

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

**YSGOL GYMRAEG BRO OGWR
FFORDD Y DYWYS OGES
BRACKLA
PENYBONT AR OGWR
CF31 2LN**

SCHOOL NUMBER: 672 2298

DATE OF INSPECTION: 24 – 27 MAY 2004

**BY
MRS ELERI BETTS**

REGISTERED INSPECTOR: W248/17717

DATE: JULY 16 2004

UNDER ESTYN CONTRACT NUMBER: C/T/205/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
CD-Rom	-	Compact Disk Read Only Memory
CoP	-	Code of Practice
EBP	-	Education Business Partnership
EWO	-	Education Welfare Officer
GB	-	Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NAfW	-	National Assembly for Wales
NC	-	National Curriculum
NNEB	-	National Nursery Education Board
NQT	-	Newly Qualified Teacher
PSE	-	Personal and Social Education
PTA	-	Parent-Teacher Association
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
SMT	-	Senior Management Team
Y	-	Year

CONTENTS

1. CONTEXT	1
THE SCHOOL AND ITS PRIORITIES.....	1
2. MAIN FINDINGS	2
THE MAIN FINDINGS OF THE REPORT.....	2
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	5
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING	5
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM.....	6
4. ETHOS OF THE SCHOOL	7
4.1 PUPILS’ SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.....	7
4.2 BEHAVIOUR AND ATTITUDES.....	8
4.3 ATTENDANCE	8
5. QUALITY OF EDUCATION	9
5.1 TEACHING.....	9
5.2 ASSESSMENT, RECORDING AND REPORTING.....	9
5.3 CURRICULUM.....	10
5.4 SUPPORT, GUIDANCE AND PUPILS’ WELFARE	12
5.5 PROVISION FOR PUPILS WITH SEN.....	12
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS	13
5.7 PARTNERSHIP WITH INDUSTRY	14
6. MANAGEMENT	14
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT.....	14
6.2 LEADERSHIP AND EFFICIENCY	15
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES.....	16
7. SUBJECTS AND AREAS OF LEARNING	17
STANDARDS ACHIEVED BY PUPILS.....	17
PROVISION FOR THE UNDER-FIVES.....	17
WELSH.....	23
ENGLISH.....	24
MATHEMATICS.....	25
SCIENCE.....	26
DESIGN AND TECHNOLOGY	27
INFORMATION TECHNOLOGY.....	27
HISTORY	28
GEOGRAPHY	29
ART.....	30
MUSIC.....	31
PHYSICAL EDUCATION	32
GOOD FEATURES	32
RELIGIOUS EDUCATION	33
8. SCHOOL IMPROVEMENT	34
8.1 PROGRESS SINCE THE LAST INSPECTION.....	34
8.2 KEY ISSUES FOR ACTION	36
APPENDIX	37
A. BASIC INFORMATION ABOUT THE SCHOOL.....	37
B. SCHOOL DATA AND INDICATORS	37
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS	38
D. THE EVIDENCE BASE OF THE INSPECTION.....	40

E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM..... 41

PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Ysgol Bro Ogwr provides education through the medium of Welsh for three to eleven year old pupils in the Bridgend area. The school was originally established on another site in the town, but in 1994, it was transferred to the present site in Brackla, one of the town's suburbs. An extension and two mobile classrooms have been added owing to the increase in the numbers.

There are 393 pupils on roll at present, a figure which includes 30 full-time nursery children. The school indicates that about half the pupils come from the inner part of the town of Bridgend, a quarter from locations outside the town and the remainder from the surrounding rural vicinity and that these areas are neither prosperous nor economically disadvantaged. About 17% are entitled to free school meals and around 5% come from homes where Welsh is the main language. Slightly over 1% of pupils are from ethnic minority backgrounds. 85 pupils are on the SEN register and none are statemented. Pupils represent the full range of ability.

There are 15 classes, including two classes for each educational year and one nursery class. The majority of staff have been in the school for a considerable time; a new head teacher was appointed in September 2003.

The school's aims and objectives are to:

- ensure that every pupil is bilingual by the end of his/her course at the school and that he/she has an opportunity to use the Welsh language in a variety of situations;
- offer pupils opportunities to learn through direct and relevant experiences within a happy and homely atmosphere which promotes learning in order to develop lively and inquiring minds;
- extend every individual to his/her limits and encourage pupils to make the best use of their talents and to develop as thinking individuals;
- prepare every pupil to be a responsible member of society;
- develop self-confidence and a positive attitude towards work;
- ensure that every pupil is aware of his/her important role within the school;
- create close links between teachers and parents in order to reinforce their children's learning;
- offer the pupils a variety of social activities in order to raise their awareness of their language and culture and the world around them.

The school's priorities for this year are to:

- ensure consistency in every member of staff's curriculum plans;
- ensure that differentiated work is prepared for the range of ability in each class;
- ensure that the staff set achievable targets for the pupils;
- reinforce the use of personal profiles to ensure progression and continuity in pupil

assessment;

- raise standard of learning and teaching in mathematics across the school and give special attention to investigative mathematics, mental mathematics and practical work;
- develop and expand the role of subject co-ordinators;
- ensure appropriate strategies for promoting and supporting good behaviour in every aspect of school life.

The school was last inspected in May 1998.

2. MAIN FINDINGS

The main findings of the report

Although there are early signs of progress to be seen through the leadership of the new head teacher who is energetic, has a clear vision and evaluates all the educational provision very effectively, there has been insufficient progress in the key issues identified in the last inspection. Consequently, the school has serious weaknesses.

- The general quality of the provision for the under-fives taken overall is appropriate to their needs and they make very good progress in the nursery class, and satisfactory to good progress in the reception classes towards the Desirable Outcomes for Children's Learning.
- Standards in the six areas of learning for under-fives are as follows:

	Nursery	Younger reception	Older reception
Language, literacy and communication skills	Very good	Satisfactory	Good
Personal and social development	Very good	Good	Good
Mathematical development	Very good	Satisfactory	Good
Knowledge and understanding of the world	Very good	Good	Good
Physical development	Very good	Satisfactory	Good
Creative development	Very good	Good	Good

- Across the school standards are satisfactory in about 47% of the work seen, good in approximately 37%, very good in about 5% and unsatisfactory in the remaining 11%. For the under-fives in the nursery and reception classes, standards are at least satisfactory in all work observed, including about 50% which is good and approximately 42% which is very good. In KS1 standards are satisfactory in 58% of the work seen, good in around 38% and unsatisfactory in the remaining 4%. In KS2 standards are satisfactory in about 50% of all the work seen, good in 34% and unsatisfactory in the remaining 16%. Many pupils under achieve.

- Overall, standards in NC subjects and religious education are as follows:

Subjects	KS1	KS2
Welsh	Satisfactory	Satisfactory
English	Not applicable	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical education	Satisfactory	Satisfactory
Religious education	Satisfactory	Satisfactory

- For the under-fives, standards and progress made in the key skills in speaking, listening, reading and writing, numeracy skills and the use of ICT are good. In KS1 and KS2 they are satisfactory across language and numeracy skills, but unsatisfactory in ICT. KS1 and KS2 pupils adapt their writing style satisfactorily, but an over-dependence on worksheets hinders their ability to write independently and creatively. Not enough use is made of computers as a cross-curricular tool to assist and support learning and infrequent use is made of the internet and various CD-ROMs to search for information.
- Pupils' moral and social development is good and their spiritual and cultural development is satisfactory. The quality of whole-school assemblies is good and complies with statutory requirements. Pupils have an opportunity to participate through readings, prayers and singing together. Relationships between pupils and fellow pupils and their teachers are good; they know the difference between right and wrong and respect their fellow pupils, adults and other people's property. They display a good awareness of their own culture, but their awareness of other cultures is not sufficiently developed.
- Pupils' behaviour and attitudes are good and have a positive effect on the school's quality of life. The school's policies and arrangements for raising standards of behaviour have been successful and the school is a happy and orderly community. Parents have indicated their satisfaction with behaviour standards at the school.
- Attendance is satisfactory and registration arrangements are effective. Pupils arrive punctually in the mornings and the school makes a good effort to remind parents of the importance of punctuality and informing the school promptly of their child's absence.
- Across the school, teaching is satisfactory in around 43% of lessons observed; it is good in approximately 35%, very good in about 5% and unsatisfactory in the remaining 17%. For the under-fives, it is satisfactory or better in all the lessons observed including approximately 42% which is good and about 33% which is very good. In KS1, it is satisfactory in about 46% of lessons seen, good in approximately 38%, very good in around 8% and unsatisfactory in the remaining 8%. In KS2, it is satisfactory in about 45% of lessons seen, good in approximately 32%, and unsatisfactory in the remaining 23%.

