

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

**BRONLLYS COMMUNITY PRIMARY SCHOOL
NEUADD TERRACE
BRONLLYS
BRECON
POWYS
LD3 0HP**

SCHOOL NUMBER: 666/2123

DATE OF INSPECTION: 16-17 OCTOBER 2001

BY

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REGISTERED INSPECTOR: WO89/15781**

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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)
AT	-	Attainment Target
CoP	-	Code of Practice
CD-ROM	-	Compact Disk Read Only Memory
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 Nurse Education Board
NTA	-	Non-Teaching Assistant
PSE	-	Personal and Social Education
RoA	-	Record of Achievement
RSPCA	-	Royal Society for the Prevention of Cruelty to Animals
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
Y	-	Year

CONTENTS

1. CONTEXT.....	1
THE SCHOOL AND ITS PRIORITIES.....	1
2. MAIN FINDINGS.....	1
THE MAIN FINDINGS OF THE REPORT.....	1
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	4
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING	4
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM.....	5
4. ETHOS OF THE SCHOOL.....	6
4.1 PUPILS’ SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.....	6
4.2 BEHAVIOUR AND ATTITUDES.....	6
4.3 ATTENDANCE	7
5. QUALITY OF EDUCATION.....	8
5.1 TEACHING	8
5.2 ASSESSMENT, RECORDING AND REPORTING.....	9
5.3 CURRICULUM	10
5.4 SUPPORT, GUIDANCE AND PUPILS’ WELFARE	11
5.5 PROVISION FOR PUPILS WITH SEN.....	12
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS	12
5.7 PARTNERSHIP WITH INDUSTRY	13
6. MANAGEMENT	14
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT	14
6.2 LEADERSHIP AND EFFICIENCY	14
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES	15
7. SUBJECTS AND AREAS OF LEARNING	16
STANDARDS ACHIEVED BY PUPILS.....	16
PROVISION FOR THE UNDER-FIVES.....	16
ENGLISH.....	17
MATHEMATICS.....	18
SCIENCE	20
WELSH SECOND LANGUAGE	21
DESIGN AND TECHNOLOGY	21
INFORMATION TECHNOLOGY.....	22
HISTORY	23
GEOGRAPHY	23
ART.....	24
MUSIC.....	25
PHYSICAL EDUCATION	25
RELIGIOUS EDUCATION	26
8. SCHOOL IMPROVEMENT	27
8.1 PROGRESS SINCE THE LAST INSPECTION.....	27
8.2 KEY ISSUES FOR ACTION	28
APPENDIX.....	29
A. BASIC INFORMATION ABOUT THE SCHOOL.....	29
B. SCHOOL DATA AND INDICATORS	29
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS	30
D. THE EVIDENCE BASE OF THE INSPECTION.....	31
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM.....	32

PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

The school is situated in the village of Bronllys about nine miles north-east of Brecon and ten miles south of Hay-on-Wye. The present main building was opened in 1980 and is of semi-open plan design, consisting of three teaching areas, a hall and an office, set in its own attractively landscaped grounds. A demountable unit, containing another classroom, was added in January 2000 to provide an extra class to reduce infant class sizes, although, due to the withdrawal of this funding, the school has now reverted back from September 2001 to three classes: nursery/reception/KS1, lower KS2 and upper KS2. The upper KS2 class is taught in the mornings by a 0.5 teacher and in the afternoons by the head.

The school currently caters for 66 pupils between the ages of three and eleven, five of whom are of nursery age and attend full-time; the day is long for them. The number on roll has steadily declined over recent years. Pupils come from homes in the village and the surrounding communities, although about half attend from outside the catchment area through parental choice. According to the school, families are neither prosperous nor economically disadvantaged; approximately 18% of pupils are registered as being entitled to free school meals, which is around the national average, but above that for the county. The intake covers the full range of ability. Around 24% of pupils are identified as requiring SEN support, which is similar to the national average; two are statemented. About 8% come from an ethnic minority background; a few of Arabic origin speak English as an additional language, for which they receive extra support. No pupils are natural Welsh speakers.

The school has a relevant mission statement and appropriate aims, which are published for parents. Priorities for improvement over the next four years cover the curriculum, ethos, management and other matters, although there is a lack of clarity about goals for the current year. Quantitative targets have been set in the core subjects.

The school has experienced a number of changes in relation to staffing, funding and accommodation since it was last inspected in July 1996.

2. MAIN FINDINGS

The main findings of the report

This is a school with some good features, but there are a number of issues in relation to standards, management and accommodation which require attention.

- From the lessons observed, standards in the school are around 92% satisfactory or better, of which about 46% is good.
- Standards in the early years are satisfactory with some good features, but there are some shortcomings, caused mainly by the recent amalgamation of the early years class with

KS1. Overall, however, the quality of the educational provision for the under-fives is appropriate to their needs and they make satisfactory progress towards the Desirable Outcomes for Children's Learning.

- Standards achieved by early years children in the six areas of learning are as follows:

Language, literacy and communication skills	Satisfactory
Personal and social development	Satisfactory
Mathematical development	Satisfactory
Knowledge and understanding of the world	Satisfactory
Physical development	Satisfactory
Creative development	Satisfactory

- Standards in KS1 are around 83% satisfactory or better, of which about 33% is good. Standards in KS2 are 100% satisfactory or better, of which about 58% is good.
- Standards in the different subjects are as follows:

	KS1	KS2
English overall	Satisfactory	Good
Speaking	Good	Good
Listening	Good	Good
Reading	Satisfactory	Good
Writing	Satisfactory	Satisfactory
Mathematics	Satisfactory	Good
Science	Satisfactory	Good
Welsh second language	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Unsatisfactory	Satisfactory
History	Satisfactory	Good
Geography	Unsatisfactory	Satisfactory
Art	Good	Good
Music	No lessons observed	Good in the one lesson observed
Physical education	No lessons observed	Satisfactory
Religious education	Unsatisfactory	Satisfactory

- In both key stages standards in key skills across the curriculum are satisfactory overall in speaking, listening, reading, writing and numeracy, but in ICT they are less well developed, especially in KS1.
- Pupils' spiritual, moral, social and cultural development is satisfactory. The school meets statutory requirements for collective worship. The cwricwlwm Cymreig and multicultural education are satisfactorily developed, but there are no defined whole school approaches.
- Behaviour is good overall and pupils have good attitudes to learning.
- Overall, attendance is satisfactory in KS1 and good in KS2, although unauthorised absences in KS2 are at times well above the norm.

