

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

BRYN BACH PRIMARY SCHOOL

Merthyr Road
Tredegar
Gwent, NP22 3RX

School Number: 677/2067

Date of Inspection: 21st – 24th June, 2004

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REGISTERED INSPECTOR: W117/12188

15th July, 2004

UNDER ESTYN CONTRACT NUMBER: T/201/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

The term "reception" is applied to the year-group of pupils in a primary school (not a nursery class) who attain the age of five during the academic year. "Year 1" (Y1) is applied to the year-group of pupils who attain the age of six during the academic year and so on to Y13 – the year-group who attain the age of eighteen 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; Key Stage 2 of Y3 to Y6; Key Stage 3 of Y7 to Y9; Key Stage 4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The following five-point grading scale is used to represent the main judgments in the report:

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.

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LIST OF ACRONYMS USED IN THE REPORT

ICT	Information and Communication Technology
KS1	Key Stage 1
KS2	Key Stage 2
NC	National Curriculum
SEN	Special Educational Needs
EWO	Education Welfare Officer
WAG	Welsh Assembly Government
ACCAC	Awdurdod Cymwysterau Cwricwlwm ac Aseu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
CoP	Code of Practice
IEP	Individual Educational Plan
SENCO	Special Educational Needs Co-ordinator
GB	Governing Body
SDP	School Development Plan
EBP	Education Business Partnership
SMT	Senior Management Team
IT	Information Technology
Y	Year

1. CONTEXT

The School and its Priorities

Bryn Bach Primary School is situated on the northern outskirts of Tredegar, Blaenau Gwent. Currently, the school has a total roll of 219 pupils aged three to eleven years, including forty-six nursery children. Numbers have increased steadily over the last four years. Five classrooms, a library, ICT suite, hall and administrative rooms are based within the main school; two classrooms and the nursery are in demountable buildings adjacent to the school. The site has playing fields, playgrounds and an environmental woodland area.

In general terms, the governors describe the area served by the school as economically disadvantaged. Free school meals are received by some 28% of pupils, a high figure in comparison with the national average for Wales (17.5%).

The annual intake covers the full ability range, although there are many relatively disadvantaged pupils. Forty-six pupils have some form of special educational need, including one for whom a formal statement has been made.

English is the sole or predominant home language for all pupils. No pupil comes from a Welsh-speaking home; a small number come from an ethnic-minority family.

The head teacher, staff and governors have a clear vision for the school that they summarise as:

Using our previous best to guide the future, we strive as a team to provide broad and balanced experiences for all.

They state that their educational priority at this time is:

- to improve standards in English, in particular the implementation of a guided reading scheme, to develop higher order reading skills, consistency and progression in the teaching and learning of spelling;
- to implement monitoring, evaluating and review strategies for the subject leader;
- to utilise school performance data more effectively and involve children in the target setting process;
- to ensure resources are available for the implementation of the numeracy hour.

The present head teacher has been in post since September 2002 in an acting head teacher capacity and since September 2003 as the permanent head teacher.

The school was last inspected in October 1998.

2. MAIN FINDINGS

The Main Findings of the Report

This is a good school with many very good features, particularly in the progress it has made since its last inspection, leadership and management, the pastoral support of pupils by all staff and the school's links with the community. Standards are good in other areas, including the wide range of experiences made available to pupils and the support and guidance it provides for pupils.

Educational Standards Achieved by Pupils

- Standards of educational achievement are satisfactory or better in all lessons seen, including around 71% where they are good and about 13% where they are very good.
- The educational provision for the under-fives, taken overall, is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. Standards achieved in the six areas of learning are:

Area of Learning	Nursery	Reception
Language, Literacy and Communication Skills	Good	Good
Personal and Social Development	Very Good	Very Good
Mathematical Development	Good	Good
Knowledge and Understanding of the World	Good	Good
Physical Development	Good	Very Good
Creative Development	Good	Good

- Standards achieved by pupils at KS1 and KS2 are shown below:

Subject	KS1	KS2
English	Good	Good
Mathematics	Good	Good
Science	Very Good	Very Good
Welsh (as a second language)	Good	Good
Design and Technology	Very Good	Satisfactory
Information Technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Very Good	Satisfactory
Music	Good	Good
Physical Education	Good	Good
Religious Education	Good	Good

- NC teacher assessment results at the end of KS1 are below average in English, mathematics and the core subject indicator when compared with all schools in Wales,

and above in science; they are similar in all core NC subjects to the national average when compared with schools of a similar socio-economic catchment area.

- NC test and teacher assessment results at the end of KS2 are below average in English, mathematics and the core subject indicator when compared with all schools in Wales, and above in science; they are similar to the national average in English, mathematics and the core subject indicator and above the national average in science when compared with schools of a similar socio-economic catchment area.
- Boys perform better than girls in KS2 tests and assessments in English and mathematics; girls perform better than boys in science.
- Standards in key skills across the curriculum are good overall. Standards are good in speaking and listening, numeracy and ICT; they are satisfactory in reading.

Ethos of the School

- The provision for pupils' spiritual and moral development is very good; the provision for pupils' social and cultural development is good, including the *cwricwlwm Cymreig*.
- The standard of behaviour is good. This is a good feature of the school and makes a positive impact on the quality of life in the school and the standards achieved.
- Attendance and punctuality are satisfactory overall.

Quality of Education

- Teaching in the school is good overall, with 100% of lessons being satisfactory or better of which around 48% of lessons are good and about 26% very good. This is a substantial improvement in standards since the last inspection.
- The quality of assessment, recording and reporting is good overall; procedures in English and mathematics are very good. In science and foundation subjects the process is being further developed to inform future planning and improve pupils' performance.
- The quality, breadth and balance of the curriculum are very good for the children under five years and in KS1; it is good in KS2. Children under five years of age receive a wealth of appropriate experiences. Provision for social inclusion is very good and ensures equality of access and opportunity for all pupils where possible. Some aspects of design and technology in KS2 do not meet statutory requirements.
- A good range of extra-curricular activities, both before and after school, enhances the curriculum.
- The quality of educational support and guidance is good and is based upon high expectations. Pupils throughout the school work and play in a caring and supportive

environment, where they feel safe and secure. In a minority of cases, there are some pupils who need further guidance to help them improve their work and behaviour. Matters relating to site safety and security have been raised separately with the GB.

- The school has a clear vision for the education of pupils with SEN that it pursues with due care and application. Overall, good quality support is provided for every pupil. However, in some classes tasks are not always matched to the pupils' needs, and the management of the learning of pupils with SEN is not as successful.
- Very good partnership has been developed with parents, the local community and other schools and institutions that has a positive impact on pupils' motivation, standards of achievement, and personal and social development.
- The overall quality of information for parents is satisfactory. Parents are kept well informed about the life of the school through regular newsletters. The School Prospectus and Annual Governors Report to parents do not comply with statutory requirements and there is no home/school agreement implemented by the school.
- The partnership with industry is satisfactory overall. However, little structured development of a partnership with industry has been undertaken and the impact upon pupils' learning and standards achieved is limited.

