

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Bronington Church in Wales Voluntary Aided  
Primary School  
School Lane  
Bronington  
SY13 3HN**

**School Number: 6653301**

**Date of Inspection: 23 January 2006**

**by**

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- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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Bronington Voluntary Aided Primary School 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 Bronington Voluntary Aided Primary School took place between 23/01/06 and 25/01/06. An independent team of inspectors, led by John Andrew Clark, 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.

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

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a short 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	5
<b>Standards</b>	5
Key question 1: How well do learners achieve?	5
<b>The quality of education and training</b>	7
Key question 2: How effective are teaching, training and assessment?	7
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	9
Key question 4: How well are learners cared for, guided and supported?	11
<b>Leadership and management</b>	12
Key question 5: How effective are leadership and strategic management?	12
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	13
Key question 7: How efficient are leaders and managers in using resources?	14
<b>School's response to the inspection</b>	16
<b>Appendices</b>	17
1 Basic information about the school	17
2 School data and indicators	17
3 National Curriculum assessments results	18
4 Evidence base of the inspection	19
5 Composition and responsibilities of the inspection team	19

## **Context**

### **The nature of the provider**

1. Bronington Church in Wales school is a voluntary aided primary school serving the village of Bronington and other local villages in the Wrexham local education authority (LEA). About 17% of pupils are from Whitchurch.
2. The school educates pupils between the ages of three and eleven. There are currently 98 pupils in reception to Year (Y) 6. Sixteen children attend the nursery part-time. There are four classes, although additional staffing is used to split classes for part of the day. The headteacher teaches for 50% of the week.
3. The majority of the pupils are from white British backgrounds and the first language of all the pupils is English.
4. The school describes the area from which the pupils come as being neither advantaged nor disadvantaged for 75% of families. Approximately 20% are from advantaged backgrounds and five per cent disadvantaged. Four per cent of pupils are eligible for a free school meal which is below national and local averages.
5. The school identified 8% of pupils with special educational needs (SEN). This is below average. There are no pupils with a statement of educational needs.
6. The achievement on entry for the majority of pupils is typical for their age. Approximately a quarter are identified with below average communication skills and personal and social development.
7. The school was last inspected in 2000. There have been no significant changes since that time. The headteacher was appointed in 1997.

### **The school's priorities and targets**

8. The main aims of the school are to provide a family type ethos with an atmosphere of happiness and cheerfulness. The school aims to provide good levels of basic skills in reading, writing, numeracy and high levels of achievement overall.
9. The school's priorities for 2005-2006 include:
  - raising standards at Key Stage (KS) 1 by increasing level 3;
  - developing pupils' involvement in target setting and pupils' assessment of their own performance;
  - healthy schools initiative and developing a Breakfast Club, and
  - extending the role of governors in school development planning.

## Summary

10. The school's views in the self-evaluation report correspond to the judgement of the inspection team in five of the seven Key Questions.
11. This is a good school with outstanding features. The school is very well led and managed and standards achieved by pupils are high. There has been good improvement since the last inspection.

### Table of grades awarded

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

### Standards

12. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
13. The pupils succeed very well in their work regardless of their social and linguistic background. The pupils with SEN make good progress and achieve the targets set for them.
14. The results of National Curriculum (NC) assessment for KS1 and KS2 pupils in 2005 are above the national and local average in the core subjects. The trend over the last five years shows that the school is regularly in the upper quartile when compared with similar schools.
15. There are outstanding features to the pupils' progress in the key skills of communication, numeracy, information and communication technology (ICT), creative and physical development. Pupils' bilingual skills are good for written work but their oral skills are not sufficiently developed.
16. The pupils' development in learning and personal and social skills is good with outstanding features.
17. The pupils work very well independently and in groups. They have very good strategies for solving problems, gathering and organising information and they work productively. They are learning to be self-critical although they could be more involved in assessing their work and setting challenges for themselves.

18. The pupils' behaviour is outstanding. They are polite, considerate and thoughtful towards each other. They have a good awareness of equal opportunities and racial and social issues. They have a good understanding of the world of work and their role as members of a community.
19. Levels of attendance are good and pupils are punctual and ready for work.