- Based on the lessons observed during the inspection, teaching in the school overall is around 92% satisfactory or better, of which about 54% is good.
- Teaching in the early years is satisfactory with some good features, but there are some shortcomings in organisation and management. Teaching in KS1 is mostly satisfactory or better and in KS2 it is nearly always good; there is evidence of good practice in each of the three classes.
- Teachers prepare lessons carefully and use a range of methods. Sessions are generally well managed and appropriately structured; they begin promptly and classroom routines are well established.
- In most lessons in KS2 work is well matched to pupils' levels of ability, but there is little evidence of differentiation in KS1, where Y1 and Y2 generally do the same tasks.
- Overall, assessment, recording and reporting are satisfactory. The school's policy reflects best principles and practice, but procedures are not consistently embedded across the school and the manageability and purposes of the system are not clearly defined.
- Pupils' work is marked regularly, but comments do not consistently provide sufficient guidance for pupils to improve. Annual reports to parents are informative and meet statutory requirements, although statements at times are too standardised in format to meet the needs of individual pupils.
- Overall, the curriculum is broad and relevant, but there are some variations in practice between classes and in the way in which pupils' work is organised and retained, which makes it difficult at times to assess continuity and progression. Schemes of work are in place for all subjects; a few are of good or very good quality, but one or two are incomplete.
- Good provision is made for pupils' support, guidance and welfare and for those with SEN; the development of these pupils' confidence and self-esteem is one of the strengths of the school.
- The school's partnership with parents and community, schools and other institutions, as well as with industry, is good.
- Overall, procedures for self-evaluation and planning for improvement are still at an early stage of development and do not reflect a unified whole school approach. There is confusion about the current SDP's targets and its long term goals.
- The systematic monitoring of standards, teaching and learning throughout the school is at a very early stage of development. There is a lack of clarity about who exactly co-ordinates some subjects; the head currently carries a heavy load of curriculum responsibilities.
- The quality of leadership by the head and GB is satisfactory, but there is insufficient overview of the current and future needs of the school.
- The cumulative effects of a falling roll, recent staff changes and redundancies have

caused disruption throughout the school; these have affected staff morale and weakened collaboration within the school.

- Daily routines operate efficiently and budgetary control is generally sound. The school gives satisfactory value for money.
- Staffing, accommodation and learning resources are satisfactory overall, although there are several accommodation and security issues that require urgent attention.
- The school has addressed all of the key issues since the last inspection, although some require further development.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

From the lessons observed, standards in the school are around 92% satisfactory or better, of which about 46% is good.

- Standards in the early years are satisfactory overall with some good features, particularly in language, literacy and communication skills, personal and social development and physical development, but there are some shortcomings, caused mainly by the recent amalgamation of the early years class with KS1.
- Standards in KS1 are around 83% satisfactory or better, of which about 33% is good. Standards in KS2 are 100% satisfactory or better, of which about 58% is good.
- Standards in English are satisfactory in KS1 and good in KS2 overall. Most pupils make steady progress through the school in speaking, listening and reading, but there are some shortcomings in writing in both key stages.
- Standards in mathematics are satisfactory in KS1 and good in KS2; older more able pupils have well developed mental agility skills.
- Standards in science are satisfactory in KS1 and good in KS2; pupils experience a range of practical work and develop good investigational skills.
- In both key stages standards in art are good and in Welsh second language and design and technology they are satisfactory.
- Standards in history are good in KS2 and satisfactory in KS1.
- Standards in information technology, geography and religious education are satisfactory in KS2, but unsatisfactory in KS1.
- In KS1 no lessons were observed in music and physical education and insufficient evidence was available in the school to make overall judgements in these subjects. In KS2 standards in the one music lesson observed were good and in physical education standards overall are satisfactory.

- Although cohorts are small, NC test results for KS1 for the last few years indicate that pupils' performance declined in 2000, but improved in 2001 to around the national and local averages and comparable to schools of a similar type. Pupils attained better in mathematics than in English and science, but none reached level three in writing, speaking, listening or science.
- In KS2 in 2000 pupils generally performed around the national averages in English and science, but did less well in mathematics, although there were discrepancies between the teacher assessment and test results in English and science, with more pupils attaining the higher levels in the tests. In 2001, when there was a larger proportion of girls, results improved in all three core subjects, particularly in mathematics; they were better generally than national and local averages and in mathematics and science they were above the figures for schools of a similar type.

3.2 Standards Achieved in Key Skills across the Curriculum

In both key stages standards in key skills across the curriculum are satisfactory overall in speaking, listening, reading, writing and numeracy, but in ICT they are less well developed, especially in KS1.

- Pupils listen intently and make sensible contributions to lessons. They pay attention to their teachers and each other, both in whole class sessions and in group activities.
- Pupils talk enthusiastically about their work, show good recall of previous learning, and speak clearly and knowledgeably about their experiences. They respond willingly to visitors' questions and often use appropriate vocabulary to give accurate descriptions of the processes and techniques they employ. Opportunities, however, are not always taken to promote speech through such activities as drama and role play.
- Reading skills develop appropriately and are used to support learning across the curriculum.
- Opportunities are provided for pupils to develop their writing skills, but, on the whole, insufficient emphasis is placed on the development of pupils' writing in a variety of subjects and contexts.
- Pupils in both key stages do not always make sufficient use of dictionaries to improve their spelling skills.
- Numeracy skills are at times well applied, for example in science, Welsh second language, history and design and technology.
- There are too few opportunities for pupils to use computers to support their learning across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

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

- The school meets statutory requirements for collective worship. On three days each week whole school sessions are held in the hall and on the other two days the worship is conducted in each class separately, based on a common weekly theme. On all occasions an appropriately reverent ambience is created. When in the hall pupils lead in and out quietly to recorded music; a candle is lit and time is provided for contemplation. Pupils listen well and sing tunefully. However, in the one whole school session observed there was little opportunity for them to participate directly.
- Pupils' spirituality and sense of awe and wonder of the world are further enhanced through aspects of the curriculum, such as art, science and PSE, but there are few occasions during the day for quiet reflection.
- Most pupils understand the difference between right and wrong and the need to take responsibility for their own actions. They treat other people, class pets and their environment with care and respect. They learn about those less fortunate than themselves and regularly support national and other charities. They understand the need for fairness and social justice and respond to requests willingly and enthusiastically.
- Pupils work and play together well; the spontaneous care and support shown towards those with particular needs is especially impressive. Older pupils take on responsibilities willingly and confidently and perform their duties effectively.
- The cwricwlwm Cymreig is satisfactorily developed through the curriculum, for example in art, history and geography, and through visits and special events, such as St. David's Day, but there is no defined whole school approach.
- Although similarly there is no co-ordinated approach or policy for multicultural education, pupils are taught about other cultures and faiths within the curriculum, for example in religious education and collective worship and through the study of Islamic art. Some use is also made of the families of pupils in the school from different ethnic backgrounds.
- Additionally, the school participates in an international exchange programme, which has resulted in young people from France and Japan working in the school and teaching pupils about their lifestyles and culture. There are links also with a Spanish university, which sends students to the school to learn English.

4.2 Behaviour and Attitudes

Behaviour is good overall and pupils have good attitudes to learning.

- In class most pupils behave well; they settle down quickly and obey instructions promptly. They get on with their work and collaborate well together.

