

**Inspection under Section 28 of the
Education Act 2005**

A report on the quality of education in

**Ysgol Bryn Onnen
Varteg Road
Varteg
Pontypool
Torfaen
NP4 8TY**

School number: 6782318

Date of inspection: 14 June 2010

by

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Introduction

Ysgol Bryn Onnen was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Bryn Onnen took place between 14/06/10 and 16/06/10. An independent team of inspectors, led by Rhiannon Harris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **full** inspection.

Year groups 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 LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	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 National Curriculum covers four key stages as follows:

Key stage 1	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

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Context

The nature of the provider

- 1 Ysgol Bryn Onnen is located on the outskirts of the village of Varteg near Pontypool and is maintained by Torfaen Education Authority (LEA).
- 2 The catchment includes Blaenavon, Pontypool, Penygarn and Trevethin. Some 60% of pupils come from backgrounds described by the school as being neither prosperous nor economically disadvantaged, but it has identified 20% of its pupils as being from a prosperous background and 20% from an economically disadvantaged background. Pupils represent the full range of ability.
- 3 Twenty-two per cent of the pupils are entitled to free school meals, a figure that is higher than local and national averages. The school notes that 45 pupils, some 18%, have special educational needs (SEN). One pupil holds a statement for SEN.
- 4 No pupil comes from a home where Welsh is the main language, but by the end of key stage (KS) 2, the vast majority speak Welsh to first language level. There are 0.8% of pupils who are of ethnic minority origin. Three pupils were excluded during the last 12 months.
- 5 Currently, there are 251 pupils between four and 11 years of age on roll. Pupil numbers have increased over the last three years from 237 in 2007. They are distributed into nine classes, two of them include pupils of the same school age and seven classes include pupils of two school years. Eleven teachers are currently employed at the school, including the headteacher.
- 6 The school was established in the current building in 1995. Overall, the building is in a good condition, apart from the temporary cabins for the older pupils.
- 7 The school was last inspected in May 2004. The new headteacher was appointed in September 2009. During the inspection, the deputy headteacher was absent due to illness and the leader of the Foundation Phase and the SEN co-ordinator (SENCo) were away on maternity leave.

The school's priorities and targets

- 8 The school's priorities are to:
 - create a happy and close community which is an extension of the family community, in order to ensure that each child and member of staff has a sense of belonging;
 - raise the awareness of Welsh identity and develop a Welsh ethos so that the whole school community has pride in their nation;
 - ensure that each child develops their skills, knowledge and talents to their full potential, through providing a broad and balanced curriculum and one that has been differentiated to meet the needs of all learners at the school;
 - develop an increasingly broad knowledge of the world and how we can influence its future; and
 - undertake a full role in the community around us whilst celebrating successes as a whole school and as a community.

- 9 The school's priorities for this year are to:
- raise reading standards through developing 'First Steps';
 - raise standards through increasingly appropriate differentiation in lessons;
 - provide training for teachers in Y1 and Y2 in order to extend the Foundation Phase;
 - continue to develop the 2008 Curriculum through providing training in thinking skills;
 - improve the attendance percentage of different groups throughout the school;
 - develop the role of staff as co-ordinators;
 - develop the role of the eco council and gain the Green Flag;
 - raise standards of behaviour through promoting positive behaviour; and
 - promote a Welsh ethos.

Summary

- 10 Ysgol Bryn Onnen is a school which has many good features. In a short time, the headteacher has developed a wide number of the school's managerial and work aspects well. Staff work diligently to ensure that pupils benefit from rich experiences. The care of adults for pupils is good and learning resources are used effectively. The self-evaluation process contributes appropriately to promoting inclusion for all within the school community and to directing the leadership. A sense of happiness and fun permeate throughout the school. However, as yet not enough time has passed for the range of new strategies and procedures to have a sufficient impact on standards.
- 11 The team agreed with the school's opinion in its self-evaluation report in six of the key questions, but they have awarded a lower grade to key question 1. The team is of the opinion that good features in pupils' standards of work outweigh the shortcomings.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	3
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

Grades for standards in the lessons observed during the inspection

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2%	70%	28%	0%	0%

- 12 These figures are lower than the national percentages in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2008-2009, namely that standards in primary schools in Wales are good or better (Grade 1 and 2) in 85% of lessons and outstanding in 12%.

Grades awarded in the areas of learning inspected

Foundation Phase	Inspection Grade
Personal and social development, wellbeing and cultural development	Grade 2
Language, literacy and communication skills	Grade 3
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2
Foundation Phase	Grade 2

- 13 The overall quality of the provision for children under five years of age is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.

Grades awarded in the subjects inspected

Inspection area	KS1	KS2
Welsh first language	Grade 2	Grade 3
English		Grade 3
Mathematics	Grade 2	Grade 3
Science	Grade 2	Grade 2
Information and communications technology	Grade 2	Grade 2
Design and technology	Grade 3	Grade 3
History	Grade 2	Grade 3
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 3
Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 2
Religious education	Grade 2	Grade 3

- 14 Pupils in both key stages understand well what their personal targets set by the teachers are, and know when they have achieved them. Their understanding of how to evaluate their work and that of their peers is developing appropriately. They are not always certain about how they can specifically improve.
- 15 Most pupils in KS1 make good progress and achieve their potential. Most pupils in KS2 make satisfactory progress, but a minority make good and often very good progress. Overall, pupils with SEN make good progress. At the upper end of KS2, pupils are ready to move forward to the secondary school.
- 16 Overall, standards in the key skills are good. Children under five and pupils in KS2 have Welsh communication skills which are beginning to develop well, but the oral Welsh skills of many KS2 pupils are good with some shortcomings in syntax and vocabulary. Pupils in both key stages read a range of texts well, according to their age and ability in Welsh, and in KS2, pupils' reading skills in English are outstanding. Their writing skills are good in Welsh in KS1 but in both

English and Welsh in KS2 they are satisfactory. They are good in numeracy and ICT. Overall, pupils' bilingual skills are good.

- 17 In the 2009 teachers' assessments in KS1, the percentage of pupils attaining level 2 (the level expected of pupils at seven years of age) is higher than the local and national averages in mathematics, science and the core subject indicator (CSI), but in Welsh it is higher than national but lower than local averages. The percentage of pupils attaining level 3, which is the higher level, is higher than local and national averages in Welsh, and similar in mathematics and science.
- 18 In KS2, the percentage of pupils who attained level 4 (the level expected of pupils at 11 years of age) in 2009 is higher than the local and national averages in science and the CSI. It is higher than the national and lower than local averages in Welsh and mathematics. The percentage of pupils attaining level 5 is substantially higher than local and national averages in science and is higher in Welsh, English and mathematics.
- 19 On the whole, girls perform better than boys across the core subjects and the CSI in KS1, but overall, in KS2, boys perform better than the girls in English, mathematics, science and the CSI.
- 20 In comparison with similar schools in the same free school meals group, the school's percentages in KS1 are in the first quartile in mathematics, science and the CSI, but in the third quartile in Welsh. In comparison with schools in the same family, the school's percentages are higher than the family averages in the three core subjects and in the CSI. The percentage of pupils who attain level 3 in the three core subjects is higher than the family's percentages.
- 21 When compared with similar schools in the same free school meals group, the school's percentages in KS2 are in the first quartile in Welsh, English, science and the CSI and in the second quartile in mathematics. In comparison with schools in the same family, the school is higher than the family averages in Welsh, English, science and the CSI, but lower in mathematics. The percentage of pupils attaining level 5 in the four core subjects is higher than the family's percentages.
- 22 All children under five show good motivation. They listen intently to presentations by teachers and support staff and develop a high level of interest in their tasks. Pupils in KS1 succeed in focussing well and work at their tasks with enthusiasm and perseverance. Most KS2 pupils work productively and remain on task, although a minority of pupils have difficulty in concentrating throughout the lesson. Most work on various tasks in groups, pairs or individually with interest and enthusiasm.
- 23 Pupils make good progress in their personal, social and moral skills and in their wider development. Overall, they show respect for adults, visitors and each other. They take responsibility for their fellow pupils and the school environment. They begin to develop the ability to work independently. They prepare well to take part in the community, but the development of their entrepreneurial skills and their links with the world of work is at an early stage.
- 24 Over the last three terms, at 92.8%, pupils' attendance rate is slightly lower than local and national averages. Parents are aware of their responsibility with regard to attendance and punctuality, and almost every child arrives promptly at the school at the beginning of the day. Times of buses occasionally affect punctuality.

The quality of teaching and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	72%	19%	0%	0%

- 25 These figures are slightly lower than the picture nationally in HMCI's Annual Report for 2008-2009, namely that overall, the quality of teaching in primary schools in Wales is good or better (Grade 1 or Grade 2) in 85% of lessons and outstanding in 17%.
- 26 Where the teaching is outstanding, teachers skilfully promote pupils' independent working and collaborative working skills, they give pupils opportunities to evaluate their work and each other's work meaningfully and make creative use of a range of interesting resources. Where the teaching is good, teachers share the lesson objectives effectively, question purposefully, maintain a good pace and intervene promptly to support or extend pupils' work. Where the teaching is not as effective, teachers cannot offer suitable differentiation of tasks to meet individuals' needs, the structure of the lesson does not allow pupils' active involvement, and examples of mistakes in language are not corrected sufficiently.
- 27 The school's assessment system shows good features, and the assessment for learning strategies and the ability that pupils have to evaluate their work is developing well throughout the school. Assessment opportunities are noted in lesson planning. Overall, work is marked regularly, but the practice of giving comments is inconsistent across the subjects and does not always give specific guidance on how to improve. There are examples of work unmarked for months at a time in one class at the upper end of KS2. A procedure for tracking pupils' progress is in place and the school is developing the LISOL electronic system in order to facilitate the process. The school meets statutory requirements with regard to recording pupils' achievements and reporting annually to parents.
- 28 Equal access is provided to a broad, balanced and relevant curriculum which satisfies all the statutory requirements across all age ranges.
- 29 Planning pays good attention to provision for literacy, numeracy and ICT.
- 30 Good emphasis is placed on developing thinking skills, but opportunities for pupils to develop their problem-solving skills and working independently are inconsistent. Procedures for developing learners' creative skills are effective.
- 31 Bilingual skills are promoted well and outstanding attention is paid to developing pupils' awareness of the Cwricwlwm Cymreig throughout the areas of learning and the subjects. The provision for education about other cultures is good, but the provision for education relating to global citizenship is only satisfactory.
- 32 Learning experiences are enriched well by a variety of visitors and visits. A range of extra-curricular activities is arranged outside school hours which contribute well to pupils' social development.
- 33 A full personal and social education (PSE) programme is arranged to include circle time and aspects that permeate the whole curriculum. Daily acts of collective worship provide well for pupils' spiritual and moral development.
- 34 The provision for education relating to sustainable development is good.