Management

- The quality of self-evaluation and planning for improvement is good overall. There is a culture of self-evaluation within the school; a variety of strategies are used for evaluating standards and the quality of provision.
- Overall, leadership and efficiency are very good. The head teacher has a clear vision for the school and places strong emphasis on high standards and a commitment to equality of opportunity for all.
- Clear and effective structures have been established for staff development, the monitoring of English and mathematics, financial control and management. The structure for monitoring standards in science and foundation subjects has been planned, but has yet to be implemented.
- The Governors are highly committed and work closely with the head teacher. Regular committee meetings help to ensure that due attention is paid to issues and problems. Statutory duties are performed well.
- Strong emphasis is placed on proper financial control and achieving best value for money.
- Staffing, accommodation and learning resources are good overall. All resources and facilities are very well used to support pupils' learning. The building is well maintained and kept spotlessly clean. The demountable classrooms outside the main building are too small to accommodate the older KS2 pupils adequately; in summer,

the rooms are hot and lack adequate ventilation affecting pupils' abilities to concentrate.

- The school gives good value for money.

Progress since the Last Inspection

- Very good progress overall has been made in dealing with the key issues identified during the last inspection.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of educational achievement are satisfactory or better in all lessons seen, including around 71% where they are good and about 13% where they are very good.

- Nursery and reception children achieve very good standards in personal and social development and good standards in language, literacy and communication skills, mathematical development, knowledge and understanding of the world and in creative development. In physical development standards are good in the nursery and very good in reception.
- In KS1 standards are very good in science, design and technology and art, and are good in English, mathematics, Welsh second language, information technology, history, geography, music, physical education and in religious education.
- In KS2 standards are very good in science, and are good in English, mathematics, Welsh second language, information technology, history, geography, music, physical education and religious education. They are satisfactory in design and technology and art.
- Progress for pupils with SEN is good overall.
- NC teacher assessment results at the end of KS1 are below average in English, mathematics and the core subject indicator when compared with all schools in Wales, and above in science; they are similar in all core NC subjects to the national average when compared with schools of a similar socio-economic catchment area.
- NC test and teacher assessment results at the end of KS2 are below average in English, mathematics and the core subject indicator when compared with all schools in Wales, and above in science; they are similar to the national average in English, mathematics and the core subject indicator and above the national average in science when compared with schools of a similar socio-economic catchment area.

- Boys perform better than girls in KS2 tests and assessments in English and mathematics; girls perform better than boys in science.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards in key skills across the curriculum are good overall. Standards are good in speaking and listening, numeracy and ICT; they are satisfactory in reading.

Good features

- In KS1 and KS2 most pupils listen attentively and speak clearly in a range of different situations: in groups, in front of the whole class and in assemblies.
- Pupils in both key stages demonstrate an appropriate, growing vocabulary and often use technical terms competently.
- In both key stages pupils use books and a range of other sources effectively for investigation as part of their work in other subjects.
- Pupils' written work across the curriculum is extensive; they write independently and with confidence in a range of forms.
- Their writing contributes significantly to their understanding of the different subjects being studied. Correspondingly, the different forms of writing required by the various subject disciplines have a positive impact on standards.
- Throughout KS1 and KS2 most pupils use their developing numeracy skills successfully in a range of contexts and subjects.
- Pupils use ICT effectively across the curriculum to access and present information; for instance, Y6 pupils make bar charts and pie charts to present their findings about class opinions in a bread making activity.
- In KS2 pupils successfully take their own photographs, to record and analyse the various geographical features of particular study areas.

Shortcomings

- A significant minority of pupils do not have effective enough strategies in order for them to decode new or unfamiliar words.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The provision for pupils' spiritual and moral development is very good; the provision for pupils' social and cultural development is good.

- There is a positive ethos in the school; pupils develop respect for others and a feeling of self-worth within a secure and happy community.
- Pupils' spiritual and inner awareness are effectively developed by the provision of opportunities to reflect on their experiences. These happen in their class work and also at appropriate moments of worship in assemblies.
- Collective worship makes a very substantial contribution to pupils' spiritual, moral, social and cultural development, providing a clear moral message and time for pupils to reflect. Pupils' singing adds considerably to the quality of assemblies.
- Good arrangements are in place to cater for pupils who may be withdrawn from collective worship for religious reasons.
- Pupils know the difference between right and wrong and respond positively to the many opportunities to reflect on the values of citizenship and the community.
- Pupils' views are valued and they make a significant contribution to their learning environment.
- Pupils take responsibility from an early age and exercise initiative in a wide range of school activities.
- The recently initiated School Council has already been effective in putting into place some of the pupils' own ideas for school improvement.
- The school promotes in pupils a keen awareness of environmental issues and they respond enthusiastically; the school has achieved the Bronze Eco Schools Award.
- Pupils work well together; they share and listen to each other's views, and collaborate successfully when working in groups.
- Pupils respect the richness and diversity of their own and other cultural traditions and their response to the school's provision in this aspect is very good.

4.2 Behaviour and Attitudes

The standard of behaviour is good.

- This is a good feature of the school and makes a positive impact on the quality of life in the school and the standards achieved.
- The school has a good behaviour and anti-bullying policy. School values are displayed in every classroom together with a “catch us being good” initiative, and a reward system is implemented for all pupils together with a sanctions procedure dealing with unsatisfactory behaviour and attitudes: these are effective in developing a social culture among pupils.
- Pupils are courteous and the majority behave well. Good behaviour is evident during break times and lunchtimes; relationships between pupils are good.
- The majority of pupils have positive attitudes to learning, work on their tasks and show interest in lessons. Some pupils lose concentration in lessons and this minority of pupils sometimes present challenging behaviour.
- During the last twelve months one pupil has been excluded on a temporary basis.
- Relationships between pupils, and between staff and pupils, are very good. Staff value pupils’ contributions and take appropriate opportunities to bolster their confidence and self-esteem.
- In their response to the pre-inspection questionnaire around 95% of parents agree or strongly agree that the school achieves high standards of good behaviour and that the school’s values and attitudes have a positive effect on their children.

4.3 Attendance

Attendance and punctuality are satisfactory overall.

- Rates of attendance over the last three terms average around 92%. Levels of attendance have improved since the last inspection in 1998.
- Despite the best efforts of the school, a minority of pupils arrive late for the start of school.
- Registration is conducted efficiently and in accordance with statutory requirements.
- The efforts of the school to improve attendance are very good. The “First Day Response” initiative effectively monitors patterns of attendance.

- The school has identified a ‘target’ group of pupils whose attendance gives the greatest cause for concern; it has effective monitoring and follow-up systems to improve the group’s attendance rates.
- The school has set itself the objective of improving attendance and punctuality but does not state a specific target.
- A rewards system is in place to encourage good attendance and punctuality.
- The school complies fully with the attendance requirements of Circular 3/99 of the WAG: *Pupil Support and Social Inclusion*.