- The few pupils who have behaviour difficulties receive appropriate help and attention.
- Pupils are well mannered and eager to help each other, their teachers and visitors.
- Older pupils care for younger ones, although at play and break times the latter are sometimes overawed by this attention. They are not left to play together in their own discrete area. The practice of older pupils carrying nursery children around is unsafe.
- The revised behaviour and discipline policy sets out clearly the school's standards; procedures are positive and praise is often used. A reward system is in place and pupils respond eagerly to this. When they misbehave they are dealt with appropriately and with a minimum of fuss.
- The school has good procedures to prevent bullying and good guidelines are given to parents in the school prospectus. All incidents are promptly followed up and dealt with fairly.
- Behaviour at lunch time is good, although the hall is often very noisy. All pupils eat at the same time, which means that they often sit for lengthy periods waiting either for their dinner or to go out to play. Only one supervisor is on duty in the hall and outside.
- In the pre-inspection meeting the GB commented positively about the standards of behaviour in the school, as did parents in their responses to the questionnaire. The school informs parents promptly about any concerns.
- The school has a home-school agreement, which at present has only been signed by approximately half the parents.
- During the last 12 months there have been no exclusions from the school.

4.3 Attendance

Overall, attendance is satisfactory in KS1 and good in KS2.

- Levels of attendance in KS2 in the three terms prior to the inspection were approximately 95%. They were similar in KS1 for two of the terms. but below 90% in spring term 2001. In reception overall they were around 90%.
- Unauthorised absences for the same period range from nought to 14%, the latter being in the summer and autumn terms in KS2. Similarly in the spring term of 2001 12% of pupils in KS1 had unauthorised absences. These are high figures and are affected significantly by some families taking their children out of school regularly for holidays.
- The school has adopted the attendance policy produced by the LEA. Parents are given an outline of this in the prospectus, but there is a lack of emphasis on the importance of punctuality and regular attendance.
- Targets have not been set by the school for raising attendance.
- Registration occurs twice a day and registers are marked up to date in accordance with NAFW guidelines.

- The school opens at 9.00 am and pupils are welcomed by the teacher on duty, although registration is not timetabled until 9.15. This means that pupils who have settled in already are often disturbed by those who choose to come later. Additionally, a few arrive after the bell and sometimes interrupt morning assembly.
- The school works closely with parents and always follows up any unexplained absence. There is good liaison with the EWO when the need arises.

5. QUALITY OF EDUCATION

5.1 Teaching

Based on the lessons observed during the inspection, teaching in the school overall is around 92% satisfactory or better, of which about 54% is good.

- Teaching in the early years is satisfactory with some good features, but there are some shortcomings in the organisation and management of the provision, due particularly to the class teacher having simultaneous responsibility for KS1, as well as a lack of space for four different year groups in the same area. For the under-fives there is generally a lack of structured learning activities and specific teacher intervention with an over-reliance on the NTA as supervisor.
- Teaching in KS1 is mostly satisfactory or better and in KS2 it is nearly always good; there is evidence of good practice in each of the three classes.
- Teachers prepare lessons carefully and learning resources are generally well produced and ready for pupils to use, although in some subjects there is a heavy reliance on worksheets, due mainly to the nature of the commercial schemes adopted by the school.
- Generally, lessons are well managed and classroom routines are well established; the pace is usually brisk to maintain pupils' attention and transitions between activities operate smoothly, Most pupils work conscientiously and remain on task. Extension activities are usually prepared for those who finish early, although occasionally pupils have to wait when they have completed a task.
- Teachers use a range of methods, including whole class teaching, individual tasks and paired and group work. During the inspection some good examples of co-operative group work and problem solving approaches were observed, although there is scope to increase the amount of independent study to allow pupils to take more responsibility for their own learning.
- Lessons are appropriately structured with suitable introductions and conclusions, when achievements are evaluated and celebrated and learning is reinforced. A good feature of the work is the initial identification and displaying of the main learning objective for the lesson, which is then revisited in the plenary session at the end.
- Lessons begin promptly and time is generally well managed, although on occasions pupils sit listening for too long, especially at the beginning of sessions.

- Clear instructions and explanations are usually given, but occasionally pupils are somewhat unsure what to do and the guidelines on some worksheets are not specific enough to enable them to proceed independently.
- Subject specific terminology is generally well used and questioning techniques are effectively utilised to challenge pupils and to develop their understanding. During the inspection there were some good examples of probing questions to encourage pupils to think for themselves and to reach their own conclusions.
- In most lessons in KS2 work is well matched to pupils' levels of ability, particularly in English and mathematics; there is appropriate differentiation between and within year groups, although at times the more able could be better challenged. There is little evidence of differentiation, however, in KS1, where Y1 and Y2 generally do the same tasks.
- All teachers establish good relationships with pupils and know them well. They give good attention to the needs of individuals, particularly those with SEN. They offer appropriate encouragement and rewards, especially through the 'praise' system. They monitor progress in lessons effectively.
- Teachers generally have a good background knowledge of the statutory curriculum and have undertaken relevant INSET. There is some exchange of classes to utilise teachers' subject expertise and the head gives regular assistance in lessons, when possible.

5.2 Assessment, Recording and Reporting

Overall, assessment, recording and reporting are satisfactory.

- The school's policy on assessment reflects best principles and practice, but procedures are not consistently embedded across the school. The manageability and purposes of the system are not clearly defined.
- Some curriculum documents stress the need for regular assessment and the sampling of key skills.
- Appropriate use is made of a range of standardised and other tests to ascertain pupils' abilities in reading and spelling.
- There are some good examples of the use of assessment based on clear targets that are used well to inform curriculum planning, particularly in English and Welsh second language. However, this is not evident across the full range of subjects.
- The assessment of the foundation subjects is underdeveloped.
- Pupils' work is marked regularly, but written comments do not consistently provide sufficient guidance for pupils to improve.
- Pupils are sometimes involved in setting their own targets for improvement, although this is not consistently developed across the curriculum.

- There are designated files which contain samples of work for each pupil in English, mathematics and other subjects. The work is not always dated or annotated to indicate levels of achievement over time.
- Interpretations of levels of achievement in NC subjects are underdeveloped. There is no effective mechanism by which teachers can check the accuracy of their assessments, for example through the use of subject portfolios.
- Annual reports to parents are informative and meet statutory requirements in both key stages. However, although targets are identified, they do not clearly specify the next steps that need to be taken to improve standards. Additionally, the written comments provided, particularly in the foundation subjects, are sometimes too standardised in format to meet the needs of individual pupils.

5.3 Curriculum

Overall, the curriculum is broad and relevant, but there are some variations in practice between classes and in the way in which pupils' work is organised and retained.

- Policy documents, based on a common format, offer general guidance to teachers about the aims and procedures for each subject.
- Schemes of work are in place for all subjects. Although they vary somewhat in quality and one or two are not yet complete in relation to revisions for NC 2000, a few are of good or very good quality, having been adapted from county or commercial publications. They provide clear guidance for teachers, but, due to their relative newness, they are in the early stages of implementation.
- There is an early years scheme of work, which is based on the Desirable Outcomes for Children's Learning and which outlines the knowledge, skills, understandings, key experiences, activities and resources for each of the six areas of learning, although it does not differentiate between nursery and reception or provide guidance on progression.
- The school is beginning to plan for the common requirements of the NC and key skills across the curriculum through the use of county guidelines and specific references in both the revised schemes of work and short term planning procedures.
- Due to the detail contained in most of the schemes of work, teachers' medium term plans mainly involve collating the relevant sections of these. A standard pro forma is then used for short term weekly planning, which outlines the main learning objectives, activities, resources, assessment opportunities and key skills for lessons. Space is provided for evaluation, but the quality and quantity of comments are variable. The head sees the plans, but does not comment upon them.
- The school has recently decided to teach the subjects of the statutory curriculum discretely in both key stages, but with cross-curricular topic links where these naturally occur.
- English and mathematics are taught almost exclusively in the mornings in each class with

science and the foundation subjects occurring in the afternoons. History and geography alternate half yearly, which is not conducive to ensuring continuity in pupils' learning.