- 35 The school's partnerships are successful and include outstanding features. The very sound partnership between the school and the Ysgol Gyfun Gwynllyw cluster of schools contributes to training opportunities and the development of extremely effective transition arrangements. Partnerships with higher education establishments are outstanding. Parents are very enthusiastic of their partnership with the school, and the school's partnerships with the community are good.
- 36 Provision for raising pupils' awareness of the world of work and the provision for entrepreneurship are aspects identified by the school as needing development.
- 37 Care arrangements at the school have been planned effectively. The school succeeds in creating a caring community where pupils feel secure and happy. Good use is made of welfare services and agencies to support all pupils, including those with SEN. Parents have confidence in the care extended to their children and in the school's willingness to consider their opinions.
- 38 The provision for pupils with SEN is good and conforms fully to the requirements of the Code of Practice. Needs are identified at an early stage and the constant support provided by the teacher and teaching assistant ensure that pupils make good progress according to their individual ability and circumstances.
- 39 The school's policy and procedures for monitoring behaviour are good, and there are positive measures to support pupils with individual behavioural needs and to eliminate oppressive behaviour. Equal opportunities are promoted effectively. The school monitors attendance and punctuality thoroughly, and develops effective improvements to its procedures for monitoring pupils' work.
- 40 The school ensures the welfare of each pupil. Child protection procedures are managed effectively and are familiar to all who work at the school.
- 41 Outstanding arrangements exist in order to ensure pupils' health and safety. Risk assessments are undertaken carefully and pupils are encouraged to keep healthy through promoting physical activities and healthy eating.
- 42 Although most of the new building is on two floors, the lift makes it accessible to pupils with physical disabilities. Even so, there is no lift to link it with the old building. Most buildings are accessible via ramps. There is an accessibility plan in place, which satisfies statutory requirements.

Leadership and management

- 43 The school has agreed aims and values that promote equality for all. The headteacher has a clear vision for the school's direction and promotes the development of the learner to be more proactive in his/her learning and in the life and work of the school. He is supported well by a diligent and committed staff, and the senior management team (SMT) and the curriculum co-ordinators are beginning to provide good leadership to their fellow teachers.
- 44 The school pays appropriate consideration to national, county and internal priorities and the school development plan (SDP) is a comprehensive and active document which sets clear targets. A policy and procedures for performance management are in place and staff training needs are identified and met in a relevant way.

- 45 Members of the governing body fulfil their duties conscientiously and satisfy the statutory requirements. Their role in working with the headteacher to help give a strategic direction to the school is beginning to develop well.
- 46 A culture of self-evaluation is developing well at the school. Leaders use a variety of methods to gather information about the school. These include analysis of performance data, monitoring planning, observing lessons and discussing pupils' work. The development of the curriculum co-ordinators role is in its early stages, as they benefit from more opportunities to observe lessons in their areas and subjects.
- 47 The opinions of parents, staff and pupils are considered an essential part of the self-evaluation process. Governors discuss the school's results and targets thoroughly, in order to monitor standards and provision meaningfully.
- 48 The SDP is a strategic document which identifies a comprehensive number of relevant priorities. There is a clear link between these and the self-evaluation process. The detailed targets, strategically planned tasks, success criteria and the evaluation methods highlight a clear focus which ensures effectiveness.
- 49 The good progress made by the school since the previous inspection outweighs shortcomings.
- 50 There is a good supply of staff who are developing their knowledge and skills through relevant training. Co-ordinators are beginning to develop their role as curriculum leaders well, and support staff work effectively with the teachers to fulfil their responsibilities.
- 51 The school makes good use of the building which is generally in a good condition. It provides sufficient teaching space in the classrooms, hall, library and music room. However, the condition of the cabins where the older pupils are taught is unacceptable and the provision of toilets is insufficient. Appropriate use is made of the school yard and field. The reception and KS1 classes have direct access to the school's outdoor area. Currently, the outdoor area for Y1 and Y2 is limited for extending the provision of the Foundation Phase.
- 52 There is a good range of resources to support the curriculum and the use made of them is effective.
- 53 The use of the budget is monitored regularly and carefully by the headteacher and the governing body.
- 54 The good features of the value for money the school provides outweigh shortcomings. The good teaching, the good development of the curricular provision, the caring ethos, the thorough self-evaluation processes and the effective use of a good supply of resources make a substantial contribution to the success of the school. In a short time, the new headteacher has developed the school's leadership and management well, but the school has identified the need to develop them further in order to ensure their impact on raising standards.

Recommendations

- 55 In order to move the school forward, the staff and governing body need to:
- R1 maintain the good standards and raise the satisfactory standards in subjects, paying attention to the shortcomings identified;
 - R2 improve the consistency of marking throughout the curriculum and across the school, developing comments which will give specific guidance on how to improve;
 - R3 develop the school's provision for work-related education, entrepreneurship and global citizenship;
 - R4 continue to develop the role of the SMT, the curriculum co-ordinators and the governing body in order to ensure that they have good knowledge of the performance in their areas of responsibility and use the knowledge effectively; and
 - R5 work with the LEA to improve the cabin provision and the provision of toilets for Y5 and Y6, together with developing the outdoor area for Y1 and Y2.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

- 56 The findings of the inspection team do not agree with the school's judgement in its self-evaluation report, as the school has given a higher grade to this key question. The team is of the opinion that good features outweigh shortcomings.

Grades for standards in the lessons observed during the inspection

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2%	70%	28%	0%	0%

- 57 These figures are lower than the national percentages in HMCI's Annual Report for 2008-2009, namely that standards in primary schools in Wales are good or better (Grade 1 and 2) in 85% of lessons and outstanding in 12%.

Grades awarded in the areas of learning inspected

Foundation Phase	Inspection Grade
Personal and social development, wellbeing and cultural development	Grade 2
Language, literacy and communication skills	Grade 3
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2
Foundation Phase	Grade 2

- 58 The overall quality of the provision for children under five years of age is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.

Grades awarded in the subjects inspected

Inspection area	KS1	KS2
Welsh first language	Grade 2	Grade 3
English		Grade 3
Mathematics	Grade 2	Grade 3
Science	Grade 2	Grade 2
Information and communications technology	Grade 2	Grade 2
Design and technology	Grade 3	Grade 3
History	Grade 2	Grade 3
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 3
Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 2
Religious education	Grade 2	Grade 3

- 59 Pupils in KS1 understand well what their personal targets set by the teachers are, and know when they have achieved them. On the whole, pupils in KS2 benefit from opportunities to discuss their personal targets. At the beginning and end of lessons, they respond positively in discussions to strategies which encourage them to reflect on their learning, and their understanding of how to evaluate their work and that of their peers is developing appropriately. They are not always certain about how they can specifically improve.
- 60 Most pupils in KS1 make good progress in relation to their knowledge, understanding and skills and attain their potential. The majority of pupils in KS2 make satisfactory progress, but a minority make good and often very good progress. Overall, pupils with SEN make good progress, and a good percentage of more able pupils attain higher levels in the teachers' assessments of the core subjects. Pupils' backgrounds do not have a significant impact on their success. At the upper end of KS2, pupils are ready to move forward to the secondary school.
- 61 Overall, standards in the key skills are good. Children under five have Welsh communication skills that are beginning to develop well, but there are a number of children who continue to communicate in English during their activities. Throughout the key stages, pupils respond well to the questioning and discussion in the opening and closing sessions of lessons. The English oral skills of KS2 pupils are good but their Welsh skills are good with some shortcomings in sentence construction and vocabulary.
- 62 Pupils in both key stages read a range of texts well, according to their age and ability in Welsh. In KS2, pupils' reading skills in English are outstanding. In both key stages, more able pupils have outstanding higher reading skills which enable them to discuss a range of books by the same author and by different authors. Their writing skills are good in Welsh in KS1 but in both English and Welsh in KS2 they are satisfactory. Examples of extended writing for different purposes are limited across the subjects and in both languages in KS2.

