

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

YSGOL BRYN ONNEN

Pontypool

Torfaen

School Number: 678-2318

Date of Inspection: 4-6 May 2004

by

Mr Brinley Jones

Registered Inspector

Date: 7 July 2004

Under Estyn contract number: CT288/03P

© Crown Copyright 2004

This Report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and that the source and date thereof are stated.

Copies of this report are available from the school. Under the Schools Inspection Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

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 to 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 reach the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who reach the age of 6 during the academic year and so on to Y13 the year group who reach the age of 18 during the academic year:

{PRIVATE }	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 (KS1) of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9 and 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 reports 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 some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

CONTENTS

1. CONTEXT.....	1
THE SCHOOL AND ITS PRIORITIES	1
2. MAIN FINDINGS.....	2
THE MAIN FINDINGS OF THE REPORT	2
3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS.....	6
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING	6
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM	6
4. ETHOS OF THE SCHOOL.....	7
4.1 PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.....	7
4.2 BEHAVIOUR AND ATTITUDES	7
4.3 ATTENDANCE.....	8
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	10
5.5 PROVISION FOR PUPILS WITH SEN	11
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS	12
5.7 PARTNERSHIP WITH INDUSTRY	12
6. MANAGEMENT	13
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT	13
6.2 LEADERSHIP AND EFFICIENCY.....	13
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES.....	15
7. SUBJECTS AND AREAS OF LEARNING	15
STANDARDS ACHIEVED BY PUPILS	15
PROVISION FOR THE UNDER-FIVES	15
WELSH	17
ENGLISH.....	18
MATHEMATICS	19
SCIENCE	20
DESIGN AND TECHNOLOGY.....	21
INFORMATION TECHNOLOGY	21
HISTORY.....	22
GEOGRAPHY	23
ART	24
MUSIC	24
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 AS 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	31

1. CONTEXT

The School and its Priorities

The school is situated on the outskirts of Varteg, near Pontypool. The local education authority (LEA) is Torfaen. Ysgol Bryn Onnen is a designated Welsh-medium school and in the early classes pupils are immersed in Welsh to ensure that they have a command of the language at a young age. English is formally introduced in Year (Y) 3. None of the pupils come from a home where Welsh is spoken as the main language of the home. Seventy-five per cent of pupils are drawn from residential areas which are neither prosperous nor economically disadvantaged, with 25 from fairly prosperous areas and 25 from economically disadvantaged areas. One point two per cent of pupils are from ethnic minority backgrounds and approximately 20 per cent are entitled to free school meals. There are 38 pupils on the special educational needs register (SEN) including three with statements of SEN.

The school's objectives

The school aspires to create a close and happy community where all children and staff have a sense of belonging and an opportunity to develop their skills, their knowledge and their talents in a Welsh atmosphere. The children are encouraged to live and work together, respecting individuals, their property and their environment. The school intends to ensure that it has a prominent place in the community and that it has a safe and encouraging environment where each individual can develop educationally, physical, emotionally, spiritually, morally and socially.

The school intends to:

- meet the requirements of the National Curriculum (NC) by providing a broad, balanced and differentiated education for each child;
- help pupils develop active and enquiring minds, to take on tasks and to develop creative and physical skills of all sorts;
- nurture in the children an awareness of the Welsh language and culture and also promote an understanding of the world around them and the way that individuals, groups and nations are interdependent;
- help pupils achieve the highest standards possible in all aspects of the curriculum;
- nurture respect for religious and moral values, and a tolerance for people of a different race, belief and culture;
- create an environment where each member of staff, pupil, governor and parent can work together to achieve these objectives.

