



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

**Brynteg County School
Maesteg
Brynteg
Wrexham
LL11 6NB**

Date of inspection: July 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

Brynteg Community Primary School is situated in a small village three miles west of Wrexham. Most of the school's catchment area is within the communities' first council ward. Pupils come from a range of backgrounds with a high proportion from socially and economically disadvantaged homes. There are 169 pupils on roll, between the ages of five and 11, including 20 children that attend the nursery part-time.

Nearly 40% of pupils are eligible for free school meals. This is considerably above the local and national averages. The school identifies that about 32% of pupils have some degree of additional learning need.

English is the predominant language of nearly all pupils. No pupil speaks Welsh at home.

The school was last inspected in June 2007. The headteacher has been in post since 2009. The current deputy headteacher was appointed in 2010.

The individual school budget per pupil for Brynteg County Primary School in 2012-2013 means that the budget is £3,445 per pupil. The maximum per pupil in the primary schools in Wrexham is £10,422 and the minimum is £2,923. Brynteg County Primary School is 29th out of the 60 primary schools in Wrexham 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 school's current performance is judged as good because:

- most pupils make good progress;
- the school is an inclusive and caring community in which pupils feel happy and safe;
- behaviour is managed well;
- the quality of teaching is good;
- standards of pupil wellbeing are high throughout the school; and
- the school has a friendly and welcoming atmosphere that promotes effective learning.

Prospects for improvement

The school's prospects for improvement are good because:

- leaders and managers have a clear vision, which they convey clearly to staff, pupils and parents;
- staff understand the needs of all pupils well;
- self-evaluation procedures and school development planning focus clearly on raising standards;
- data is used effectively to identify areas for improvement in pupils' learning; and
- there is a good range of partnerships that have a positive effect on pupils' achievement and wellbeing.

Recommendations

- R1 Ensure that more able pupils achieve the higher levels in end of phase and key stage assessments
- R2 Improve pupils' oral skills in Welsh
- R3 Reverse the downward trend in pupils' attendance
- R4 Improve provision for information and communication technology (ICT) in the Foundation Phase
- R5 Ensure that pupils have the opportunity to respond to targets

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
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Standards: Good

Many pupils enter the school with language skills below those normally expected for pupils of their age. However, most pupils make good progress against their individual targets and achieve well in line with their ability by the time they leave the school at the end of Year 6.

Throughout the school most pupils develop good speaking and listening skills. In the Foundation Phase, pupils listen to and answer questions appropriately. By the end of key stage 2 most pupils listen carefully to adults and to each other before giving thoughtful answers. They speak with confidence, using extended sentences and a good range of vocabulary.

Many pupils make good progress in developing their reading skills from a low starting point. In Foundation Phase, pupils have an appropriate range of strategies for reading new words and most have a good knowledge of individual letter sounds. By the end of key stage 2, most pupils read with good expression and fluency from a wide range of books. They talk enthusiastically about books and the authors or texts they enjoy.

Standards of pupils' handwriting are generally good throughout the school. In the Foundation Phase, pupils progress from simple mark making in nursery to writing more complex sentences at the end of Year 2. They form their sentences correctly and show greater understanding and confidence of writing in different styles and for different purposes. By the time pupils reach the end of key stage 2 they write extended pieces of writing using a very good range of different genres. Many show good understanding of persuasive writing and are able to articulate their arguments in a mature way.

Pupils' listening skills are developing well in Welsh. Nearly all respond positively to instructions and display good understanding of incidental Welsh used by staff. Most pupils develop a good understanding of what they have read and are able to answer basic questions on the text. However, most pupils lack a range of sentence patterns to engage in conversation of an appropriate length and their pronunciation is not always accurate. Pupils' writing skills in Welsh are progressing well.

Pupils' attainment in 2012, at outcome 5 (the expected outcome) in Foundation Phase in language, literacy and communication and personal, social, wellbeing and cultural diversity was above the family and national averages. However, pupils' performance in mathematical development was slightly below family and Welsh averages. The attainment of more able pupils at the higher outcome (outcome 6) did not compare favourably with the family or national averages. The relative performance of boys and girls generally reflects the national picture at the expected level where boys achieve less well than girls. However, boys outperform girls at the higher outcome in all areas of learning.

In key stage 2, performance at the expected level (level 4) for the last four years in English, mathematics and science has fluctuated from the lower 50% to the higher 50% when compared to that in other similar schools. In 2012, pupil performance in English, mathematics and science was below the family and national averages at the expected and higher levels. Boys outperform girls considerably at both the expected and higher levels.