- In the best lessons, teachers have high expectations and set interesting tasks to develop pupils' skills, knowledge and understanding. When teaching is satisfactory or unsatisfactory there is a lack of challenge and imagination in the sessions; shortcomings include insufficient direction and structure, no clear aim to the lessons and low expectations with acceptance of uncompleted and unchallenging work.
- Assessment, recording and reporting is unsatisfactory. It is only during the current year that a co-ordinator has been appointed for this area. Since taking up these responsibilities, she has established assessment procedures which are to be implemented during the next educational year but they are not currently in place.
- Overall, the quality of the curriculum is unsatisfactory although for under-fives, it is good. Recently, the school has started to place more emphasis on consistency and differentiated work in teachers' planning but the lack of team awareness has an adverse effect on continuity and progression in the curriculum. However, teachers who teach the same school year group plan well together in order to provide parity of experiences. The quality, depth and the range of work in a number of NC subjects and religious education are substantially lower than what could be reasonably expected for pupils' ages and abilities. The cwricwlwm Cymreig is presented through some subjects but there are obvious gaps in other areas. Pupils have opportunities to experience extra-curricular activities including team games and homework is provided but the level of work does not always extend pupils. A positive response has been made for the provision of PSE but the school does not have a policy or procedures for key skills.
- Support, guidance and pupils' welfare is good. The school provides a safe and positive environment. Staff are very caring in matters relating to pupils' safety and personal welfare during lessons and at break-times; the school has a range of policies related to discipline. Procedures are in place for children with disabilities, although there is no policy outlining them, nor for drug education, racial equality, nor for raising pupils' awareness of world citizenship. Appropriate emphasis is placed on equal opportunities and social inclusiveness within the school's programme of work and activities. Sex education is presented in a sensitive manner through the medium of science lessons.
- The quality of provision for SEN is satisfactory and overall, pupils make satisfactory progress. All are integrated within mainstream classes and have full access to the NC. They receive good support. However, there are insufficient links between SEN sessions and work undertaken in the classes and there is a lack of provision for very able and gifted pupils.
- Partnerships with parents, community, schools and other institutions are satisfactory. The school gives parents good information about termly events and their children's development but some information that should be included is missing from the school prospectus and there is no home/school agreement. Appropriate links with local churches, the Bridgend history society and the local library are maintained. The partnership with the receiving secondary school continues to develop with additions to transfer arrangements and transition work being undertaken with Y7. The school co-operates with other schools feeding Ysgol Gyfun Llanhari with links at head and staff level and with cultural competitions and sports for pupils. The school makes full use of all the appropriate services provided by the LEA.

- Partnership with industry is generally satisfactory. The school has not created a policy for this aspect, but there are arrangements for seeking sponsorship from companies which benefit from their links with the school.
- The quality of the school's self-evaluation is satisfactory as there have been no adequate procedures in place for the self-evaluation process since the last inspection. However, the recently prepared self-evaluation document is good and has started the process of establishing a culture of self-evaluation within the school.
- Although the new head's leadership is good and effective overall, leadership and management are unsatisfactory. The schools daily routines proceed effectively. Some of the school's statutory documentation and management does not comply with statutory requirements. Overall, subject co-ordinators are not proficient in their role in monitoring the subjects, and do not contribute effectively to curricular areas, the quality of teaching and raising standards. A start has been made in raising the GB's awareness of their role in improving standards and the quality of the education provided but their role has not developed adequately. A more detailed budget control is being put in place. Until recently there was no appropriate SDP but one was prepared in the autumn of 2003 which concentrated on standards and the quality of provision. Although the staff and GB are beginning to develop an awareness there is an over-dependence on the new head to guide the school's direction and vision.
- The school's staffing level is good and is appropriate for the number of pupils. Teachers are appropriately qualified. Some have attended INSET courses but provision is inconsistent and continual professional development of staff and the performance management process have not been implemented. The quality of the learning support assistants in under-five classes and KS1 is good.
- Accommodation is very good. The school is located on a delightful site. The grounds are used consistently by pupils and space around the school is a considerable asset to teaching and learning. The building shows signs of constant care by teachers and pupils it is clean and safe and offers a pleasant ethos and an appropriate learning environment.
- The quality and extent of resources are generally good and are stored tidily and carefully. The school has a good supply of interactive whiteboards in classrooms but they are not being used in every class. The school has two libraries and there is a good supply of reading books in every room.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Across the school standards are satisfactory in about 47% of the work seen, good in approximately 37%, very good in about 5% and unsatisfactory in the remaining 11%.

- For under-fives in the nursery and reception classes, standards are at least satisfactory in

all the work seen, including about 50% which is good and approximately 42% which is very good.

- Nursery class children make very good progress in language, literacy and communication skills, personal and social development, mathematical development, knowledge and understanding of the world, physical development and creative development.
- In the younger reception class, children make good progress in their personal and social development, knowledge and understanding of the world and their creative development. They make satisfactory progress in language, literacy and communication skills mathematical development and physical development.
- In the older reception class, children make good progress in all six areas of the Desirable Outcomes.
- In KS1, standards are satisfactory in about 58% of the work seen, good in around 38% and unsatisfactory in the remaining 4%. Standards are satisfactory in Welsh, English, mathematics, science, design and technology, information technology, history, geography, art, music, physical education and religious education.
- In KS2, standards are satisfactory in about 50% of all the work seen, good in around 34% and unsatisfactory in the remaining 16%. Standards are satisfactory in Welsh, English, mathematics, science, design and technology, information technology, history, geography, art, music, physical education and religious education.
- According to teacher assessment in 2003, the percentage of pupils in KS1 who attained level two or higher was 3% higher than the national core subject indicator, but 5% lower than the county equivalent average. The school was in the lowest quartile; only in Welsh was it above the median.
- In KS2 national tests and assessments in 2003 the percentage of pupils who attained level four and above was substantially lower than the national and county figures. The core indicator for the percentage of pupils who attained level four and above in core subjects in 2003 was 54.3%. The school was in the lowest quartile, with every subject other than Welsh in the same band.
- With the exception of mathematics, the school did better in the national tests than the targets set by teachers. Mathematics is the lowest performing core subject over the last four years.
- Boys' performance was substantially lower than girls' in the 2003 national tests. 65% of girls achieved the core subject indicator of level four or above in each of the core subjects, whilst less than 40% of boys achieved a similar level.

3.2 Standards Achieved in Key Skills across the Curriculum

For the under-fives, standards and progress across the key skills is good. In KS1 and KS2, they are satisfactory in speaking, listening, reading, writing and numeracy. In ICT they are unsatisfactory.

- The under-fives make good progress as they apply their initial skills in literacy and numeracy and the use of ICT within and across the six areas of learning.
- In KS1 and KS2 pupils listen satisfactorily to teachers' presentations and respond appropriately in both languages.
- In KS1, pupils read a range of Welsh language materials to a satisfactory standard. KS2 pupils display a love of books but their reading in Welsh and English is often laborious and lacks expression.
- In KS2 standards of pupils' expression in Welsh and English are satisfactory. Their ability to speak properly and fluently is hindered by a lack of adequate opportunities for discussions as a whole-class or when working in pairs or groups. They use technical terms relatively correctly in their work in science, design and technology and geography, for example, but on a more restricted basis in other subjects.
- KS1 and KS2 pupils adapt their writing styles satisfactorily when they respond to the different purposes of writing across the curriculum. At times however, there is an over-reliance on worksheets in some aspects of the curriculum and this hinders their ability to write independently and creatively.
- KS1 and KS2 pupils use their number skills satisfactorily and these are transferred relatively effectively to other aspects of the curriculum. They use their measuring and counting skills satisfactorily in their science, design and technology, geography and physical education work.
- The application of ICT skills across the curriculum is unsatisfactory. Insufficient use is made of computers as a cross-curricular tool to assist and support learning. Infrequent use is made of the internet and various CD-ROMs to search for information across subjects. Some data is recorded in geography by means of tables and graphs.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' moral and social development is good, and their spiritual and cultural development is satisfactory.

- Daily sessions of collective worship are provided through whole school, year or class assemblies and comply with statutory requirements. The quality of whole school assemblies is good. Pupils are given an opportunity to participate through readings, prayers and singing together. Assemblies are based on Christian principles and the pupils respond well to the provision. Recently, the practice of holding class assemblies and inviting parents to them, has been established.
- The relationship of pupils with one another and with their teachers is good and pupils are willing to share their feelings with others. However, they have few opportunities in

lessons to meditate on what they have heard.