- 63 In the Foundation Phase, the key skills of numeracy and ICT are good overall, and the children under five use them consistently in their lessons and in other activities. They develop good ICT skills as they use computers to play language and numeracy games and to draw pictures. They can use the interactive whiteboard, digital cameras and the Bee-bot confidently. They have good numeracy skills when singing songs and rhymes, identifying the date, undertaking simple mental arithmetic as well as practising weighing and measuring.
- 64 In KS1 and KS2, pupils' use of their ICT skills across the curriculum is good. Examples were seen of pupils word processing, handling data and presenting it in a variety of ways, playing number and language games, taking photographs and using the internet to search for information in the lessons observed. Numeracy skills are used well in science, design technology, history and music to present work in the form of bar, block and line graphs, tables and time lines.
- 65 Overall, pupils' bilingual skills are good. Although most pupils come from non-Welsh speaking homes, they have acquired the Welsh language by the time they leave the school. In KS1, pupils develop their Welsh skills well and across KS2 pupils are comfortable in speaking both languages in lessons throughout the curriculum.
- 66 In the 2009 teachers' assessments in KS1, the percentage of pupils attaining level 2 is higher than the local and national averages in mathematics, science and the CSI, but in Welsh it is higher than national but lower than local averages. The percentage of pupils attaining level 3, which is the higher level, is higher than local and national averages in Welsh, and similar in mathematics and science.
- 67 In KS2, the percentage of pupils who attained level 4 in 2009 is higher than the local and national averages in science and the CSI. It is higher than the national and lower than local averages in Welsh and mathematics. The percentage of pupils attaining level 5 is substantially higher than local and national averages in science and is higher in Welsh, English and mathematics.
- 68 On the whole, girls perform better than boys across the core subjects and the CSI in KS1, but overall, in KS2, boys perform better than the girls in English, mathematics, science and the CSI.
- 69 In comparison with similar schools in the same free school meals group, the school's percentages in KS1 are in the first quartile in mathematics, science and the CSI, but in the third quartile in Welsh. In comparison with schools in the same family, the school's percentages are higher than the family averages in the three core subjects and in the CSI. The percentage of pupils who attain level 3 in the three core subjects is higher than the family's percentages.
- 70 When compared with similar schools in the same free school meals group, the school's percentages in KS2 are in the first quartile in Welsh, English, science and the CSI and in the second quartile in mathematics. In comparison with schools in the same family, the school's average is higher than the family averages in Welsh, English, science and the CSI, but lower in mathematics. The percentage of pupils attaining level 5 in the four core subjects is higher than the family's percentages.
- 71 Over the last three years, trends in the percentages of pupils in KS1 who attain at least level 2 in mathematics, science and the CSI have shown a rise since 2007. In Welsh and the CSI there is a slight reduction. In KS2, the trends in the

percentages of pupils who attain at least level 4 in the four core subjects and the CSI shows a reduction in 2008 and a rise in 2009, apart from science where the high standards have been maintained.

- 72 All children under five show good motivation. They listen intently to presentations by teachers and support staff and develop a high level of interest in their tasks. Pupils in KS1 succeed in focussing well and work at their tasks with enthusiasm and perseverance. Most KS2 pupils work productively and remain on task, although a minority of pupils have difficulty in concentrating throughout the lesson. Most work on various tasks in groups, pairs or individually with interest and enthusiasm.
- 73 Pupils' personal, social and moral skills are good. The vast majority of pupils throughout the school behave in a friendly and courteous manner towards each other. They show respect for all adults at the school and to visitors. Pupils know the school rules and adhere to them. Good effort and behaviour are praised and rewarded in special assemblies. There are a very few pupils who have difficulty in listening and being obedient to adults at the school.
- 74 Over the last three terms, at 92.8%, pupils' attendance rate is slightly lower than local and national averages. Parents are aware of their responsibility with regard to attendance and punctuality, and almost every child arrives promptly at the school at the beginning of the day. Times of buses occasionally affect punctuality.
- 75 On the whole, the development of the ability of the under-fives to work independently is developing appropriately, through some opportunities to make choices and to undertake self-supporting activities arranged for them. Overall, pupils in KS1 and KS2 develop the ability to work independently individually, in pairs and in a group, but the provision across the school to ensure progressive development is inconsistent. Throughout the school, pupils' ability to solve problems is satisfactory across the learning areas and subjects.
- 76 Pupils make good progress in their personal, social and moral skills through benefitting from PSE lessons and circle time sessions. Some pupils have specific responsibilities which develop good skills through learning how to represent their peers on the school council and the eco committee and as members of the Cool Crew. Overall, pupils are very willing to take responsibility for their fellow pupils and the school environment in a range of contexts.
- 77 Children under five learn about the world of work effectively through role-play activities. The entrepreneurial skills of KS2 pupils are beginning to develop appropriately through selling fruit at break time, and through working with Newport University in a workshop to create games, but the school has identified entrepreneurship and links with the world of work as an area for improvement. They prepare well to take part in the community through their numerous links with local chapels and churches, and with individual members of the community who visit the school.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

78 The findings of the inspection team agree with the judgement given by the school in its self-evaluation report.

79 The quality of teaching in the lessons observed during the inspection is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	72%	19%	0%	0%

80 These figures are slightly lower than the picture nationally in HMCI's Annual Report for 2008-2009, that overall, the quality of teaching in primary schools in Wales is good or better (Grade 1 or Grade 2) in 85% of lessons and outstanding in 17%.

81 Overall, the quality of teaching is good in the Foundation Phase and in KS2. Throughout KS2, many of the lessons were judged to be good with a few displaying outstanding features and some displaying shortcomings. The quality of teaching of pupils with SEN is consistently good and there is effective support for those who are withdrawn from lessons.

82 Teachers and support staff have established a good working relationship with the pupils. The praise which is given consistently for good effort and good work promotes pupils' progress effectively. Staff have high expectations of appropriate behaviour in the classroom and outside on the playground.

83 Teachers' subject knowledge is sound and develops continuously through the opportunities given them to undertake courses, especially during the current year. Lessons are prepared thoroughly, ensuring that they link meaningfully with previous learning and the next lessons. Objectives are shared appropriately at the beginning of lessons, and are revisited at the end. There is purposeful discussion on the skills pupils will develop during the lesson.

84 Teachers use suitable strategies to develop learners' bilingualism, and each pupil is treated equally and without stereotyping. There are good examples of differentiation for pupils of different ability, but currently the evidence throughout the school and across the areas of learning and subjects is inconsistent. Individual educational plans (IEPs) are used effectively to monitor the standards of pupils with SEN. Pupils' contribution towards planning the next steps of learning is progressing effectively.

85 Where the teaching is outstanding:

- there are structured opportunities for pupils to work together and independently;
- a range of stimulating activities are organised and are managed particularly well;
- very effective use is made of assessment for learning methods and relevant opportunities for pupils to evaluate each other's work;
- there is clear progress in pupils' learning and in their key skills and thinking skills;
- very creative use is made of a range of resources, including ICT; and
- pupils' thinking and investigative skills are promoted extremely effectively.

- 86 Where the teaching is good:
- lesson objectives and outcomes are shared effectively and the key skills in question are discussed;
 - instructions for activities are clear and concise;
 - the balance of the structure of the lesson and the lively pace ensure that pupils remain on task;
 - questioning is purposeful and extensive;
 - individual, pair and group work is well focussed and managed; and
 - intervention by teachers or support staff is well timed to support and enhance pupils' efforts.
- 87 Where the teaching is not as effective:
- opportunities are missed for pupils to assess their own work and that of their peers;
 - there is a lack of management of resources and order of activities;
 - lessons are not structured to ensure sufficient active contribution by pupils;
 - the lesson objective is not clear and understandable;
 - pupils' language mistakes are not corrected sufficiently; and
 - tasks are not differentiated in order to provide an appropriate level of challenge for pupils of all abilities.
- 88 The school has a clear assessment and marking policy and assessment procedures satisfy statutory requirements.
- 89 Overall, work is marked regularly and short positive comments are given on pupils' efforts throughout the school and across the curriculum. However, there are examples of unmarked work for months at a time in one class at the upper end of KS2. Good practice was seen in comments written to guide pupils to improve specific aspects of their language work, but there is inconsistency in other subjects across the key stages.
- 90 The 'two stars and a wish' strategy is often used effectively verbally during lessons in all subjects in order to reinforce achievements and to identify aspects for improvement. A range of assessment for learning strategies is developing well in lessons throughout the school, including thumbs, coloured cards, thinking mats and 'diamond ranking' which begins to promote pupils' ability to take responsibility for their own learning.
- 91 Throughout the school, pupils' ability to evaluate their own work and each other's work is developing well in lessons. They have opportunities to consider their own work effectively and take a more proactive role in the process of setting personal targets with the teachers.
- 92 In the reception class, baseline assessment is used well to target the children under five and to refine the short term planning. Children with SEN are also identified, in order to provide suitable support for them. There is effective emphasis on formative assessment in the reception classes in order to monitor individuals' progress towards the outcomes of the Foundation Phase in the six areas.

- 93 In KS1 and KS2, pupils work in the core subjects is assessed very effectively each term, and is levelled according to NC criteria. Results are recorded in order to track pupils' progress throughout the school, and relevant targets are set for each pupil. Results are used to identify those pupils who are underachieving, in order to provide additional support. A detailed and thorough analysis is undertaken regularly of pupils' performance at the end of the key stages to direct the target setting for each cohort. Teachers in KS1 and KS2 set targets for pupils, but in KS2, pupils are beginning to share this process with the teachers. In the core subjects, a level is given at the end of each year which corresponds best to the level descriptors in the programmes of study.
- 94 Other standardised tests are used annually to add effectively to the information the school has to track pupils' development. They are analysed effectively in order to provide direction to teachers' middle and long term planning and to earmark additional support for the groups of targeted pupils. The school is developing the LISOL electronic recording system to facilitate the process further. Full records are kept of individual pupils' reading and a useful 'e' reading portfolio is being developed.
- 95 Currently, only language portfolios provide a collection of pupils levelled and annotated work, which support the standardising of teachers' assessments levels in English and Welsh.
- 96 Annual reports to parents conform to statutory requirements. They are of a good quality and give detailed and purposeful comments on the achievements and standards of work of KS1 and KS2 pupils and of the children under five. Targets are given for the way forward and parents have an opportunity to respond to the report both orally and in writing. Parents receive appropriate opportunities to discuss their children's progress in termly meetings, and to respond to their child's report at the end of the school year.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

- 97 The findings of the inspection team agree with the Grade 2 judgement given by the school in its self-evaluation report.
- 98 The school succeeds well in meeting the needs and interests of pupils of all ages and abilities. A wide range of opportunities is offered and equal access is provided for all pupils. The school meets statutory requirements across all age ranges.
- 99 The quality of the educational provision for children under five years of age is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.
- 100 Revised schemes, established since January, incorporate the requirements of the Skills Framework, the Foundation Phase and the 2008 Curriculum. They offer clear guidelines for teachers in order to ensure coherency and continuity throughout the school.
- 101 The key skills are identified in each scheme of work and theme across the curriculum and in the best practice, children can identify the skills developed within the lesson.

