



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 Deva C.P. School
Linden Avenue
Connah's Quay
Deeside
Flintshire
CH5 4SN**

Date of inspection: March 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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Context

Bryn Deva Primary School serves the two central wards of Connah's Quay in Flintshire. The school's catchment area is considered to be socially and economically disadvantaged. The annual intake covers the full ability range.

During the inspection, there were 293 pupils between three and 11 years of age on roll. Almost all pupils come from English-speaking homes. Very few pupils come from homes where Welsh is the first language. Currently, 29% of pupils are entitled to free school meals. This is significantly higher than the local authority and national averages. The school has identified 32% of pupils as having additional learning needs, which is above the average for Wales. Very few pupils are from a minority ethnic background.

The headteacher was appointed in September 2011. In addition to the headteacher there are ten full-time teachers and three part-time teachers. The school was last inspected in May 2007.

The individual school budget for Bryn Deva Primary School in 2012-2013 means that the budget is £2,840 per pupil. The maximum per pupil in the primary schools in Flintshire is £13,748 and the minimum is £2,758. Bryn Deva Primary School is 66th out of 73 primary schools in Flintshire 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:

- over the last four years, there has been an upward trend in pupil outcomes at the end of key stage 2;
- most pupils make good progress and achieve well during their time at the school;
- standards of behaviour and attendance are high;
- nearly all pupils are polite and courteous and have positive attitudes to learning;
- most teaching ensures that pupils are motivated and engaged and good quality support staff support learning effectively; and
- there is effective provision to promote wellbeing and the school provides a caring and supportive learning environment.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision for the school that focuses clearly on pupils' wellbeing and on improving standards;
- all members of staff are clear about their roles, support one another and work effectively as a team;
- school leaders have an accurate understanding of the school's strengths and weaknesses;
- all teachers are involved effectively in school improvement activities that improve pupil outcomes; and
- a good range of partnerships make a positive contribution to pupils' wellbeing and skills development.

Recommendations

R1 Ensure that all more able pupils make appropriate progress

R2 Further improve pupil's Welsh language development

R3 Extend provision for outdoor learning in the Foundation Phase

R4 Improve the level of challenge provided by the governing body in relation to the school's performance

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The majority of pupils enter the school with skills that are lower than normally expected for pupils of a similar age. During their time in school, most pupils, including those with additional needs make good progress and achieve well. More able pupils do not always achieve as well as they could.

In lessons, most pupils recall previous learning well and they use this information effectively in order to acquire new information and skills. Most show good knowledge and understanding of what they have learnt. Throughout the school, many pupils speak confidently in a wide range of situations to staff, visitors and each other. They listen well and respect the views of others. They are able to sustain their concentration for appropriate lengths of time in lessons.

Standards of reading are good. Most pupils in the Foundation Phase have a good knowledge of letter sounds. They use a range of strategies to read familiar and unfamiliar words well. They show an interest in the books they read and many read with increasing fluency, accuracy and understanding. The more able are aware of different types of books including fiction and non-fiction. In key stage 2, most pupils have a positive attitude to reading. Many read a wide range of texts with fluency, accuracy and good expression. They talk readily about books and authors they like or dislike and have a good understanding of characters and storylines. Many are increasingly able to skim a passage to gain its meaning and gather information. They apply their reading skills well in different subjects and can locate and use reference books effectively.

Many pupils in the Foundation Phase make good progress with their early writing skills. By the end of Year 2, many write successfully for a range of purposes in full sentences with appropriate punctuation. Most pupils in key stage 2 write well using a range of sentence structures and interesting vocabulary. They write confidently and accurately in a variety of forms and their writing is often thoughtful and imaginative. Many older pupils consolidate and extend their writing skills well to produce good quality extended pieces of writing across the curriculum.

Pupils with additional learning needs often make good progress in line with their ability. A wide range of support programmes for literacy and numeracy are effective in raising the standards achieved by targeted pupils.

The majority of pupils make appropriate progress in gaining skills in the Welsh language. They achieve well in their structured lessons. Most listen and respond appropriately to greetings and general instructions in other lessons. Their ability to read simple Welsh books is, however, limited. Many older key stage 2 pupils write short pieces well using familiar vocabulary and sentence patterns. Few pupils use Welsh independently outside these lessons.

In 2012, the percentage of Foundation Phase pupils achieving the expected outcome (outcome 5) and the percentage of more able pupils achieving the higher outcome (outcome 6) in language, literacy and communications skills and in personal and social development, wellbeing and cultural diversity was lower than the family and Wales averages. It was higher than family and Wales averages in mathematical development.