- The way in which pupils' work is organised and retained varies between subjects and classes, which makes it difficult to assess continuity and progression at times. For example, work in a subject is sometimes recorded in exercise books and at other times on worksheets or paper, which are then not collated in an organised fashion. Many exercise books contain only a few pages of work and are often not continued into the following year, since the next teacher introduces a different system.
- The school is developing a programme for PSE, based on a commercial scheme and the ACCAC guidance. Some discrete PSE lessons and circle time sessions are timetabled, although this is not consistent between classes.
- Homework guidelines are published for parents in the prospectus; pupils take home reading books, spellings and mathematics work regularly, relevant to their age and stage of development. The system is consistently applied and parents are happy with the arrangements.
- A limited programme of varying extra-curricular activities, involving sports and some curriculum areas, are offered by the school during lunch times and after school.
- Curriculum time for both key stages meets NAfW recommendations.

5.4 Support, Guidance and Pupils' Welfare

Good provision is made for pupils' support, guidance and welfare.

- Pupils are taught in a warm and caring environment, which provides a good atmosphere for learning.
- The head and staff work hard to provide pupils with good pastoral care and guidance.
- Some appropriate policies and procedures have been agreed between the head and GB in areas such as equal opportunities and sex education.
- Good arrangements are in place for child protection; the head is the designated member of staff for this. Procedures are well established and implemented sensitively.
- Good relationships have been established with external support services and other outside bodies. Close liaison takes place with the school nurse on health matters and sex education.
- The school has established a social skills group of pupils, which is led by an outside specialist, who provides support and guidance for a few in the latter years of KS2.
- The head carries out a regular assessment of health and safety risks in consultation with the GB. The LEA has been informed of several issues relating to the school.
- The administration of medicines for pupils is carefully supervised and monitored.

- Responses from parents indicate a high level of satisfaction with the quality of care given to their children by the school.

5.5 Provision for Pupils with SEN

Overall, good provision is made for pupils with SEN.

- The head acts as the SENCO and pays appropriate attention to the CoP.
- Fourteen pupils are on the SEN register, including two who are the subject of formal statements and one for whom a statement is being prepared. Procedures for identifying needs and difficulties are generally accurate and consistent.
- The school has produced a clear SEN policy document, setting out appropriate aims and procedures and stressing the importance of early identification.
- All pupils at stage two or above of the CoP have IEPs with targets for improvement. Plans are set out in a clear readable form and are reviewed on a regular basis.
- At present appropriate help is not afforded to all pupils with formal statements.
- Pupils with SEN are supported mainly within the classroom, with some extra assistance from a visiting teacher. This additional help focuses mainly, but not exclusively, on literacy skills.
- Almost all pupils with SEN participate fully in classroom activities and have access to all aspects of the curriculum.
- The development of pupils' confidence and self-esteem is one of the strengths of the school, and this is particularly evident during the social skills withdrawal session in KS2.
- Parents are kept properly informed of their children's progress and reviews are conducted on a regular basis.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school's partnership with parents and community, schools and other institutions is good.

- Parents are kept well informed about the life of the school through weekly newsletters, which are well produced by the pupils, and the week's dinner menu is also sent home. These initiatives are much valued by parents.
- The school prospectus is detailed and informative, although there is no information about specific curriculum arrangements for nursery and reception children. Together with the GB's annual report to parents, it generally meets statutory requirements.
- The Friends of Bronllys School support the school through organising social events, in addition to fund raising ventures.

- Many parents help in class and with school trips. They are very supportive and also assist with school initiatives. Few, however, attended the last GB's annual meeting for parents.
- Breakfast and after school clubs are run in the school, which greatly assist parents, although this means that some younger pupils are in school for up to eight hours. The provision is satisfactorily organised and pupils are cared for appropriately.
- Teachers are always available to see parents at the start and end of the day, and good arrangements are made for consultation evenings in the autumn and summer terms.
- There are close links with the community, particularly with the church and chapel and the nearby hospital. During the inspection pupils learned from a member of the community about life in the hospital during and after the First World War.
- Local organisations, for example the police and fire service, also come into school to talk to pupils about safety issues and their roles in the community. This is most beneficial and enables pupils to learn more about life in their village and beyond.
- There are close links with other neighbouring primary schools and with a local parent and toddler group, which meets in the school.
- Good arrangements are in place to ease the transition of pupils to the local high school. The SEN support teacher accompanies parents of pupils with SEN to different secondary schools in the area to help them choose the most appropriate place for their child.
- The school works closely with the local high school on a range of relevant matters, for example sharing a mobile dark room.
- The school is in partnership with a local teacher training university and accepts NNEB students from Coleg Powys on placements, which benefits pupils.

5.7 Partnership with Industry

Links with industry are good.

- Pupils learn about industry and commerce through projects, for example, the Community Awareness Initiative scheme, which involved the making and selling of candles.
- Pupils also visit a supermarket, a local bakery and a centre in Machynlleth in connection with their class work. This has a beneficial effect on their learning about the world of work.
- The head has spent time in industry furthering his knowledge of technology.
- The school has applied for, and been granted, awards for new equipment by, for example, the New Opportunities Fund.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

Overall, procedures for self-evaluation and planning for improvement are still at an early stage of development and do not reflect a unified whole school approach.

- A culture of critical self-review is being established but, as yet, there are few observable outcomes or benefits.
- The school recently undertook a broad review of its work in collaboration with the LEA. This Partnered Review identified strengths and weaknesses and, as a result, specific areas for improvement are being developed.
- Due partly to the SDP being rewritten last year to fit in with the financial year, there is confusion about the school's current targets and long-term goals. There is no review of previous achievements to set the context for present priorities or to take account of budgetary implications and INSET activities.
- Targets outlined in the self-assessment report do not specifically match those in the SDP.
- Systematic monitoring throughout the school is at a very early stage of development. A coherent strategy is not yet in place to ensure that standards, teaching and learning are rigorously analysed and assessed on a regular basis to enable improvements to be made.

6.2 Leadership and Efficiency

Overall, the quality of leadership is satisfactory, but there is insufficient overview of the current and future needs of the school.

- The desire of the head to do the best for every child in the school is impressive. He displays a sensitive appreciation and understanding of pupils' needs, especially for those who are experiencing difficulties in other parts of their lives.
- The GB works appropriately with the head to create a caring and supportive learning environment.
- The cumulative effects of a falling roll, recent staff changes and redundancies have caused disruption throughout the school. These have affected staff morale and weakened collaboration within the school. There is some evidence of a lack of team work.
- Although curriculum responsibilities are allocated to relevant teachers for most subjects, there is a lack of clarity about who exactly co-ordinates one or two areas and what supporting a subject involves. The head currently carries a heavy load of curriculum responsibilities.
- Daily routines operate efficiently and the school secretary makes a very effective contribution to the administration and organisation of the school.