The school's specific priorities for this academic year include:

- developing means of assessing and recording pupils' progress in each subject;
- designing self evaluation formats that allow pupils and staff to agree on learning targets;
- further developing portfolios in the core subjects, that ensure a consistent understanding of standards;
- looking at the school's writing policy and ensure that the pupils write in a broad range of genres;
- closely moderating written work in both languages in order to ensure a consistent understanding of standards;
- extending able children further in mathematics through developing investigation work;

- developing subject coordinators' monitoring skills;
- developing the school's website via the computer club and ensure that pupils are given an opportunity to search the web across the curriculum;
- undertaking training on “reading with guidance”, disseminate factual resources in each class, implement reading with guidance once a month and monitor progress;
- (developing) a self evaluation framework;
- (gaining) a Basic Skills Agency certificate;
- hosting a parents evening on reading and produce a leaflet for parents on helping their children to read;
- starting a science club;
- creating a “governor of the month” system;
- creating a vegetable garden;
- continuing to develop the yard according to the eco schools requirements.

The school won a Standard Mark in basic skills in April 2004.

The school was last inspected in June 1998.

2. MAIN FINDINGS

The Main Findings of the Report

Ysgol Bryn Onnen is a happy community, where pupils feel safe and at home. The headteacher and staff are hard working and ensure that raising pupils' self-respect and raising their awareness of their Welshness are placed high on the agenda as they focus on developing the school. The school's relationship with parents and the community is of a high standard.

The educational standards achieved by pupils

- **Reception (4-5 years old)**

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

- In Key Stage (KS) 1 and KS2, pupils' standards of achievement in different areas of the NC and religious education are as follows:

Subject	KS1	KS2
Welsh	Good	Satisfactory
English	N/A	Good
Mathematics	Good	Good
Science	Good	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Good	Satisfactory
History	Good	Satisfactory
Geography	Good	Satisfactory
Art	Satisfactory	Satisfactory
Music	Good	Good

Physical education	Good	Good
Religious education	Good	Good

- Across the school, pupils' standards of achievement were satisfactory or better in around 96 per cent of the lessons and sessions observed and, of these, around 58 per cent were good and about 38 per cent were satisfactory. Standards of achievement were unsatisfactory in around four per cent of the sessions.
- The standards of achievement of most pupils with SEN are good in both key stages.
- End of KS1 teacher assessment results for 2003 show that the percentage of pupils that achieved at least level 2 in Welsh, mathematics and science was 97.1 per cent, a figure which is significantly higher than the national figure of 80 per cent. All pupils reached level 2 or higher in each of the core subjects. In comparison with schools with a similar background in Wales, the figures show that the school is performing in the top 25 per cent. With regards to level 3, the figures show a difference between the achievements of boys and girls in Welsh and in science. Not one boy achieved level 3 in these subjects.
- National Curriculum assessment test results at the end of KS2 for 2003 show that the percentages of pupils achieving level 4 or above in Welsh, English, mathematics and science were over 14 per cent higher than the national figure. The figures show that the percentages of pupils achieving level 5 were much higher in Welsh, English and mathematics than the national figures. In comparison with schools with a similar background in Wales, the figures show that the school is performing in the top 50 per cent.
- Overall, the standards of achievement in the key skills of speaking, reading, writing, application of number and using information and communications technology (ICT) across the school, in the various subjects, are satisfactory. They are good in listening. Also, in KS1, standards are good in speaking and ICT.

Ethos of the school

- Pupils' social, spiritual and moral development is good. Their cultural development is satisfactory. The respect that is shown towards all pupils is a praiseworthy aspect of the school's life. The inter-relationships are of a high standard.
- The school satisfies the statutory requirements for daily collective worship. The assemblies make an important contribution to the spiritual, moral and social development of the pupils. They focus well on important values and provide an opportunity for pupils to reflect quietly.
- Pupils develop a good understanding of the difference between right and wrong and show respect for other pupils and their property. Pupils respond effectively to opportunities for taking on responsibilities.
- There is a very good relationship with the community. Pupils develop a very good understanding of their responsibilities for the environment and a very good awareness of those who are less fortunate than them.
- A good emphasis is placed on the *Cwricwlwm Cymreig* and pupils develop a good knowledge and appreciation of the culture and heritage of Wales. Their awareness of other cultures is more limited.
- The standards of pupils' behaviour and attitudes towards learning are good and the school has a happy and orderly environment. Good behaviour and effort are celebrated in the classroom and in school assemblies. The school has effective policy and procedures for promoting good behaviour and to a great degree they are implemented well. There are effective policy and strategies for dealing with any cases of bullying and no examples of

bullying were witnessed during the inspection. During the last academic year, two pupils were excluded for short periods.