### **The quality of education and training**

20. In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
41%	53%	6%	0%	0%

21. There are outstanding features to the teaching of pupils' thinking and learning skills. Teachers challenge pupils through well-planned questions and work which is practical and makes good use of earlier learning.
22. Lessons are presented with skill and imagination; teachers use a wide range of interesting resources and use ICT effectively.
23. The relationships are outstanding and built upon a very secure knowledge of the pupils and their achievement. All staff, including the teaching assistants, make a very effective contribution to teaching.
24. There are comprehensive arrangements for assessing and recording the progress made by pupils in the Desirable Outcomes and the NC. Pupils' work is marked regularly and purposefully. All statutory requirements are met. There is good practice, particularly for the oldest pupils, in involving them in assessing their own work and setting targets but this is not consistently promoted through the school.
25. The quality of reports to parents is good with outstanding features. Parents are well informed through regular meetings to discuss their children's progress and share in setting targets for future achievement.
26. The curriculum is very well planned and constantly under review. The school meets its statutory requirements. Work is very well matched to the needs of all learners and basic and key skills are promoted well.
27. Welsh culture and heritage are given a high profile, although some opportunities for incidental conversational Welsh are missed during the school day.
28. The curriculum is enhanced by a rich variety of educational visits and visitors and involvement in the local community. There are outstanding features to the many activities pupils are involved in outside school hours. The involvement of both boys and girls in sporting and other activities makes a good contribution to their awareness of equal opportunities.
29. The pupils' personal and social education is taught well through the detailed scheme and the use of community visitors such as members of the nursing and police services. There are outstanding features in the pupils' spiritual, moral, social and cultural development.
30. The school develops global citizenship and sustainable development and is involved in healthy living projects. The pupils' entrepreneurial and enterprise skills are developed well through their organisation, promotion and

management of many fund raising events for local and international charities as well as projects in design and technology and science.

31. The quality of care and support is outstanding. The Christian ethos of the school successfully supports pupils to become very happy and eager learners. The high quality of record keeping and regular discussion between staff makes a good contribution to this.
32. Policies for sex education, equal opportunities and racial equality are well established and known to all staff. The school has appropriate policies for disabled access and equality is promoted well.
33. The partnership with parents is excellent. Many parents help during the school day. They raise significant funds for the school and contribute to school development.
34. The provision for pupils with additional learning needs is good with outstanding features. Pupils' additional needs are identified at an early stage and promptly acted upon. The co-ordinator is very knowledgeable and maintains very good records.

### **Leadership and management**

35. The quality of leadership is an outstanding feature. The headteacher has created a very effective team. He has a clear educational vision and effective strategic plans to guide school improvement.
36. The self-evaluation process is thorough and well managed. The staff, parents, pupils and governors contribute well to the process. Subject leadership is effective, although some staff are new to the role and have not had sufficient opportunity to gather first hand evidence of achievement and provision.
37. The targets set for school improvement are appropriate and based on a thorough analysis of all the data available to the school. The school makes very good use of local and national initiatives to improve teaching and learning.
38. The governing body fulfils its statutory responsibilities well. They take an active role in developing and reviewing policies and have strategic plans for evaluating their success.
39. There are outstanding features to the deployment of staff. The school offers good levels of specialist teaching and makes very good use of teaching assistants and other staff.
40. Teachers make effective use of a good range of high quality learning resources, including ICT. There are outstanding features to the accommodation. The good use of outside playing fields make a good contribution to pupils' physical development and displays of pupils' work enhance the teachers' high expectations.
41. The financial management is very sound. Resources are used effectively to provide best value for money.
42. The school has made good progress since it was last inspected in 2000 and the key issues have been addressed.

## Recommendations

In order to maintain the high standards the school, staff and governors need to:

- R1 continue to develop the good role of subject leaders in monitoring and evaluating provision;
- R2 develop the pupils' involvement in assessing and improving their own work;
- R3 further develop pupils' bilingual skills.