Over time, pupils with additional needs achieve appropriately in line with their abilities. Pupils in receipt of free school meals do not perform as well as other pupils.

Wellbeing: Good

Most pupils are well motivated, enjoy school and show pride in their work. They co-operate well with staff and each other and enjoy taking on responsibilities and helping others. A good example of this is the work of the playground buddies in supporting the younger children.

Behaviour is good throughout the school. Nearly all pupils feel safe in school and know who to go to if they feel upset. They are confident that the teachers will deal with problems they may have. All have a wide range of opportunities for regular exercise. Nearly all pupils have positive attitudes towards maintaining a healthy lifestyle and have a clear understanding of the importance of eating a balanced diet. For example, the tuck shop monitors are keen to tell others why they should eat fruit.

Most pupils attend school regularly and arrive on time. Despite the good work by the school to raise attendance levels, rates have fallen in the last two years. However, attendance still places the school in the upper 50% when compared with other similar schools.

The school council is well established. It has clearly laid out aims and targets. A particularly strong feature is that council works in partnership with other school councils in their cluster. They meet regularly and have benefitted from identifying good practice in one another's schools. At a recent meeting, the councils planned a joint sporting event for the end of term.

Community links are strong, with many pupils contributing well to decisions involving what happens in their locality.

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

The school provides a suitable range of learning experiences, which meet the needs of most pupils. The school has comprehensive schemes of work, which ensure that the curriculum is well balanced and engages and motivates nearly all pupils as they progress through the school. Teachers plan a good range of stimulating learning experiences and make very good use of the local environment to enhance the curriculum. Visits to local places of interest such as Erddig, Chirk Castle and Pontcysyllte Aqueduct help pupils to develop a good understanding of their local area

and Welsh culture. These visits also provide effective enrichment activities for all pupils.

The broad range of extra-curricular activities available to pupils such as gardening and street dance supports the curriculum well. These activities effectively promote pupils' teamwork and communication. Good use is made of lunch time to increase participation in these activities.

The provision for the development of nearly all skills throughout the school is good. Planning for the development of ICT is good in key stage 2 but less well developed in the Foundation Phase. Pupils benefit from taking part in groups for learning support programmes to improve their reading skills.

All staff promote pupils' Welsh language development and pupils' understanding of Welsh heritage through thorough planning and effective displays in classrooms and corridors. However, these activities have not impacted positively on pupils' oral skills and knowledge of sentence patterns.

There are good arrangements for pupils to learn about sustainability and to develop an understanding of the role they play in the school community, locally and in the wider world. Staff and pupils are involved actively in a range of recycling and energy conservation activities. These raise pupils' awareness of using limited resources wisely. Worthwhile international links, for example with schools in New Delhi, India, enable pupils to gain a very good understanding about their place in the wider world.

Teaching: Good

Teachers have a good knowledge of the areas of learning and the subjects they teach. They use a range of suitable methods in order to stimulate and interest pupils to reach their potential. This has a positive impact on pupils' enthusiasm for learning and sense of wellbeing. Good relationships exist between teachers, support staff and pupils. Most teachers have clear learning objectives that they adapt appropriately to meet the needs of all pupils. All staff manage behaviour well and reinforce positive behaviour strategies effectively. In the best examples, where teaching is particularly effective, teachers have very high expectations and provide good levels of challenge for the pupils. In these lessons, teachers ask a good range of questions that consolidate pupils' learning. Where teaching is less effective, introductions are overly long and tasks are not always challenging enough for more able pupils.

In nearly all classes teachers' marking is detailed and identifies clearly pupils' strengths and areas for development. Throughout the school, assessment for learning strategies are effective. Peer marking is developing well and enables pupils to fully understand what they need to do next to improve. Teachers ensure that pupils are aware of what they need to do to improve. However, there are limited opportunities for pupils to follow up and discuss their progress toward these targets.

The school ensures that nearly all pupils make expected progress in line with their starting point through the use of effective tracking systems. Teachers take part in a good range of moderation activities to confirm the accuracy of their judgements.

Reports to parents are detailed and informative. They provide appropriate opportunities for both pupils and parents to offer their views.

Care, support and guidance: Good

The school provides good care and support for all its pupils by fostering a positive ethos that enables all pupils to flourish. This provision makes a significant contribution towards their standards of learning. The school provides good opportunities to support pupils' health and wellbeing and raise pupils' awareness of the importance of healthy eating and the need to keep fit. Learning experiences, including an effective framework for personal and social education and opportunities for pupils to take on responsibilities, promote pupils' personal, moral, social and cultural development well.