5. QUALITY OF EDUCATION

5.1 Teaching

Teaching in the school is good overall, with 100% of lessons being satisfactory or better of which around 48% are good and about 26 % very good.

- Teachers have very good knowledge and understanding of the subjects they teach which they utilise very well in their classes.
- Overall, lessons are planned thoroughly in all classes and teaching and learning are well structured. Resources and materials are prepared well in advance of the lessons.
- Overall, teachers use a good range of teaching techniques and organisational strategies in order to ensure that all pupils listen attentively.
- Teachers establish very good relationships with pupils and create a relaxed and very friendly ambience. They know pupils very well and provide regular praise and encouragement.
- Teachers provide clear explanations and directions and pupils know what to do and what is expected. Questioning techniques are very well developed and responses to pupils’ enquiries are very supportive. Teachers are adept at coaxing answers from pupils.
- When teaching is good or very good, teachers’ initial expositions and discussions are succinct and pupils are quickly set to task. Teachers have high expectations of pupils’ achievements and encourage them to be accurate and to develop pride and confidence in their work. They provide a variety of stimulating materials and activities. They encourage pupils to produce their own ideas, expect them to complete what they are doing and provide extension activities for those who finish early. The tasks set are challenging and are matched to differing abilities. Teachers’ plenary sessions provided valuable opportunities to review the outcomes of tasks and reinforce the learning objective.

- In lessons judged to be satisfactory, the pace of the lesson is not sufficiently brisk, tasks are not always matched to the needs of all pupils, the management of learning is less successful and too much time is used in settling pupils to focus upon the tasks set.
- Overall, support staff provide valuable assistance within the classrooms and display initiative in their daily activities.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good overall

- Baseline assessments are undertaken in the early years and are used to inform future planning.
- Assessment in the six areas of learning for early years pupils inform development and improve pupils' performance.
- Assessment in core subjects complies with statutory requirements. In English and mathematics data is analysed in detail to assist in improving pupil performance; appropriate targets are set. In science and foundation subjects the process is being further developed to inform future planning and improve pupils' performance.
- In English and mathematics targets are set which are understood by pupils and successfully promote improved performance.
- Annual reports, which comply with the statutory requirements, are issued in the summer term. Parents have the opportunity to comment on these and discuss them with the teacher in school. Descriptions used to comment on pupils' achievements lack clarity.
- Work is marked regularly and positive feedback, either written or oral given to pupils.
- Every pupil has a record of achievement that gives a valuable overview of development, and guidance as to what they have to do next in order to make further progress.

5.3 Curriculum

The quality, breadth and balance of the curriculum are very good for the children under five years and in KS1; they are good in KS2.

- The curriculum for the children under five years is of a very good quality and successfully promotes the Desirable Outcomes for Children's Learning. A wide range of experiences is provided in the six areas of learning.

- In KS1 the quality, breadth and balance of the curriculum are very good and are supported by a diet of rich first-hand experiences that make learning both relevant and fun.
- In KS2 the quality, breadth and balance of the curriculum are good with a wide range of experiences made available to support learning. Some aspects of design and technology in KS2 do not meet statutory requirements.
- The curriculum meets the needs of the majority of its pupils, reflects the aims of the school appropriately and, in the main, fulfils statutory requirements.
- Whole-school planning for key skills is good and is the basis for learning in all areas of the curriculum.
- Pupils are encouraged to work independently and to develop problem-solving skills. Homework, including opportunities to take reading books home, contributes effectively, in the main, at all ages, and has a positive impact on standards.
- Schemes of work are comprehensive and detailed.
- Short-term planning in core subjects is very thorough; planning for specific skills in foundation subjects is less consistent.
- The school's arrangements for personal and social education are very effective and follow guidance issued by ACCAC.
- A range of visits to places of interest expands and enriches the curriculum.
- Pupils also benefit considerably from an extensive menu of before and after-school clubs.
- The school's provision is socially inclusive, with equality of access and opportunity for most where possible. However, classrooms are situated on two floors and there is no facility for wheelchair access to these areas.

5.4 Support, Guidance and Pupils' Welfare

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

- Pupils throughout the school day work and play in a caring, supportive environment where they feel safe and secure. The head teacher and staff have established a climate where adults and pupils exhibit respect for each other and where the uniqueness of each child is valued and nurtured.
- All staff know their pupils well and respond appropriately to their personal and educational needs. In a minority of cases pupils need further guidance to help them improve their work and behaviour.

- Support staff and supervisors contribute considerably to the close community of the school and help to promote the school's values.
- The school is aware of child protection issues. Staff are familiar with the necessary procedures to identify possible problems and how to deal with them, including the use of appropriate external agencies.
- Effective policies are in place to prevent bullying, sexism and racism. There was no evidence of anti-social behaviour during the inspection. Neither pupils nor parents have identified it as a problem in the school.
- The school makes a very positive contribution to the health of its pupils in promoting healthy eating and encouraging physical exercise; for instance, in selling fruit at playtime and in the early morning jogging session around the school field.
- The school buildings themselves are very secure, but there are some safety issues relating to the school grounds that have been drawn to the attention of the head teacher and governors.
- Arrangements for pupil support and social inclusion are well developed.

5.5 Provision for Pupils with Special Educational Needs

- One pupil is subject of a formal statement of SEN, two pupils are identified as at Early Years Action, thirty pupils at School Action and a further sixteen pupils at School Action Plus.
- The school's policy for pupils with SEN is in accordance with the CoP and fully conforms to statutory requirements.
- The school has a clear vision for the education of pupils with SEN that it pursues with due care and application.
- Overall, good quality support is provided for every pupil. They are fully integrated into classes and make good progress according to their needs and abilities. All have detailed IEPs that properly cater for their needs.
- Overall, work is suitably differentiated and well matched to pupils' needs. However, in some classes tasks are not always matched to the pupils' needs, and the management of the learning of pupils with SEN is not as successful.
- Small group teaching is undertaken across both key stages supporting the further development of communication, literacy and numeracy key skills in pupils with SEN. No observation of this withdrawal support was undertaken during the inspection because of the absence of the support assistant.

- Some pupils have a growing understanding of how their special needs affect their learning in school and talk with clarity about the effectiveness of the learning situation.
- Assessment and recording of progress for pupils with SEN are detailed, informative and used to set individual targets which are constantly reviewed.
- Reviews of IEPs are regular, contain full details and lead to the setting of new goals for pupils. Both parents and pupils have the opportunity to determine their targets. Parents are kept fully informed of the progress made by their children.
- Visiting professionals provide good support and the school values the advice and assistance that it receives.
- The SENCO is conscientious and knowledgeable, and performs her duties well. She has a good overview of what is going on and has a good vision for future development.
- The governor with designated responsibility for SEN is enthusiastic and liaises closely with the SENCO to monitor provision and advise the GB.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The partnership with parents and community, schools and other institutions is very good.