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 1: Good with outstanding features

- 43. The findings of the inspection team match the judgement made by the school in its self evaluation report.
- 44. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 45. The pupils succeed in their work regardless of their social and linguistic backgrounds. Pupils with SEN make good progress and achieve the targets set for them.
- 46. At the end of KS1 and KS2 pupils' attainment levels for 2005 in NC core subjects were above the national average in all subjects. In comparison with similar schools, in relation to the percentage of pupils with free school meals, the results at KS1 were average and those at KS2 were in the upper quartile. Over the last five years, the results of NC assessments and tests have been consistently above national and local averages, and regularly in the upper quartile. Both boys and girls perform equally well.
- 47. Since the last inspection, the percentage of pupils attaining the highest levels in NC tests and assessments has usually been above average. However, the teachers tend to be very challenging in their assessments. In 2005, the pupils in KS2 tests which were marked externally, indicated a very high percentage of pupils attaining the higher levels. This is more in line with the usual trend than the published assessments, which are, for the first time, not based on the government tests.
- 48. Pupils, including those with SEN, make good progress in the key skills of listening, speaking, reading and writing, and their achievement includes some outstanding features.

49. Communication skills are good and sometimes outstanding. Pupils listen very carefully, are extremely attentive in classes, and speak clearly using a wide range of vocabulary, specific to subject areas and topics across all key stages. Pupils' writing shows good progress through the year groups, indicating high quality within their extended writing skills by KS2.
50. The mathematical skills of the under-fives and the rest of the school are consistently good. Pupils apply their mathematical skills well in practical activities and work with graphs and tables is often at a very high level in science and design and technology work. The work has outstanding features.
51. The pupils have good skills in the use of ICT throughout the school. They make very effective use of word processing and data handling skills in subjects such as geography and history and the use of spreadsheets makes a good contribution to learning in mathematics.
52. The pupils' bilingual skills have improved well since the last inspection. However, pupils do not make sufficient use of bilingual skills to communicate effectively in Welsh and their use of incidental Welsh is mainly confined to formal situations. They exchange greetings and respond to simple instructions and requests, but lack confidence and show uncertainty in their ability to communicate bilingually as they progress through the school. Pupils' writing in Welsh shows good progress through the year groups.
53. Pupils of all ages make good progress in their creative skills. Their progress in physical development has outstanding features which are reflected in this small school's success in a wide variety of team and inter-school games and in swimming.
54. There are outstanding features in the progress made by pupils in their learning and in their personal and social development.
55. Pupils show an excellent attitude to learning and demonstrate a high level of concentration and commitment within their lessons, either on individual tasks or within small groups. They stay focused on their tasks and show enthusiasm to participate through their eagerness to answer questions orally. Pupils indicate a positive approach to their learning through offering support to each other, and willingly co-operate with each other in appropriate situations. The pupils' attitude and approach to learning are a key feature within the school.
56. The school is increasingly setting individual challenging targets for pupils and is teaching the pupils to be self critical and make self assessments. This is not yet consistent, but generally makes a good contribution to pupils' learning skills, particularly in Y5/6.
57. The standard of pupils' behaviour is outstanding. They are considerate and courteous and relate very well to each other. The youngest children in nursery and reception quickly learn to take responsibility for tidying and sorting their own activities and looking after others. Older pupils have a very strong awareness of their responsibilities to the community and are very aware of social and environmental issues.
58. Levels of attendance are good. They are regularly above 95%. Pupils are punctual and eager to start work.

59. The pupils are very aware of issues of equality and diversity. They develop a mature respect for different faiths and cultures.
60. Standards have improved well since the last inspection.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

61. The findings of the inspection team exceed the judgements made by the school in its self evaluation. Outstanding features were identified throughout the school.

62. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
41%	53%	6%	0%	0%

63. This is well in excess of the current national target of 50% Grade 1 and Grade 2 teaching and above the target of 65% for 2007.

64. Teaching for children under-five is good with outstanding features. This is a significant improvement since the last inspection. Activities are very well planned to stimulate and challenge all abilities and to successfully promote independence in learning. The teamwork between the teacher and teaching assistants makes a very good contribution to the effectiveness of teaching for under-fives and throughout the school.

65. Teachers have a good knowledge of the subjects of the NC. Lessons are planned very well. The key skills are given good emphasis and promoted across the curriculum.

66. A strength of the teaching is the regular attention paid to developing pupils' thinking and learning skills. Throughout the school, pupils are encouraged to make good use of a wide range of reference material including information technology. They are taught to be systematic and logical and given good strategies for solving problems in mathematics and science. There are often outstanding features to this.

67. Lessons have clear learning objectives and these are shared with pupils throughout the lessons. Lessons are often presented with imagination and make good use of resources. Many activities involve practical investigations, role-play and drama.