The school works efficiently with specialist services to ensure that it meets the needs of all pupils. For example, partnerships with external agencies such as national charities, the behaviour support team and educational psychologists support pupils' wellbeing comprehensively. These agencies have a positive impact on outcomes for specific pupils.

Support for children with additional learning needs is good. The school has well-organised systems to identify and support these pupils from an early stage. Arrangements for the preparation, use and regular review of individual educational plans are effective. Plans contain clear targets. Staff monitor progress against targets regularly, to ensure these pupils are making suitable progress. Parents are fully involved in the whole process.

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

Learning environment: Good

The school, as an inclusive community, treats all pupils with respect and dignity. All pupils have equal access to all of the school's provision. Staff promote diversity and equal opportunities well both within the curriculum and in extra-curricular activities. The school has appropriate policies in place to promote equality.

A well-maintained school provides a good and stimulating learning environment. Classrooms are large and bright and suitable for the number of pupils on roll. There are sufficient, good quality resources, which are well matched to pupils' needs. Displays throughout the school are of a very high standard and contribute greatly to the overall learning environment.

The school benefits from attractive, spacious grounds, which are well cared for and maintained. An adventure climbing area, wildlife pond, habitat hideaway and vegetable garden all contribute well to enhancing pupils' outdoor learning experiences. These experiences have impacted significantly upon pupils' wellbeing, physical development, scientific knowledge and sense of responsibility.

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

The headteacher has a clear vision for the school, communicates high expectations to all staff and provides strong and effective leadership. Strategic planning puts an appropriate focus on improving the school by raising standards of pupils further. For example, a particular strength of the school is the way in which the headteacher evaluates progress against the priorities of the school development plan.

The senior leadership team and subject co-ordinators provide good support for one another. This enables the school to become an effective learning community. Local and national priorities are implemented effectively using established strategies. For example, the school has used its pupil deprivation grant effectively to reduce class sizes. This has had a positive impact on pupil outcomes.

There is a clear management structure within the school with roles and responsibilities well defined and understood by all staff. All staff are very committed to school improvement and work effectively as a team. Regular meetings for teaching staff and management groups are minuted appropriately with action points for follow-up. Performance management arrangements are successful in supporting staff to meet personal and whole school priorities.

The governing body fulfils its legal and regulatory duties. Governors have a good knowledge of the school and are involved in school self-evaluation. They contribute well to the school development plan and have a good oversight of the school's finances. All governors attend appropriate courses. Their role as a critical friend is improving but not yet developed fully.

Improving quality: Good

All staff and governors are appropriately involved in an effective cycle of self-evaluation. The self-evaluation procedures draw on a wide range of first-hand evidence. This evidence includes an analysis of the performance of pupils, regular observations of teachers, scrutiny of pupils' work and the views of pupils, governors and parents. The school has well-established arrangements for monitoring pupil performance.

The outcomes of the self-evaluation report provide an accurate assessment on the school's strengths and areas for development. Leaders use the information effectively to determine priorities for improvement and staff collaborate well to develop the plan. Priorities within the plan focus appropriately on improving pupil outcomes. The plan has suitable timescales and monitoring arrangements. Effective staff training links clearly to school targets. Recently introduced initiatives have led to improvements in pupils' standards, particularly in reading and writing.

The school works well as a learning community. Most teachers share professional skills through observing good practice in each other's classes and support and mentor each other as required. A good example of this working effectively is the

improvement in pupil outcomes in mathematics. Effective professional practice networks within other schools are developing well.

Partnership working: Good

Partnerships with parents, the community and others are effective in promoting pupils' attitude to learning and their wellbeing. All parents appreciate the school's 'open door' policy, which builds on mutual trust and further strengthens communication links. The partnerships with local communities are good and help pupils to have valuable opportunities to take responsibility and learn about adult life. This has a positive effect on pupils' awareness of the world of work.

There are strong links with the local playgroup, which is located on the school site. The transition arrangements between the school and setting are particularly effective in ensuring that children are not overwhelmed when they start in their new school. It also gives the school the opportunity to identify early any children with additional learning needs. The school has worked successfully with its local secondary school and other local primary schools to develop effective transition arrangements. As a result, pupils are prepared well and have a clear understanding of what to expect when they change schools.

The school has developed a range of useful strategic partnerships with the local community and specialist services, which include the local police, the health board and the language inclusion service. These are well organised and particularly effective in supporting vulnerable pupils and families. Strong links with three teacher-training organisations provide valuable opportunities for training and development for all staff.