In comparison with the performance levels of schools with similar proportions of pupils entitled to free school meals, the school's performance, at the expected outcome placed it in the upper 50%. The school's performance at the higher outcome placed it in the lower 50% of similar schools.

At key stage 2, over the past four years, the percentage of pupils achieving the expected level in all three subjects shows a trend of improvement. In 2012, the percentage of pupils achieving the expected level (level 4) in English, mathematics and science was above the family averages but below the Welsh averages. The school's performance has placed it in the upper 50% of performance levels for similar schools in the past two years.

The percentage of more able pupils achieving the higher level (level 5), in all three core subjects also shows a trend of improvement but remains below family and Wales averages. The school's performance at this level in mathematics in 2012, placed it in the upper 50% of similar schools. However, in English and science performance remained in the lower 50%.

There is no significant difference in the achievements of boys and girls in the Foundation Phase. The school has successfully narrowed the gap between the performance of boys and girls in key stage 2. In 2012, pupils entitled to free school meals performed as well as pupils not entitled to free school meals in key stage 2.

Wellbeing: Good

Pupils are happy, well cared for and supported. They are confident that staff will treat any concerns seriously and act upon them quickly and fairly. They have positive attitudes to healthy living, eating a healthy diet and are aware of the importance of an active lifestyle.

Nearly all pupils are enthusiastic and keen to learn. They co-operate effectively with one another in their lessons and activities. Most work well independently and under the direction of adults. Increasing involvement in assessment, agreeing success criteria and setting personal targets is helping pupils to gain an understanding of their strengths and weaknesses.

Nearly all pupils get on well together and standards of behaviour are high. Pupils of all ages play together happily at break time and lunchtime. They are polite and courteous to visitors.

Attendance figures over the past four years show an upward trend. Figures for the past two years are above those of similar schools. Nearly all pupils arrive at school punctually although a very few are consistently late.

The school council is well established and is very clear about its role. It makes a valuable contribution to decision-making in the school. Members take their responsibilities seriously. They seek the views of their peers and are active in reporting to the rest of the school.

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

The curriculum is broad and balanced and covers all Foundation Phase, national curriculum and religious education requirements. Many pupils participate in an extensive range of extra-curricular clubs that enrich and extend their learning. Teachers' planning is detailed and thorough and generally caters for the range of ability within classes. The curriculum fully meets the requirements of pupils with additional learning needs, but does not always challenge the more able effectively. Learning experiences in the Foundation Phase engage the learners in a good range of interesting activities in most areas of learning. However, outdoor provision for these pupils is not wholly effective.

The recent introduction of an integrated skills curriculum successfully promotes pupils' literacy, numeracy and information and communication technology (ICT) skills. This also encourages pupils to develop their research and practical skills well and extends their knowledge across the curriculum.

Provision for the Welsh dimension, to promote pupils' understanding of the culture and heritage of Wales is good. Provision for Welsh language development is appropriate. Teachers provide good role models in learning the language. However, provision does not successfully promote pupils' independent use of the language.

Teachers provide pupils with useful opportunities to learn about sustainability and citizenship. Teachers also provide good quality learning experiences, which develop pupils' understanding of life in other countries. A good example of this is the Year 6 pupils' recent study of the impact of natural disasters in various parts of the world.

Teaching: Good

In all classes, teachers establish very good working relationships with pupils, and organise classroom routines that encourage effective learning well. Teaching assistants make a valuable contribution to the learning and wellbeing of those individuals and groups of pupils that they support. Both teaching and support staff manage pupils' behaviour skilfully. In most lessons, teachers plan and prepare activities well to meet the needs of pupils of all abilities. They build purposefully on previous lessons and share clear learning objectives with the pupils successfully. In the very few excellent lessons, the pace and challenge ensure that all pupils are actively involved in their learning and make very good progress. In the few lessons where teaching is less effective, the learning tasks do not challenge more able pupils enough.

The quality of teachers' feedback to pupils during lessons is good. Teachers mark pupils' work thoroughly. They make clear comments about what pupils are doing

well, and in the best practice, they give effective guidance on how pupils can improve specific aspects of their work. Teachers mark pupils' work against success criteria that they have shared with pupils. This process is well established in upper key stage 2 and helps pupils to assess their own work. Teachers use an electronic programme effectively to track pupils' progress. They use this information well to target additional support. Teachers have a clear understanding of pupils' performance and generally use the information effectively to plan lessons and to set relevant targets for improvement. End of year reports inform parents clearly about their child's progress and achievement.