The school has received the Basic Skills Agency's Quality Mark accreditation for the second time.

- 102 Planning pays good attention to providing for literacy, numeracy and ICT. Pupils are given opportunities through using appropriate speech and written language and to read factual texts. The opportunities for word processing and presenting information in different formats are good features of the planning for ICT. Pupils have opportunities to apply numeracy skills regularly throughout the curriculum, and there is planning for collaborative working in pairs and groups. However, the provision for developing problem-solving skills is limited throughout the school.
- 103 Pupils' social and cultural skills are enriched and enhanced effectively by a wide range of extra-curricular activities, including Urdd activities, Christmas shows, the Summer Fair and the clubs, which include sports, art and the cinema. They receive further opportunities through visits to Techniquest and the National Museum together with outdoor activities in Llangrannog and visits by various artists to the school.
- 104 The school follows county guidance in delivering PSE and the agreed syllabus for religious education. The school plans circle time appropriately to discuss pupils' moral, spiritual, social and cultural development. Standards in these aspects are good and pupils know the difference between right and wrong and how to behave and respond under different circumstances. A service of collective worship is held each morning that offers pupils opportunities to reflect and which conforms to statutory requirements. Older pupils take responsibility for a number of activities such as caring for the younger pupils at the school, the fruit shop and activities on the playground during playtime together with membership of the eco committee and the school council.
- 105 There is an outstanding partnership between the parents and the school and parents show their support for the school's objectives and work. Parents are contacted in cases of absence, emergency or important news by means of text messaging and parents are sent weekly newsletters electronically or on paper. Open evenings are held for parents and reviews for pupils with SEN three times a year. The school has a well structured programme for welcoming new pupils and parents to the school early in January.
- 106 An outstanding partnership has been established between the Welsh primary schools in the cluster and Ysgol Gyfun Gwynllyw, which has led to staff development and providing sound primary/secondary links for the transfer of pupils. The school is in partnership with the University of Wales Institute Cardiff (UWIC) to support students on initial teacher training and there is a business partnership with Newport University for pupils in Y6. These partnerships contribute extremely effectively to the school's work.
- 107 Pupils learn about the world of work through role play in the Foundation Phase and pupils in KS2 have opportunities to work with Newport University in workshops to create games. However, currently, there is not much evidence of experience in the world of work. Pupils have more opportunities to develop their entrepreneurial skills through preparing, growing and selling produce from the garden in the Summer Fair, running the fruit shop at break times and campaigning to raise money to support a charity of their choice annually. The school has listed links with the world of work and entrepreneurship as areas for further development.

- 108 The Curriculum Cymreig is promoted outstandingly through thematic and subject work and fieldwork. Extra-curricular visits and visitors such as contemporary artists to the school, together with competing in eisteddfodau, enrich pupils' awareness of Welsh culture very well.
- 109 The policies for equal opportunities, behaviour, anti-bullying, health and safety, and the strategies for child protection together with the inclusive PSE programme reflect the school's commitment to ensuring equal access for all. All pupils, including those of different ethnic and social backgrounds are included in all aspects of the school's life. The school helps with costs of visits where necessary.
- 110 Outstanding sustainability practices are followed through conserving energy and water and recycling food, paper and plastic. This aspect is promoted conscientiously by the eco committee. When placing posters throughout the school, they raise the awareness of the school community of sustainability aspects and a trophy is presented to the class which best conserves energy. The school has gained the Eco-Schools Green Flag and healthy eating awards. 'Keep Wales Tidy' and 'Kerb Craft' campaigns are promoted to promote awareness of safety on the road.
- 111 Pupils' awareness of global citizenship is developed through visits to the school by people from other cultures, together with activities that arise from the curriculum, such as work on Botswana, China and Africa which promotes their understanding appropriately.
- 112 The school council meets regularly and works effectively to ensure that the pupils' voice has a priority. They arrange the play time fruit shop to promote healthy eating and have designed new signs for the school.
- 113 A large number of school activities reflect national priorities for lifelong learning and community regeneration, for example, the school has received the Basic Skills Agency's Quality Mark accreditation for the second time.

Key Question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

- 114 The findings of the inspection team agree with the judgement given by the school in its self-evaluation report.
- 115 Care arrangements at the school have been planned effectively. All staff succeed in creating a caring community where pupils feel secure and happy. Good use is made of welfare services and agencies to support all the pupils, including those with SEN.
- 116 The school works very well in partnership with the parents and carers, with parents, through the questionnaires and the pre-inspection meeting, commenting that the school provides good care and guidance and that it considers their opinions well.
- 117 There are effective arrangements for ensuring that the children under five settle in quickly and easily at the school. The school has ensured that their parents visit and a welcome session is arranged for the parents and their children. Children who join during the year receive good support from their fellow pupils and the teachers. The school has an outstanding relationship with Ysgol Gyfun Gwynllyw,

and a good number of visits are arranged for teachers in both schools to ensure exchanging information and to discuss the individual needs of pupils.

- 118 There is good cross-curricular provision for PSE and in circle time sessions. There are regular visits from the police, psychologists and the school nurse. Pupils are encouraged daily to take responsibility for themselves and each other, and to care for others. The provision is supported by a wide range of policies.
- 119 The school meets with the statutory requirements for registering pupils, and there is detailed monitoring by the headteacher. The welfare officer supports him effectively to target those pupils who are a cause for concern. Parents are aware of their responsibility to inform the school of their child's absence, and there is prompt contact with parents through texts if the pupil is absent.
- 120 The policies and procedures for monitoring behaviour are good, and positive behaviour is promoted effectively. The school is developing procedures for monitoring pupils' work and progress well.
- 121 The school has a number of policies for promoting children's health and safety which are reviewed annually. Two members of staff have been identified to hold responsibility for first aid and all other members of the staff have received the appropriate training. Risk assessments are undertaken according to need. High priority is given to promoting healthy eating habits during snack times and lunch time.
- 122 The school's arrangements for child protection are firmly established and meet statutory requirements. The school has a comprehensive policy which outlines the responsibilities of the headteacher, staff and governors clearly. All staff have received training.
- 123 The provision for pupils with SEN is good and is managed effectively by the SENCo. It conforms fully to all the requirements of the Code of Practice. Procedures for identifying SEN at an early stage are effective and learners' progress is monitored regularly and thoroughly.
- 124 The IEPs for pupils with SEN are detailed and clear with achievable targets clearly noted. Their focus is mainly on targets relating to literacy, reading and numeracy. The teacher and the learning assistant work effectively with the pupils who have specific SEN and they receive sound leadership and guidance from the class teachers. The quality of the provision for all pupils with SEN is good.
- 125 Pupils' targets in their IEPs are reviewed termly and the progress recorded. The school works effectively with parents and they are involved in all reviews.
- 126 The school works well with the LEA's educational psychologist and other support agencies in order to identify and meet pupils' needs relevantly.
- 127 There are structures in place to deal with any behaviour which is likely to impair pupils' progress, and all staff at the school follow the system consistently. Pupils are aware of the relevant steps and parents support the school in this strategy.
- 128 The quality of the provision for ensuring equal opportunities for each pupil is good. The emphasis placed on respect and tolerance throughout the curriculum, in collective worship sessions and in extra-curricular activities promotes gender equality, good inter-relationships between races and respect for diversity, effectively.

- 129 Good opportunities are provided to raise awareness of the religious, cultural and economic diversities that exist in different parts of the world and in the local community. The school offers good support and guidance in order to ensure that there are no prejudices based on social, educational or linguistic background.
- 130 Through the school council, pupils have good opportunities to develop awareness of citizenship and the right to express an opinion on a number of aspects of the school's life and work. They can outline a number of improvements they have made to school procedures and have discussed issues such as self-evaluation and analysis of children's questionnaires.
- 131 The school has a disability equality policy and also an accessibility plan for 2006-2010. There are references in these to improvements and developments to the curriculum, the provision and the school building and environment. There is a lift, a disabled toilet and ramp access to the school buildings. However, the corridors are rather narrow for wheel chairs.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 3: Good features outweigh shortcomings

- 132 The findings of the inspection team agree with the judgement given by the school in its self-evaluation report.
- 133 In the short time since his appointment, the headteacher has developed a wide number of aspects of the school's life and work extremely effectively. These include expanding and refining the self-evaluation processes, improving the positive behaviour procedures, establishing assessment for learning strategies, developing differentiation methods, establishing sound school partnerships, ensuring appropriate attention to national priorities such as developing the Foundation Phase, 2008 Curriculum and thinking skills and developing procedures for monitoring standards. These aspects are developing effectively, but as yet, they have not had sufficient time to become firmly embedded and have a full effect on standards.
- 134 The school is well led, and there are good procedures in place for effective and efficient management. The headteacher gives clear direction to all who provide education at the school.
- 135 The headteacher has a clear vision which is shared with the staff, parents and governing body to ensure the development of the learner to be more proactive in his/her learning and in the life and work of the school. He is concerned that the school offers equal opportunities for each pupil and arranges and manages financial, staffing and learning resources effectively in order to achieve this objective.
- 136 The deputy has responsibility for developing language and assessment within the curriculum but was absent during the inspection due to illness.
- 137 The school has an extended SMT that includes leaders of the Foundation Phase, KS1, KS2 and the SENCo. During the inspection, two members of the team were away on maternity leave. Their managerial roles have been developed during the current year to include opportunities to monitor the quality of the teaching and

standards of pupils' work. They have a strong sense of collaboration and mutual support.