- Within the school respect towards and responsibility for others are promoted. Pupils know the difference between right and wrong and they respect their fellow pupils, adults and property; they are polite to visitors.
- Pupils work well together and they respond positively to responsibility. Older ones are very caring of those younger than themselves and they undertake monitoring duties conscientiously.
- Pupils are aware of their responsibilities for the environment. They know about the circumstances of people less fortunate than themselves and they contribute regularly to charitable causes in the area.
- Pupils display a good awareness of their own culture but their understanding of other cultures has not developed sufficiently.

4.2 Behaviour and Attitudes

The quality of pupils' behaviour and attitudes is good.

- Behaviour and attitudes have a positive effect on the school's efforts to raise standards and on the quality of life at school.
- The school's policies and arrangements for raising behaviour standards have been successful and the school is a happy and orderly community.
- Parents have indicated their satisfaction with the standard of behaviour in the school and there is no evidence that bullying is a cause for concern.
- One KS2 pupil was temporarily suspended during the previous three terms.

4.3 Attendance

Attendance is satisfactory with a 93.6% attendance rate during the previous year.

- The school operates an effective registration system with information transferred weekly to a computer.
- Pupils' punctuality in the morning is good and the school registers instances of late arrival as unauthorised absences; the percentage of these is low.
- The school makes a good effort to remind parents of the importance of punctuality and informing the school promptly of their child's absence.
- Close contacts are maintained with the EWO, who has been working closely with the

school recently to ensure that the school complies with statutory arrangements for recording unauthorised absences.

5. QUALITY OF EDUCATION

5.1 Teaching

Across the school, teaching is satisfactory in around 43% of lessons seen; it is good in approximately 35%, very good in about 5% and unsatisfactory in the remaining 17%.

- For the under-fives, teaching is satisfactory or better in all the lessons observed including approximately 42% which is good and about 33% which is very good. In KS1, it is satisfactory in about 46% of lessons seen, good in around 38%, very good in approximately 8% and unsatisfactory in the remaining 8%. In KS2, teaching is satisfactory in about 45% of the lessons seen, good in approximately 32%, and unsatisfactory in the remaining 23%.
- Teaching in the under-fives' classes uses visual resources which stimulate pupils. A very good knowledge of the early years' curriculum ensures purposeful teaching which provides a balance of free choice and structured opportunities for the children.
- In KS1 and KS2, the majority of teachers have a satisfactory knowledge and understanding of a number of the NC subjects and religious education.
- In the best lessons, teachers have high expectations of pupils and they set interesting tasks to develop pupils' skills, knowledge and understanding. The lesson's aim is shared with pupils and teaching is energetic and lively. Sessions are well timed and purposeful use is made of available resources.
- When the teaching is satisfactory or unsatisfactory, there is a lack of challenge and imagination in the sessions. There is no direction, positive structure or clear aim to the lessons. The work is not sufficiently differentiated to meet the needs of very able or less able pupils. Expectations are low and underachievement and the presentation of uncompleted or unchallenging work is accepted. Often, planning is insufficiently structured to ensure continuity and progression across the school. There is a lack of variety in teaching methods and strategies and although every class has its own interactive whiteboard, very little use is made of it as an effective teaching tool. Insufficient opportunities are given to pupils to develop responsibility for their own learning.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is unsatisfactory.

- It was only during the current year that a co-ordinator has been appointed; since taking up these responsibilities, she has established assessment procedures which are to be implemented during the next school year but they are not currently in place.

- All adults who work in the nursery class make detailed observations of the children's development and discuss and note any concerns.
- The under-fives are appropriately assessed after they have settled down in the reception class. Use is made of the LEA's baseline assessment. As only one class has received nursery education within the school, teachers' knowledge of these children is better than that of the newcomers.
- Pupils have an individual profile which includes a collection of levelled and annotated work. However, the quality of teachers' comments is variable and it is not possible to track pupils' progress sufficiently from these.
- The present core subject portfolios are selections of work; they do not offer adequate help to teachers with NC levels. There are no portfolios for foundation subjects.
- In the few examples where assessment opportunities are noted in the planning, they only infrequently match the aims of the lesson. Evaluation does not suggest the way ahead for the planning process and there is insufficient differentiation for individuals of different abilities.
- Meaningful and achievable targets are not set for pupils and they do not have opportunities to participate in the process by means of self-assessment.
- On the whole, teachers' experience of assessing NC levels is limited; there is a considerable difference at times between teacher assessment and statutory test results. Until recently, there was no detailed analysis of NC assessments in order to target aspects of work.
- Pupils have language and mathematics tests regularly.
- The quality of records kept by teachers is variable and insufficient attention is given to discussing pupils when transferring from one class to another at the beginning of an educational year.
- Teachers' marking varies. In the best examples, there are positive comments on individuals' work which are encouraging and suggest ways of improvement. Often however, the work has not been marked. Marking guidelines are listed on the covers of language books, but these are not consistently observed.
- Reporting back to parents conforms to statutory requirements. However, comments on the reports for individuals tend to be very similar.

5.3 Curriculum

Overall, the quality of the curriculum is unsatisfactory.

- The curricular provision for the under-fives is good. It is based on a balance of structured learning, fun in discovering things and a freedom to make choices. There is an obvious

continuity between the provision for three and four-year-old children.

- The school has appropriate schemes of work for NC subjects and religious education. They are mainly the LEA's schemes, and overall, they have not been sufficiently adapted to the needs of the school.
- The new head has recently placed more emphasis on consistency and providing differentiated work in teachers' planning.
- Subject co-ordinators vary in their commitment to their responsibilities and this has an adverse effect on curricular provision in a number of subjects. In the best examples, some are very knowledgeable about their subject across the school, but not all are sufficiently active enough in the role.
- The lack of team awareness has an adverse effect on continuity and progression in the curriculum although teachers who teach the same year group plan well together in order to provide parity of experiences. Sometimes however, schemes of work concentrate on the activities to be completed rather than learning objectives.
- The quality, depth and range of work in a number of NC subjects and religious education are substantially lower than what could be reasonably expected for pupils' ages and abilities.
- Much curricular time is wasted during the day. For example, in a number of classes, there are prolonged and ineffective reading sessions which are without adequate focus and as a result curriculum subject teaching sessions are short and there is unfinished work. There are gaps in the curricular provision in some subjects.
- The school does not have a policy or procedures for introducing key skills.
- The school has responded positively to the ACCAC guidelines for PSE although the School Council has not met as yet. Moves are afoot to foster an awareness of citizenship and to boost the European dimension, and health education receives due attention, but curricular provision for awareness of the diversity of the world and sustainable development is limited.
- When pupils have opportunities to go on visits linked to their studies, they are well motivated.
- The cwricwlwm Cymreig is presented through some subjects but there are obvious gaps in other areas.
- Pupils have some opportunities to experience extra-curricular activities but the choices are not wide. They have opportunities to play and compete in team games and perform in the Urdd. At present, the school does not have a programme of residential visits.
- Homework is linked to class work but the level and expectation of work is low in some classes.
- The curriculum is socially inclusive and every pupil has full access to it.

5.4 Support, Guidance and Pupils' Welfare

The quality of support, guidance and pupils' welfare, is good.

- The school provides a safe and positive environment; children and parents indicate that they are happy at school.
- Pupils' personal and social skills are promoted by all adults in the school who provide good care and support. The new head knows all pupils well and they can turn to him at any time for help and advice.
- Staff are very caring in matters relating to pupils' safety and personal welfare during lessons and at break times.
- Staff are aware of county and national procedures for preventing child abuse and they work closely with external agencies such as LEA departments who are ready to offer support and work with the school.
- Since the staffing complement is large and KS1 and KS2 classes are a considerable distance from one another, teachers do duties in the key stages other than the ones they teach. This ensures that they get to know all the children in the school well.
- Procedures are in place for pupils with physical disabilities although there is no policy on this matter, or procedures for drug education, racial equality and raising pupils' awareness of world citizenship.
- Pupils are aware of arrangements in an emergency such as a fire, and electrical and fire-fighting equipment are appropriately examined. Staff awareness however of using such equipment is limited.
- Overall, there is appropriate emphasis on equal opportunities and social inclusiveness within the school's programme of work and activities.
- Sex education is presented in a sensitive manner through the medium of science lessons.
- One member of staff has current first aid qualifications; this is insufficient for a school of this size.

