to help pupils to improve the content and presentation of their work.

Teachers have a secure knowledge of the subjects they teach and deploy support staff effectively. There is a good balance in most lessons between whole class, group and individual work. Generally, teachers adapt activities effectively to meet the needs of pupils, but they do not always offer enough challenge to stretch all pupils, especially more able learners.

A team of skilful learning support assistants provide highly effective pastoral and learning support. They contribute enthusiastically to the experiences of pupils in lessons and in meeting the particular needs of groups of pupils.

The school's curriculum meets all statutory requirements and provides a valuable framework for pupils' learning. Teachers plan engaging topics with pupils that capture their imagination and make learning exciting. They also provide good opportunities for pupils to develop their literacy and numeracy skills in a structured way as they move from year to year through the school. As a result, many pupils make good progress in the development of their reading, writing and number skills.

Teachers in the foundation phase ensure the learning environment and experiences meet the needs and interests of nearly all pupils. They provide valuable learning opportunities through focussed sessions and enhanced and continuous provision. Pupils work collaboratively and develop independent learning skills well within the classroom. Staff plan interesting activities in the outdoor learning areas and make effective and imaginative use of the space available to them within the constraints of the Victorian building.

The school's curriculum, after-school activities and a broad range of educational visits enrich pupils' learning experiences successfully. Residential visits for older key stage 2 pupils provide suitable opportunities for pupils to develop their social skills and self-confidence.

The school promotes pupils' awareness of Welsh culture well. Teachers plan a wide range of worthwhile learning experiences. For example, during 'Welsh week' pupils have the opportunity to take part in competitions based on the National Eisteddfod and also the chiring of the bard ceremony. These activities coincide with St David's Day. Teachers plan valuable opportunities for pupils to visit places of interest around Wales as part of their topic work. Visits to the National Waterfront Museum, Techniquet, St Fagans Museum and the Principality Stadium promote pupils' understanding of the culture and heritage of Wales appropriately.

Care, support and guidance: Good

The school is a caring community that supports and promotes pupils' spiritual, moral, social and cultural development well. This ensures that many pupils make good progress in their academic and emotional development. Many staff use their knowledge of the pupils' needs to provide a safe nurturing environment. This develops the self-esteem and confidence of pupils extremely well.

The school has robust systems to track pupils' progress and wellbeing. These ensure that almost all pupils make expected progress and attain their targets. Most support staff track and monitor pupils' progress effectively, including those pupils for whom English is an additional language and those with additional learning needs. This enables staff to identify pupils that would benefit from the wide range of intervention programmes that are available. However, this useful information is not always shared with all relevant staff.

The additional learning needs co-ordinator provides effective support that derives from an in-depth understanding of the needs of individual pupils. Individual education plans include clear and measurable targets, which staff review regularly with pupils and parents. The school makes effective use of a range of specialist services, including educational psychology and the 'Team Around The Family', to provide valuable support for vulnerable pupils and their families. Regular visits by the police liaison officer help to raise pupils' awareness of personal and online safety.

The provision to support vulnerable pupils has a beneficial impact on their personal development, their social skills and their progress in learning. This is a strength of the school. The learning environment provides effective support for pupils' wellbeing. For example, the playground has a quiet area and buddy bench. There are prefects designated to support positive play and to resolve conflict through a restorative

approach. The school provides a calm and inviting atmosphere in specific areas, such as the blue room. Qualified learning support assistants provide very effective care and nurture for pupils in these areas. These features of the school help pupils to manage their emotions and engage in learning successfully.

The school's relationship with parents is good. Nearly all staff communicate well with parents and carers through regular newsletters, the school website and social media. They inform parents about their children's progress via detailed annual reports and opportunities to meet with their class teacher. Digital ambassadors provide parental workshops on acceptable use of the internet. The wellbeing team offers valuable support to vulnerable families, such as help with completing important forms.

Daily acts of collective worship make a strong contribution to pupils' spiritual and moral development and promote the ethos of the school as a community. The school has appropriate arrangements to promote healthy eating and regular exercise.

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

Leadership and management: Good

The headteacher has a clear vision, based on raising standards and promoting the wellbeing of all pupils. She receives strong support from an assured deputy headteacher and an effective senior leadership team. Together, they provide robust leadership, which ensures a clear strategic direction for the school. They share this vision effectively with all staff, pupils, parents and governors, which leads to high expectations of pupils and staff within a secure set of educational values.

Senior leaders meet regularly to set and monitor challenging targets for all pupils using a wide range of information. As part of the process, pupil progress meetings focus on these targets. Senior managers meet with teachers half way through the year to discuss whether individual pupils are expected to achieve their targets and to identify patterns of underachievement or unexpected progress. Senior leaders follow a monitoring cycle that reflects the school's priorities appropriately. They undertake lesson observations, book scrutiny, talk to pupils and analyse data effectively.

Most teachers take part in tracking pupils' progress at various levels, using a bespoke tracking tool. For example, the literacy and numeracy co-ordinators analyse national reading and numeracy test data in partnership with the headteacher, before identifying any specific patterns that require alterations to the curriculum. However, curriculum co-ordinators who are not on the senior leadership team do not have enough opportunity to analyse pupil data.

Self-evaluation in the school is a stepped process that involves leaders' monitoring feedback, data analysis, pupil, parent and staff questionnaires and end-of-year summaries, all of which feed into the school's understanding of its strengths and weaknesses. Robust processes and open dialogue ensure that all staff, governors, parents and pupils take a full part in evaluating how well the school is performing. For example, two curriculum forum meetings have been valuable in identifying a vision for pupils' future learning that underpins their learning experiences and broadens their horizons.

The school's self-evaluation processes generate a clear and accurate picture of the school. The outcomes of self-evaluation link closely with the proprieties within the school improvement plan, which focuses clearly on raising standards across the school within realistic timescales.

Arrangements for performance management are efficient and effective. Every member of staff takes part in the process and there is a good balance between the school's priorities and personal professional development in setting individual targets.

The school collaborates appropriately with other schools and institutions. For example, the headteacher is part of a group of headteachers who are developing 'My Selfie' as a system for capturing wellbeing initiatives and pupils' attitudes to learning. The school has established a partnership with a local university to find ways of improving attendance of pupils whose parents are attending university. For example, it has produced a pack for dissemination to foreign students. Both these initiatives are at an early stage of development.

The governing body has good knowledge of the school and a secure understanding of the strengths and areas for further development. They make regular visits to the school and this helps them to play an active part in evaluating progress against priorities for improvement. There is a wide range of suitable expertise on the governing body that it uses to good effect. For example, the chair of the resources sub-committee has a background in finance, which he draws upon to hold the school to account for its spending. The school makes effective use of external grants, including the pupil development grant, to support learning and improve standards of literacy.

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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