- The GB is relatively new and not yet fully constituted; meetings are held regularly. Members have been allocated subject responsibilities, but their impact on the school and its future are at an early stage of development.
- Budgetary control is generally sound. Balancing the budget during the recent period of falling rolls has been difficult, and this has resulted in a small deficit, which has been approved by the LEA.
- Most parents express satisfaction with the school and appreciate the work of the head and staff.
- The school gives satisfactory value for money.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and learning resources are satisfactory overall, although there are several accommodation and security issues that require urgent attention.

- The recent reduction in staffing has caused the school to be reorganised from September 2001. At present it is adequately staffed with three full-time teachers, including the head, and one part-time teacher for a total of 66 pupils.
- Teachers are suitably qualified and job descriptions have been drawn up for all members of staff, including the NTA.
- The adequacy of the accommodation for the number of pupils on roll and the curriculum provided is generally satisfactory. Colourful displays often enhance the quality of the learning environment.
- There are a number of significant accommodation issues. Externally, there is a lack of security outside the school, with open access to the school grounds and a right of way across the field, which enables people and animals to wander across the playing area. Tree stumps are exposed on the field and the pond area is not securely fenced. The sloping gradient of the field, with concealed areas in the far corners, means that one adult cannot oversee all the pupils playing on it.
- External paintwork is in a poor condition and some windows in the main building need replacing. A broken canopy presents a risk to pupils playing underneath. There is inadequate parking space in front of the school.
- Internally, there is a lack of storage space and this contributes to the general untidiness throughout the main building. Some of the toilets are not functioning properly. Internal plaster and paintwork need attention. Parts of the floor in the hall are peeling, which presents a hazard during lunch times and lessons.
- Internal security issues have been discussed with the GB.
- Learning resources are adequate in most areas, but they are not well organized or easily accessible. There are deficiencies in some of the foundation subjects and there is a lack of reference books and Bibles; the library is at a very early stage of development.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Standards in the early years are satisfactory overall with some good features, particularly in language, literacy and communication skills, personal and social development and physical development, but there are some shortcomings, caused mainly by the recent amalgamation of the early years class with KS1. Overall, however, the quality of the educational provision for the under-fives is appropriate to their needs and they make satisfactory progress towards the Desirable Outcomes for Children's Learning. During the inspection there were five full-time nursery and seven reception children in the class.

Good features

- Children listen well and respond appropriately to questions; most speak confidently. They show an interest in books and enjoy stories; they can recall facts and characters in these and know that words and pictures convey meaning. A particularly good feature is the use of story sacks, which help to stimulate children's interest and imagination.
- Those in reception have a good knowledge of phonics and can match letter to sound; they know some letter blends and can relate words to objects. They can identify letters out of sequence.
- Most children in the nursery can write their name and in reception they can copy words correctly and overwrite successfully. Some can write words on their own and construct a sentence independently.
- Children recognise various words and phrases in Welsh, such as greetings, colours and the names of farm animals. In reception some can hold simple conversations and sing songs in the language.
- Children work and play together well. They share resources sensibly and develop good relationships with their peers and adults. They show appropriate self-control and most take responsibility for their own hygiene.
- Children can sort and match various objects according to colour, shape and size. By the end of the nursery year they can count up to 13, add single digit numbers and take away one; In reception they can count to 20 and back; they can order and identify missing numbers up to 10. They know various number rhymes and understand comparative terms, such as before and after, heavier and lighter and over and under.
- By the end of the reception year children can measure and estimate weight and length accurately using non-standard measures and they can recognise coins to £1. They know number bonds up to 10, can count in twos and can halve and double numbers. They are familiar with the language of addition and subtraction.
- Children develop an appropriate knowledge and understanding of the world. For example,

they are aware of their five senses and changes in the weather and the seasons. They begin to understand the differences between old and new objects and between different places. They are familiar with the times of the school day.

- Children have access to a secure play area and have experiences with a range of wheeled vehicles and other large play equipment to develop their gross motor skills. When outside, they play enthusiastically and confidently, display good co-ordination and use space appropriately. Due attention is given to safety.
- Children have regular opportunities to use sand and water and to paint and draw. They respond well to rhythm and join in enthusiastically with singing. They cut, stick and colour successfully and use small implements and tools properly, when making, for example, pop-up books.

Shortcomings

- In some lessons there is a lack of purposeful and structured activities to engage children's interest and attention and to extend their learning. They are at times left to occupy themselves or to choose from only a narrow range of tasks, which results, for example, in too many congregating around popular activities, such as sand and water play.
- There is generally a lack of differentiated activities matched to children's age and stage of development; on occasions the focused task set is too difficult for nursery children, who have only been in the school for a few weeks, but not challenging enough for those in reception.
- There is a lack of emergent writing; few children begin to write at an appropriate length and in their own words by the end of the reception year.
- Due to the way that the joint KS1/early years class is organised, the teacher tends to spend the majority of her time teaching the Y1 and Y2 pupils, with the result that there is a heavy reliance on the NTA to supervise the learning activities of those in nursery and reception.
- There is a lack of space in the classroom to create an appropriate early years learning environment and distractions in KS1 have an adverse effect on children's concentration. At times nursery and reception children are confined to certain areas of the classroom, which restricts their freedom of choice, independence and learning opportunities, for example in the use of imaginative role play and ICT.

English

Standards are satisfactory in KS1 and good in KS2.

Good Features

- In KS1 pupils speak clearly and enthusiastically. They listen attentively to their teachers and many contribute enthusiastically in oracy sessions.

- Many pupils in KS1 know the differences between fiction and non-fiction. They listen intently during reading sessions and follow instructions carefully; they make sensible responses when questioned.
- In KS1 younger pupils recognise familiar words in simple contexts and have a developing understanding of the relationship between letters and sounds.
- Pupils in KS2 listen confidently in varying contexts and ask relevant questions. Most are willing participants in class discussions and many volunteer their opinions on a range of issues.
- Reading across KS2 is generally good. Pupils who read well and independently show a keen interest in works of fiction and other materials. Competent readers discuss the characters in books well and analyse themes confidently.
- In KS2 younger pupils have a good knowledge of past and future verb tenses. They understand the basic rules of punctuation and enthusiastically respond to whole class questions.
- Older pupils in KS2 research place names and well known phrases. They understand how to use an index and search for the appropriate origins and definitions of such phrases as, "touch wood" and "crocodile tears".
- Marking is of a particularly high quality in the upper half of KS2, where it contributes significantly to the raising of standards. Good use is also made of plenary sessions at this level to help pupils assess and evaluate their progress.
- A visiting author and illustrator greatly enhances the learning process.
- Theatr Powys occasionally organizes workshops in the school, which provide pupils with stimulating drama experiences.

Shortcomings

- Work in KS1 is not always suitably matched to pupils' needs and abilities.
- In KS1 writing skills are generally underdeveloped and in both key stages too few opportunities are provided for extended writing and the development of creativity.
- In both key stages there are insufficient opportunities for pupils to participate regularly in drama activities.

Mathematics

Standards are satisfactory in KS1 and good in KS2.