- Pupils' attendance levels are at least satisfactory. Punctuality on arriving at the school is good and the school conforms to the statutory requirements and registers pupils' attendance thoroughly.

Quality of education

- Across the school, around two per cent of the teaching was very good during the inspection, around 60 per cent was good, about 33 per cent was satisfactory and around five per cent was unsatisfactory. Examples of good teaching were seen in all classes.
- In the more effective sessions, teachers' lesson planning is good and gives effective consideration to learning objectives, continuity and progression and to differentiated tasks. In these sessions, effective use is made of the opening sessions for setting the context and of useful summing up sessions which reinforce the main points of the lessons. These lessons are well organised, they progress at a good pace and pupils focus effectively. The work is well matched to pupils' abilities and previous achievement, with differentiated tasks set in order to challenge the most able pupils.
- In the less effective sessions and those deemed unsatisfactory, the planning is not thorough enough. The introductory sessions are not as effective and the tasks are not explained clearly enough. When pupils are working, the quality of the support given by the teachers is inconsistent and opportunities for correcting mistakes are missed. Often, the lessons do not flow at the appropriate pace. In a small minority of cases, the pupils have difficulty concentrating and become a little boisterous.
- The quality of the assessment, recording and reporting is satisfactory. A monitoring procedure has been developed and targets have been set for each year. A range of standard tests are used annually to measure pupils' progress and most are analysed effectively. There is currently inconsistency in the quality of the marking across the school and the use made of the evidence provided by continuous assessment does not inform further planning in an effective enough manner. The quality of the annual report for parents is good and conforms to the statutory requirements.
- The curriculum is broad, balanced and relevant. The curriculum planning for children under five is not always adequately based on the desirable outcomes. There are policy documents for individual subjects and there are comprehensive schemes of work for all subjects in KS1 and KS2 which give clear guidelines for systematic development in skills, knowledge and understanding. Overall, too much use is made of worksheets in the lessons and this limits the development of presentation and recording skills. The whole-school planning strategy for developing key skills has not been developed effectively enough.
- There are good quality policies in place with regards to the wide range of areas of life within the school, including Personal and Social Education (PSE) and the provision is socially inclusive and ensures equality of access for all pupils.
- The homework provision is well targeted for English and mathematics and enables the pupils to reinforce and build upon their curriculum experiences in the school. The extra-curricular provision is good.
- The quality of the provision for the support, guidance and welfare of pupils is good. The school is a warm, caring and welcoming learning environment where pupils feel safe and happy. Supervision of pupils is good during the day. A high ramp between two yards and the inappropriate location of the toilet limits the provision for pupils with disabilities.

-
- The provision for pupils with SEN is good. Most make good progress and have full access to the school curriculum.
 - The partnership with parents and the community, other schools and institutes is very good.
 - The school has formed a very effective and successful partnership with the parents and there are very effective procedures for ensuring that parents are aware of the school's work. The school has established itself as an important part of the local community by implementing an effective community link policy. The partnership with industry is satisfactory.

Management

- The quality of self-assessment and planning for improvement is good. The headteacher effectively focuses on all elements involved in the life of the school. New staff and governors are progressing well in their contribution to the process. Parents make an important contribution by responding effectively to a comprehensive questionnaire and pupils have started contributing well to the process. The headteacher, staff and governors have a good understanding of the current objectives for improvement. The school strategic plan (SSP) is a useful tool and contains references to relevant strategies and clear criteria for evaluating progress and has been costed effectively within a tight budget.
- The leadership and efficiency is good. The headteacher gives very good leadership and has a very good overview of the life and work of the school. She has a clear vision for the future of the school and has prioritised the issues that need to be addressed. She is appropriately supported by the deputy headteacher and the senior management team (SMT).
- The more experienced governors, in particular, have a good knowledge of the curricular provision. They effectively focus on financial matters. The school's budget (which, by now, is very tight) is well managed by the headteacher in cooperation with the finance sub-committee, with good attention given to cost-effectiveness. With the help of the LEA liaison officer and administrative officer, the daily expenditure is monitored in detail. Money is channelled to educational priorities as identified in the SSP.
- The daily organisation and administration of the school runs smoothly and effectively with the full-time administrative officer undertaking her duties conscientiously. The school provides good value for money.
- Overall, staffing and accommodation are good and learning resources are at least satisfactory.
- The school has an adequate number of experienced teaching staff with relevant qualifications and they are used effectively throughout the school. The contribution of assistant staff is good and the dinner hour supervisors and the caretaker undertake their duties effectively.
- The school's accommodation is adequate for the number of pupils on the register and the new extension is a good asset. The pupils' work is displayed around the school, creating a colourful and welcoming environment. The school has at least a satisfactory range of teaching resources. Most are used effectively.