- 138 There are a number of curriculum co-ordinators in addition to the SMT. Their role in relation to their curricular responsibilities is developing effectively. They have opportunities to attend training courses and update their knowledge in line with their responsibilities and this year they have begun to extend their curricular role to include monitoring and observing lessons.
- 139 There is a good interrelationship between adults in the school, and everyone's contribution to the self-evaluation and planning process is appreciated. All have job descriptions which outline their duties clearly. Arrangements for teachers' planning, preparation and assessment time (PPA) are managed effectively. The teaching and support staff responsible for PPA make an effective contribution to the good quality of teaching and learning at the school.
- 140 The school gives good consideration to national priorities. Very effective attention is paid to developing the Foundation Phase provision and to developing the planning for the new KS2 curriculum.
- 141 The SDP is a comprehensive and active document. It is based on issues arising from the self-evaluation process, and includes a number of national and internal priorities. It determines targets and clear success criteria, and identifies a time table to complete the work, staff responsibilities and financial costs. Staff and governors contribute effectively to the document.
- 142 A policy and programme have been established for the school's performance management, and are developing effectively. It is beginning to give direction to the development of continuous professional development of the staff, including the support staff, and aims to meet the school's priorities for improvement as identified in the SDP. Appropriate objectives are set for staff by the headteacher and the SMT and opportunities are ensured for them to meet training needs. The governing body organises the headteacher's performance management effectively.
- 143 Challenging and realistic targets are set for pupils, and there are effective tracking procedures. The development of an electronic procedure to record and track progress facilitates the process.
- 144 The governing body is very supportive of the school's management. They meet regularly, and form and agree policies. Some governors hold individual responsibilities for curricular areas such as SEN. Although governors are welcome to visit the school, there is no formal programme of visits in place. They are well informed of life and work at the school through the headteacher's reports in their meetings, and they are included in all important decisions on expenditure and strategic direction. They are well informed about the building and the site.
- 145 Governors satisfy the regulatory and legal requirements.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

- 146 The findings of the inspection team agree with the judgement given by the school in its self-evaluation report.

- 147 A culture of self-evaluation is developing well at the school. Procedures include scrutinising pupils' work, analysing their performance, observing the quality of the teaching and learning and scrutinising teachers' planning. There is a need to develop the role of the curriculum co-ordinators further, giving them opportunities to observe more lessons across the school. The role of the governing body in the process is developing well.
- 148 The detailed self-evaluation report drawn up by the school prior to the inspection is of a good quality. It is a means of giving a useful overview of the school's current situation. The document identifies the school's strengths together with those aspects in need of development. Direct evidence from different sources is used to support the opinion.
- 149 The headteacher provides clear leadership and direction and has developed a good understanding of the school's life and work in a comparatively short time.
- 150 The school has formal arrangements for seeking the opinions of parents, staff and pupils through appropriate questionnaires. The opinions of all stakeholders have been sought effectively on different aspects of the school's performance and provision. In addition, an effort is made to seek the opinion of the LEA and the local community through distributing questionnaires to them.
- 151 Good use is made of evidence produced by teachers' assessments and continuous assessments.
- 152 The SDP reflects matters for development which have been identified in the self-evaluation process. It appears that allocation is determined in response to the requirements identified by co-ordinators. It is an active document and identifies priorities for the year 2009-2010. Implementation of the SDP is monitored regularly by the headteacher and developments are reported to the governing body.
- 153 The team's findings agree with the school's opinion of the grades given in six of the seven key questions in its self-evaluation report. A lower grade was awarded to key question 1.
- 154 The school has not succeeded in addressing all the key issues identified in the previous inspection. Development in subjects is variable with some weaknesses strengthened. The quality of the teaching and planning have improved, together with the planning for disability access, but pupils' ability to record and present their work in a variety of ways and the role of the co-ordinators remain areas that have been insufficiently developed.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings

- 155 The findings of the inspection team agree with the judgement given by the school in its self-evaluation report.
- 156 The school has sufficient qualified teaching staff with a range of experience and expertise. There is a cross-section of experienced and young teachers who work well with each other. Teachers' expertise is used appropriately in physical education, history and religious education lessons. Sufficient support staff are employed and they make a good contribution in classes and also when involved

in planning and assessment activities. All staff update their skills and knowledge through attending a number of training sessions.

- 157 Overall, there is a sufficient supply of resources for meeting curricular needs, and the headteacher and the subject co-ordinators effectively ensure an inspection is undertaken and appropriate expenditure on resources when needed. There has been extensive and purposeful expenditure to renew books and to reinforce ICT software and hardware resources at the school during recent years.
- 158 Currently, the school is full but overall, the size of the classrooms is suitable for the number of children. However, the condition of the cabins where the older pupils are taught is unacceptable and the provision of toilets is insufficient. A good feature is the provision for people with physical and visual disabilities. There are good displays of pupils' work and activities throughout the school.
- 159 Performance management procedures are in place and the school's arrangements for training, supporting and developing all staff are good. Through this, the school identifies whole-school and individual developmental needs well. Expenditure on staff training is monitored closely by the headteacher to ensure value for money.
- 160 Teachers use PPA time effectively to plan, assess, moderate and prepare and teachers who cover for these periods can offer appropriate expertise.
- 161 The governing body, through the finance sub-committee, manages the school's budget efficiently, giving consideration to the priorities in the SDP which are relevant to the needs of pupils at the school. The governors and headteacher are supported by an effective administrative officer. Good use is made of the resources available, and the school offers appropriate value for money.

Standards achieved in subjects and areas of learning

Foundation phase for under-fives

Grade 2: Good features and no important shortcomings

Personal and social development, well-being and cultural development

Grade 2: Good features and no important shortcomings

Good features

- 162 Children's collaborative skills are developing appropriately as they work or play together in the classroom and the outdoor area. Most show respect for other children and facilitators in the classrooms.
- 163 Children in both reception classes succeed in understanding the importance of aspects of hygiene, such as washing hands before preparing ginger biscuits. Most can change their clothes appropriately before and after physical activities. Their feelings are discussed through practical activities such as painting happy and sad faces and through circle time.
- 164 The majority take responsibility for tidying up after an activity and for registering that they have completed a task. Most succeed in taking their turn in group activities, such as when working on equipment outside or in mixing ingredients to make biscuits. Most children can make decisions in selecting an activity. Most

show great enthusiasm towards a good number of activities, persevering for suitable periods.

Shortcomings

165 A small minority of children has difficulty in concentrating when gathered in whole-class situations.

Language, literacy and communication skills

Grade 3: Good features outweighing shortcomings

Good features

166 Most children develop good listening skills in group and collective situations and can respond effectively to instructions. Their understanding of Welsh varies but the majority can respond through words, phrases and some simple sentences. Children are delighted to sing songs together which match the story on the interactive whiteboard.

167 They have good opportunities to look at books and listen to stories and their phonic skills are developing well. Many of the older children in the class are beginning to read books independently.

168 Children make comparatively good progress in their writing development. Some remain on the marking stages whilst others form letters and words and others begin to write simple sentences.

Shortcomings

169 Many of the younger children in the year lack confidence in their use of Welsh.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

170 Children can investigate numbers in different ways and their awareness of mathematics when involved in tasks such as following a sequence of numbers from 1 to 5, 1 to 10 or 1 to 20 in line with their ability, is developing well.

171 Their knowledge of symbols and numbers is reinforced through undertaking practical experiences such as creating numbers from dough and cord and in practicing forming numbers in the sand and on the whiteboard.

172 Children develop an increasing mastery of mathematical vocabulary and concepts through practical, purposeful tasks such as filling and emptying containers in the sand tub, discussing terms such as 'how many?', 'lighter', 'more than' and 'less than' and forming numbers up to 10 in the sand.

Shortcomings

173 There are no significant shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

174 The majority of children know the different types of weather and the effect it has on their lives. They come to recognise time through learning about their daily

routines and the days of the week. Older children in the reception class succeed in arranging the story of the Three Little Pigs.

- 175 Through experimenting with large and small toys, most children learn about the forces of pulling and pushing, speed and changing direction, and a small number of children use the appropriate vocabulary to describe it.
- 176 Their awareness of materials and change is developed well as they mix ingredients to book biscuits and mix clay, hay and wool to build a wall.
- 177 Through planting seeds in the garden and watching them over time grow into plants, children show a good understanding of the relationship between cause and effect. Through first hand experiments, children come to understand that some materials float in water whilst others sink.

Shortcomings

- 178 There are no significant shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

- 179 The majority of children in the reception class develop good fine motor skills in a variety of activities, such as cutting hay and mixing it with water, wool and mud to build the little pig's house or to create a necklace on a string. They show good control of the brush when painting faces of puppets or forming letters and words outside.
- 180 They show fairly confident control of their bodies as they move safely when working in the hall, moving and travelling in specific ways and in response to fast and slow and heavy and light music.
- 181 They show increasing confidence in moving the mouse on a computer to create a picture.