5.5 Provision for Pupils with SEN

The quality of provision for pupils with SEN is satisfactory.

- The school's SEN policy conforms to the requirements of the SEN CoP (2002) and a nominated governor is aware of the procedures.

- At present the school has 85 on the SEN register; no pupil is statemented.
- The deputy is the SENCO and the LEA employs two support teachers to help pupils with SEN; one gives support to pupils with moderate needs whilst the other gives assistance to two pupils who have intensive needs.
- All pupils are integrated into mainstream classes and they have full access to the NC. They receive good support and make satisfactory progress. However, there are insufficient links between SEN sessions and work done in classes.
- A number of tests are used as well as teacher knowledge to establish which pupils have SEN. Any initial concerns are noted on observation forms and concerns are recorded by class teachers and the SENCO as they arise.
- IEPs are prepared for pupils with SEN by class teachers in co-operation with the support teacher; the standard of the IEPs is satisfactory and appropriate targets are revised twice a year. However, procedures for monitoring targets and progress are not sufficiently focused.
- Links with parents and guardians of pupils with SEN are satisfactory; appropriate information is provided in parents' evenings and as necessary.
- There is insufficient provision for very able and gifted pupils.
- Links with appropriate external agencies are good.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Partnerships with parents, community, school and other institutions are satisfactory.

- The school gives parents good information about termly events and their children's development but some information that should be included in the school prospectus is missing and there is no home/school agreement.
- Some parents come to school to listen to reading and help in the classroom and they attend assemblies and pupils' prize giving evenings; others help with games and extra-curricular activities.
- The PTA forms a link between the school and its extensive catchment area and raises a substantial sum of money each year for the school's use.
- The school maintains appropriate links with local churches; ministers come to the school to hold services, and pupils visit churches to reinforce their curricular work.
- A member of the community comes to talk about the history of the area and there are beneficial links with the Bridgend History Society and the local library. Use is made of the community hall and the school invites local residents to a concert. The local Lions

Club supports the school and sponsors efforts to raise money for good causes. Pupils sing carols at Christmas time in the shopping centre and raise money for a local hospital by holding a summer dance.

- The school's partnership with the secondary school continues to develop with additions to the transfer arrangements and the bridging work being undertaken in Y7. There are regular visits from the secondary school staff to Ysgol Bro Ogwr, and Y6 have opportunities to visit, work co-operatively and settle down. Good quality feedback about pupils' development in the secondary school is received.
- The school co-operates with other schools that feed Ysgol Gyfun Llanhari with links at head and staff level and with cultural competitions and sports for pupils.
- The school makes full use of all the appropriate services provided by the LEA and it receives regular visits from authority officers and specialists.
- Students who are studying child development visit, but the school is not in a formal partnership with any teacher training institution.
- A police officer comes to the school to talk about safety in general and to organise cycling proficiency exercises.

5.7 Partnership with Industry

Partnership with industry is generally satisfactory.

- The school has no policy for partnership with industry, but there are arrangements for seeking sponsorship from companies which benefit from their links with the school.
- The school receives sponsorship and prizes from local business people towards the cost of holding fund-raising activities.
- Football kit has been received from a local company and another business designed the cover of the school's prospectus free of charge.
- Local businesses contribute prizes and money towards the school's fund-raising activities.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

- The quality of the school's self-evaluation is satisfactory. No adequate procedures have been in place for the self-evaluation process since the last inspection. However, the recently prepared self-evaluation document is good and has started the process of establishing a self-evaluation culture within the school.

- Although an action plan containing 17 targets was compiled following the last inspection, the vast majority of the key issues for action noted in the report have still not been addressed. No evidence was received that the action plan had been revised.
- There is no evidence of an SDP, indicating prioritised areas for development until one was developed by the new head in the autumn term of 2003; this focuses on standards and quality of provision.
- There have been no appropriate procedures in place until recently for monitoring learning and teaching, nor for examining pupils' standards of achievement. There is no evidence that neither the results of national tests nor comparisons with the performance of other schools have been used to raise standards and influence teaching.
- In the last year, however, the new head has established an effective system for monitoring standards of learning and teaching in every class with the intention of initiating a staff development programme. In addition, the four current core subject leaders have started to record standards in their subjects by examining pupils' books and the mathematics co-ordinator has been observing mathematics lessons.
- The self-evaluation document which outlines the school's procedures for planning for improvement is detailed, has clear links to the SDP which indicates detailed specific targets, strategies for their achievement, success criteria and completion dates for the current year, and outlines planning for a further two years. Current proposals for improvement are mainly focused on raising mathematics standards and there is now a detailed analysis of the results of national tests and comparison with the performance of other schools.
- Issues prioritised in the recent SDP and the self-evaluation document correspond closely to the findings and the key issues of the present inspection.

6.2 Leadership and Efficiency

Although the new head's leadership is good, overall, the leadership and management of the school is unsatisfactory.

- The new head offers the school sound and effective leadership. He is enthusiastic and diligent and takes positive and clear steps to revise, consult and evaluate all the educational provision in order to plan for the future.
- The practice of SMT and staff meetings has been established since the head's appointment in September 2003. They now meet on a regular basis and staff discuss curricular and management matters in order to ensure ownership and to foster a team-working approach.
- The head is supported by the deputy.

- The school's daily routines proceed smoothly. However, there are periods of inappropriate use of time in some classes mainly at the lower end of KS2.
- Some of the school's documentation does not comply with statutory requirements.
- There is also some inconsistency in the distribution of subject responsibilities and in the commitment of curricular coordinators to their role.
- Job descriptions were written recently, but they have not been signed nor their ownership been acknowledged.
- The head teacher is currently inducting a NQT effectively.
- The GB reflects a good cross-section of experience and qualifications and, under the new head's leadership, the process of raising the GB's awareness of their responsibilities for monitoring the curriculum, and improving standards and the quality of the education provided, has commenced but their role remains underdeveloped.
- The school has a statement of aims and objectives; these were reformulated recently in order to reflect the true nature and direction of the school.
- A start has been made on a more detailed budget control strategy, with the support of LEA officers and the finance sub-committee in order to eliminate past over-expenditure.
- Although the staff and the GB are beginning to develop a shared awareness, there is an over-dependence on the new head to guide the school's direction and vision.

6.3 Staffing, Accommodation and Learning Resources

Staffing and resources are good; the quality of the accommodation is very good.

- The school's staffing level is good and is appropriate for the number of pupils. There are two classes in every year and teachers work together within the year groups. The quality of the LSA's in the under fives and KS1 classes, is good.
- Teachers are appropriately qualified. Some have attended INSET courses but the provision has been inconsistent and the continual professional development of staff and the performance management process have not been implemented.
- All those associated with the school on a daily basis, including the administrative staff, caretaker, cleaners and kitchen staff, are totally committed to the school and contribute well to its daily life.
- The quality of the building is very good; it shows signs of constant care by teachers and pupils. It is clean and the various exhibitions of pupils' work in the rooms and corridors create a pleasant ethos and an appropriate teaching environment.
- The school has an impressive multi-purpose hall which is kept in a tidy condition. It is

used regularly for morning assemblies and for physical education lessons as well as lunch times. Space is not used to the best advantage however in the lower end of KS2 and this has an adverse effect on various teaching strategies. There is a designated room for teaching SEN groups and a music room. The nursery classrooms are of very good quality and there is a separate playground for the youngest children. The building is safe.

- The school is located on a delightful site. The grounds include designated play areas, a field and a rugby pitch, which is regularly used by pupils during playtimes and physical education lessons. The playground and the playing field have been marked out for different games. The space around the school is a considerable asset to learning and it includes a 'wild' area.
- The quality and extent of the resources is generally good; they are stored tidily and carefully. The school has a good supply of interactive whiteboards in teaching rooms, but they are not yet being used in every class. The school has two libraries and there is a good supply of reading books in every room.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The general quality of provision for under-fives taken overall is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children's Learning in the nursery class. In the younger reception class they make satisfactory to good progress whilst in the older reception class they make good progress. This reflects to a considerable degree the fact that the younger children were not granted admission to the nursery class and that they have, therefore, received a year less of Welsh-medium education than their older peers.

Nursery

Language, literacy and communication skills

Standards are very good.

Good features

- Three-year-old pupils listen and respond well to a story; they display curiosity as they respond orally to questions and when questioning themselves. They express their opinions simply. They recall vocabulary very well and they intonate and remember unfamiliar vocabulary well. They begin to notice that the covers of their storybooks suggest the content and that a story has a sequence. They identify well with characters in their favourite stories. They begin to understand that they need to listen carefully to sounds in order to discover the initial letters of words and to recognise words that rhyme. They

understand that a story in a book starts on the left and they discuss books correctly and behave as readers. The majority can recognise a number of letters and enthusiastically trace their shapes in the air, in the sand and on the white board. They respond very well as they read individual words together. A number form letters clearly and make valid marks on paper.