- There is a close partnership with parents. They are encouraged to play an active part in their child's education, to help in classrooms and support the school's activities. Parents are invited to attend specific assemblies and welcomed into school to discuss their child's progress and development.
- The overall quality of information for parents is satisfactory. Regular newsletters and a "Big Picture" report are sent to parents. These are informative and appreciated by parents. Pupil and parental questionnaires provide valuable information to further assist school development.
- The School Prospectus and Annual Governors Report to parents do not comply with statutory requirements.
- There is no home/school agreement implemented by the school.
- The development of a community library has further strengthened the partnership. The Friends of Bryn Bach School provide valuable help in organising fund raising and social events. A number of home/school links have been initiated including the "Oaks" project developing ICT skills and the "PEEPS" project aimed at developing parenting skills.

- The school plays an active part in the community. Pupils regularly support charities in the local and wider community and visit senior citizens residential homes. Pupils take a leading role in the “Santa Appeal” initiative.
- Very good use is made of the community and locality as a learning resource. Educational visits by some classes and the expertise of local people make a positive contribution to pupils’ learning and standards of achievement in many areas.
- There is a very good partnership with the local comprehensive school into which most pupils transfer at the end of KS2. Transition arrangements are effective. The school gives work-experience opportunities to pupils from local secondary schools.
- There is a good partnership with the other local primary schools that enhances curricular links.
- The school has a good partnership with Caerleon College and Ebbw Vale College. Students are well supported by staff and make a positive contribution to the life and work of the school.
- Overall, the productive links that the school enjoys with parents, the community, and other schools and institutions have a positive impact on pupils’ motivation, standards of achievement, and personal and social development.

5.7 Partnership with Industry

The partnership with industry is satisfactory overall.

- There is no school policy for promoting partnership with industry or a strategy for work-related education.
- There is a good link with the EBP that funds seminars for the headteacher and staff, together with offering support for some pupils to visit places of educational value such as Cardiff Bay and the National Museum of Wales. This is making a positive impact on learning.
- A local business has provided the school with sports kit and equipment and the school has developed links that support football and rugby training for pupils.
- Some staff have been involved in a partnership with the RSPB and an industrial placement scheme producing work packs for schools.
- Overall, little structured development of a partnership with industry has been undertaken and the impact upon pupils’ learning and standards achieved is limited.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is good overall.

- There is a culture of self-evaluation within the school; a variety of strategies are used for evaluating standards and the quality of provision. The head teacher, staff, parents and pupils are involved in a cycle of self-evaluation and discuss and set appropriate targets.
- Structures are in place to consider the outcomes of assessment and evaluation by co-ordinators and SMT; however, these processes are sometimes not documented in a sufficiently judgemental form inform the school development process.
- The school uses a wide range of procedures to evaluate standards achieved in the NC core subjects. The use of national and local performance data linked to NC tests and teacher assessments, standardised testing, assessing pupils' work, detailed target setting and some monitoring help to identify measurable targets for improvement. The evaluation of standards in foundation subjects is planned but as yet underdeveloped.
- The SDP identifies specific areas of development within a clearly defined time structure. This provides clear structure to whole school development.
- Staff and governors work closely together in order to ensure the quality of the educational provision, raise standards of pupils' achievements and enhance the quality of the learning environment.

6.2 Leadership and Efficiency

Overall, leadership and efficiency are very good.

- The head teacher has a clear vision for the school and places strong emphasis on high standards, good behaviour and a commitment to equality of opportunity for all.
- Staff are highly conscientious and strongly support the head teacher's vision.
- Clear and effective structures have been established for staff development, the monitoring of English and mathematics, financial control and management. However, the structure for monitoring standards in science and foundation subjects has been planned, but has yet to be implemented.
- Curriculum co-ordinators have a clear understanding of their responsibilities and consider with colleagues, mostly through informal discussions, planning, teaching

strategies and the development of the curriculum. However, little opportunity is provided for co-ordinators to undertake direct observation of teaching and learning.

- The Governors are highly committed and work closely with the head teacher. Regular committee meetings help to ensure that due attention is paid to issues and problems. Some members are able to visit classes and observe and support teaching and learning. Statutory duties are performed well.
- Strong emphasis is placed on proper financial control and achieving best value for money.
- The school complies with statutory requirements and takes note of WAG guidelines.
- The school gives good value for money.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and learning resources are good overall.

- The school has an adequate number of teaching staff for the pupils on roll and teachers are appropriately qualified.
- Overall, non-teaching support staff assist effectively in helping pupils and teachers, including giving valuable aid with reading activities in KS2 classes.
- The school benefits from voluntary helpers who provide valuable support to pupils.
- Lunchtime supervisors and kitchen staff make a significant contribution to the daily life of the school and support pupils thoughtfully and calmly.
- The school secretary provides efficient administrative support and makes a valuable contribution to the smooth running and overall quality of life in the school.
- The head teacher is responsible for appraisal and the continuing professional development of staff. He effectively balances the needs of the school with the professional needs of teachers providing opportunities for appropriate INSET.
- The mentoring of newly qualified teachers is of the highest quality and provides exemplary support.
- The accommodation is adequate overall for the number of pupils it holds.
- Recently, the school has undergone a programme of refurbishment where, through a democratic process of questionnaires and discussion, pupils' own suggestions have been implemented. The result is a riot of colour, which enhances the learning environment considerably and gives pupils a strong sense of pride and belonging.

- The demountable classrooms outside the main building are too small to accommodate the older KS2 pupils adequately; in summer, the rooms are hot and lack adequate ventilation affecting pupils' abilities to concentrate.
- The library and ICT suite are well resourced and provide comfortable and attractive environments to further promote learning.
- Displays are attractive, very well presented and reflect the rich curriculum of the school. Photographic evidence illustrates the importance the school places on first-hand experiences in making learning relevant.
- The school building is very well maintained and very clean; pupils show respect for the school environment.
- Resources are good overall, although there is insufficient equipment to implement control aspects of DT and resources for history are limited.
- The resources are of good quality, extremely well organised and readily accessible.

7. SUBJECTS AND AREAS OF LEARNING

Standards Achieved by Pupils

Provision for Children under Five

The educational provision for the under fives, taken overall, is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.

Language, Literacy and Communication Skills

Standards in the development of language, literacy and communication are good at both nursery and reception level.

Good features

- Strong emphasis is placed from the outset on developing language and communication. Teachers and support staff encourage speech throughout the day, both in planned activities and spontaneous activities. Effective use is made of language to extend knowledge in all areas of the curriculum.
- Precise planning, close team work and well-organised routines enable children to make steady progress at both nursery and reception stage.
- Children listen attentively, understand and obey instructions, and show a growing ability to concentrate on tasks.

