



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

**Report following monitoring
Level of follow-up: Special Measures**

**Bryn C.P. School
Gelli Road
Bryn
Llanelli
Carmarthenshire
SA14 9TT**

Date of visit: October 2019

by

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

Outcome of visit

Bryn CP School is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection.

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

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may **not** be served in a school requiring special measures i.e. as described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013 (1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore, schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff.

Progress since the last inspection

R1. Establish an effective leadership structure on all levels

After a period of leadership turbulence, the school has appointed a new substantive headteacher who took up his position in April 2019. During the core inspection, he was the acting headteacher at the school. Since his appointment, the headteacher has successfully led the school community in revisiting the school's values, vision and aims. He is held in high regard by stakeholders. The school has also appointed a new substantive deputy headteacher who will take up her position in November 2019.

The senior leadership team consists of the headteacher, the current acting deputy headteacher and two phase leaders. Their regular meetings focus well on addressing areas to improve and reviewing self-evaluation activities.

The two phase leaders have attended recent beneficial leadership training. As a result, they have a greater understanding of their leadership roles and responsibilities and have gained greater confidence in implementing them.

Leaders use weekly staff meetings well to communicate messages from leadership meetings and to develop aspects of their improvement plan. This includes regular

opportunities for staff to receive targeted professional development, for example on the school's new assessment arrangements and approach to teaching writing.

All staff have updated job descriptions that reflect their roles and responsibilities accurately. Leaders ensure that all staff have a clear understanding of their own responsibilities as well as those of others.

The headteacher uses performance management systems appropriately to help address recommendations in the post inspection action plan. Objectives link suitably to addressing whole school priorities as well as individual areas for improvement.

The senior leadership team undertake a range of appropriate monitoring activities including lesson observations and book and planning scrutiny. However, leaders do not currently monitor the quality or effectiveness of the arrangements to cover teachers' planning, preparation and assessment time and management time robustly enough. The headteacher has started to challenge and address underperformance appropriately. He has introduced useful prompt sheets with success criteria to help ensure consistency in leaders' work. In addition, the local authority challenge adviser and the headteacher have worked alongside other senior leaders to help them improve their capacity to make accurate judgements. This work is at an early stage of development. Currently, most monitoring focuses on compliance with school policies and procedures, rather than the impact of the provision on pupil outcomes.

Members of the governing body are starting to make more regular visits to the school to get first-hand information on the progress that they are meeting towards meeting the recommendations. However, their ability to challenge leaders is still underdeveloped. Leaders manage the schools resources appropriately within their in-year budget. However, there remains a large inherited budget deficit.

R2. Develop the governing body's ability to support the school strategically and to fulfil its statutory requirements

Inspectors did not evaluate this recommendation during this visit.

R3. Ensure that teachers' assessments are accurate and derive from a robust evaluation of pupils' standards

Leaders have supported teachers to assess pupils' attainment accurately. There are regular staff meetings to moderate teachers' assessments and to ensure that all staff share a common understanding of what constitutes independent work at a particular level. Leaders have recalibrated existing assessments, in order to provide an accurate baseline of what pupils can currently do. This baseline provides a useful starting point for leaders and teachers to set targets for pupil progress over the

academic year ahead. However, currently, leaders cannot be sure that all pupils make the progress they should.

Leaders have introduced a new, centralised electronic database to track pupils' progress over time. This robust system is helpful in providing all staff with access to key information about pupils' attendance, behaviour and wellbeing, in addition to teachers' ongoing assessments of pupils' progress.

Teachers have devised a workable and efficient system for providing feedback to pupils about how to improve their work. This is beginning to help pupils to understand what they have done well, and what they need to improve. Where the system is used well, pupils act on their teachers' feedback. For example in Year 6, pupils take good account of their teachers' supplementary questions to challenge themselves to think more deeply about their work. However, this good practice is not yet consistent across all classes.