Shortcomings

- There are no major shortcomings.

Personal and Social Development

Standards are very good.

Good features

- Children move around their activities confidently and they can make sensible choices. They interact well with their peers in pair and group situations. They understand that they have to wait their turn and that their favourite activity is not always available for them. They notice that there is a structure to the day and that it will be their turn eventually. They understand the need to dress appropriately for some activities and willingly comply with this requirement. They appreciate the importance of hygiene including the need to wash their hands before food. They behave extremely well when eating their lunch and they conform at all times of the day. They begin to understand the importance of looking after their bodies by eating healthily.

Shortcomings

- There are no major shortcomings.

Mathematical Development

Standards are very good.

Good features

- Children display a very good understanding of numbers one to five and they count on confidently. They can recognise a series of numbers, correspond the numbers of objects to their correct symbols and create repetitive patterns. They display very good awareness of shapes for example when they feel the sides of some two-dimensional shapes and they can indicate some of the characteristics of three dimensional shapes, such as a cone, a pyramid and a cuboid. They realise the meaning of symmetry as they paint a butterfly. They understand and use mathematical language such as 'full', 'half full' and 'empty' as they play in the sand and the water and they understand some concepts appertaining to volume. They begin to use mathematical language in the context of a situation as they listen appropriately to a story. They can sort furniture into different rooms in a house and they re-arrange the days of the week correctly. In the ice-cream parlour they handle coins, and understand the purpose of money when paying, buying and giving change. In 'Ysgol

Fach Bro Ogwr' they dial the phone in Welsh.

Shortcomings

- There are no major shortcomings.

Knowledge and Understanding of the World

Standards are very good.

Good features

- Children realise that changes have occurred over time in the way clothes are washed. They can compare how clothes are washed today and indicate some artefacts which belong to the process as it was in the past. They look in detail at things within and outside the school and learn their names and understand their purpose. They begin to realise that some things need electricity for them to work and that there are dangers associated with its use. They can name a number of farm animals. They realise that wool comes from a sheep and they understand how it is treated in order to make it into material. They understand that materials can be prickly, shiny, corrugated or smooth. They know that there are different ways of travelling from place to place.

Shortcomings

- There are no major shortcomings.

Physical Development

Standards are very good.

Good features

- The children are developing very good pulling and balancing skills on large toys. They balance beanbags competently and they aim at a target correctly. They throw and catch small balls successfully and keep their eyes on the ball and put their hands in an appropriate position to receive it; they respond well to directions. They can control equipment in the water to pour and empty beakers, and in the sand they use equipment appropriately to smooth it and to make shapes. They handle board game equipment well, and blocks of different sizes appropriately. They can use parts of the computer very well including guiding the cursor and clicking the mouse.

Shortcomings

- There are no major shortcomings.

Creative Development

Standards are very good.

Good features

- Children role play successfully in the ice-cream parlour and in Ysgol Fach Bro Ogwr. They display enjoyment as they dress up and identify with their new characters. They sing a range of nursery rhymes, hymns and number and language songs, in an enthusiastic and lively manner. They use a range of media to create pictures, for example, of their houses and scenes from nature. They use different types of materials to create a collage of farm animals. They sketch well some scenes which are familiar to them. They make symmetrical pictures in paint and they print using a number of objects of different shapes. They use chalk to create various pictures of their choice on the chalk board; they observe in detail before recording and they can draw pictures from memory. They make very good pictures of farm animals, using a computer program and they use clay effectively to make models of farm animals.

Shortcomings

- There are no major shortcomings.

Reception

Language, literacy and communication skills

Standards are satisfactory in the class for the younger children and good in the older class.

Good features

- Four-year-old children listen well in both classes and, according to their age and ability, use familiar words and constructions appropriately. Individuals in the older class can talk for extended periods with adults. They discuss aspects of class work, their families and their holidays. In both classes they display their obvious liking for stories and they begin to understand the sequence of a story. Older children use book terminology confidently. They can offer a variety of descriptive words to talk for example about an elephant's posture. In both classes they form letters correctly with confidence and a large number of them respond quickly to indicate the first letter of a word. Several under-copy clearly and some begin to write independently. As they make an envelope, they begin to understand that writing has different purposes and some older ones begin to understand simple punctuation conventions.

Shortcomings

- Owing to a lack of contact hours with the Welsh language, limited use is made of it by children in the younger class.

Personal and Social Development

Standards are good in both classes

Good features

- All four-year-old children gather happily for a carpet session and interact happily with one another. They understand that waiting one's turn is an important element of class organisation and they know that courtesy is important and that tolerance of others is expected. Some older children talk and interact very well with adults and all take their classroom responsibilities seriously. They respond well to changing activities within sessions and can create good relationships with their peers within a group. They move sensibly around the school and their behaviour during collective worship sessions is praiseworthy. They change effortlessly for formal physical education lessons and look after their own and school property well.

Shortcomings

- There are no major shortcomings.

Mathematical Development

Standards are satisfactory in the younger children's class and good in the older children's class.

Good features

- The majority of children recognise numbers to ten and the oldest children can indicate numbers greater than three, four and five. They become familiar with measuring terminology as they indicate who is the tallest and the shortest in the class, and when playing in the sand and water, they use vocabulary appertaining to volume and capacity. They can sort different materials to sets and begin to use location language confidently and accurately. They create simple graphs which show where those in the class live and individuals can analyse graphs orally. A number have a good awareness of money and can name some coins correctly. They can create a simple sequence in colour and shape.

Shortcomings

- At times, younger children's knowledge of some mathematical concepts is limited and they are sometimes unable to cope with the level of the activities,

Knowledge and Understanding of the World

Standards are good in both classes.

Good features

- Children are able to describe their homes; they understand that there are different types of houses and they can name them properly. They can identify the materials needed to build a house and they can indicate on a picture of a house where the bricks, slates, glass and wood are. As they look at a series of pictures, they can follow a journey around the school's local area and locate them on a simple map. They can name a number of features

belonging to the school's location, inside and outside the building. They have a good knowledge of the names of villages and suburbs in the school's catchment area. They understand that the weather changes from season to season and they can list the characteristics of the different seasons. They can describe how they have altered since they were babies and how their clothes have changed as they have grown. They understand that the Bible is an important book to be respected.

Shortcomings

- There are no major shortcomings.

Physical Development

Standards are satisfactory in the younger class and good in the older class.

Good features

- Children are able to change the shapes of their bodies confidently in physical education lessons; they can create large and small shapes and stretch on their tiptoes to become tall without losing balance. They can travel across the hall heavily or light-footedly. They move at different speeds and change between walking forwards and backwards and they run and jump successfully. In the school's playground, they can change direction whilst running and walk to find a space. They can balance beanbags on parts of the body and throw and catch them appropriately. They can use a variety of writing equipment competently and they handle parts of the computer appropriately. They use equipment in the sand and water and board games well and use scissors correctly and safely to cut around pictures.

Shortcomings

- The youngest children do not always respond to directions in formal physical education lessons and many are not dexterous when handling small equipment.

Creative Development

Standards are good in both classes.

Good features

- Children use paint well and create realistic pictures and show a good awareness of line as they move the brush from left to right. They use leaves, hands and feet to print successfully. They can draw a picture independently using crayons, pencil and chalk to create firework effects. They cut and glue paper to make simple pictures and they create some attractive ones by using a paint program on the computer. They sing a variety of songs, using appropriate actions, and they pay due attention to tonality and the duration of notes. They role-play realistically in the café.

Shortcomings

- There are no major shortcomings.

Welsh

Standards are satisfactory in both key stages.