Shortcomings

- 182 A small minority of children show a lack of perseverance when responding to physical activities in the hall.

Creative development

Grade 2: Good features and no important shortcomings

Good features

- 183 Children succeed in responding to sounds that represent the activities of the little pigs in the story and have great enjoyment in singing songs together to correspond to the themes or their daily activities.
- 184 Children receive increasing opportunities to develop their awareness of the creative process as they experiment with a variety of techniques and materials such as clay, dough and recycled materials as they create models or a collage work. The creative pieces produced are of a good quality.
- 185 They experiment effectively in making marks, impressions, patterns and pictures with two and three-dimensional materials.

186 They show good imagination in solving the problem of building a secure wall for the Three Little Pigs' house.

Shortcomings

187 There are no significant shortcomings.

Welsh first language

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 3: Good features outweighing shortcomings

Good features

188 Pupils in KS1 develop into confident Welsh speakers as they work in groups and talk about their work. They have a good relationship with each other and listen well to stories and instructions. They use sentence construction and language patterns increasingly confidently as they practice them appropriately within the class.

189 In KS1, pupils develop their reading skills well, according to their age and ability, developing the accuracy of their pronunciation. They identify well with characters from stories and many predict and express an opinion knowledgeably. They use book terminology, such as a question mark, appropriately and understand the use of quotation marks.

190 They develop into independent writers, responding well to experiences and stimuli such as planting flowers and making mince pies. They can list activities and ingredients. They have fun as they describe facts about the octopus and the shark, and they succeed in writing to persuade people to eat healthily. They retell a story, using the short form of the verb correctly. The majority use capital letters and full stops confidently, and arrange words, use adjectives and similes and punctuation correctly.

191 Through regularly practising language patterns, the majority of KS2 pupils develop increasing accuracy in their oral work, and succeed in discussing maturely and expressing an opinion confidently. They show good listening skills during lesson presentations and when working in a group.

192 Pupils in Y2 make effective progress and achieve good standards in their reading skills. Many read fictional and information books with expression, maturity and a good understanding of the contents. They can repeat a story, describe the main characters, and predict how the story can develop. They understand book language such as blurb, index, author and illustrator well.

193 In Y3 and Y4, pupils write for a variety of purposes which includes creating a character questionnaire in a story, rearrange and adapt a well-known story such as the 'Wolf and the Seven Little Kids' and express their opinion on their favourite part and their favourite character. They can write factual work and make suitable use of technological vocabulary.

194 Pupils in Y6 show increasing confidence in expressing an opinion, writing chronologically and arranging information. They succeed in creating a diary and an interesting biography, and write letters for different purposes and audiences. They use the short form of the verb, conjunctions and similes effectively and correctly in their work.

Shortcomings

- 195 In KS2, the sentence construction and oral and written speech patterns of a significant minority of pupils are limited.
- 196 Errors in spelling and mutations impair the standard of work of many pupils in KS2.
- 197 The range of writing genres is insufficiently broad and varied in KS2.

English

Key Stage 2: Grade 3: Good features outweighing shortcomings

Good features

- 198 In KS2, pupils converse well as individuals, in groups and in whole-class situations, especially at the upper end of the school. They contribute enthusiastically to class discussions through using persuasive language and understand how cutting the rain forests affect the people living there. They express an opinion effectively.
- 199 Pupils in KS2 read very well with clear expression and appropriate intonation. They show good understanding of the contents of books they have read and can describe the features of their favourite books. More able pupils have outstanding higher reading skills, and can discuss books by the same author and different authors. They make good use of a variety of print sources, including the web, to search for information.
- 200 Pupils produce a variety of written work for different purposes. In Y3 and Y4, pupils write stories, pieces of poetry, instructions, descriptions and reports.
- 201 In Y5 and Y6, pupils write for a range of purposes including letters, poetry, stories and instructions on how to play a game. They can express an opinion well and offer arguments for and against a viewpoint. Individuals write at length and their work is of a good standard.

Shortcomings

- 202 There are a number of syntax, spelling and punctuation errors in the written work of the majority of pupils.
- 203 Pupils make insufficient use of paragraphs and the presentation of work of many pupils is untidy.

Mathematics

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 3: Good features outweighing shortcomings

Good features

- 204 In KS1, pupils make good progress in mathematics, and achieve standards in accordance with their age and ability.
- 205 Most pupils in Y1 understand and use number bonds to 10 well. They count forward and backwards in units and tens using number lines. They recognise odd and even numbers. They succeed in adding and subtracting units, and can double units effectively. They understand mathematical concepts such as 'more than' and 'less than' well.

- 206 Pupils in Y2 use number bonds to 20 confidently, and the majority can add and subtract units and tens to 100 using a hundred square. They can multiply units by two, five and 10 and understand the mathematical language of doubling, halving and dividing. Many show good understanding of simple fractions such as halves, quarters and thirds.
- 207 In Y1, pupils equate the total of coins to the cost of items in a shop, and pupils in Y2 can add the cost of several items using 10p, 20p and 50p. They record pounds and pence correctly.
- 208 Many KS1 pupils have a good understanding of regular two and three-dimensional shapes. They make good progress in their measuring and weighing skills. The majority tell the time correctly in hours and half hours on an analogue clock and record it in analogue form. Pupils in Y2 know the quarter hours and can count in five minutes.
- 209 Most pupils in Y2 use ICT effectively to design a block graph. They succeed in sorting objects according to their attributes in a Venn diagram.
- 210 Many pupils in Y3 and Y4 can multiply and divide by 10 and 100, and understand decimal numbers well. Pupils in Y4 can add and subtract three digit numbers. They show appropriate understanding of negative numbers and simple fractions such as thirds and eighths. They draw lines of symmetry confidently.
- 211 By Y6, the majority of pupils can multiply and divide by 10, 100 and 1000. They succeed in rounding numbers to the nearest 10, 100 and 1000, and rounding decimals. They can add and subtract four digit numbers and develop an increasing understanding of place value. They develop an increasing understanding of square numbers and cubed numbers. They understand equivalent fractions, and succeed in simplifying fractions by dividing them.
- 212 In Y3 and Y4, pupils recognise equilateral and isosceles triangles and know the features of some polygons. Pupils in Y5 and Y6 succeed in measuring the area of a rectangular surface in centimetres correctly.
- 213 Pupils in KS2 show good skills in gathering data on a tally chart and presenting it in block and bar graph format. They use decimal notation to add money bills in pounds and pence.

Shortcomings

- 214 In both key stages, pupils' skills in undertaking independent investigative work and problem solving are insufficiently developed.
- 215 In KS2, pupils' ability to use mathematical language and to explain the strategies used are underdeveloped.
- 216 At the upper end of KS2, pupils' knowledge of angles, perimeter and area is limited.
- 217 Pupils at the upper end of KS2 do not develop sufficient knowledge of the relationship between fractions, decimal fractions and percentages.

Science

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

- 218 In KS1, pupils develop good investigative skills through exploring the effect of pulling and pushing on objects. They understand that the wind can make things like boats move and create electricity through a windmill.
- 219 Pupils in KS1 are investigating forces through releasing small cars on different slopes and a variety of surfaces. They can ask appropriate questions when experimenting to see if the size of the car affects the distance it can travel. They predict and record the results effectively.
- 220 Key stage 1 pupils predict confidently when investigating which objects float and sink and check their predictions through testing them.
- 221 They understand the life cycle of plants through growing plants from seed in the class greenhouse made by them from empty plastic bottles.
- 222 In KS2, pupils have a good understanding of the pollination process and can name the parts of the plants correctly, using the appropriate vocabulary.
- 223 Most Y5 and Y6 pupils can create fair tests to discover how simple changes to the wing of a paper aeroplane can affect the distance it will travel. They record their work carefully and can present their results in a range of ways.
- 224 Pupils' knowledge of electrical circuits is developing well and they know the symbols in a diagram. Some can look at a circuit and predict, with reasons, if the circuit will be effective or not. They use scientific vocabulary correctly when working on their tasks.
- 225 They describe correctly the reason for day and night and how the earth's journey around the sun leads to the seasons. They can name the planets.

Shortcomings

- 226 There are no important shortcomings, but in both key stages, pupils' skills of working independently when planning an experiment and offering variables are limited.

Information and communications technology

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

- 227 Pupils use the sufficient supply of laptops well in order to learn new computer skills or to work together as a whole class on a project such as gathering data on the World Cup.
- 228 In KS1, pupils use the word processing package effectively to record and create a report or story, making changes when needed.

- 229 Key stage 1 pupils use the digital cameras confidently, taking photographs that record the class' current work, transferring it to the computer and then using the photographs in their work. They use the Bee-bot floor roamer by setting procedures in order to plan its journeys.
- 230 They create interesting pictures which are relevant to their work throughout the curriculum through using an art package effectively.
- 231 In KS2, pupils develop their computer skills and their expertise to use ICT equipment well. They use the internet confidently as they search for information across the curriculum.
- 232 Key stage 2 pupils use digital cameras to record their work in a variety of activities, including physical education and they use their photographs appropriately when evaluating each other's work.
- 233 They can use the 'Data Harvester' tool to gather data on the weather and also changes in temperature when undertaking experiments. They display their results in graphs and tables. They understand the importance of a database to help handle a range of statistics and do so by creating a data base on subjects such as the election and the World Cup.

Shortcomings

- 234 There are no significant shortcomings.