Good features

- In Y1 pupils are introduced to place value; they can add on 10 up to 100 and know the difference between odd and even numbers. They estimate and measure using standard units. They know common two and three dimensional shapes.

- By the end of Y2 pupils can count in twos, fives and tens, sequence numbers up to 100 and add and subtract within 20 using learning aids. Most can tell the time to quarter of an hour in both digital and analogue modes. They know the properties of simple shapes.
- In Y3 pupils can calculate using the four rules and add tens and units involving carrying. They can solve simple money problems, work out missing numbers and round up and down. They are introduced to fractions, data handling and graphs and more complex shapes. Most can answer random questions on the three and four times tables.
- In Y4 pupils can add numbers to 99, calculate using hundreds, tens and units and subtract within 100 using a range of methods. They can explain different facts about numbers and know about factors and multiples. They convert money using the decimal point and work with smaller fractions. They understand about symmetry, regular and irregular shapes, position, tessellations and right angles; the more able know more complex shapes and the different types of triangles. They measure distance and mass using standard units.
- In Y5 pupils are familiar with thousands and millions and undertake long multiplication and division calculations. They know about proper and improper fractions and simplifying these, and they can work out the mode, median and range of numbers. They measure proportion, temperature and weight and use diagonals to calculate angles.
- Y6 pupils study area and population figures, work with proper and improper fractions using cancelling and common denominators, and convert fractions to decimals and percentages. They look at currency conversion and complete line graphs from data they collect. They are familiar with square roots, probability issues, temperature measurement and degrees of angles. They know the conversion tables for standard units of measurement in length, weight and capacity. They can tell the time in minutes using the 24 hour clock.
- By the end of KS2 more able pupils have well developed mental agility skills. They know all the multiplication tables up to 12 and can answer random questions on these. They can add and subtract fractions and use alternative strategies to reach answers quickly.
- Work is marked up to date and every class teacher keeps a weekly record of each pupil's progress through the commercial scheme that is followed.

Shortcomings

- By the end of KS1 pupils are not secure in their understanding of place value and their mental abilities are generally underdeveloped.
- There is a lack of differentiated work in KS1, which results at times in the less able having difficulty with the task but the more able being underchallenged and finishing quickly. There is some evidence that work covered previously is unnecessarily repeated.
- In KS1 the learning objectives of the lesson at times are not achieved and pupils' results are unsatisfactory, due to the lack of clarity of instructions and the nature of the task that is set.

Science

Standards are satisfactory in KS1 and good in KS2.

Good features

- Pupils in both key stages show interest in science and generally have a good range of practical and investigational experiences; they are familiar with the need for a fair test and the control of variables.
- Pupils in both key stages answer questions well in introductory and plenary sessions, using relevant scientific terminology and showing a good recall of what they have learnt.
- Pupils have an appropriate range of scientific knowledge across the different ATs of the NC. For example, in KS1 they know about the stages of growing up, aspects of light and sound and the properties of certain materials in relation to melting and waterproofing. In KS2 they know about healthy eating and the care of teeth, in addition to sound and how it travels, light involving shadows and mirrors, materials which dissolve and evaporate, and condensation, chromatography, food chains and life cycles.
- Pupils in both key stages generally measure their results accurately. At times good use is made of recording sheets, which encourage pupils to think about the scientific process and how to interpret their findings; they produce labelled diagrams and appropriate evaluations.
- In KS2 pupils make good use of opportunities to take responsibility for planning and organising their tasks in response to a particular issue or problem. They work well in small groups, deciding on which variables they wish to change or keep constant.
- Pupils in KS2 are able to provide good explanations of their decisions, procedures and observations of particular phenomena, such as how seeds are dispersed. They repeat experiments to check for accuracy and make good use of ICT to show the outcomes of their investigations.
- Appropriate use is made of the school environment for scientific work.

Shortcomings

- In KS1 there is currently no evidence of any systematic approach to the recording of pupils' investigations.
- In KS1 time is not always used most effectively to extend pupils' interest and learning.
- In both key stages there is a lack of differentiation between the year groups in the tasks that are set.

Welsh second language

Standards are satisfactory in both key stages.

Good features

- In KS1 pupils respond enthusiastically and sing cheerfully during language sessions.
- Pupils begin to use such terms as 'hapus' and 'bendigedig', in response to 'sut wyt ti?'
- Younger pupils can identify colours on a stimulating visual aid, Elfis Octopws.
- In KS2 older pupils participate in group work and volunteer opinions on a range of topics, including television programmes and their favourite animals.
- Older pupils in KS2 are encouraged to extend their writing skills through a variety of activities.
- Good use is made of a various strategies, including games, dialogue and songs to capture and sustain interest. Pupils respond appropriately and display a clear enjoyment of lessons.
- Good advice and support are received from the athrawes fro.

Shortcomings

- The use of incidental Welsh throughout the school in class and on whole school occasions is generally underdeveloped.
- Many pupils lack confidence to develop their conversational skills in the language.
- Standards and delivery of the subject are adversely affected by the lack of a co-ordinator.

Design and technology

No lessons were observed in design and technology during the inspection, but evidence in the school indicates that standards are satisfactory in both key stages.

Good features

- Pupils in both key stages have regular experiences in designing and making, using a range of materials and tools across the different strands of the NC. For example, in the last year pupils in KS1 have made glove puppets, different types of vehicles from junk materials, moving teddy bear figures and food related to healthy eating. In KS2 they have made biscuits and bread, following a visit to a local supermarket, as well as books, belt bags, lifts and fairground models from construction kits; they have also tested the strength of glue.
- Pupils in both key stages develop their skills of cutting, joining, shaping and assembling through regular focused practical tasks and purposeful making activities. They measure accurately and handle tools carefully.

- Due attention is given to food and control technology and the use of textiles, as well as to health and safety issues; for example, pupils have had experiences recently of working with textiles in a sewing club.
- Learning is well supported by a range of tools and resources in the subject.
- Learning is enhanced for a few older pupils through the provision of a successful lunchtime 'techno club', when plans and prototypes are drawn up to construct various types of models. During the inspection, for example, five pupils attended the club, making robots to be entered into a national competition.

Shortcomings

- Although there is some evidence of pupils being guided in their thinking about the design and make process through the use of pro formas, there is no systematic approach to the planning and recording of ideas and results across the school.

Information technology

Standards are satisfactory in KS2, but unsatisfactory in KS1.

Good features

- Most pupils in both key stages operate the mouse, keyboard and functions on screen confidently commensurate with their age and ability.
- Through the use of ICT pupils in KS1 produce some interesting art work and graphs and can use basic word processing techniques to write simple reports and poems, involving at times different fonts and colours.
- There are some good examples of the use of ICT in KS2, for example entering the results of science experiments onto a spreadsheet, producing graphs from collected data, writing the weekly newsletter for parents and creating self-portraits in the style of Picasso.
- Older pupils in KS2 can download web pages from the Internet and they have begun to use e-mail to correspond with other pupils in the United Kingdom and abroad. They can combine text and graphics through the use of a digital camera to produce reports of their field trips and residential experiences.
- Pupils in KS2 work well together in small groups and at times make good use of CD-ROMs for a range of purposes, for example in English to identify the origins of place names.
- A good record of pupils' progress is kept in KS2, involving self-assessment across the different strands of the NC.