Good features

- A number of KS1 pupils appropriately respond orally in class sessions and ask suitable questions; they answer correctly enough and express opinions simply and understandably.
- Pupils use dictionaries effectively in KS1 to help them understand the meanings of some difficult words as they read. They respond satisfactorily to sessions based on a class story. A number use book terminology correctly and they show enjoyment when thumbing through books.
- In KS1 pupils complete simple tasks effectively; for example, they list ingredients, formulate rules, create an invitation to a party and re-arrange sentences successfully in Y1. In Y2, they write simple letters, write portrayals and play the role of a detective as they discover words.
- Knowledge of language relating to punctuation and spelling develops satisfactorily across KS1.
- Pupils across KS2 are keen to answer questions, talk and express opinions. They contribute to an oral story composition exercise by adding suitable adjectives to the story's flow. At the upper end of the key stage, they speak clearly as they argue for and against killing animals.
- A number of KS2 pupils read keenly and they can discuss what they have read and create simple reviews.
- In Y3, pupils write a horror story appropriately; they use paragraphs as they write, and concentrate on the beginning, middle and end of texts.
- In Y4 pupils devise and use suitable adjectives to correspond with a series of pictures. They use conjunctions and comparisons in their creative work.
- In Y5, pupils analyse a poem appropriately by looking at rhyming, discussing adjectives and developing further an awareness of punctuation. They write New Year's resolutions, a story about Saint Dwynwen and a description of Guy Fawkes' night.
- Y6 pupils write portrayals and adventure stories of a satisfactory standard, whilst looking also at a range of adjectives they can use in their work.

Shortcomings

- Not all pupils' oral skills across both key stages develop sufficiently in line with their age and ability. A number of them have a limited extended vocabulary and they are too ready to use English words, rather than discover the Welsh word.
- In KS1 pupils' reading is hesitant, slow and devoid of expression and their reading strategies are limited; KS2 pupils' higher reading skills are not developed sufficiently.
- Bright pupils underachieve in their written work; their creative work is limited and their reaction to closed tasks is uninspiring. There is insufficient development in their knowledge of language with regard to punctuation and parts of speech between the upper and lower ends of the school.

English

Overall, standards are satisfactory; they are sometimes unsatisfactory at the lower end of KS2, but they rise significantly in Y6.

Good features

- Pupils across the key stage answer correctly and, when they have the opportunity, they present ideas confidently with regard to writing a letter, creating a story board and writing persuasively. In Y6, they effectively make group presentations on their favourite books, and discuss how to do a variety of tasks inspired by 'The Snow Spider' by Jenny Nimmo.
- Pupils read daily and show an interest in a variety of books, including factual texts and classical tales. A number of able pupils at the upper end of the school read confidently and can differentiate in their expression between dialogue and narrative in a script.
- Pupils across the key stage read satisfactorily for different purposes including, diaries, portrayals, letters, advertisements and posters.
- Pupils respond satisfactorily to written passages which extend their knowledge of proverbs and idioms; they make suitable use of dictionaries.
- Handwriting overall is satisfactory.

Shortcomings

- Other than Y6, pupils are given few structured opportunities to develop oral skills.
- A number of the pupils read laboriously and this restricts their ability to read for pleasure.
- A number of pupils under-achieve in lower KS2 as the majority of tasks are narrow in scope.

Mathematics

Standards are satisfactory in both key stages.

Good features

- Pupils in both key stages use mathematical language appropriately.
- KS1 pupils collect, record and interpret data using tables and graphs.
- Y1 pupils display appropriate understanding of the relationship between addition and subtraction. They can create number bonds up to 12 and count forwards and backwards to 20 confidently. They display an understanding of non-standard measures as they assess their height and the length of different objects in the classroom; they develop satisfactory estimating skills.
- Y2 pupils complete number sequences and can distinguish between odd and even numbers. They can halve and double correctly and tell the time on the hour and on the half hour.
- Y3 pupils display satisfactory skills as they estimate the length of objects in standard units using measuring equipment appropriately. They display a satisfactory knowledge of the three, four and five times table and develop an understanding of how to read a measuring scale in kilograms.
- Y4 pupils discover area by counting squares and they understand the importance of recording the answer and using correct symbols. They can describe the characteristics of two and three dimensional shapes.
- Y5 pupils measure confidently in metres, centimetres and millimeters. They display a good understanding of the use of negative numbers.
- Y6 pupils understand place value as they discuss decimals. They recognise the equivalence of 12 and 24 clock times and they know how to discover the perimeter and area of shapes.

Shortcomings

- In both key stages, pupils do not display appropriate progress in their mental mathematical skills when they respond to mathematical resources and games.
- In both key stages, pupils do not confidently explain their calculation strategies and methods.
- In KS2, pupils have difficulty in deciding how to tackle unfamiliar problems.
- At the upper end of KS2 pupils have difficulty in understanding the equivalence between

fractions, decimals and percentages. They are not confident in discovering prime numbers, factors, multiples and square numbers.

Science

Standards are satisfactory in both key stages.

Good features

- Y1 pupils have appropriate knowledge of the parts of a plant and their function; they understand the importance of light and water for growth.
- In Y1 pupils are aware of the different uses made of electricity. The majority know which objects use electricity and which need batteries.
- Y2 pupils learn about the dangers of electricity; they understand what happens if there is a break in an electrical circuit. They develop their understanding of forces by making an experiment and recording their results correctly. They display good prediction skills and they have a satisfactory understanding of the means of conducting a fair test.
- KS2 pupils have a satisfactory knowledge of the planets and of the influence of the sun and moon on peoples' lives.
- In Y4 the majority of pupils understand the order and content of the different types of food chain; they understand the concept as they sort food.
- Y5 pupils know the meanings of different words associated with healthy eating; they know that eating the right types of food is all important for people to maintain their health.
- Across both key stages, pupils develop their understanding of what contributes to healthy living and eating. They understand that balance is needed when planning a healthy menu. They are ready to offer ideas as to how to sort the different foods.

Shortcomings

- Generally, practical work and scientific investigation to enable pupils to develop their investigative skills further is limited, in the majority of lessons.
- In KS2, the development of skills is hindered as the work is not sufficiently challenging, especially for more able pupils.
- Examples of analysing the validity of conclusions are few.

Design and technology

Standards are satisfactory in both key stages.

Good features

- Pupils across both key stages follow the pattern of designing, choosing a plan and creating an object before evaluating it.
- The majority of KS1 pupils can use equipment and construction kits to create a variety of structures.
- In KS1, pupils observe products and on this basis, they make appropriate suggestions as to the manufacturing process. They use pictures and words to convey what they intend to do as they make a fruit kebab.
- KS1 pupils can use materials such as glue and cardboard and they begin to display satisfactory making skills, as they create a variety of models, such as houses, for a purpose.
- In KS2, there is a satisfactory range of tasks in some classes. Pupils can work systematically through the brief set for them such as creating a tabletop fan.
- In KS2, pupils have a developing knowledge of mechanisms and gears as they work with construction kits.
- KS2 pupils investigate satisfactorily the process of making yoghurt by compiling questionnaires and evaluating the products.
- By using programs such as Flowol, pupils at the upper end of KS2 succeeded in creating a lighthouse and controlling the times of the lights.

Shortcomings

- In both key stages, pupils' designs do not display sufficient development from the original ideas to the final design and they are not sufficiently critical as they evaluate their finished work.
- Pupils' control skills are not sufficiently developed.
- There is little evidence of work on structures in KS2.

Information technology

Standards are satisfactory in both key stages.

Good features

- In KS1 pupils can use a word processor and guide the mouse successfully as they control screen instructions.
- KS1 pupils can use drawing programs such as “Disglair” to produce acceptable work for example pictures of themselves.
- In KS2 pupils can use information technology software equipment to present information in text and picture form. They are dexterous in their use of the digital camera as they record events associated with the school.
- In Y4, some pupils become familiar with collecting, handling and presenting data satisfactorily as they record information collected for a graph of their favourite drinks.
- In Y5 and Y6, satisfactory skills are developed as pupils use PowerPoint, and create spreadsheets and posters.
- KS2 pupils begin to display an awareness of the use of the web to discover information about local history and the planets.

Shortcomings

- Pupils' skills do not develop consistently through both key stages.
- The ability of the majority of pupils across KS2 to use the computer to investigate, solve problems, interrogate and analyse data shown in graphs is not sufficiently developed.
- Pupils in both key stages do not use information technology regularly in lessons to reinforce and enrich their learning.

History

Standards are satisfactory in both key stages.

Good features

- Pupils in both key stages make satisfactory progress in their historical knowledge and skills. They use historical language appropriately and are aware of chronology.
- Following a visit to St Fagans, pupils in KS1 compare Ysgol Maestir and schools today. They make good use of pictures and artefacts and use time lines and expressions associated with the passage of time.
- In KS1 pupils understand that significant changes have occurred in the local area over the last fifty years.
- In KS2, pupils speculate with regard to the use made of different artefacts and they notice the changes that have happened to people's everyday life.