68. There are regular Welsh lessons which develop bilingual skills within the pupils. However, the use of incidental Welsh is inconsistent throughout the school. Basic greetings and requests are used on a regular basis, but these tend to be within those formal situations, and are not used on an incidental basis sufficiently across the school. In some instances there is an unequal balance between the opportunities provided for listening, and the development of speaking and writing skills.

69. All adults have high expectations for pupils' behaviour and concentration. They set time limits for completing work and pupils work productively as a result. The pupils enjoy coming to school and benefit from its warm, friendly, Christian ethos. The staff are very good role models and relationships are outstanding. Pupils have a strong feeling of belonging to a happy orderly community where learning can thrive.
70. The pupils are beginning to learn to be constructively critical about their own work. They are given good opportunities to express their opinions and to reflect on their work. Good marking generally supports this well, although some opportunities to involve pupils in setting their own targets are missed.
71. There is very good promotion of equal opportunities in every school policy to actively address issues of fairness, consistency, gender, race and disability. The personal and social education programme and circle time and the role of the School Council enhance pupils' awareness and understanding of equality and inclusivity issues. The school's reading materials have an ethnically diverse content. Both boys and girls sit in mixed groups and are encouraged to play netball and football in mixed sports teams. There is no stereotyping in tasks undertaken by pupils.
72. The school makes effective and excellent use of a range of teaching activities to meet the varying needs and abilities of the pupils. Teachers set individual and class targets which are shared with the pupils, and they organise learning groups effectively so as to maximise the full potential of each pupil. Staff use appropriate learning resources and materials which challenge each pupil and support them to achieve their targets. Each pupil's progress is tracked and analysed and the information gathered used to inform future planning and provision.
73. The school provides reports on pupil progress twice a year, and these include future targets for the pupils. The pupils with SEN are similarly assessed regularly and their identified needs are outlined in detail within their individual educational plans (IEPs). All information about pupil progress is shared with the parents and pupils, and parents are contacted if any concerns arise regarding the pupils. All recording and reporting procedures meet statutory requirements.
74. Teachers make good and effective use of a variety of tests and use the results to inform for future planning and set targets for learners. The school has identified the development of pupils' involvement in assessment and setting targets for their own performance as a priority. The pupils participate by identifying their strengths and aspects of learning, which could be improved. Teachers' marking of pupils' work is also encouraging and provides suggestions as to how each pupil could improve their work. The school sets achievable and measurable targets for pupils with SEN and these are reassessed and evaluated on a regular basis, leading to the setting of new targets for a specific period of time.

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

**Grade 1: Good with outstanding features**

75. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
76. The school provides an outstanding range of learning experiences to challenge and interest all ages and abilities. The curriculum is equally accessible to all pupils, and provides a broad and balanced provision, including effective support for those pupils with SEN, and the more able and talented. The ethos of the school identifies a strong commitment to excellence in all aspects while the content and context of the curriculum are directed to support pupils to achieve high standards and encourage them to be involved in all aspects of school life. Staff ensure that lessons show continuity and progression in pupils' learning and ensure that new concepts which are introduced to the pupils are well understood.
77. The school ensures that all pupils receive maximum opportunities to develop their key skills of communication, numeracy and ICT and apply them across the curriculum. These opportunities are very well planned. Although provision has improved since the last inspection, there are insufficient opportunities provided for incidental Welsh.
78. The school makes effective use of residential centres for pupils in KS2 to enrich the school curriculum through environmental and bilingual opportunities. These experiences provide the pupils with good and relevant learning experiences outside the classrooms.
79. Pupils' spiritual, moral, social and cultural development is good with outstanding features.
80. Pupils take part in various activities in conjunction with the local church, while themes for collective worship are well planned and all pupils are given time for personal meditation during assemblies to reflect on important issues. The Vicar makes frequent visits to the school and leads the school assembly on a regular basis.
81. Pupils develop a strong sense of moral values and have opportunities to reflect on moral issues through worship, which is Christian in context. Acts of Collective Worship meet statutory requirements. The school develops a sense of responsibility in the pupils by means of an effective peer support system and the recently introduced School Council helps pupils to be responsible, distinguish between right and wrong, relate positively to school life and establish good attitudes towards others in respecting diversity of opinions, values and beliefs.
82. The school promotes and celebrates good behaviour through a reward system based on house points, which helps pupils to realise the importance of collective behaviour and co-operation, and this is reflected in the courteous and co-operative manner of the pupils throughout the school.
83. Established links with the community are excellent, and provide the pupils with opportunities to make use of a variety of sporting and cultural facilities in the

locality and beyond which encourage and promote social interaction. Pupils also gain experience of different cultures through the inclusion of a diversity of reading materials, which are included in lessons across the year groups.