- Most older nursery children are able to share their home-corner experiences and to hold simple conversations with adults.
- Very good use is made of nursery rhymes and action songs to develop confidence in language.
- Reception children speak confidently to visitors and use full sentences to communicate thoughts and ideas. Speaking skills by the end of the reception period are good.
- Children in both age groups listen carefully to stories and poems, and understand what they hear. Listening skills are very good in both morning nursery and reception pupils, and are the basis for the good and very good standards in all areas of learning.
- A wide range of attractive books helps to build up an early love of literature. Children gradually begin to recognise repeated words and phrases in stories and realise that print conveys meaning. The youngest ones quickly learn to recognise and read their own names.
- Reception children absorb an appropriate basic vocabulary and make good use of picture clues to work out stories.
- Work with phonics makes a significant contribution to the development of early skills in reading. Adults listen to children on a regular basis. Reading skills are satisfactory by the end of reception.
- Mark-making, colouring, scribbling, tracing and painting provide numerous opportunities for nursery children to acquire early skills in writing. Growing control is shown of pencils, crayons and brushes.
- By reception age children can form letters and progress from overwriting to underwriting and to composing short phrases and sentences on their own. Literacy skills are good by the end of the age range.

Shortcomings

- There are no major shortcomings.

Personal and social development

Standards in personal and social development are very good at both nursery and reception level.

Good features

- All children work and play amicably together in a warm and friendly environment

- New entrants settle well into the school and quickly adjust to well established routines.
- Children are happy and confident in their relationships with adults.
- Behaviour in both year groups is very good. Children take turns, share toys and equipment, clear up quickly and efficiently and co-operate well with each other.
- Due attention is paid to health aspects in, for example, the washing of hands.
- Children learn from an early stage to organise their own learning and to proceed from one activity to another without constant reference to the teacher.

Shortcomings

- There are no major shortcomings.

Mathematical development

Good standards are achieved in mathematical development at both nursery and reception level.

Good features

- Nursery children can use simple mathematical language, distinguish between long and short, big and small, and sort objects according to shape and size.
- Regular singing of number songs and rhymes helps children to count to five and beyond.
- The youngest children confidently approach activities and benefit from daily experiences with jigsaws, matching games and construction kits.
- Reception children can count and order numbers to ten or beyond, recognise and name colours and two and three-dimensional shapes and measure in non-standard units, such as feet and hands.

Shortcomings

- There are no major shortcomings.

Knowledge and understanding of the world

Standards in knowledge and understanding of the world are good in both nursery and reception.

Good features

- The school widens children's experiences of the world by providing a wide range of activities, including visits to places of interest, interactive displays, hands-on experiences and activities such as cooking.
- Good use is made of photographs to encourage discussion and explore changes from babyhood to the present day. Learning is well reinforced by role play, with children showing good recall of experiences in this area.
- Assembly times are meaningful occasions that are enjoyed by the children.
- Reception children can discuss occupations in the community, recognise different types of houses, and talk about changes in the seasons and their effect upon clothing.
- Ample opportunities are provided for sensory work and discussion.

Shortcomings

- There are no major shortcomings.

Physical development

Standards are very good in physical development in reception and good in the nursery.

Good features

- Very good emphasis is placed on the development of fine motor skills, with children having ample opportunities to complete jigsaws, use scissors, thread beads, and colour. Pencil control develops well in both year groups.
- Good manipulative skills are displayed in joining construction materials and model making.
- Outdoor activities in the nursery show that children can skip, run, hop and pedal with increasing control.
- Reception children make good use of space, balance and control during activities in the hall. They show imaginative use of shape and travel in their actions.
- Reception children are able to change for and from activities in the hall with increasing independence.

Shortcomings

- There are no major shortcomings.

Creative development

Standards are good in creative development in both nursery and reception

Good features

- Collage and painting take place on a daily basis.
- Paintings by nursery children show bold, confident use of colour.
- Children experiment and make choices for themselves. When making models, they select materials, and cut, stick and paste with confidence.
- Progressive development is shown in scissor skills, with ample help from adults. Good awareness is shown of the need for safety and care.
- Singing is tuneful and undertaken with enthusiasm.

Shortcomings

There are no major shortcomings.

English

Standards in English are good overall in KS1 and KS2. Standards are good in speaking, listening and writing; they are satisfactory in reading.

Good features

- In KS1 pupils listen attentively and readily speak both in small groups and also in whole-class situations. Their responses are enthusiastic and appropriate. They confidently use a developing vocabulary.
- Pupils in KS1, in the main, read simple texts with understanding and accuracy. They enjoy the stories in their reading books, which are suitably matched for interest and ability levels.
- KS1 pupils respond enthusiastically and thoughtfully to their whole-class reading activities.
- Whole class reading books are well chosen, some with themes exploring feelings and human experience which promote pupils' personal and social development.
- KS1 pupils' writing is confident and demonstrates a range of forms; for instance from early independent writing about personal experiences to letter writing, newspaper reports, poetry and re-telling of stories.

- In KS1 simple words are usually spelt correctly and many pupils are beginning to choose words for variety and interest. Punctuation to mark sentences is developing well.
- KS1 pupils' handwriting is legible and some pupils begin to join their letters successfully.
- In KS2 pupils make good progress in their speaking and listening. They contribute confidently to discussions, volunteer opinions and ask questions to clarify meaning. They are interested in each other's point of view and, in most classes, listen considerately.
- The majority of pupils in KS2 read with increasing fluency, accuracy, understanding and enjoyment.
- Older pupils show an understanding of different kinds of texts; for instance, modern subject matter and long-established fiction. Pupils use the library regularly and know how to locate information from books.
- KS2 pupils write confidently and independently in a range of forms and for different audiences and use their word-processing skills to improve the quality of their writing. Editing skills are well advanced.
- Writing is often extensive and older pupils show that they can retrieve and collate information effectively from a range of sources.
- KS2 pupils often use adventurous vocabulary choices for effect. Older pupils are beginning to use punctuation within sentences. Some pupils are able to organise sentences within paragraphs.
- Overall, pupils respond effectively to school initiatives to promote spelling.
- The handwriting of pupils in KS2 is, overall, legible, even and joined. Some pupils are developing an ease and fluency in their writing action.

Shortcomings

- A significant minority of pupils in both key stages do not have the necessary strategies to identify unfamiliar or new words in their reading and do not read for pleasure.
- Older pupils do not refer to the text when commenting on the main ideas, events and characters in their books.
- Some older pupils do not read with expression or pay sufficient attention to punctuation.

Mathematics

Standards are good at both key stages.

Good features

- Pupils throughout the school are able to explain clearly the strategies they adopt to solve problems using appropriate mathematical language.
- Many Y1 pupils are familiar with number bonds to 10 and exhibit good early understanding of a range of mathematical concepts.
- Many pupils in Y2 are able to use addition with numbers up to 20, understand odd and even numbers and can classify shapes according to their properties.
- Some pupils in Y2 are able to use addition with two digit numbers and are able to present findings in a graph and interpret outcomes.
- Many pupils in Y3 and Y4 develop methods for subtraction of numbers up to 100, use simple multiplication strategies, and are able to round numbers to 100. Most pupils are able to tell the time in a simple form; some pupils are able to use seconds in their measurement.
- Many Y5 pupils have a very good understanding of shapes and use mathematical vocabulary confidently.
- Some Y5 pupils are able to relate fractions to division and to their decimal representations. They are able to calculate using large numbers and are able to calculate the perimeter and area of compound shapes. Some Y5 pupils recognise prime and square numbers and use negative numbers in relation to quadrants.
- Many Y6 pupils are able to devise their own strategies for solving problems and are able to present their findings in an organised manner.
- Some Y6 pupils are able to search for patterns by trying out their own ideas.
- Many Y6 pupils are able to estimate sizes of angles accurately and are able to construct and interpret data from pie charts.
- Y6 pupils are able to recognise shapes and symmetry and are able to rotate shapes.
- Some pupils are able to calculate areas using simple formulae

Shortcomings

- Pupils in both key stages are slow to respond to questions that require recall of previous mathematical knowledge.