- Y5 pupils use information sheets and pictures to record the differences between rich and poor people's homes during the reign of Victoria. They understand the background of the period and when they respond orally, they compare their own living conditions today with those during Queen Victoria's lifetime.
- KS2 pupils develop good skills as they keep files recording changes in the Bridgend area over the years. They make suitable use of the web to discover information.
- Y6 pupils use time lines to extend their historical knowledge.

Shortcomings

- Pupils have few opportunities to conduct independent investigations.
- Pupils do not inquire incisively when they examine artefacts.
- Pupils have satisfactory factual knowledge about a number of historical events but they have little understanding of the cause and effect of some of these.

Geography

Standards are satisfactory in both key stages.

Good features

- In KS1 pupils begin to understand the significance of plans as they study a plan of the school and what can be seen on the school grounds. They understand how a nearby park was planned and they can record its pleasant and unpleasant features using a range of relevant words.
- KS1 pupils display satisfactory knowledge of the physical features of the local area. They know about the features of their homes, the different types of houses in the locality and the variety of shops. By studying the local area, they begin to develop appropriate observational skills.
- In KS2 pupils' knowledge of their area is generally satisfactory. They have collected information about the features of the weather around the school.
- Y4 pupils readily discuss factors affecting the environment; they are aware of what improves the area such as plants and lakes.
- At the lower end of KS2 pupils know and understand the nature of national parks. They use an atlas and a map of Wales to note their location. They indicate what are, in their opinions, the desirable and undesirable features of the parks and what might happen if the

parks were not there.

- KS2 pupils display satisfactory knowledge of geographical elements appertaining to the island of St Lucia.
- Overall, pupils' atlas skills are satisfactory. Y5 pupils use maps and atlases to indicate countries that have a different climate. They understand that there are varying weather patterns in different continents and recognise the different symbols and codes. They use a map of the United Kingdom to describe the weather in the different regions.

Shortcomings

- Pupils do not undertake much independent investigative work in order to develop their geographical knowledge, skills and understanding.
- In both key stages, pupils' field work skills are limited and the most able pupils underachieve.
- In KS2, there is insufficient depth in the study of all aspects of human and physical geography.

Art

Standards are satisfactory in both key stages.

Good features

- KS1 pupils create colourful pictures on the computer and develop an awareness of line and colour.
- In KS1 pupils use paintings by famous artists such as Renoir and Stoa as a stimulus for detailed observation of colour, shape and tone. They imitate the pictures effectively using paint, chalk and pencil.
- In Y2 pupils print and paint with a brush and fingers to create very colourful 'fantastic creatures'. They observe the picture 'Children's Games' by Breugel in detail to note straight and zigzag lines and they understand the importance of light and darkness in the complete composition.
- In Y3 pupils use charcoal and chalk appropriately and they concentrate on line and tone when they produce pictures of the textures of bones and skulls.
- Y4 pupils create a collage of birds and imaginary machines, use a variety of junk materials, and develop their awareness of perspective appropriately as they draw a street. They create a series of effective pictures depicting dancers and athletes at work and they understand the importance of form, shape and texture.

- In Y6 pupils look at patterns in Laura Ashley's work before setting about creating some of their own effective patterns. They imitate colours effectively in a picture by Van Gogh and they display the ability to observe in detail as they make sketches of buildings and pencil rubbings of tiles in Merthyr Mawr Church. They look at the use of light in a picture by Cezanne before experimenting successfully themselves.
- Y6 pupils produce a variety of sketches including drawings of still life, world famous buildings and views of Cardiff Bay.
- Across the school pupils create attractive ceramic work for Urdd competitions on the subject of entrance, door and gate.

Shortcomings

- Pupils' knowledge and use of art terminology and a range of media are very limited.
- Little evidence was seen in KS1 of pupils experimenting with mixing paint.
- Pupils' awareness of artists from Wales and from other cultures is limited.
- There is no evidence that the school produces work regularly in three-dimensions nor in ceramics and weaving.

Music

Standards are satisfactory in both key stages.

Good features

- In both key stages, pupils know a good number of songs. Within their vocal range, they sing tunefully, often in two parts, and display control of breathing, enunciation, dynamics and pitch.
- In KS1, pupils can perform songs with instrumental accompaniment. They use percussion instruments to create accompaniment to a stimulus such as "One dark night".
- KS2 pupils understand the characteristics of a round and they can maintain the different parts by using suitable programmes such as E Jay Dance which they also use for composing.
- KS2 pupils can create music and record their work as graphic scores, for example, pupils respond imaginatively to the "Jingle Jyngl" poems when they use a combination of instruments in their own compositions.
- Pupils across both key stages listen to a variety of music as part of "This month's music"

strategy and music is presented from the classical tradition, jazz through to the music of countries such as Africa. Some emphasis is placed on the Welsh musical heritage by listening to the work of composers such as Grace Williams.

- Pupils across the school can name some musical instruments and a number develop their skills further by having instrumental lessons and several of them perform successfully locally and nationally.

Shortcomings

- Pupils' awareness and understanding of musical elements are not developed sufficiently.
- Pupils do not discuss nor re-listen sufficiently when evaluating music..
- Opportunities to work in groups and to evaluate and enhance performances are limited.

Physical education

Standards are satisfactory in both key stages. A dance lesson was observed in KS1 and dance and athletics lessons in KS2.

Good features

- Pupils in both key stages have a good understanding of the need to warm up appropriately and to do cooling down exercises at the end of lessons. They dress appropriately and perform their movements regularly in front of their peers.
- Y2 pupils display a satisfactory awareness of space and posture as they respond to directions when performing the folk dance 'Jac y Do'.
- Y3 pupils display a satisfactory awareness of space, body tension and rhythm as they respond to nautical music. Y4 pupils respond appropriately in country dancing; they dance flexibly and nimbly. They move together to the beat of the music and evaluate their performances.
- Y5 pupils respond appropriately as they interpret a busy day in the life of the city. They move rhythmically to the music and display a satisfactory awareness of space when they change direction and weave between one another.
- As they respond to the poem 'Witches' Magic' from Macbeth, Y6 pupils make good use of levels, shape, posture and physical agility; they work together sensibly and creatively in groups and perform effective interpretations.
- In athletics lessons, Y4, Y5 and Y6 pupils develop their skills satisfactorily in throwing the javelin, the shot and the discus, long jump and running quickly. In the best examples, pupils practise and improve their performances by paying good attention to the posture of the body as they aim and throw, and the use of the legs and arms as they run, jump and land.
- The school states that the majority of pupils attain the NC standards expected of eleven-

year-old pupils in swimming.

- Pupils benefit from the specialisms of local clubs which several attend and from the opportunity to compete in various sports competitions such as the Urdd and local competitions; the school has had considerable success in a number of sports.
- Pupils' awareness of a healthy lifestyle is developed across the school.

Shortcomings

- Evaluation skills in order to enhance pupils performance are not sufficiently developed.
- In some dance lessons pupils have limited opportunities to investigate, plan and develop their own ideas and original dance patterns; often pupils are unsure of the aim and the purpose of the lesson and awareness is not always displayed of the importance of levels, shape and body tension as they plan movements.
- In some physical education lessons pupils do undertake sufficiently energetic activities in order to raise the heartbeat rate.

Religious education

Standards are satisfactory in both key stages.

Good features

- In both key stages, pupils understand the importance of prayer as a part of worship and they compose simple prayers.
- KS1 pupils understand the significance of special events in the church's calendar such as Christmas, Shrove Tuesday, Good Friday and Easter and the events in Jesus' life on which they are based. KS1 pupils understand the traditions and customs associated with christening and wedding ceremonies.
- In KS1, pupils know that the Bible is important to Christians and that it has two main parts. They can recall some elements of Old Testament stories such as Noah, and Jonah and the Whale.
- Y1 pupils have a good understanding of the significance of a number of artefacts associated with the Jewish religion, such as the Tallit, Kippah, Torah, Menorah and the Yad.
- Y3 pupils develop a satisfactory awareness of the festivals of the Jewish religion such as Shabbat and Pesach.
- Y5 pupils understand the importance of good citizenship and rules in people's lives; they realise the significance of the Ten Commandments in the story of Moses.

- Y6 pupils display an appropriate understanding of the importance of respecting one another and equality. They know about prejudice in society and Martin Luther King's fight for justice.
- The school has based its planning on the LEA's Agreed Syllabus.

Shortcomings

- Pupils' knowledge, in both key stages, of a number of the elements of the New Testament such as the stories Jesus told, is unsatisfactory.
- In KS1, pupils' written work to display and consolidate their knowledge of the subject, is limited.
- Overall, KS2 pupils' written discussion of the importance and significance of religion in people's lives is superficial; they do not write or meditate, sufficiently in order to deepen their understanding of religious and moral subjects.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Progress since the last inspection has been unsatisfactory. Nine key issues were noted in the last report and, although an action plan was produced following the report, there is no evidence that it has been evaluated, nor that other SDPs have been available to give the school appropriate direction to enable it to make progress.