84. The school's partnership with parents is a strong feature. The amount of support provided by parents to the school is outstanding with over 20 parents helping at the school in various roles. Parents provide transport for out-of-school visits for sporting events with other schools, and also accompany pupils to residential visits such as the Urdd centre in Glan Llyn near Bala. Other parents provide help to pupils with SEN within classes, guided by the teaching staff. The school provides information by means of a parents' open night, three times a year. Parents also receive newsletters and information regarding the content of the school's curriculum. The school ensures that all voluntary helpers receive Criminal Records Bureau checks in respect of Child Protection procedures. The school's Parent Teacher Association provides major financial support to the school, which has helped to fund a variety of resources which enrich the curriculum.
85. There are effective partnerships with local and national sporting organisations which include use of local sports' centres within the Wrexham area, as well as receiving coaching by the local Sports Development Officers in football, rugby, tennis, cricket and hockey. A number of parents have been trained to help with the Dragon Sports provision within the school.
86. The school makes excellent use of local arts, environmental and cultural facilities and enhances its links with the community, by inviting a wide range of speakers and visitors into the school. The local community and parochial church council hold their committee meetings at the school, and other community based public meetings are also accommodated. The school's Christian ethos is enriched through a wide range of activities in conjunction with the local Church, confirmation classes, and a Christmas club, organised by the Vicar, is held at the school. Pupils take part in musical events within the community, and a large number of pupils are instructed by visiting peripatetic music teachers on a variety of instruments.
87. The school curriculum meets statutory requirements of the NC and the locally agreed syllabus for religious education.
88. Schemes of work across the school reflect '*Y Cwricwlwm Cymreig*' and this aspect is carefully included in teachers' planning of lessons. Pupils' celebration of St David's Day provides opportunities to experience cultural activities, and the curriculum includes provision for learning about Welsh artists, and important aspects of Welsh history and geography. Pupils also regularly participate in the Urdd Eisteddfod and visit many outdoor centres in Wales, such as the Llangollen International Eisteddfod as well as the Urdd Residential Centre near Bala, and the Millennium Centre in Cardiff. The pupils also took part in an LEA Artist in Residence project on Welsh Sporting legends. These activities also provide the pupils with an opportunity to practise and improve bilingual skills.
89. Good attention is given to developing the pupils' entrepreneurial skills through the community links and project work in design and technology and science. Pupils regularly organise jumble and cake sales for charity, managing the organisation and publicity themselves.

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

<b>Grade 1: Good with outstanding features</b>
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90. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
91. The school provides very high quality personal guidance to its pupils. The pupils' attitude towards the school is very positive and they hold the view, which they express strongly, that their school is a very caring and happy community.
92. All staff know the children and are aware of their background. The personal and pastoral care arrangements are very effective and are a strength of the school's provision.
93. Relationships with parents are outstanding and consistently positive responses were received at the parents' meeting prior to the inspection. Communication with parents is effective and the school responds positively to suggestions. Parents are very supportive of the school. The home/school agreement informs everyone of their responsibilities and meets statutory requirements.
94. Registration periods are undertaken appropriately and attendance is closely monitored. The whole process meets statutory requirements. The management and monitoring of behaviour are very effective. These factors have an overall beneficial effect on pupils' progress and confidence and help them thrive in a caring and supportive environment.
95. An effective child protection policy is in place with named co-ordinators and all staff have received training together with guidance documentation. They are aware of procedures within the school. Risk assessments are undertaken as required with certain activities or class visits.
96. Health education is strongly promoted within the school. The school participates in the Healthy Schools project and effectively promotes the healthy development, safety and well being of pupils. The school menu has been changed to healthy foods; external providers lead sessions on substance misuse; the school nurse delivers sessions on growing up. Accelerated learning initiatives and sports clubs promote healthy living.
97. A clear and well-implemented health and safety policy is in place. The personal and social education programme and circle time are effectively used to promote a range of personal, health and welfare issues and the school receives good support from the nurse and the community police in delivering various aspects of this programme.
98. The school's provision for pupils with additional learning needs is good with outstanding features. The school has thorough and effective procedures for identifying pupils who are underachieving and who may have additional learning needs. The procedures to assess pupils at an early stage are undertaken by all members of staff and supported efficiently by the SEN co-ordinator (SENCO), and all procedures involved meet the Welsh Assembly Government code of practice and statutory requirements. There is no pupil who needs to be disapplied from, or have modifications made to the NC.