Care, support and guidance: Good

The high level of care and good relationships between staff and pupils contribute well to pupils' wellbeing. Clear systems are in place to ensure that pupils' spiritual, moral and social skills develop well. There are effective procedures for promoting good behaviour and attendance. Provision in the recently established Foundation Phase nurture group is particularly effective in ensuring targeted pupils are engaged in their learning.

The school makes good use of specialist services and this ensures that pupils have access to professional support when necessary.

The schools arrangements for safeguarding pupils meet requirements and give no cause for concern.

There are good procedures to identify pupils with additional learning needs. Teachers and support staff provide good quality programmes to support these pupils. Teachers assess pupils' progress regularly against clearly defined targets and use this information effectively to plan further provision and appropriate support. Support staff make a very positive contribution to these pupils' learning. They are particularly effective in delivering literacy and numeracy programmes and in supporting pupils in class.

Learning environment: Good

The school is a caring and supportive community that values all pupils and recognises their achievements. There are appropriate policies, procedures and plans in place to ensure equality of opportunity for all. Very good relationships exist between staff and pupils that contribute successfully to the positive ethos.

The school building and site is well maintained and clean. Classrooms provide a bright, stimulating environment for learners. The grounds are spacious and secure. However, the outdoor learning environment for Foundation Phase pupils is underdeveloped.

The school makes good use of the locality to support its curriculum. A good example is the recent visit by Year 6 pupils to study the Dee estuary.

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

Leadership: Good

The headteacher and senior teachers have a vision that focuses clearly on pupils' wellbeing and on improving standards. They provide a purposeful direction and promote high expectations of all staff. All leaders have well-defined responsibilities. They carry out these responsibilities effectively. All members of staff support each other and work effectively as a team. Regular management team meetings, staff meetings and a thorough performance management system have contributed well to improvements in teaching and learning. This has a positive impact on pupils' standards of achievement.

The governing body is supportive. The headteacher provides them with a comprehensive range of information, which enables them to have a good understanding about the day-to-day life of the school. The governing body helps to provide a strategic direction and maintains effective oversight of spending decisions. However, governors' role in holding the school to account for the standards and quality it achieves is limited.

The school responds well to national and local priorities such as the School Effectiveness Framework. The initiatives put in place to improve literacy and tackle disadvantage are effectively raising standards of pupils' attainment and wellbeing.

Improving quality: Good

The headteacher has established a rigorous approach to self-evaluation based securely on first-hand evidence. He has overseen the development of a culture of robust and honest review to which all members of staff contribute. Leaders carefully scrutinise the quality of the work in pupils' books. This together with classroom observations provides them with a good understanding of the quality of teaching and learning throughout the school. They use performance data effectively in order to monitor and plan for improving standards. Although the school seeks the views of parents and pupils regularly, governors' involvement in self-evaluation is underdeveloped.

The outcomes of self-evaluation provide an accurate assessment of the school's strengths and areas for development. Leaders use this information well to determine clear priorities and targets for school improvement. The school development plan is concise and clear with a manageable number of priorities for improvement. These focus clearly on raising standards and improving quality, particularly in literacy. The targets identify appropriate timescales, responsibilities and costs and indicate how to measure progress. The school is making good progress in achieving these targets.

The school is actively involved in networks of professional practice that support the professional development of staff well. A good example of this is the sharing of good practice in literacy with teachers from other local schools.

Partnership working: Good

The school works well with a wide range of partners to plan and manage provision. Staff work closely with parents informally and in curriculum workshops to support pupils' learning. Links with the community are strong and diverse and pupils benefit from a variety of visits and visitors to school. Staff meet regularly with those in other local schools to discuss management priorities and to ensure a high standard of moderation of pupils' work.

There is good communication between the pre-school playgroup, which meets on school premises, and school staff. This helps pupils to settle quickly in the Foundation Phase nursery class. Worthwhile transition arrangements with the secondary school, including creative arts days, encourage pupils' confidence to move on to the next stage in their education. The school uses services provided by the local authority purposefully. A good example of this is the close cooperation in developing an integrated skills curriculum, which is having a positive effect on pupils' learning and outcomes.

The school works effectively with local businesses, teacher training institutions and a further education college to enhance pupils' learning experiences.

Resource management: Good

School leaders manage and deploy staffing and financial resources effectively to support learning. There are enough suitably qualified and trained teachers and support staff. All staff are deployed well in teams to make the best use of expertise. There are good arrangements for staff development and for providing preparation, planning and assessment time for teachers. There are plentiful resources that are in good condition and meet the needs of pupils well.

Effective performance management arrangements ensure that all staff are involved in the process. The system identifies and addresses their development needs successfully. This has a positive impact on raising standards, particularly in literacy and in ICT.