Progress since the last inspection

- Overall progress since the last inspection has been at least satisfactory.

3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Across the school, the pupils' standards of achievement were satisfactory or better in around 96 per cent of the lessons and sessions observed and, as such, around 58 per cent were good and around 38 per cent were satisfactory. Standards of achievement were unsatisfactory in around four per cent of the sessions.

- The standards of achievement of children under five years of age were good in around 50 per cent of the sessions, satisfactory in around 44 per cent and unsatisfactory in around six per cent. Pupils in the reception class make good progress in personal and social development, mathematical development and knowledge and understanding of the world. Their progress is satisfactory in language, literacy and communication, physical development and creative development.
- In KS1, standards of achievement were good in around 72 per cent of the sessions and satisfactory in around 28 per cent. In KS1, standards of achievement are good in Welsh, mathematics, science, information technology, history, geography, music, physical education and religious education. They are satisfactory in design and technology and art.
- In KS2, standards of achievement were good in around 52 per cent of the sessions, satisfactory in around 42 per cent and unsatisfactory in around six per cent. In KS2, standards of achievement are good in English, mathematics, music, physical education and religious education. Standards of achievement are satisfactory in Welsh, science, design and technology, information technology, history, geography and art.
- The standards of achievement of most pupils with SEN are good in both key stages.
- End of KS1 teacher assessments for 2003 indicate that 100 per cent of pupils achieved at least level 2 in Welsh, mathematics and science, a figure which is significantly higher than the national figure of 80 per cent. All pupils achieved level 2 or above in each of the core subjects. In comparison with schools with a similar background in Wales, the figures show that the school is performing in the top 25 per cent. With regard to levels 3, figures indicate a difference between the achievements of boys and girls in Welsh and in science. Not one boy achieved level 3 in these subjects.
- The NC assessment tests at the end of KS2 for 2003 indicate that the percentage of pupils achieving level 4 or higher in Welsh, English, mathematics and science was over 14 per cent higher than the national figure. They also show that the percentages of pupils achieving level 5 are much higher in Welsh, English and mathematics than the national figures. In comparison with schools with a similar background in Wales, the figures show that the school is performing in the top 50 per cent.

3.2 Standards Achieved in Key Skills Across the Curriculum

Overall, standards of achievement in the key skills of speaking, reading, writing, the application of number and ICT across the curriculum are satisfactory. They are good in listening. In KS1, the standards are good in speaking and ICT.

- Children under five years of age make satisfactory progress when applying their developing skills in early literacy and numeracy and in their use of ICT.
- Key Stage 1 and KS2 pupils listen intently with a good understanding in a number of contexts. Key Stage 1 pupils respond appropriately and often well in class discussions and when communicating with their peers and adults in a number of subjects. There are

numerous examples of extended communication across the curriculum at the lower end of KS2 but these examples are more limited in most subjects at the upper end of the key stage.

