



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

A report on

**Ysgol Bryn Hedydd
Spruce Avenue
Tynewydd Road
Rhyl
Sir Ddinbych
LL18 3SU**

Date of inspection: February 2020

by

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

About Ysgol Bryn Hedydd

Bryn Hedydd Primary School is in the town of Rhyl in Denbighshire. Currently, there are 477 pupils on roll aged 3 to 11 years. This includes 58 part-time nursery pupils. The school has 16 classes.

The average percentage for pupils eligible for free school meals over the last three years is around 12%, which is below the Welsh average of 18%. The school identifies around 13% of pupils as having special educational needs, which is below the Welsh average of 21%. Nearly all pupils are of white British ethnicity and come from homes where English is the main language. Very few pupils speak Welsh at home.

The headteacher took up his post in September 2010. The school's last inspection was in November 2012.

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

Pupils at Ysgol Bryn Hedydd are well behaved and respectful individuals who make good progress during their time at the school. The work of the school centres on its broad aims for pupils to be 'able to read, write and do maths', and as such most pupils are able to apply the strong literacy and numeracy skills they have across the curriculum. Nearly all pupils take pride in their work and present it neatly.

Relationships at the school are strong and this enables most pupils to make good progress. They are happy, get along with their peers and work well in classes where their teachers know them very well. Staff members provide structured and purposeful activities for their pupils as well as thoughtful support for their wellbeing. Staff track each pupils' development carefully to ensure that they are making suitable progress.

Leaders lead by example and encourage all staff to reflect and further develop themselves through engaging with contemporary research. This is beginning to create a culture of self-improvement within the school, and across the cluster, which results in purposeful change.

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 Ensure that foundation phase provision aligns more closely with the foundation phase philosophy
- R2 Develop opportunities for pupils to apply their independent learning skills
- R3 Provide pupils with a greater voice in what and how they learn

What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to evaluating provision for pupils with special needs across a cluster, for dissemination on Estyn's website.

Main findings

Standards: Good

During their time at the school, most pupils make good progress in developing their skills from their starting points and a few make very good progress. This includes pupils with special educational needs.

Most pupils make very strong progress in the development of their speaking and listening skills. In the nursery, many pupils listen attentively to the story of 'Chick Click'. They answer questions about what they have learned from the story and offer opinions about keeping safe online. By Year 2, many pupils are confident when discussing what they have learned about the solar system and compare their own art work with Kandinsky's concentric circles. Most pupils in Year 3 are keen to describe the characters they have created in their own traditional tales. By Year 6, most pupils speak articulately when discussing important qualities in friendship, such as how people can influence each other.

In reception, many pupils are keen to develop their reading skills and join in when teachers model reading to the class. By Year 2, many pupils have developed a range of skills to help them read simple texts and understand what they have read. However, they are too reliant on the support of an adult when encountering an unfamiliar word. By Year 4, most pupils are ready to read and analyse more complex texts, such as the Horrid Henry series of books, which they read for enjoyment with fluency and confidence. However, too often they do not correct themselves when they have misread a word. In Year 6, nearly all pupils use the range of reading skills they have mastered well, when reading for pleasure or to research. These pupils purposefully skim and scan texts to glean valuable information to support their ideas, for example, when maturely discussing the plot and characters in 'The Boy in the Striped Pyjamas'.

A few pupils in reception are beginning to write for a purpose and play at producing little books for others to read. In Year 1 they write imaginatively about the penguins they have been finding out about. In Year 2, many pupils write increasingly for different purposes, such as letters to Santa, and highly descriptive accounts of inside a dinosaurs cave where you will find 'dead dogs and smelly skeletons'. By Year 4, many pupils develop their stamina to write at length. They write descriptive openings that engage the reader well. By Year 6, many pupils are becoming more sophisticated writers. They use an emotive stimulus to produce emotional descriptions of a character being away from home, 'feeling lonely and helpless without family around him...he doesn't feel welcome.' Many pupils apply their literacy skills across the curriculum in other subjects and areas of learning to a similar standard to those expected in their literacy sessions.