In around a half of classes, teachers make good use of assessment for learning strategies to assess what pupils already know and what skills they need to practise next. In the most effective classes, teachers use their knowledge of what their pupils can already do to plan and deliver tasks that challenge different groups of pupils to make progress from their starting points. However, in a few classes in lower key stage 2 in particular, teachers do not match activities closely enough to pupils' starting points. Where this happens, more-able pupils find the work too easy, while less-able pupils are not able to complete the task, and lose interest.

R4. Establish a robust system to support those pupils with additional learning needs

Inspectors did not evaluate this recommendation during this visit.

R5. Improve attendance at school

Inspectors did not evaluate this recommendation during this visit.

R6. Implement the principles of the foundation phase in full

The school is beginning to address the principles of the foundation phase appropriately. The foundation phase leader leads by example to help develop the school's provision. For example, in Year 2, staff provide pupils with regular, purposeful opportunities to become independent learners through their enhanced and continuous provision, both indoors and outdoors. However, this good practice is not yet consistent across the phase.

There is worthwhile provision for pupils to make choices about their learning experiences. Pupils show their teacher what they have experienced through the 'rainbow' strategy implemented across the phase, where pupils use lollipop sticks to provide a visual record of the activities that they have completed. Teachers are beginning to observe and record pupils' skills developments to form accurate assessments of their achievements.

Teachers listen to pupils' ideas, and take account of them when they plan activities and tasks. They match many learning activities to address pupils' needs suitably. However, on too many occasions teachers over-direct pupils' work, for example using worksheets that limit the opportunities for pupils to write independently.

There has been a strong focus on developing exciting and engaging provision in the outdoor environment. However, teachers do not always plan outdoor activities that focus on the next steps that pupils need to develop their skills. Currently, there are limited opportunities for pupils to develop their gross motor skills or to be creative.

Overall, teachers across the foundation phase have created stimulating areas of learning, which engage pupils successfully. They rightly recognise the need to build upon this early progress to implement all of the foundation phase principles fully.

R7. Improve the quality of classroom practice so that teaching and learning supports the development of pupils as independent learners and ensures that all pupils achieve as well as they can

Teachers are beginning to improve the quality of their day-to-day classroom practice, following staff development opportunities and support from leaders. In the most effective classes, teachers work energetically to engage pupils in their learning, particularly through exciting lesson starts. For example, in Year 6, pupils work together enthusiastically to model body language and decide how their writing could hint at building suspense through characters' actions and reactions. A majority of teachers ask purposeful, well-chosen questions that they target carefully at individual pupils to support and challenge their learning. Teaching assistants often support specific groups of pupils well. However, where learning is less effective, teachers' expectations of what their pupils can achieve are too low. On occasions, teachers' explanations are either too long, so that pupils become restless, or too brief and superficial for pupils to understand fully how to succeed at a task.

Teachers and leaders have worked successfully to reinvigorate the learning environment. They have reorganised classrooms to increase the opportunities for pupils to access resources independently. For example, during 'Amser Chili' in Years 5 and 6, teachers devise exciting tasks with different levels of challenge, taking good account of pupils' suggestions. The pupils have worthwhile opportunities to make choices about which task to complete at what level. This supports their

engagement in their class topic well, and promotes their skills in working independently, within and beyond the classroom. However, leaders rightly recognise that currently, a legacy of underachievement means that not all pupils achieve as well as they could.

Leaders have provided useful curriculum maps to ensure that each class teacher understands the work and skills that their pupils need to cover. Many teachers use the helpful planning proformas on an online platform. In addition, clear class timetables ensure that all pupils now receive their full entitlement to a broad and balanced curriculum. This has resulted in improved continuity and consistency across many areas of the school's work.

Nearly all staff have visited other local schools to learn from their good practice. This has helped teachers to reflect on their own classroom practice and implement new strategies. For example, they have revised the scheme for teaching mathematics, and developed the 'Amser Chili' approach to applying skills independently across topic work.

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