The school manages its finances well and appropriate resources are provided to meet the needs and priorities identified in the school development plan. The school normally keeps reserves within recommended limits, although projections indicate a significant surplus at the end of the current financial year. The school has clear agreed plans to use the reserves to meet long-term improvement plans.

The school provides good value for money.

Appendix 1

Commentary on performance data

Bryn Deva is the most challenged school in its family of schools.

The baseline assessment of pupils in the reception class shows that the majority of pupils enter the school with skills that are lower than normally expected for pupils of a similar age.

In 2012, the percentage of Foundation Phase pupils achieving the expected outcome (outcome 5) in language, literacy and communications skills and in personal and social development, wellbeing and cultural diversity was below the family and Wales average. It was higher than family and Wales averages in mathematical development. In comparison with the performance of schools with similar proportions of pupils entitled to free school meals, the school's performance, at the expected outcome (outcome 5), was in the upper 50% in language, literacy and communication skills and personal and social development, wellbeing and cultural diversity. It was in upper 25% for mathematical development.

The proportion of more able pupils achieving a higher outcome (outcome 6) was higher than the family and Wales averages in mathematical development. It was lower than family and Wales averages in language, literacy and communication skills and in personal and social skills. In comparison with the performance of schools with similar proportions of pupils entitled to free school meals, the school's performance, at the higher outcome (outcome 6), was in the upper 25% for mathematical development but in the lower 50% in language, literacy and communication skills and personal and social development, wellbeing and cultural diversity.

There is no significant difference in the achievements of boys and girls in the Foundation Phase except in their mathematical development where boys achieved better than girls in 2012.

In 2012, at key stage 2, the percentage of pupils achieving the expected level (level 4) in the English, mathematics and science was above the family averages but below the Welsh averages. The proportion of pupils achieving the expected level in all three subjects shows a trend of improvement over the past four years. The school's performance placed it in the upper 50% of similar schools in the past two years, when prior to this, the school's performance placed it in the lower 50% of similar schools.

The percentage of more able pupils achieving the higher level (level 5), in all three core subjects also shows a trend of improvement over the past four years. However, it remains below family and Wales averages. The school's performance at this level in mathematics in 2012, placed it in the upper 50% of similar schools. However, in English and science the school's performance remains in the lower 50%.

The school has successfully narrowed the gap in key stage 2, between the performance of boys and girls. In 2012, it was less than or close to the gap

nationally. In 2012, pupils who are entitled to free school meals performed as well as pupils not entitled to free school meals in key stage 2. This was an improvement on previous years where the gap in performance was generally greater than the gap nationally.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Thirty-two parents or carers completed the questionnaire. Their satisfaction levels are close to the average for other primary schools in Wales.

Nearly all parents say that their children like school and are confident that their children are safe there. They agree that their child was helped to settle when they joined the school. Almost all say that staff treat all children fairly and with respect. Nearly all agree that the school encourages their child to eat healthily and take regular exercise. Almost all parents think that the school is well run and understand what to do if they wish to make a complaint. All parents agree that their child is making good progress and almost all feel that they are kept well informed about their child's progress. Almost all believe that behaviour is good.

Almost all parents think teaching is good and are happy that teachers expect pupils to do their best. They believe that teachers help their child to become more mature and take on responsibility and most who responded say that children are well prepared for the move to the secondary school. Almost all parents who responded agree that the homework given builds well on what their child learns in school. All who responded are confident that their child receives enough additional support for their additional learning needs. Almost all believe that there is a good range of activities including trips and visits.

Responses to learner questionnaires

Ninety-nine pupils in key stage 2 completed the questionnaire. Responses to nearly all questions were above the averages for other primary schools in Wales.

All pupils say that they feel safe in school and almost all agree that the school deals well with bullying. Nearly all agree that they know whom to talk to if they are worried or upset or are finding their work difficult. Nearly all say that the school helps them to be healthy and provides them with plenty of opportunities to be physically active.

Almost all pupils feel that they are doing well and that teachers and support staff help them to learn and make progress. Nearly all agree that there are enough resources to enable them to learn effectively and most think that homework helps them to improve on their work in school. Almost all agree that all children behave well in lessons and most believe that children behave well during lunch and break times.

Appendix 3

The inspection team

Edward Goronwy Morris	Reporting Inspector
Chris Ian Dolby	Team Inspector
Rhiannon Harris	Team Inspector
Justine Elaine Barlow	Lay Inspector
Julie Buckley-Jones	Peer Inspector
Huw Jones	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.