In the nursery, pupils are developing their early numeracy skills well and many pupils join in when counting to 10. As they move through the foundation phase, pupils build upon these skills and by Year 2 most pupils read, write and order three digit numbers and are beginning to multiply, divide and halve numbers. Most pupils add and subtract when working with money to £1, while a few pupils work with amounts to £100 and use factors to help them calculate quickly the perimeter of two-dimensional

shapes. In Year 6, pupils build upon this knowledge by ordering numbers up to 10 million and use charts to calculate the distances between objects. Across key stage 2, pupils apply their understanding of numeracy skills well to support their work in other subjects and areas of learning. For example, pupils in Year 4 use their numerical skills to calculate and identify patterns when investigating the size of the wings of a gyrocopter in relation to the time it remains airborne.

In reception classes, many pupils use tablet computers confidently to support the development of their numeracy skills. By Year 2, most use their information and communication technology (ICT) skills with increasing sophistication. For instance they create pictures using paint software during their topic about the planets. By Year 4, many pupils add words and images when creating a graphic novel about 'The Hueys and his new hat'. Most Year 5 pupils continue to build upon their skills well by developing their ability to write codes to control on screen characters. In Year 6, pupils use computer aided design software successfully to create cars for the F1 project.

Across the school, most pupils demonstrate positive attitudes to learning the Welsh language and are keen to engage in conversations with visitors. In the foundation phase, most pupils greet each other confidently and enjoy sharing books with adults. By Year 2, they know their colours, discuss the weather and describe their likes and dislikes using correct sentence patterns. In key stage 2, most pupils make steady progress as they move through the school. Younger pupils sing familiar songs well and apply their language skills to describe characters from history during topic work. By Year 6, most pupils describe themselves, their friends and family using a suitably wide range of sentence patterns and vocabulary. Most read from simple texts and with good pronunciation and understanding. They record personal details, such as their age, where they live and their hobbies using a variety of sentence patterns accurately.

Wellbeing and attitudes to learning: Good

Nearly all pupils have positive attitudes to learning and behave very well in classes, at playtimes and around the school. They move around the school sensibly when experiencing different learning activities, such as rugby sessions and collective worship. Nearly all pupils settle quickly in class and are ready to learn promptly. Most pupils participate well in lessons, for example when planning short films about plastic pollution.

Nearly all pupils are very polite and courteous. They treat visitors, staff and each other with respect. Most pupils are respectful of each other's needs and support one another well. For example, during the 'Bore Da' nurture breakfast club, the wellbeing committee support pupils who are feeling sad or lonely. Most pupils in this nurture group are ready to learn and regulate their emotions effectively. Nearly all pupils feel happy and secure in school and know who to talk to if they are worried or upset. This is a strength of the school.

Across the school, most pupils collaborate with each other well. They discuss their work confidently and contribute well to the next steps in their learning. Most pupils engage well in their work and sustain concentration for appropriate length of time. As such, they complete their tasks to a high standard and show great pride in their work.

Older pupils plan events, such as the termly talent show, and use their organisational skills well with a suitable level of independence. However, in lessons, pupils do not use their independent learning skills consistently to the level of which they are capable.

Most pupils understand how to keep healthy. They demonstrate a sound knowledge of a balanced diet and discuss the importance of eating fruit and vegetables regularly. Nearly all pupils understand the importance of physical activity in looking after their bodies and many take part in the wide range of extra-curricular sporting activities at the school. Most pupils have a good understanding of how to stay safe, which includes when they use the internet. Pupils in both the foundation phase and key stage 2 understand the benefits and potential risks of using the internet and social media.

Most pupils demonstrate positive attitudes to learning about the wider world. For example, pupils in Year 4 are enthusiastic when learning about bird migration across the world, while Year 6 pupils participate in a global learning project to develop links with schools in Spain and Romania. These pupils have also recently taken part in a programme to develop super ambassadors as part of the United Nations Convention on the Rights of the Child. As a result, older pupils across the school are beginning to develop as ethical and informed citizens.

Nearly all pupils respond positively to fund-raising events. For example, they raise money for the school and for charities such as Children in Need and the local foodbank. Through these activities, pupils are beginning to develop good entrepreneurial skills and ethical awareness.

Many pupils take on additional responsibilities willingly in the variety of school committees. For example, the healthy school committee promotes healthy living successfully as they monitor lunch boxes and support younger pupils to eat fruit at break times. The road safety committee raises pupils' understanding of keeping safe in the local environment and encourages all pupils to walk to school twice a week as part of the 'Walk on Wednesday's' initiative. The eco committee has begun a scheme to recycle crisp packets and this helps to develop other pupils' understanding of the negative effects on the environment of single use plastic. The school has recently established the 'Jedi Council', which considers suggestions from other committees and presents them to senior leaders at the school. However, this is at an early stage of development and members have not yet had the opportunity to make decisions that influence the strategic direction of the school.