Science

Standards are very good in both key stages

Good features

- Y1 pupils describe simple features and record information in charts. Many pupils are able to make comparisons when describing their observations and are able to communicate their findings in writing.
- Y2 build upon these skills and are able to explain their observations clearly. Some Y2 pupils can give their own ideas and make simple predictions.
- Y3 pupils record data and note simple patterns through tables and charts. They observe and measure using simple equipment and many are able to carry out a fair test with support. A few Y3 pupils are able to begin to relate their conclusions to scientific knowledge.
- Y4 build upon these skills and can use data to recognise patterns and trends through tables, charts and graphs. Some pupils can recognise the need for a fair test.
- Many pupils in Y5 are able to make predictions that are firmly based upon scientific knowledge and understanding. Some Y5 pupils identify variables in their experiments.
- Many Y6 pupils present their observations systematically with conclusions consistent with the evidence. They handle equipment with care and precision. Some Y6 pupils can identify key variables in their experiments.
- Good use is made of the extensive school grounds and outside classroom for scientific enquiry; for example, KS1 pupils investigate the plant and animal life found in the woodland area.
- Y6 pupils enthusiastically undertake investigations as part of their transition to Y7 work. Many pupils are able to relate conclusions that are consistent with evidence and scientific knowledge and understanding.
- NC teacher assessment results at the end of KS1 and NC test and teacher assessment results at the end of KS2 are very good when compared with all schools in Wales

Shortcomings

- There are no major shortcomings.

Welsh

Standards of achievement in Welsh are good in both key stages.

Good features

- In KS1 pupils listen responsively to the familiar voice of their class teacher.
- Y1 pupils show very good recall of previous vocabulary.
- Pupils in KS1 have a developing vocabulary; for instance, they know the names of colours in Welsh and can also describe the weather in some detail.
- Y2 pupils read dialogue in their class book aloud with great enjoyment, feeling and expression; their pronunciation is good.
- Y2 pupils express their likes and dislikes effectively in written work using a simple sentence pattern and adding newly learned vocabulary.
- In KS2 pupils show progress in their speaking and listening and acquisition of Welsh vocabulary.
- Older pupils express opinions about holiday destinations and use the past tense of verbs accurately.
- They confidently re-enact dialogues in role-playing situations, greeting each other appropriately and exchanging information.
- Pupils in KS2 are generally enthusiastic about learning Welsh and try hard to succeed.
- KS2 pupils write about their likes and dislikes, using accurate sentence construction and spelling. They successfully apply their knowledge of punctuation in English to written work in Welsh. Older pupils write linked sentences, showing some grasp of sequence and organisation.
- Older pupils read back what they have read with understanding and intelligible pronunciation and intonation.
- Pupils respond well to teachers' use of incidental Welsh across the school.

Shortcomings

- Some pupils in both key stages have slow recall of previous vocabulary and sentence patterns at the beginning of lessons.
- In KS2 pupils do not choose books independently and read of their own accord.

Design and Technology

Standards are very good in KS1 and satisfactory in KS2.

Good features

- In KS1 pupils are aware that materials behave in different ways and use this knowledge effectively to make simple products; for instance, models of houses with doors that open and close.
- KS1 pupils use simple mechanisms effectively, such as, in their project on wheeled vehicles and know that control is integral to many everyday devices.
- Pupils in KS1 talk sensibly about their ideas to solve the task in hand, trying out ideas and making simple decisions; this is successfully shown in Y1 work on making moving pictures.
- Pupils in KS1 use a range of effective ways to record their ideas and to evaluate outcomes including well-organised independent written work, pictures and sketches.
- KS1 pupils effectively combine understanding of the various stages in the design process with the school's healthy eating initiative in a project involving the sorting, tasting and evaluating of fruit prior to the making of a fruit salad.
- KS1 pupils make good progress in developing skills of cutting, assembling and joining; for example, in making of wind-up toys.
- In KS2 pupils make good progress in their appreciation of the stages involved in the design process.
- KS2 pupils achieve good standards in a wide range of projects; for example, in Y3 designs for models of monsters that use pneumatics to power movement.
- KS2 pupils clarify the requirements of the task in hand effectively, writing or drawing checklists of materials and equipment needed.
- Y6 pupils consider appearance, function, safety and reliability in their imaginative models of slippers; pupils also show an awareness of fitness for purpose and aesthetic refinement in their decoration.

- Throughout KS2 pupils show increasing critical skills as they evaluate their design ideas.
- Older pupils also effectively combine understanding of the various stages in the design process with the school's healthy eating initiative in projects involving sandwich making, designing packaging for a healthy snack and in bread making.
- Y6 pupils show appropriate graphic skills in their making of brochures about caring for pets; these are well researched and thoughtfully designed.

Shortcomings

- Not all statutory NC requirements are being met in KS2: there is no evidence of the use of electric circuits or control.

Information Technology

Standards are good in both key stages.

Good features

- In KS1 pupils build on skills developed in the early years and can use the computer confidently. They develop good mouse control and keyboard skills. By the end of the key stage they can confidently save and retrieve their work.
- KS1 pupils use a graphics program to produce pictures and can select and use different tools and change colours. They develop their word processing skills and can format text, as well as copy, paste, download and insert pictures.
- Younger pupils use ICT programmes to investigate options as they explore aspects of real and imaginary situations.
- In KS2 pupils further develop their word processing skills and use desktop publishing to produce newspapers, cards and leaflets.
- Pupils in KS2 use simple spreadsheets and databases to enter data, produce graphs and analyse the results.
- Y6 pupils' work in some areas of the curriculum is enhanced by the emerging use of the interactive white-board; however, this is at present underdeveloped across the school.
- Pupils in both key stages make good use of ICT to support their studies in most areas of the curriculum. The Internet is well used by pupils for research purposes; for example, pupils in Y6 search for information in history and geography and download appropriate text and pictures.

Shortcomings

- There are no major shortcomings, but opportunities for older and more able KS2 pupils to challenge and extend their ICT skills are underdeveloped; for example, their experiences of multi-media work are limited.