99. The school SENCO and class teachers work very well together to provide a fully inclusive provision for all pupils with SEN. Some pupils are withdrawn on a weekly basis to receive extra help by the SENCO in basic literacy and numeracy skills. The teachers ensure that work in the classroom is always matched to the pupils' needs whatever the subject. This ensures pupils have full and equal access to the curriculum.
100. Clear policies exist on race equality, equal opportunities and diversity. The school has very good arrangements in place to raise pupils' understanding of these matters. Multicultural themes and the awareness of the importance of racial equality are developed through religious education, personal and social education, assemblies, and an appropriate range of reading material.
101. The school provides appropriate guidance and support for disabled pupils and seeks additional support when required. The ethos of tolerance and understanding ensures that such pupils are not unfairly treated. The school provides very high quality personal support to all pupils, which is greatly appreciated by the parents.

## **Leadership and management**

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

#### **Grade 1: Good with outstanding features**

102. The findings of the inspection team exceed the judgements made by the school in its self-evaluation. Outstanding features were identified throughout the school.
103. The quality of leadership provided by the headteacher, staff and governing body is one of the outstanding features of the school's work. The headteacher provides a very clear vision for the school's development and sets a very good example through all his work. He is well supported by the senior teacher. The staff work well as a team and share agreed Christian values; they have high expectations and a clear sense of purpose.
104. The school has clear aims and policies that focus on pupils' individual needs and there is a high priority given to raising pupils' standards of achievement.
105. The teachers fulfil their monitoring and evaluation roles effectively and contribute to improvement planning. A key feature is the thorough analysis of test and assessment data at every stage of the school which is used to set challenging but achievable targets for each pupil.
106. The school is progressive in its outlook and takes full advantage of local and national initiatives. For example, the school has gained the Basic Skills Agency Quality Mark accreditation for the second time; has raised standards of writing through 'Writing for First Steps' LEA project and developed entrepreneurial skills through the Welsh Assembly Government dynamo course. There are very close partnerships with local primary and secondary schools, schools of education at the university and the school has a leading role in primary school sports for the LEA.

107. There are thorough and purposeful arrangements for the professional development of teachers and support staff. All staff have appropriate time during the school week for planning and preparation and this is used effectively. The headteacher ensures that the teachers have a fair workload and administrative tasks are kept to a minimum.
108. The day-to-day management arrangements are effective and the school day runs smoothly.
109. The governing body fulfils its statutory responsibilities well. There is a good strategic plan for the governors' role in school development including a detailed timetable of issues to be addressed. The governors have a thorough understanding of policies and their implementation. They monitor the effectiveness of initiatives well and contribute significantly to the overall initiative of the school. The quality of the school prospectus and annual report to parents has outstanding features. They are well written and meet statutory requirements. They make useful evaluative comments on matters such as standards attained and the curriculum which inform parents well.

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

<b>Grade 2: Good with no important shortcomings</b>
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110. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
111. The school's evaluation process is a good feature of the way the school operates and is a model of best practice. All staff and governors are involved and aware of current objectives and the progress being made. There is also a strong culture of aiming for continuous improvement.
112. The headteacher, governors and staff know their school very well and are fully committed to improving standards. Subject leaders work closely and effectively with the senior management team to manage their areas of responsibility. They regularly reflect on and discuss with other teachers how to improve the standards that pupils achieve, their teaching and resources. They all prepare subject action plans with clear targets for improvement.
113. Curriculum leaders play an active role in the self-evaluation arrangements. However, some staff in key roles are new to the post and have not yet had the opportunity to develop fully their first hand knowledge of standards and provision. The headteacher has clear and appropriate plans to improve this situation and good use is made of training for leadership and management through the LEA.
114. Efforts are made to include the views of parents through informal soundings and parental consultation on policies such as lateness, attendance and behaviour. The views of pupils are taken into account.
115. The inspection findings are matched to the report in five out of seven key questions. The differences occur where the inspection team has found more outstanding features.