Teaching and learning experiences: Good

Across the school, most learning moves at a good pace and teachers plan activities that maintain the interest of most pupils well. Teachers have high expectations and use questioning effectively to develop pupils' understanding and to extend their learning.

Teachers share learning intentions clearly and planned activities challenge most pupils of all abilities successfully. Nearly all teachers provide useful oral and written feedback to help pupils understand how well they are doing and how to progress. In all classes pupils are encouraged to reflect on their work and the work of others in

order to identify areas for improvement. This approach contributes successfully to the good progress made by most pupils.

All adults manage behaviour effectively, creating a calm working environment that enables all pupils to learn productively. They are positive language role models, which has positive impact on the pupils' good communication skills.

Adult directed activities develop pupils' skills and knowledge successfully in literacy, numeracy and ICT. As a result, most pupils achieve good standards. Planned enrichment activities, such as the parliament week, provide pupils with very exciting purposeful opportunities to apply their skills to real life situations. However, in the foundation phase, provision does not always ensure a suitable balance between adult directed and child led activities. Pupils do not have opportunities to follow their own interests and to consolidate their learning through exploration often enough. Across the school, teachers do not plan sufficient opportunities for pupils to develop their skills as independent, creative and resilient learners.

The school provides a balanced curriculum for pupils. Teachers ensure that pupils develop literacy, numeracy and ICT skills systematically as they move through the school. The schemes of work link to a wide range of topics and pupils are beginning to contribute to planning by suggesting areas of interest they wish to explore within the topic. Teachers provide regular opportunities for pupils to develop their literacy skills across all areas of learning. For example, foundation phase pupils write information booklets and poems about dinosaurs as part of their topic work. Key stage 2 pupils plan and write a menu for a banquet during their studies of the Tudors and record a science experiment to discover which soup is easier to digest.

Learning opportunities promote pupils' numeracy skills across the curriculum successfully. For example, foundation phase pupils measure the depth of craters created by falling asteroids during their work on space. Key stage 2 pupils apply their numeracy skills to create a budget sheet to build a theme park and produce line graphs comparing heights of rivers.

Across the school, teachers plan a good range of ICT opportunities for pupils to use a wide variety of applications and programs to support their learning. These include researching for information, producing presentations and creating films.

Provision to develop pupils' Welsh language skills in formal and informal situations is good. Teachers are effective role models who encourage the use of the language both in class and in areas around the school. As a result, pupils are enthusiastic learners who make good progress as they move through the school. There are good opportunities for pupils to learn about the culture and heritage of Wales. Pupils learn traditional tales such as the story of Culhwch and Olwen, the history of Hedd Wyn and they participate in an annual eisteddfod. The curriculum further enriches pupils' understanding of Welsh culture through opportunities to emulate the work of Welsh artists, such as Janet Bell and Alison Bradley, and to participate in the Urdd jamboree.

Care, support and guidance: Good

The school is a nurturing and caring community with an inclusive and happy family ethos. Overall, staff members ensure the arrangements to support pupils' wellbeing are thorough and rigorous. They encourage pupils to work together and consider the views and opinions of others effectively. This results in nearly all pupils treating others with respect and very good behaviour in class and around the school.

The school has comprehensive procedures to track and monitor pupils' progress and wellbeing. This enables staff to identify pupils who need additional support quickly. They organise an interesting range of varied and rich intervention programmes, which engage pupils' interest successfully. The suitably qualified staff members deliver well-structured programmes very skilfully. As a result, most pupils make good progress from their initial starting points. The intervention sessions that focus on pupils' wellbeing are effective and enable nearly all pupils to participate in lessons successfully. This improves their self-esteem and co-operation skills.

Pupils benefit from a wide range of external specialist agencies that support vulnerable pupils with specific emotional, physical and educational needs to make good progress. The individual education plans of pupils with special educational needs are concise and clear. Staff regularly review these plans with pupils and parents and adapt them in a timely and purposeful manner.

Members of staff know pupils and their families well and have positive relationships with them. The school encourages parents to become involved in their child's learning and school events. For example, parents participated in the night in the museum event whereby pupils in each class exhibited their work. Parents receive regular information about school events via social media. They also receive valuable updates about their child's progress through annual reports and parent meetings.