- 1. raise standards in Welsh, English, mathematics, science, design and technology, physical education and religious education in KS2 and in geography and physical education in both key stages;**
 - There has been some progress in the above subjects since the last inspection and overall, standards in subjects are now satisfactory. However, there are unsatisfactory aspects in a number of subjects apart from Y6. Across the school, there are constant examples of under achievement in all subjects.
- 2. improve the standard of teaching in KS2;**
 - The standard of teaching in KS2 continues to be a cause of concern where there is a high percentage of unsatisfactory teaching (23%).
- 3. develop further behaviour and discipline strategies in order to create an orderly atmosphere for learning in KS2;**
 - Progress has been made in the standard of behaviour and discipline in KS2 and there is an orderly atmosphere in the classes. However, the lack of challenge in the tasks set makes the pupils restless and frustrated at times.

4. improve provision for SEN pupils;

- There has been some increase in the provision for SEN since the last inspection but elements appertaining to SEN are a key issue in the present report.

5. improve schemes of work and fortnightly planning;

- There has been an improvement in this issue as the school now mainly uses the LEA schemes of work and some have been modified to the school's needs. However, teachers' short term planning is not sufficiently detailed to ensure continuity and progress, and differentiation for individuals is not conspicuous.

6. develop effective procedures for assessment, recording and presenting reports on pupils' progress;

- Progress has been unsatisfactory. However, in September 2003, a co-ordinator was appointed who has made appropriate plans for September 2004. The procedures are not in place at present.

7. develop further the processes for monitoring pupils' standards of attainment;

- Progress has been unsatisfactory. There has been some effort to monitor standards by collecting in pupils' books in the core subjects and observing lessons in mathematics; however only a few teacher comments offer constructive criticism. Officers from the LEA have been monitoring standards in mathematics and Welsh and the head makes use of their comments in order to raise standards and target INSET in the future.

8. include measurable targets in the SDP to raise pupils standards of attainment;

- Progress has been unsatisfactory. Measurable targets were not placed in the SDP to raise standards. Since his appointment, the head has begun to address this issue but this has not yet had an effect on raising standards. Pupils' underachievement is a continuing cause for concern at the school.

9. deal with health and safety matters that were noted during the inspection.

- There is an appropriate safety system in the main entrance.

8.2 Key Issues for Action

The school needs to:

1. raise standards in all NC subjects;
2. provide a broad and balanced curriculum which ensures continuity and progress, appropriate differentiation in skills, and procedures to establish provision for key skills across the school;
3. improve the quality of teaching especially in the lower half of KS2 and raise teachers' expectations in a number of NC classes;
4. develop effective procedures for assessment and set targets for pupils including those with SEN and the more able pupils;
5. develop the school's monitoring procedures further;
6. develop the role of the SMT, subject co-ordinators and the GB in the management of the school so they can contribute to the SDP and the self-evaluation process;
7. develop performance management procedures;
8. ensure that the school's prospectus complies with statutory requirements and that the school has a home-school agreement and appropriate management policies

Elements of key issues 1-7 are noted in the current SDP.

The inspectors would like to thank the head, staff, pupils, parents and governors for their welcome and co-operation during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Ysgol Gymraeg Bro Ogwr
School Type	Community
Age-Range of Pupils	3-11
Address of School	Princess Way, Brackla, Bridgend.
Post Code	CF31 2LN
Telephone Number	01656 652142

Headteacher	Mr Geraint Morgan
Date of Appointment	September 2003
Chairman of Governors	Councillor J.H.Thomas
Registered Inspector	Mrs Eleri Betts
Dates of Inspection	Mai 24 ^{ain} -27 ^{ain} 2004

B. School Data and Indicators

<i>Number of Pupils in Each Year Group</i>									
Year Group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	30	49	60	43	50	54	48	59	393

<i>Number of teachers</i>			
	Full time	Part time	Full time equivalent (fte)
Number of teachers	15	2	16

<i>Staffing information</i>	
Pupil:teacher ratio excluding nursery and special classes	24:1
Pupil:teacher ratio in the nursery class	10:1
Average class size, excluding nursery and special classes	26
Teacher:class ratio	1.06:1

<i>Percentage Attendance for Three Complete Terms Prior to the Inspection</i>				
	R	KS1	KS2	Whole School
Term 1	93.4%	93.2%	93.3%	93.3%
Term 2	92.4%	92.5%	93.6%	92.8%
Term 3	93.0%	94.6%	94.2%	93.9%

Number of Pupils Excluded during Twelve Months prior to Inspection	1
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C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2003			Number of Pupils in Y2: 50						
Percentage of Pupils at Each Level									
			D	A	W	1	2	3	4
WELSH	Teacher Assessment	School	0	0	4	6	88	2	0
CY: Oral	Teacher Assessment	School	0	0	4	16	78	2	0
CY: Reading	Teacher Assessment	School	0	0	4	6	76	14	0
CY: Writing	Teacher Assessment	School	0	0	4	4	90	2	0
MATHEMATICS	Teacher Assessment	School	0	0	4	14	80	2	0
SCIENCE	Teacher Assessment	School	0	0	2	8	90	0	0

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment			
In the school:	82.4%	In Wales:	80%

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act or who, in the case of Tasks/Tests, were absent.
- A Pupils who have failed to register a level on account of absence
- W Pupils who are "working towards" level 1, but have not yet achieved the necessary standards for level 1.

National Curriculum Assessment KS 2 Results: 2003							Number of Pupils in Y6: 35						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	23	14	60	3	0
		National	0	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	3	0	3	0	0	20	0	37	37	0
		National	0	2	1	1	0	0	5	12	38	40	0
Welsh	Teacher Assessment	School	0	0	0	0	0	0	9	29	63	0	0
		National	1	0	0	0	1	1	4	18	51	25	0
	Test/Task	School	0	0	0	0	0	0	3	14	66	17	0
		National	1	1	0	2	0	0	3	15	50	28	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	9	51	37	3	0
		National	0	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	3	0	0	0	0	5	35	43	14	0
		National	0	2	1	1	0	0	4	18	42	33	0
Science	Teacher Assessment	School	0	0	0	0	0	0	9	43	43	6	0
		National	0	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	0	14	66	20	0
		National	0	2	0	0	0	0	1	9	48	39	0

Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and either Welsh (First Language) or English

by Teacher Assessment		by Test	
In the school:	31.4%	In the school:	54.3%
In Wales:	70%	In Wales:	68%

- D pupils who have been disapplied under sections 364 and 365 of the 1996 Education Act.
A pupils who have failed to register a level on account of absence
N pupils who have failed to register a level for reasons other than absence
B not registered for the test as they are working outside the test levels
W pupils who are "working towards" level 1, but who have not yet achieved the necessary standards for level 1.
n tests that do not include these levels
n/a not applicable

D. The Evidence Base of the Inspection

- The school was inspected over a period of four days by a team of five inspectors. The registered inspector and the three other professional advisers were present for four days and the lay inspector for two days.
- School documentation was examined in detail before the inspection.
- 108 lessons or parts of lessons were observed.
- Discussions were held with pupils in the classes, and during break times.
- Formal interviews were held with members of staff who had curricular or management responsibilities.
- Detailed attention was paid to pupils' work by looking at a sample of books in every subject across both key stages and the under-fives' classes.
- 37 parents were present in the pre-inspection meeting; 152 questionnaires were returned and 90.5% of the replies were positive.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mrs E. Betts	1. The School and its priorities 2. Main findings 5.2 Assessment, recording and reporting 5.3 Curriculum 8.1 Progress since the last report 8.2 Key issues for action	Early years Welsh English Art
Mr G. Morris	4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents and the community 5.7 Partnership with industry	
Ms N. Richards	3.1 Standards achieved in subjects and areas of learning 5.1 Quality of Teaching 5.5 Provision for pupils with SEN	Mathematics Physical education Religious education
Mrs E. Honour	3.2 Standards achieved in key skills across the curriculum 5.4 Support, guidance and pupils welfare 6.2 Leadership and efficiency	Design and technology Information technology Music
Mr C. Rowlands	4.1 Pupils' spiritual, moral, social and cultural development 6.1 Quality of self-evaluation and planning for improvement 6.3 Staffing accommodation and learning resources	Science History Geography