116. The school development plan (SDP) is comprehensive and is produced from the subject action plans and whole-school needs. It sets out clear targets and is costed. There are appropriate timescales and procedures to evaluate progress. As with self-evaluation, school planning also involves everyone and progress is monitored regularly in staff, senior management and governors meetings.
117. The performance management of all the staff is effective in developing the school. All staff are set clear and manageable targets to meet their professional needs.

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

**Grade 1: Good with outstanding features**

118. The findings of the inspection team match those the school made in its self-evaluation process.
119. The school has a sufficient numbers of staff who provide a range of relevant experiences and expertise to teach all aspects of the school's curriculum.
120. The school makes good use of teachers' particular expertise to enhance the provision of sport, SEN, ICT and art. Support staff have clear roles and responsibilities, and work effectively with the teaching staff, meeting the needs of the pupils as required. The school secretary supports the head teacher in the efficient daily management of the school, while the caretaker ensures that the school building is kept in good order. Lunchtime assistants provide good support to staff and pupils during dinner hours, and all other ancillary workers contribute to the welcoming and professional ethos of the school.
121. The quality of resources and materials meets the needs, abilities and age groups of all the pupils at the school. Key resources are regularly updated, especially within the areas of reading, research and study materials and there is ample material available for research and topic work within the central school library and within the classrooms. Each classroom has its own library area and is well equipped with a range of resources linked to the programmes of work within the lessons. The pupils also have access to the North East Wales Library Service and Loan Scheme, and each class has a television and computer. The school has its own ICT suite, and an interactive whiteboard is available to enhance teaching and learning throughout the school.
122. The school enhances pupil learning experiences through arts projects, drama outreach projects, visiting poets and music groups. Visits to local museums, environmental centres, historical sites and field centres complement and enrich the resources, and are included to meet the learning needs of the pupils. The teaching materials and resources designed by staff are an outstanding feature of the way the school meets the varying needs of its pupils, while the reading materials help pupils to develop an understanding of diversity and equal opportunities within society.
123. The school building is very well maintained and looked after, while the outside facilities are in good order. The school field is large, well looked after, and a small amphitheatre and an impressive adventure and environmental area

enhance the playground area. The school also has a garden, which the pupils care for, while the play area for children under five is enclosed and contains a soft play area, providing a safe and secure environment. The school has suitable access designed for the disabled and also has a disabled toilet. Each classroom is bright, colourful and attractive, and conducive to promoting a good working environment. Pupils' work displayed around the school reflects the values of excellence and achievement promoted by the school leading to a pleasant visual environment. The school hall is kept in good order throughout the day, and used effectively for school assemblies, physical education, and school dinner provision.

124. The school makes efficient, effective and economic use of its staff, who are well managed and developed effectively. The particular expertise of staff is used to provide enrichment and a wide range of extra curricular activities across the curriculum where relevant. An information technology technician is employed directly by the school, who provides planned support to pupils under the direction of teaching staff, and this is a strong feature in the efficient and effective use of resources.
125. The deployment of teaching staff allows single year groups to be taught, as relevant. This is an outstanding feature of school management flexibility, which reduces the large number of pupils in some two-year classes.
126. The school encourages the further training of staff, and general Teaching Council Grants have been used to enhance staff expertise and development. Staff development is based on priorities identified in the SDP, areas for improvement as well as personal expertise enhancement.
127. Effective systems are in place, through self-evaluation, which ensure that the governing body provides good value in appointing staff, and in purchasing and acquisition of relevant resources. This process is directly linked to the school's priorities within the school's development plans; is an outstanding feature of school management of its budgetary provision making full use of the money available.
128. The school has good financial management enabling the school to meet its targets and to maintain the continued improvements. The SDP closely links priorities to the resources needed and their costs and the headteacher and governing body regularly meet to monitor and review budgetary spending. The school gives very good value for money.