History

Good features

- In KS1, and particularly in Y1, pupils have a very good start in developing their skills, knowledge and understanding of history.
- Pupils in both Y1 and Y2 effectively identify differences with the way people live now and in the past; for example, they compare school days in Victorian times with their own experiences of school.
- KS1 pupils are able to talk using appropriate vocabulary about the passage of time as they compare old toys with new toys, and names from the past with names that are fashionable now.
- KS1 pupils use a range of historical sources and are able to ask and answer questions about the past with increasing assurance.
- In KS2 pupils show a developing knowledge of the characteristics of the periods studied; for example, Y3 and Y4 pupils draw and write confidently about life in Celtic times.
- In Y5 pupils demonstrate growing knowledge of life in Wales at the time of the Tudors.
- KS2 pupils successfully use a range of sources in their investigations and develop good skills in extracting relevant information.
- More able pupils use appropriate vocabulary and present their findings with increasing independence.

Shortcomings

- There are no major shortcomings.

Geography

Standards in geography are good in KS1. Standards vary in KS2, but they are good by the end of the key stage.

Good features

- In KS1 pupils observe accurately and collect relevant information in the field.
- KS1 pupils express opinions about what they like and dislike about the environment of the school, giving thoughtful reasons and relevant responses.
- Y1 pupils are familiar with a large-scale plan of the school and can label the different areas accurately.
- KS1 pupils compare their own locality with Barry Island and are able to describe the differences using appropriate geographical vocabulary.
- In KS2 older pupils effectively use atlases to locate different countries and continents in the world.
- Y3 pupils make comparisons between Cardiff Bay and Bryn Bach, extending their geographical vocabulary. They use photographs they have taken themselves to record and analyse the main geographical features.
- Older pupils understand how to use four-figure grid references and use maps to work out routes to Tredegar from different parts of the country and the world.
- KS2 pupils make good use of photography to identify the geographical features of different locations and discuss issues using appropriate vocabulary; for example in their study of the island of St Lucia.
- Older pupils appreciate why people's views differ about how their locality is changing; for example, in discussing the advantages and disadvantages of building a road through Bryn Bach. They use ICT successfully to present their findings.

Shortcomings

- Coverage of NC requirements in geographical skills is underdeveloped in younger pupils in KS2.

Art

Standards in art are good in KS1 and satisfactory in KS2.

Good features

- In KS1 pupils explore and experiment effectively with a range of media and techniques in two and three dimensions; for example, they make models of houses which they decorate imaginatively with paint and other materials.

- KS1 pupils make exciting pictures to illustrate firework night using sgraffito techniques, scraping through a surface to reveal colour underneath.
- Pupils in KS1 investigate textures in the environment and apply their appreciation of texture appropriately in their work.
- KS1 pupils experiment with colour mixing and apply their skills successfully to their own expressive paintings.
- In KS1 pupils demonstrate good observational skills in on-the-spot drawings of houses from the school grounds.
- Y2 pupils experiment appropriately with a range of printing techniques.
- KS1 pupils talk effectively about their own work and that of other artists, including Welsh examples.
- In KS2 pupils use their sketchbooks appropriately to record personal ideas and feelings.
- KS2 pupils explore texture in their prints using polystyrene tiles, linking with a study of Aborigine art
- Y4 pupils make landscapes in oil pastels after studying the work of other artists; outcomes demonstrate an appreciation of colour and shape.
- Older pupils' studies of miners using charcoal are expressive and show growing control.
- Prints made by older KS2 pupils and following the theme of coal mining are successful and show an appreciation of texture, pattern and design.
- Pupils show progress over the key stage in their increasing ability to look at and talk about the work of other artists.

Shortcomings

- Pupils in KS2 do not have enough time to practise and refine new skills sufficiently, resulting in outcomes that are sometimes of a disappointing standard.
- There is insufficient progress across the school in fundamental art skills such as painting and drawing.

Music

Standards are good in both key stages.

Good features

- Pupils in KS1 are able to sing a range of songs tunefully, including rhymes and hymns, and use percussion instruments effectively.
- Pupils at KS 1 are able to make broad distinctions within musical elements and use appropriate terms to describe how they are used for expressive purposes.
- Older pupils are able to sing two and three-part harmonies with very good intonation and pitch.
- Older pupils work with others to create compositions that have a simple musical shape, revising their ideas when necessary. They are able to plan an instrumental part using a limited range of notation.
- Older pupils evaluate their own and the performance of others and are sometimes able to show an awareness of musical elements in their comments.
- The school choir meets as an extra-curricular activity and supplements the musical experiences and the attainment of the pupils.

Shortcomings

- There are no major shortcomings. However the understanding and appropriate use of musical elements are underdeveloped in older pupils.

Physical Education

Standards are good in both key stages.

Good features

- Many pupils in KS1 explore different activities with increasing control and confidence. Some younger pupils show good tension and shape and are able to produce a short series of linked movements of a good standard.
- Pupils in KS1 are able to talk about what they have done and make simple suggestions about how to improve performance. Some younger pupils are able to provide simple explanations for the changes in their bodies during exercise. They work effectively in pairs and small groups.
- Older KS2 pupils are able to show accuracy and consistency across a range of skills.
- Pupils in KS2 show that they are able to analyse and improve the effectiveness and quality of their own and others' skills and performance.

- Older pupils show an understanding of the value of exercise to their well being. They understand the need to warm up and cool down before and after exercise and provide simple explanations for the changes that take place in their bodies during exercise.
- Older pupils show an understanding of the need for rules in games and to play fairly with a positive attitude.

Shortcomings

- There are no major shortcomings, but older pupils in KS1 do not extend their skills sufficiently.

Religious Education

Standards are good in both key stages.

Good features

- Pupils in Y1 are aware of the reasons why some special days are celebrated and have a growing awareness of right and wrong.
- Pupils in KS1 visit their local church and understand the importance of special Christian festivals. They begin to explore their feelings and understand right from wrong. Pupils are able to understand the importance of rules and friendship.
- Pupils in both key stages visit a local church that helps to ensure a clearer understanding of the devotional practice of the Christian faith. Their understanding of personal feelings and God's creation is enhanced by regular visits from local ministers
- Pupils in Y3 show good understanding of the reasons why Easter is the most important Christian festival.
- Pupils in KS2 are able to write prayers and perform them in assemblies. They understand that there are many different ways to worship God.
- Pupils in KS2 show a detailed knowledge of a range of religious beliefs and practices; for example pupils are able to refer to the main elements of the Jewish faith and are confident in their description of aspects of Hinduism and Islam.
- Y6 pupils effectively consider their personal feelings in response to situations and challenges.

Shortcomings

- There are no major shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the Last Inspection

The inspection in October 1998 recorded that the school needed to:

1. improve progression throughout KS2 and thus raise standards of achievement in writing, geography and art and Welsh as a second language in Y5 and Y6, and raise standards of achievement in information technology in both key stages;
2. improve standards of numeracy, information and communication technology (ICT), problem-solving and investigative work across the curriculum in both key stages;
3. identify strengths and weaknesses when marking pupils' work to assist pupils' understanding of how improvements can be achieved;
4. develop a wider range of teaching strategies to extend and challenge pupils in their learning;
5. improve the pace and challenge of teaching throughout the early years;
6. enable subject leaders to take a more active role in the monitoring and evaluation of teaching and learning and standards of achievement in the subjects for which they have responsibility.