Design and technology

Key Stage 1: Grade 3: Good features outweighing shortcomings

Key Stage 2: Grade 3: Good features outweighing shortcomings

Good features

- 235 Most learners throughout the school show a good understanding of the designing, making and evaluating processes. Many of the learners know that design and technology has an important role in our world today, and the majority of the work they complete reflects this.
- 236 In both key stages, the majority of learners have a good understanding of the purpose and importance of research as part of the design process. They look in detail at a wide range of objects and products, for example various masks, before designing their own products.
- 237 Throughout the school, learners' initial designs are usually of a good standard. In both key stages, use is made of a wide range of materials, such as wood, cardboard, paper, clay, mod roc plastic, textiles and food. The majority show accomplished skills when working.
- 238 The making skills of most learners, at an appropriate level, are good.
- 239 In both key stages, most learners use a wide range of ICT skills effectively to support their work.
- 240 The majority of learners display good evaluative skills as they self-evaluate different parts of the process. Many of them evaluate their finished products sensibly, and suggest ways of improving them.

- 241 All learners throughout the school are aware of safety measures when using equipment. Learners in KS1 understand the importance of hygiene as they produce cakes and discuss ingredients in foods.
- 242 Many learners in KS2 use the web effectively to research ideas for their own products and they can gather this information together in order to help with the design process. They use the web to for example, research world cup mascots, before proceeding to design some of their own.
- 243 Most learners use appropriate vocabulary when discussing their work.
- 244 Learners in KS2 use terms such as 'textiles', 'thick' and 'smooth' to describe materials as they create wall hangings to relate the story of Gelert.

Shortcomings

- 245 Pupils' skills in developing ideas and designing independently are limited.
- 246 The lack of challenge in the tasks set limits pupils' ability to work at an appropriate level and to produce a wide enough range of projects.
- 247 Learners do not have a sufficient understanding of control technology and they do not incorporate it in their design projects.

History

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 3: Good features outweighing shortcomings

Good features

- 248 In KS1, pupils' chronological awareness is developing well. They understand the difference between old and new and are familiar with placing events and objects in the correct sequence. They ask and respond well to a variety of questions about the past.
- 249 Pupils have an increasing understanding of the concept of the present and the past. They can describe life today and how it has changed over time. They compare changes over a period in homes, in the hospital and at the seaside. They use historical terms correctly to describe the passage of time.
- 250 In KS2, pupils have a good awareness of the chronology of historical periods and use time lines precisely.
- 251 Pupils in Y3 and Y4 show a thorough knowledge of the most important features of the Celt community and their understanding of events and people from the past is developing appropriately. They understand the significance of Mari Jones' actions in her life in detail and correctly.
- 252 Older pupils in KS2 can research confidently into significant events during the Tudor period. They convey information in a variety of ways, including stories and a portrayal of Henry VII.
- 253 Pupils in KS2 succeed in differentiating between opinion and fact. They present historical information on the area through a coalminer's diary, and create a menu from the Second World War period to reflect the food rationing at the time.

Shortcomings

- 254 The range of work produced by KS2 pupils is limited and their research skills of different primary and secondary sources are insufficiently developed.
- 255 In KS2, pupils' knowledge of periods and events in history is superficial and fragmentary

Geography

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

- 256 Almost all pupils in KS1 show that they can understand the difference between physical and human features very well. They can sort appropriate examples when comparing the locality with field work on The Mumbles.
- 257 The mapping skills of many of the pupils are developing well and they can create a map of the neighbourhood, label it, and name the physical and human features together with comparing the local area with Wales, England and Scotland.
- 258 They display a good understanding of the effects of the weather and differentiate between the changes in the seasons and the effect it has on their lives.
- 259 Most KS1 pupils can discuss meaningfully the advantages and disadvantages of development on the lives of people in an unfamiliar area, such as a shanty town in Brazil and houses in Italy in comparison with houses in Wales.
- 260 In Y3 and Y4, pupils' knowledge of places and their mapping skills are developing well through their study of the distance between the football centres in the World Cup in Africa. They use a key skilfully to change centimetres to kilometres in order to calculate distance.
- 261 Most pupils in Y3 and Y4 can compare different communities and differentiate well between the features of a village and a city through their study of the local area and Cardiff Bay.
- 262 They develop their geographical investigative skills well and can find information from atlases and globes about the countries and seas in their study of Paris and Cwmbran and come to know the points of the compass.
- 263 By Y5 and Y6, most pupils can use co-ordinates to recreate a map of Wales, using a scale and key to locate geographical features. Most understand scale and can identify eight points of the compass.
- 264 Pupils have a good knowledge of the different countries and continents and use books and the Web to research effectively in order to glean information.
- 265 In studying an aerial photograph of the locality, pupils succeed well in identifying the differences between the school environments in comparison with areas in the rain forests.
- 266 Older pupils can discuss the difference between Wales and a number of countries, including India and China and how people's way of life is different in the different countries. They understand how the climate and landscape affect the residents' way of life.

Shortcomings

267 Pupils' use of their enquiry skills, including data handling, is limited.

Art and design

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 3: Good features outweighing shortcomings

Good features

268 Pupils in both key stages make good use of their sketchbooks to record and develop their art ideas. They include observational work together with design and print work with a range of objects and record patterns.

269 In Y1 and Y2, pupils show a good understanding of shape and pattern as they undertake observational work on shells. They succeed in conveying the mood of the seaside extremely effectively with various lines to represent the sea and the sky, the sand and the seaweed, mixing colours and creating tones of the same colour. They understand the line and pattern of fish scales. They make effective use of ICT to repeat images of a lighthouse and shells.

270 Key stage 1 pupils develop an increasing understanding of colour as they use paint to mix primary colours to create other colours, and differentiate between cold and warm colours. They succeed in using a variety of media such as chalk, charcoal, wax crayons and oil pastels confidently on a variety of papers to create pictures of the weather. As a group, they create a very effective landscape using a variety of painting and printing techniques.

271 In Y1 and Y2, pupils create colourful three-dimensional flowers from clay after investigating the natural environment. They use shaving foam on paper to create images of characters from the story of 'The Three Little Pigs' and print them on different papers.

272 Year 3 and Y4 pupils show good understanding of line and perspective in their football pictures. They succeed in conveying a good impression of players' movements in defending the goal. In their pencil pictures of the local landscape, they use the image of the school fence to create a sense of nearness and distance effectively.

273 Pupils in Y3 and Y4 use their knowledge of cold and warm colours effectively to create a woven piece that shows a sound understanding of colour, tone and line. Their papier mâché hats show good designing and making skills.

274 In Y5 and Y6, pupils show lively imagination and good awareness of colour and texture as they create an abstract landscape in the style of a local artist. They use a variety of different fabrics and papers to build layers of paper in order to convey the image of mountains or beaches effectively. Their pastel pictures of local mountain landscape in the style of Kyffin Williams show appropriate understanding of colour and line.

275 Pupils in Y5 and Y6 succeed in creating interesting portraits with different paint or pencils, emulating the style of world famous artists such as Andy Warhol and Picasso. They make effective three-dimensional heads using modroc and painting it, and make a shield from clay, imitating the Celtic patterns.

Shortcomings

- 276 In both key stages, pupils' knowledge of Welsh artists is limited.
- 277 There is no evidence of work based on art from other cultures in both key stages.
- 278 In KS2, pupils skills have not developed sufficiently based on their knowledge and skills in KS1.

Music

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

- 279 Throughout the school, pupils sing with enthusiasm. In CS1, they understand that there is a difference between 'slow and quiet' and 'fast and strong'. They know when pitch rises or falls and can copy simple rhythms and clap them correctly. In KS2, pupils sing an increasing repertoire of unison songs. They have an understanding of dynamic, pitch and texture.
- 280 Most pupils can identify tuned and untuned instruments, and use them and the instruments they have created to keep the beat and perform specific rhythms. This was particularly effective in KS1 as they created seaside sounds. They use a computerised programme successfully to compose musical patterns.
- 281 When listening to music, they can identify a variety of music, using musical vocabulary appropriate. They can evaluate 'Storm at sea' by Vivaldi and ask and answer relevant questions.
- 282 They use an African music workshop to extend their experiences and develop their rhythmic skills. They develop the ability to clap and copy a rhythm, and to keep a steady beat.
- 283 Pupils in KS2 have a good understanding of how to use a simple graphic score as a means of composition. They compose a simple piece of music for the World Cup and convey sounds that match the theme. They work together well in a group using rhythms, voices and a variety of tuned and untuned instruments to perform their compositions. They listen intently to each other's performances and evaluate them through using the two stars and a wish strategy.
- 284 Some pupils take advantage of peripatetic instrumental lessons and this contributes towards the development of their peers' skills.

Shortcomings

- 285 There are no significant shortcomings.

Physical education

Key Stage 1: Grade 3: Good features outweighing shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

- 286 In both key stages, pupils understand the effects of exercising the body on health and fitness well. They are aware of the reasons for warming up the body at the beginning of the lesson.

- 287 All pupils in both key stages have good spatial awareness and use the whole area of the yard effectively. They move with good control in a variety of ways and in different directions during the warming up sessions.
- 288 Throughout the school, pupils have opportunities to respond imaginatively to different stimuli such as music and evaluate each other's performances in order to improve them.
- 289 In KS1, pupils listen well to instructions and the majority develop the ability to wait their turn.
- 290 Pupils in KS2 evaluate each other's performances collectively. They evaluate their own work and that of others effectively, identifying good features and suggesting improvements.
- 291 The majority of pupils develop their throwing skills effectively. Pupils work well showing progress in their personal skills.
- 292 Only pupils in Y4 receive swimming lessons. By the end of the year, many of the children succeed in swimming 25m.

Shortcomings

- 293 In KS1, pupils' awareness of safety is insufficiently developed.
- 294 The games skills of KS1 pupils are underdeveloped because they spend too much time waiting and standing listening to instructions rather than being actively involved.