The school has effective arrangements to promote eating and drinking healthily. It encourages pupils to take part regularly in the variety of extra-curricular clubs that are provided for them, including yoga, short tennis, football and cycling. As a result, nearly all pupils understand the importance of a healthy lifestyle and how to make sensible choices.

The school has a prominent tradition of contributing to events within the local community. They support many local charities and participate in wider community events, such as singing at the Remembrance Day commemoration at the local beach and competing in Christmas events. These events, and links with the immediate community, enrich pupils' experiences and have a positive influence on developing their social and cultural skills.

The school offers worthwhile opportunities, particularly for older pupils, to take on responsibilities. There are a wide range of pupil groups including the wellbeing team and eco committee. These provide useful experiences for pupils to develop their confidence and sense of self-worth. However, these do not provide sufficient opportunities for pupils to influence wider, whole school matters that affect them, such as what and how they learn

Through regular assemblies and effective curriculum work, pupils celebrate diversity and develop their spiritual, moral and social understanding purposefully. This enables them to learn successfully about the importance of value, such as trust, perseverance and tolerance. The school encourages its pupils to be responsible citizens who are willing to help others. Pupils benefit from a range of cultural experiences, such as visits by local artists, and this raises their awareness of creative activities beneficially.

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

Leadership and management: Good

Overall, the headteacher provides strong and positive strategic direction. This underpins continuous reflection on and improvement to many aspects of the schools work. Leaders generally focus successfully on developing pupils' wellbeing, and skills. They also ensure that pupils encounter memorable experiences, such as the highly engaging 'F1 Project'. The school's strategic leadership supports most pupils to make strong progress by the time they leave the school. However, leaders do not ensure that provision for pupils from nursery up to and including Year 2 aligns well enough with the principles and philosophy of foundation phase education. This limits opportunities for pupils to influence their learning, to learn independently, to develop their creative skills and to learn outdoors.

There is a shared commitment to staff wellbeing. All staff understand the school's vision, aims and priorities for improvement. They understand their role well in achieving this. Arrangements to develop staff as leaders and to distribute most leadership responsibilities are effective. For example, the recent development of a quality assurance team to focus on supporting a culture of improving teaching and learning is making a positive difference. Through this process, staff work in small teams to share their strengths and learn with each other. This has led to changes in their practice, such as developing teachers' skills to support pupils to create story maps. Leaders ensure that there are many leadership roles for pupils. However, they do not ensure that pupils in these positions have enough influence over matters that affect them or others.

Overall, leaders understand most of the school's strengths and areas for development well. They gather information about these effectively through a range of approaches that include contributions from staff, governors and the wider school community. These include shared observations of teaching and learning as well as detailed analyses of data about pupils' academic progress and aspects of their wellbeing. Leaders use this information in combination with research that they have undertaken or considered, to develop a rationale for change. In many instances, this leads to beneficial improvement work. For example, effective joint research work with a university and the regional education consortium has led to improvements in provision for pupils with special educational needs and for pupils that need extra help to learn. Additional partnership work with the Rhyl Learning Community contributes well to the school's ongoing development. For example, the school is working with partners to evaluate how ready it is to deliver a curriculum based on the four purposes within the new curriculum for Wales.

Overall, arrangements for the performance management of teachers and support staff are effective. They balance accountability for pupils' standards and professional learning for staff well. Leaders ensure that staff receive a good range of professional learning opportunities from within and beyond the school. For instance, they have received training to improve the school's nurture provision.

Leaders respond positively to most national priorities. For example, they have worked with staff to secure notable improvements to Welsh language provision and opportunities for pupils to learn about the culture and heritage of Wales. Professional learning, such as the Welsh language sabbatical scheme, supports these developments well.

Governors contribute positively to the life and work of the school. They visit regularly, for example to support pupils' learning as part of a science and technology project and to undertake learning walks. This work provides governors with a secure understanding of most of the school's strengths and areas it is working to improve. Governors keep progress against improvement priorities under review. They provide the school's leaders with a good balance of support and challenge.

Leaders manage the school's resources well to support continuous improvement. For example, their diligent monitoring of support for pupils with special educational needs has led to financial efficiency and improved provision for pupils. Leaders, with the support of the school bursar, ensure the effective management of the school's budget and prioritise spending to match the school's improvement priorities effectively. The school uses the pupil development grant appropriately to fund a suitable range of intervention programmes that support pupils eligible for free school meals.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

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:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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