Very good progress overall has been made since the last inspection.

1. Very good progress has been made in raising standards in KS2 in writing, geography, art and Welsh, and in both key stages in information technology:
 - a. Standards in writing in KS2 were unsatisfactory in 1998 and are now good;
 - b. Standards in geography in KS2 were unsatisfactory in 1998 and are now good;
 - c. Standards in art in KS2 were unsatisfactory in 1998 and are now satisfactory;
 - d. Standards in Welsh second language in KS2 were unsatisfactory in Y5 and Y6 in 1998 and are now good;
 - e. Standards in both key stages were unsatisfactory in information technology in 1998 and are now good in both key stages;

2. Very good progress has been achieved in improving the overall standards in key skills across the curriculum in both key stages including problem-solving and investigative work:
 - a. Standards in numeracy across both key stages were satisfactory in 1998 and are now good;
 - b. Standards in ICT across both key stages were unsatisfactory in 1998 and are now good;
3. Very good progress has been made in making more effective use of assessment in core NC subjects and satisfactory progress has been made in foundation subjects. Marking of work is thorough and provides pupils with feedback in respect of their achievements and how to improve standards. During the inspection very effective oral feedback was given to pupils.
4. Good progress overall has been made in developing a wider range of teaching strategies to extend and challenge pupils in their learning. The overall quality of teaching has improved from around 38% of teaching being good or very good in 1998 to now being about 74%. However, in some lessons the pace of the lesson is not sufficiently brisk, tasks are not always matched to the needs of all pupils, the management of learning is less successful and too much time is used in settling pupils to focus upon the tasks set.
5. Very good progress has been made in improving the pace and challenge of teaching throughout the early years. Standards are now very good.

Good progress has been made in developing monitoring and evaluation procedures, but the role of co-ordinators remains underdeveloped.

8.2 Key Issues for Action

The school needs to:

1. build upon the very good progress made since the last inspection and continue to raise standards;
2. further develop the management of learning to meet the needs of all pupils;
3. further develop the process of self-evaluation and the role of the co-ordinator through monitoring, assessing and evaluating standards in the foundation subjects;
4. address the few health and safety considerations that were raised with the head teacher and GB;
5. meet fully the statutory requirements in respect of information contained in the school prospectus, the GB's annual report to parents and the Home and School Agreement.

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

APPENDIX A

Basic Information about the School

Name of School	Bryn Bach Primary School
School type	Primary
Age -range of pupils	3-11
Address of school	Merthyr Road, Tredegar, Gwent
Post-Code	NP22 3 RX
Telephone Number	01495 722569

Headteacher	Mr. Martin Price
Date of appointment	Acting Head Teacher: September 2002 Permanent Head Teacher: September 2003
Chair of Governors	Mr. Brian Thomas
Registered Inspector	Mr. David Thorley
Dates of inspection	21-24 June 2004

APPENDIX 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	23	28	25	29	28	28	29	29	219

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	9

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	24.5:1
Pupil : adult (fte) ratio in nursery classes	9.2:1
Pupil : adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	27.4:1
Teacher (fte) : class ratio	1.13:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	88.2	88.9	93.9	91.6
Term 2	93.1	93.5	95.2	94.0
Term 3	90.3	91.0	93.0	91.0

Number of pupils excluded during 12 months prior to inspection.	0
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APPENDIX C

Results of National Curriculum Assessments

National Curriculum Assessment KS 1 Results: 2004			Number of pupils in Y2: 28						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School 2004	0	0	0	17	69	14	0
		National 2003	0	0	4	13	63	20	0
EN: Reading	Teacher Assessment	School 2004	0	0	0	18	75	11	0
		National 2003	0	0	4	14	55	27	0
EN: Writing	Teacher Assessment	School 2004	0	0	0	18	75	11	0
		National 2003	0	0	5	14	69	11	0
EN: Speaking and listening	Teacher Assessment	School 2004	0	0	0	21	39	39	0
		National 2003	0	0	3	12	63	22	0
MATHEMATICS	Teacher Assessment	School 2004	0	0	0	7	66	28	0
		National 2003	0	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School 2004	0	0	0	7	66	28	0
		National 2004	0	0	2	10	66	22	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:2004	83%	In Wales:2003	79%

- 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: 2003							Number of pupils in Y6: 19						
Percentage of pupils at each level													
(Including Resourced Speech & Language Provision)			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	0	37	37	26	0
		National	0	0	1	0	0	1	6	16	45	31	0
Mathematics	Test/Task	School	0	0	0	0	0	0	5	21	47	26	0
		National	0	2	1	1	0	0	5	12	38	40	0
	Teacher assessment	School	0	0	0	0	0	0	0	32	42	26	0
		National	0	0	3	0	0	0	6	22	59	11	0
	Test/Task	School	0	0	0	0	0	0	5	26	42	26	0
		National	0	2	1	0	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	0	0	21	53	26	0
		National	0	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	0	5	53	42	0
		National	0	2	0	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	63%	In the school:	63%
In Wales:	70%	In Wales:	71%

- 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.

APPENDIX D

The Evidence Base of the Inspection

The school was inspected over a period of three and a half days by a team of three inspectors. The registered inspector and team inspector spent three and a half days in the school, and the lay inspector two days.

- Each of the teachers was visited, every class was seen and all of the NC subjects inspected; 27 lessons were observed.
- Regular discussions were held with pupils to discover their knowledge of areas of the curriculum and their attitude towards learning.
- Pupils' work across a range of ages and abilities was inspected systematically and the school prepared an inclusive record of pupils' work and other activities for the inspectors.
- Discussions were also held with the head and staff to confirm their particular responsibilities and their professional perspectives.
- School documentation was inspected and summaries were prepared for team inspection meetings.
- The opinions of parents and governors were received and analysed; 40 parents returned questionnaires. 95% of parents' responses were positive.

APPENDIX E

Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mr. David Thorley	<ul style="list-style-type: none"> 1. The school and its priorities 2. Main Findings 3.1 Standards achieved in subjects and areas of learning 5.1 Teaching 5.2 Assessment, recording and reporting 5.5 Provision for pupils with SEN 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 Key issues for action 	<ul style="list-style-type: none"> Provision for under 5's Mathematics Science Information Technology Music Physical education Religious education
Mrs. Gillian Figg	<ul style="list-style-type: none"> 3.2 Standards achieved in key skills across the curriculum 4.1 Pupils' spiritual, moral, social and cultural development 4.2 Behaviour and attitudes 5.3 Curriculum 5.4 Support, guidance and pupils' Welfare 6.3 Staffing, accommodation and learning resources 	<ul style="list-style-type: none"> English Welsh second language Design and technology History Geography Art
Mr. Stewart Hammond	<ul style="list-style-type: none"> 4.2 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry 	