Religious education

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 3: Good features outweighing shortcomings

Good features

- 295 Pupils in both key stages show understanding of principles such as friendliness, care for others and sharing with others. Pupils can discuss these well.
- 296 They are familiar with stories from the Bible and also aspects of stories from other religions such as Judaism and Hinduism. They are aware that the Bible is a sacred book for Christians and that Jews and Hindus also have sacred books.
- 297 In KS1, pupils have good knowledge of how we depend on the natural world that God has created. They can discuss simply what we need to live in our habitat.
- 298 Pupils in KS1 show a good understanding of the celebrations of the Jewish and Hindu faiths, through looking at artefacts and studying patterns.
- 299 In KS2, pupils are familiar with the Bible story about the Creation and can recall it well. Pupils realise that protecting the environment is important. They are aware of how charities such as Christian Aid help people and their environment.
- 300 Pupils in KS1 show a sound grasp of a story about Jesus being tempted in the wilderness. They develop a good understanding of the events of Holy Week and their significance.
- 301 They show increasing awareness of celebrations, and write meaningfully about important celebrations in their lives. They create an invitation to a Jewish Bar Mitzvah.

302 They compose their own simple prayers which arise from their personal experience. Individuals know that prayer is a means of speaking to God.

Shortcomings

303 In KS2, pupils' knowledge of elements and aspects of different religions is superficial.

School's response to the inspection

The fact that the inspection team has recognised Ysgol Bryn Onnen as being a school which has many good features and an institution where children can learn in an atmosphere of happiness and fun is a source of pride to us as a school. We feel that our pupils bring clear praise to the school community and are very proud of each one of them.

In the same way, we are proud of the fact of the outstanding relationship that exists between the school and the parents. The education process is a two way system and we are very eager to support the parents each step of the way. Although this was an outstanding feature, we are very keen to develop the relationship further during the years to come.

The staff at Ysgol Bryn Onnen are industrious and enthusiastic and highlight the real importance of team working. It was good to see that the inspectors had also noted this. Once again, we are very keen to develop this further in the years to come.

We accept the recommendations given by the inspection team and see these as an opportunity for moving the school forward. Indeed, they provide a sound foundation in order to ensure continuous improvement for Ysgol Bro Onnen. The SMT and the governing body will draw up a comprehensive post-inspection action plan following the findings of the inspection team, in order to ensure that this school continues to go from strength to strength.

On behalf of the whole community at Ysgol Bryn Onnen, we would like to thank the inspection team for their hard work, their professionalism, courtesy and honesty during the inspection process. The process was an extremely valuable one and we look forward to the future with confidence.

Appendix 1

Basic information about the school

Name of school	Ysgol Bryn Onnen
School type	Primary inc Foundation Phase
Age-range of pupils	4-11
Address of school	Varteg Road Varteg Pontypool Torfaen
Postcode	NP4 8TY
Telephone number	01495 772284

Headteacher	Mr Ryan Parry
Date of appointment	September 2009
Chair of governors	Mr Hugh Knight
Registered inspector	Mrs Rhiannon Harris
Dates of inspection	14-16 June 2010

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	50	40	39	34	31	24	33	251

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	0	11

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:8:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27.9
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2009	-	91	91.2
Autumn 2009	-	89.5	92.1
Spring 2010	-	93.4	93.6

Percentage of pupils entitled to free school meals	22
Number of pupils excluded during 12 months prior to inspection	3

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

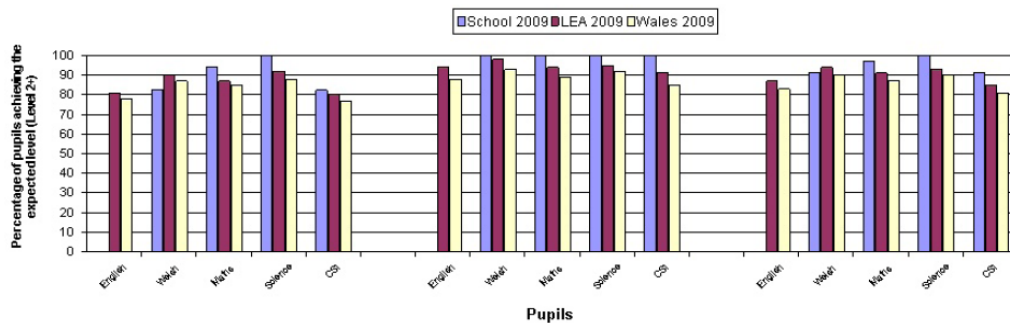
YSGOL BRYN ONNEN
Torfaen

LEA/School no: 678/2318

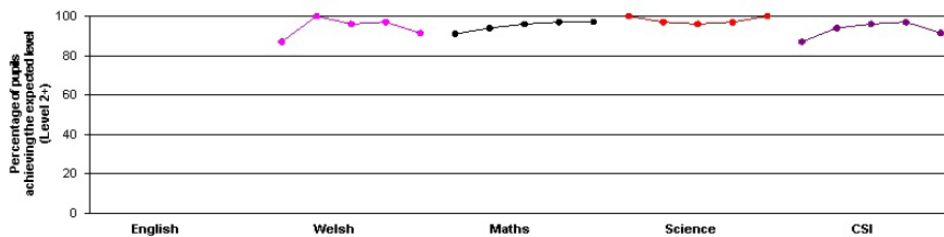
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English		81	78		94	88		87	83
Welsh	82	90	87	100	98	93	91	94	90
Maths	94	87	85	100	94	89	97	91	87
Science	100	92	88	100	95	92	100	93	90
CSI	82	80	77	100	91	85	91	85	81



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

More than or equal to 16 per cent and up to 24 per cent eligible for FSM

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		75		84		92	
Welsh		85	91	93		100	
Maths		80		88		96	97
Science		85		92		100	
CSI		74		82		90	91

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report created by DEWi on 25/09/2009

Page 1 of 1

This report uses data for 2009 for LEA and Wales comparative information

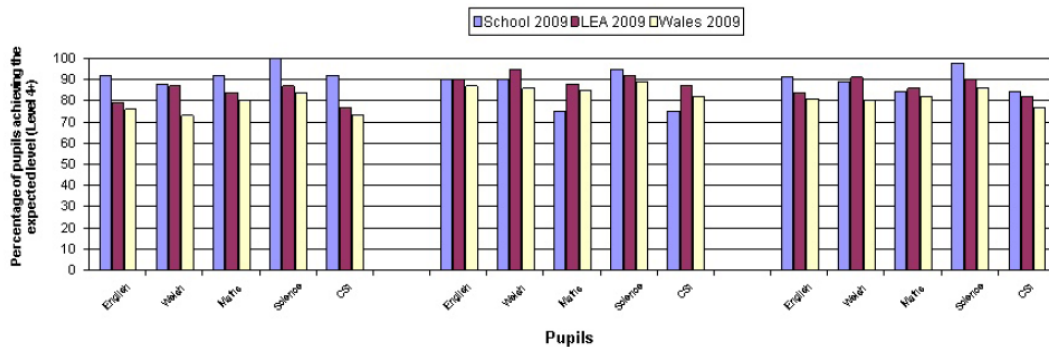
YSGOL BRYN ONNEN
Torfaen

LEA/School no: 678/2318

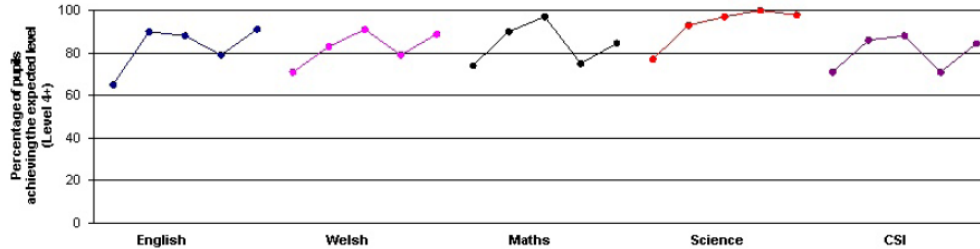
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	92	79	76	90	90	87	91	84	81
Welsh	88	87	73	90	95	86	89	91	80
Maths	92	84	80	75	88	85	84	86	82
Science	100	87	84	95	92	89	98	90	86
CSI	92	77	73	75	87	82	84	82	77



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent.
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
- Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 16 per cent and up to 24 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		74		82		87	91
Welsh		67		78		89	
Maths		76		83	84		88
Science		80		88		94	98
CSI		69		77		83	84

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

Five inspectors spent a total of 12 inspector days at the school. A peer assessor was also at the school for three days. The inspection team were supported by the school's nominee. The team met before the inspection.

Inspectors visited:

- 43 lessons or parts of lessons;
- registration periods, assemblies and sessions of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspection;
- teachers and assistants;
- the school council and the eco committee; and
- other interested parties associated with the school.

The team also considered:

- the school's self-evaluation report;
- 47 responses to the parents' questionnaire, the majority of which were positive;
- documentation provided by the school both before and during the inspection;
- a wide range of pupils' current and previous work; and
- examples of pupils' reports.

Following the inspection, the team held meetings with the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Rhiannon Harris Registered Inspector	Led on: Context, Summary, Recommendations and Appendices Key Questions 1, 2 and 5 Welsh, mathematics, art and design
Gwynoro Jones Lay Inspector	Led on: Key Question 7 Contributing to Key Questions 1, 3 and 4
Brian Davies Team Inspector	Led on: Key Question 6 science, information and communications technology, design and technology, physical education
Non Neave Team Inspector	Led on: Key Question 4 English, history, music, religious education
Elizabeth Morgan-Jones Team Inspector	Led on: Key Question 3 Foundation Phase, geography
Melfyn Hopkins	Peer Assessor
Ryan Parry	Nominee

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.

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