Shortcomings

- Insufficient use is made of information technology in KS1 across the curriculum; in general, it is used mainly as an additional activity in lessons when other work has been completed rather than as an integral part of pupils' learning.
- In both key stages computers are often switched on in lessons, but not used by pupils, with the result that learning opportunities through the use of ICT are not fully exploited.
- There is a lack of a consistent approach in the school to the saving and recording of pupils' work.

History

Standards are satisfactory in KS1 and good in KS2.

Good Features

- Pupils in KS1 begin to develop a sense of chronology when they study a time line from the birth of Florence Nightingale to the present day. Various family events are included to enable pupils to make distinctions between aspects of their own lives and past times.
- In KS1 comparisons of seaside holidays help to reinforce pupils' chronological awareness.
- In Y3 and Y4 an educational visit to St Fagans Folk Museum extends pupils' understanding of the Celts. There are good cross-curricular links with other subjects when pupils design their own Celtic homes.
- Older pupils in KS2 have a good understanding of Victorian homes and childhood.
- In Y5 and Y6 pupils learn about the role of the local hospital during and after the First World War.
- There is evidence of some good use of primary and secondary sources in KS2.
- The literacy skills of older pupils are extended through a variety of imaginative links, such as writing letters from the Boer War and preparing diary entries based on the work of Anne Frank.

Shortcomings

- Pupils are not always aware that there are several interpretations of the past.

Geography

No lessons were observed in geography during the inspection but evidence in the school indicates that standards are satisfactory in KS2, but unsatisfactory in KS1.

Good features

- Many pupils in KS2 have a reasonable knowledge of the map of Wales and can identify place names.
- Many pupils in KS2 can locate Britain, Europe and North America on the map of the world.
- KS2 pupils make geographical comparisons between France, Japan and Wales as part of their international studies project.
- Older pupils in KS2 make effective transcontinental studies of mountains.
- Pupils in Y5 and Y6 prepare weekly weather charts to record rainfall, wind speed and temperatures.
- Educational visits to environmental centres, such as Dan-yr-Ogof caves, reinforce the learning process.

Shortcomings

- There is little evidence of any recent geographical work in KS1.
- Discussions with pupils in both key stages show a superficial knowledge of some aspects of the geography NC.
- Limited emphasis is placed upon the development of mapping skills through the school.
- Too few opportunities are provided to ensure that pupils have a sound knowledge of their locality and Wales.
- Opportunities for investigative and research work are limited across the key stages.

Art

Standards are good in both key stages.

Good features

- In KS1 pupils enthusiastically engage in many opportunities to paint and experiment with colours. They respond well to ideas presented by the class teacher.
- Work in both key stages involves the study of celebrated artists. For example, pupils in KS1 produce paintings in the style of Matisse and in Y3 and Y4 they paint self-portraits in the style of Picasso; they display a good knowledge of Van Gogh's paintings.
- Older pupils in KS2 produce decorative wall displays based on Islamic art.
- Pupils throughout the school keep sketch books with still life drawings of fruit and vegetables, body shapes and landscape patterns.

- Landscape drawings of a 'School with a View' adorn the foyer. These vivid scenes are based on the works of Sir Kyffin Williams and other well known artists.
- Pupils produce a 'rag rug' based on the work of the Welsh artist, Mary Lloyd Jones.
- Several local artists visit the school and help pupils to produce display work, which is often of a high quality.

Music

No lessons in music were observed in KS1 during the inspection and, due to a lack of evidence in the school, no judgement could be reached on standards. In the one lesson observed in KS2 standards were judged to be good.

Good features

- Pupils sing confidently and in tune with a good sense of pace and dynamics.
- Pupils in KS2 clap beats effectively and listen and respond appropriately to recorded sounds and music.
- Pupils in KS2 are encouraged to appraise their performance and compositions at regular intervals. They use various instruments to perform a harmonious rendering of 'Shalome'
- Peripatetic teachers visit the school to teach violin, guitar and wind instruments to a number of pupils, and the school has a productive recorder club.
- There are commendable Christmas, Easter and summer concerts in the school.

Physical education

No lessons were observed in physical education in KS1 during the inspection and so no judgement could be reached on standards. In KS2 standards were satisfactory overall in the gymnastics and dance lessons observed.

Good features

- Pupils enjoy lessons and perform with enthusiasm; they generally use the limited space well and follow instructions carefully.
- In dance pupils plan out and compose their own sequence of movements co-operatively in response to the rhythm of a poem; they perform confidently in front of their peers.
- In gymnastics pupils display agility and versatility in a variety of movements, such as stretching, curling, climbing and jumping. They respond well to the clear learning objectives of the lesson.
- There are appropriate routines in relation to dress, supervision, health and safety; for example, pupils take out and put away apparatus sensibly and check for any defects,

which they report to the class teacher.

- Pupils with SEN are effectively included and supported in physical education lessons.
- Pupils in both key stages have regular swimming lessons during the year taken by a qualified swimming instructor.
- The curriculum is planned so that there is proper coverage of the different strands of the NC in both key stages.
- Some periodic extra-curricular sports and games are provided, for example in cricket, rugby and netball, depending on the season and availability of staff. There are also occasional matches against other local schools and there is an annual sports day.
- Pupils benefit from visiting coaches, for example in tennis, football, bowls and Dragon Rugby.

Shortcomings

- Although pupils observe each other performing, there is little attention to self and peer evaluation in order to improve the work.
- The small size of the hall, combined with the storage of physical education apparatus and other equipment around its perimeter, severely restricts pupils' learning opportunities and experiences in the subject.

Religious education

Although no lessons in religious education were observed during the inspection, evidence in the school indicates that standards are satisfactory in KS2, but unsatisfactory in KS1.

Good features

- During the last year some good quality work has been produced in KS2, based on the locally agreed syllabus. For example, pupils have written and drawn about variations celebrations, such as St. David's Day and a Jewish wedding, and have thought about caring for animals and other people through the work of such charities as the RSPCA and Oxfam.
- There is good attention, particularly in KS2, to the beliefs and practices of various faiths, and learning in relation to these is effectively supported through the use of some good quality artefacts. Pupils, for example, have studied the Christian festivals of Harvest, Christmas and Easter, as well as Diwali in Hinduism and Sukkot in Judaism.
- Pupils visit the local Church and chapel and learn about their interiors, which they compare to the internal features of a synagogue.
- Pupils learn about being thankful, saying sorry and the need to follow rules; they occasionally write prayers about these types of topics and read them out in class

assemblies.

Shortcomings

- There is a lack of evidence of regular pupils' work in KS1 over the last year, due mainly to a discontinuity in the teaching of the subject.
- Pupils' knowledge base of major stories, characters and events from the Old and New Testaments is limited and their recall of the meaning of major Christian festivals, such as Good Friday and Easter Day, is insecure.
- There is a lack of Bibles in the school; pupils have little understanding of the contents and structure of the Bible and how to use it to locate particular stories or information.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The last inspection report of July 1996 identified five key issues. These indicated the school needed to:

- complete the task of preparing detailed schemes of work for all subjects of the curriculum in order to ensure better progression throughout the school;
- improve standards in investigational science, design and technology, information technology, art in KS1 and physical education in KS2;
- define the curricular responsibilities of all members of staff and plan appropriate INSET courses to equip teachers with the necessary expertise;
- build upon existing elements of good practice in assessment to cater appropriately for all aspects of the curriculum;
- prepare a detailed scheme of work for the under 5's and define the responsibilities of the non-teaching assistants more clearly.