Resource management: Good

Leaders manage staffing resources well and this affects pupils' outcomes positively. All staff are suitably qualified and deployed effectively. Support staff work appropriately alongside teachers to improve pupils' achievement in the classroom. Good use is made of both internal and external training to develop the skills of all staff. Arrangements for teachers' planning, preparation and assessment are managed effectively.

The headteacher and governing body monitor and manage the school's budget effectively and spending decisions relate well to priorities for improvement in the school development plan. The school has developed its outdoor areas very well with funding obtained from a range of external grants. This has had a positive impact on most pupils' wellbeing.

The school consistently challenges itself to improve through well-focused leadership, good provision and effective use of resources. For example, the recent investment in a number of tablet computers has had a positive impact on ICT standards in key stage 2. In view of the outcomes achieved by the pupils, the high level of care, support and guidance and effective management of resources, the school provides good value for money.

Appendix 1

Commentary on performance data

Pupils' performance in the Foundation Phase outcome indicator in 2012 was above the family, local and national average. Outcomes in language, literacy and communication skills together with personal, social and cultural diversity at the expected level were better than the national and family averages. Outcomes in mathematical development at the expected level were below the family and national averages. The school did not perform as well as other schools in the family in relation to the proportion of more able pupils attaining above the expected outcome in the three assessed areas of learning.

In 2012, when compared to attainment for pupils in similar schools across Wales, pupil outcomes in the Foundation Phase, at the expected level in language, literacy and communication together with personal and social development, wellbeing and cultural diversity, were in the highest 25%. Pupils' performance in mathematical development placed the school in the higher 50% of similar schools. More able pupils' results at above the expected level in all three areas of learning placed the school in the lowest 25% of similar schools. Girls outperform boys marginally at the expected level in the three areas of learning. However, boys outperform girls at the higher than expected levels.

In key stage 2, pupils' performance over time in the core subject indicator, the expected level in English, mathematics and science, is slightly below the family and national averages. Attainment at the expected level in English, mathematics and science is below family and national averages. More able pupils' performance at level 5 in English, science and mathematics is below the family averages. Gender performance is in favour of the boys as they outperform the girls in all three assessed subjects.

In 2012, when compared to performance levels in schools in similar circumstances across Wales, pupils' attainment in key stage 2 at the expected level placed the school amongst the lower 50% for English, mathematics and science. More able pupils' attainment at above the expected level placed the school in the lower 50% for science and English and the lowest 25% for mathematics.

Although there are no discernible long-term trends at the expected level, there has been a noticeable deterioration in performance at the higher level in English and mathematics over the last two years.

Pupils with additional learning needs make good progress in relation to their starting points. Pupils entitled to free school meals do not perform as well as other pupils.

Appendix 2

Stakeholder satisfaction report

Responses to parent/carer questionnaire

Twenty-eight parents or carers completed the questionnaire. Responses were higher than national norms overall.

All say that:

- overall they are satisfied with the school;
- their child was helped to settle in well when they started in school;
- their child is making good progress;
- teaching is good;
- staff expect their child to work hard and to do their best;
- the homework given builds well on what their child learns in school;
- staff treat children fairly and with respect;
- their child is encouraged to be healthy and to take regular exercise;
- their child is safe at school;
- their child receives appropriate additional support in relation to any particular individual needs;
- they are kept well informed about their child's progress;
- they feel comfortable about approaching the school with questions, suggestions or a problem;
- they understand the school's procedure for dealing with complaints;
- the school helps their child become more mature and take on responsibility; and
- the school is well run.

Nearly all parents say that:

- pupils behave well in school;
- their child likes school;
- their child is well prepared for moving on to the next school; and
- there is a good range of activities including trips or visits.

Responses to learner questionnaires

Seventy-three pupils in key stage 2 completed the questionnaire. Nearly all of their responses were better than national norms. However, they were not as positive about how well other pupils behave in classes and at lunch and play times.

All pupils say they that:

- they have lots of changes at school to get regular exercise;
- the teachers and other adults in the school help them learn and make good progress;
- they know what to do and whom to ask if they find the work hard; and

- they have enough books, equipment and computers to do their work.

Nearly all pupils say that:

- they are doing well at school;
- they know whom to talk to if they are worried or upset;
- they feel safe in school;
- they think homework helps them to understand and improve their work in school;
- the school deals well with bullying; and
- they learn how to keep healthy.

Many pupils say that:

- nearly all pupils behave well at playtimes and lunch time; and
- other children behave well and they can get their work done.

Appendix 3

The inspection team

Peter Roach	Reporting Inspector
Lowri Evans	Team Inspector
Justine Barlow	Lay Inspector
Michael Fryer	Peer Inspector
Rachael Connell	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.