## **School's response to the inspection**

The headteacher, staff and governors wish to acknowledge the professional manner in which the inspection team conducted this inspection. We value the opportunity of the constructive dialogue with the inspection team members.

The headteacher was the school's nominee inspector and appreciated the continual debate and the positive response by the Registered Inspector to the school's efforts to resolve issues that require further exploration and investigation.

The inspection team was required to report on the standards achieved 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. The governors and staff are pleased that the team reported these as Grade 1 good with outstanding features.

The school is pleased that the team also recognised the following:-the pupils' behaviour was outstanding and that they were polite, considerate and thoughtful towards each other; relationships were outstanding and built upon a very secure knowledge of pupils and their achievements; Partnerships with parents were judged as excellent and; the quality of care and support for pupils was outstanding.

We are delighted with the findings of the inspection team that they found outstanding features in almost every aspect of the school and its life. We believe this is testimony to the hard work and commitment of dedicated staff and governors. We found the inspection a positive experience. We are pleased our School's evaluation process was highlighted as thorough and well managed and that it was "a good feature of the way the school operates and is a model of good practice".

The school's views in the self-evaluation report corresponded to the judgements of the inspection team in five of the seven Key Questions. In the other two Key Questions, the inspection team understood that the school had been over-cautious and upgraded our judgment to Grade 1.

The headteacher, staff and governors are committed to maintaining the high standard already achieved and will continue to monitor and evaluate, and strive for further excellence.

The school will address the recommendations in the report in a school action plan. A copy of the school's action plan in response to the inspection will be sent to all parents. The Governors Annual Report to Parents will report on the progress we are making on the inspection recommendations.

## Appendix 1

### Basic information about the school

Name of school	Bronington Voluntary Aided Primary School
School type	Nursery and Primary
Age-range of pupils	3 to 11
Address of school	School Lane Bronington
Postcode	SY13 3HN
Telephone number	01948 780283

Headteacher	Mr T P Walker
Date of appointment	September 1997
Chair of governors	Mr E Wardle
Registered inspector	Mr A Clark
Dates of inspection	23 – 24 January 2006

## 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	8	14	18	12	17	14	12	11	106

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	4	5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	9:1
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	0.8:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	90	94	96.5
Spring 2005	88	92	95
Autumn 2005	88	94.5	96.4

Percentage of pupils entitled to free school meals	4
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results

#### End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005		Number of pupils in Y2:	17				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	0	89	11
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	0	0	11	44	45
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	0	0	0	89	11
		National	0	5	14	69	11
En: speaking and listening	Teacher Assessment	School	0	0	0	89	11
		National	0	4	14	55	26
Mathematics	Teacher Assessment	School	0	0	17	39	44
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	0	89	11
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	84	In Wales	80

#### End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005		Number of pupils in Y6	23								
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	4	70	26
		National	1	0	0	0	1	5	16	46	30
	Test/Task	School	0	0	0	0	0	0	5	45	50
		National	1	1	1	0	0	4	13	42	37
Mathematics	Teacher assessment	School	0	0	0	0	0	0	17	48	26
		National	0	0	0	0	1	3	17	46	31
	Test/Task	School	0	0	0	0	0	0	9	41	50
		National	1	1	0	0	0	3	15	43	36
Science	Teacher assessment	School	0	0	0	0	0	0	0	66	34
		National	0	0	0	0	0	1	11	50	37
	Test/Task	School	0	0	0	0	0	0	0	36	64
		National	1	1	0	0	0	1	8	51	39

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	87	In Wales	70

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence  
W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

Three inspectors spent a total of five inspector days in the school and met as a team before the inspection. The school nominated the headteacher to join the team.

These inspectors visited:

- 17 lessons or part lessons;
- all classes;
- acts of collective worship, and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began, and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- responses to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection, and
- a wide range of pupils' past and present work.

The inspection team held post inspection meetings with the staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Andrew Clark	Context; Summary; Recommendations; Appendices Key Questions 1, 2, 5, 6
Gwynoro Jones	Key Question 4; contributions to all Key Questions
Glyn Griffiths	Key Questions 3, 7; contributions to all Key Questions
Terry Walker	School's Nominee

### *Acknowledgement*

*The inspectors wish to thank the governors, the head and all the staff for their co-operation and courtesy they received during the inspection.*

### **Contractor:**

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