The school has addressed all of these key issues, although some require further development:

- Schemes of work have been produced for all subjects and almost all have now been revised in line with NC 2000. Some of those that have been completed are of very good quality, although they are in the early stages of implementation.
- Standards have improved in investigational science, particularly in KS2. Standards in design and technology are now judged to be satisfactory in both key stages and information technology is satisfactory in KS2, but remains unsatisfactory in KS1. Art in KS1 has improved considerably and is now judged to be good. Physical education is now satisfactory in KS2 overall in the lessons observed, with some good features, although the lack of space in the hall severely restricts opportunities for pupils to develop their skills and abilities.
- Although all subjects of the statutory curriculum are covered, curricular responsibilities for all members of staff have not yet been fully defined, as some lack of clarity remains about who is mainly responsible for one or two subjects and what supporting a subject

implies and involves. An appropriate INSET programme has been developed over recent years to equip teachers with the necessary expertise to deliver the curriculum.

- The school has developed a system for assessment and recording, but this is in need of further refinement to make it more purposeful and manageable. Appropriate assessment procedures are not yet in place for all subjects.
- A scheme of work for the early years has been produced, based on the Desirable Outcomes for Children's Learning, with details of objectives, experiences and activities for each of the six areas of learning, but there is insufficient indication of progression, particularly between the nursery and reception stages. The role of the NTAs is now more clearly defined, although a heavy reliance is placed on the assistant in the KS1/early years class to supervise the nursery and reception children.

8.2 Key Issues for Action

The school needs to:

- raise standards of achievement in information technology, geography and religious education in KS1, and address the shortcomings listed in other subjects in Section 7 of this report, including the provision for the early years;
- produce as a matter of urgency a comprehensive, consistent and agreed SDP, which outlines the long, medium and short term goals for the school;
- complete schemes of work for all subjects;
- ensure that curriculum leaders are clearly in place for all subjects and that there is more consistency in the way that standards, teaching and learning are monitored and how pupils' work is organised and retained;
- address the safety, security and other accommodation issues outlined in this report and as discussed with the GB.

The inspectors wish to express their thanks to the governing body, head, staff, parents and pupils of Bronllys Primary School for their co-operation and assistance before and during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Bronllys Primary
School type	Community
Age -range of pupils	3 - 11 years
Address of school	Neuadd Terrace Bronllys Brecon Powys
Post-Code	LD3 0HP
Telephone Number	01874 711444

Headteacher	Mr R Downing
Date of appointment	September 1994
Chair of Governors	Mrs S James
Registered Inspector	Dr P D Ellis
Dates of inspection	16 th - 17 th October 2001

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	5	7	6	9	12	5	12	10	66

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	3	3.6

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	17.4:1
Average class size, excluding nursery and special classes	22
Teacher (fte) : class ratio	1.3:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	88.7	89.5	95.7	93
Term 2	90.7	94.5	96	95
Term 3	93	96.7	94.9	95.1

Number of pupils excluded during 12 months prior to inspection.	Nil
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C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2001			Number of pupils in Y2: 9						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	0	11	89	0	0
		National	0	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	0	0	11	67	22	0
		National	0	0	4	13	54	29	0
	Task/Test	School	11	0	0	67	22	0	0
		National	1	0	3	13	53	30	0
EN:Writing	Teacher Assessment	School	0	0	0	11	89	0	0
		National	0	0	5	13	70	12	0
	Task/Test	School	11	0	0	0	89	0	0
		National	0	1	5	10	75	9	0
EN: Speaking and listening	Teacher Assessment	School	0	0	0	0	100	0	0
		National	0	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	0	11	56	33	0
		National	0	0	2	9	60	29	0
	Task/Test	School	11	0	0	0	56	33	0
		National	0	0	2	6	56	36	0
SCIENCE	Teacher Assessment	School	0	0	0	11	89	0	0
		National	0	0	2	10	67	21	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	89	In Wales:	81%

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
A Pupils who have failed to register a level due to absence
W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

National Curriculum Assessment KS 2 Results: 2001							Number of pupils in Y6: 8						
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	0	25	38	38	0
		National	0	0	1	n/a	0	1	6	19	48	25	0
Mathematics	Test/Task	School	0	0	0	0	0	0	0	25	38	38	0
		National	0	2	2	0	n	n	4	14	47	31	N
	Teacher assessment	School	0	0	0	0	0	0	0	13	38	50	0
		National	0	0	1	n/a	0	1	4	19	47	28	0
Test/Task	School	0	0	0	0	0	0	0	13	50	38	0	
	National	0	2	1	1	n	n	4	19	42	32	n	
Science	Teacher assessment	School	0	0	0	0	0	0	0	0	63	38	0
		National	0	0	1	n/a	0	0	3	15	52	29	0
	Test/Task	School	0	0	0	0	0	0	0	0	88	13	0
		National	0	2	0	1	n	n	2	13	51	31	n

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	75	In the school:	75
In Wales:	68%	In Wales:	68%

- 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
N Pupils who have failed to register a level for reasons other than absence
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1
n tests do not cover these levels.
n/a not applicable.

D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors over a two day period. The two professional inspectors each spent two days, and the lay inspector one day, in the school.

- Thirty learning activities were assessed, 24 by the professional inspectors and six by the lay inspector.
- Each class was visited at least seven times.
- All classes were observed by each inspector.
- Discussions were conducted with the head, all curriculum co-ordinators and ancillary staff, as well as with pupils.
- A cross-section of present and past work from all year groups was reviewed, particularly in English and mathematics.
- A representative sample of pupils was heard reading.
- Assemblies were attended and playtimes, lunch times, registration periods and other school routines were observed by all the inspectors.
- The resources for each subject and for general school use were examined.
- The school building and the site were surveyed.
- The full range of documentation available in the school was studied, including teachers'

- long, medium and short term planning and pupils' records.
- Pre-inspection meetings were held with staff, parents and governors.
- The views of parents and governors were received and analysed. Fourteen questionnaires were returned; 96.4% of responses were positive. Ten parents attended the pre-inspection meeting.
- Fifty-six general observation forms were completed.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Dr David Ellis	1. The school and its priorities 2. Main Findings 3.1 Standards achieved in subjects and areas of learning 4.1 Pupils' spiritual, moral, social and cultural development 5.1 Teaching 5.3 Curriculum 8.1 Progress since the last inspection 8.2 Key issues for action	Early Years Mathematics Science Design and technology Information technology Physical education Religious education
Mrs Rhiannon Boardman	4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Dr David Evans	3.2 Standards achieved in key skills across the curriculum 5.2 Assessment, recording and reporting 5.4 Support, guidance and pupils welfare 5.5 Provision for pupils with SEN 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 6.3 Staffing, accommodation and learning resources	Welsh second language English History Geography Music Art