- Standards of reading in Welsh in KS1 and in Welsh and English in KS2 across the curriculum are satisfactory. Opportunities for pupils to develop higher reading skills as they search for information are insufficient in most subjects. This limits their development.
- Pupils' writing skills are satisfactory in a range of contexts in both key stages. Opportunities for adapting their style of writing for various purposes across the curriculum are limited and this constrains their progress.
- Across KS1 and KS2, pupils make satisfactory use of their numeracy skills, in a range of contexts. There are some examples of the use of graphs and tables in science and geography but there is no consistent progress in the pupils' skills when applying numbers.
- In both key stages, pupils make relevant use of ICT to find information in a number of subjects and in KS1 pupils make good use of their word processing and data handling skills in a number of contexts. Most pupils in KS2 make insufficient use of the word processor and database for presenting information in most subjects and this limits their development.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

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

- The school satisfies the statutory requirements for daily collective worship. The assemblies make an important contribution to the spiritual, moral and social development of the pupils. They focus well on important values and provide an opportunity for pupils to reflect quietly. However, occasionally, assemblies are not long enough and sometimes movements across the hall interrupt the reverent mood created.
- The nature of the respect displayed towards all pupils is a praiseworthy feature of the life of the school. The inter-relationships are of a high standard and are a noteworthy aspect of the school's everyday life. The pupils are welcoming and courteous towards visitors.
- Pupils develop a good understanding of the difference between right and wrong and they show respect towards other pupils and their property.
- Pupils respond effectively to opportunities for taking responsibility as officers and as part of the school council, which is an effective institution.
- There is a very good relationship with the community. The pupils develop a very good understanding of their responsibilities for the environment and develop a very good awareness of those less fortunate in their locality and in the wider world. Their contribution to charitable causes is good.
- A good emphasis is placed on the *Cwricwlwm Cymreig* and pupils develop a good knowledge and appreciation of the culture and heritage of Wales. There is a useful policy for racial equality which promotes respect and understanding of various cultures. Overall, however, pupils' awareness of other cultures is more limited.

4.2 Behaviour and Attitudes

Standards of behaviour and pupils' attitudes to learning are good across the school.

- The school has a happy and orderly environment. Pupils' relationships with each other and with all members of staff are good. They are courteous and self-confident when conversing with visitors in the classroom and on the school yard.
- Teachers encourage good behaviour, courtesy and kindness and pupils are very aware of the standards expected. Good behaviour and effort is celebrated in the classroom and in school assemblies.
- Occasionally, when the teaching is not as motivating and effective, there are examples of pupils having difficulty in concentrating and tending to be talkative.
- The school has effective policy and procedures for promoting good behaviour which are implemented fairly and consistently by the staff. The classroom rules are of a positive nature and encourage mutual respect and responsibility. To a great degree, they are carried out well.
- The school has good strategies for inappropriate behaviour. The staff respond well to any cases of bullying. There are effective policies and strategies for dealing with any cases and these are effectively implemented. No examples of bullying were witnessed during the inspection.
- During the last academic year, two pupils were excluded for short periods. Appropriate procedures were followed.

4.3 Attendance

Pupils' level of attendance is at least satisfactory.

- The school places great emphasis on the importance of good attendance and effective use is made of a computer system to register attendance and to monitor absences. Attendance targets are set for each term and to a marked extent are met successfully.
- There is a thorough review of the attendance figures on a fortnightly basis and consistent and effective use is made of the LEA's Education Welfare Officer when the need arises.
- Parents have a clear understanding of their responsibilities with regard to informing the school of their children's absences, and parents are constantly reminded of this.
- Punctuality on arriving at the school is good and the school conforms to statutory requirements and registers pupils' attendance thoroughly.

5. QUALITY OF EDUCATION

5.1 Teaching

Across the school, around two per cent of the teaching was very good during the inspection, around 60 per cent was good, about 33 per cent was satisfactory and around five per cent was unsatisfactory. Examples of good teaching were seen in all classes.

- The quality of the teaching in the early years was good in around 50 per cent of the sessions observed, satisfactory in around 43 per cent and unsatisfactory in around seven per cent.
- In KS1, the teaching was very good in around five per cent of the lessons observed, good in around 68 per cent and satisfactory in around 27 per cent.
- The teaching was good in around 58 per cent of the lessons and sessions in KS2, satisfactory in around 36 per cent and unsatisfactory in around six per cent.
- The teachers have a good relationship with the pupils and know the pupils and their backgrounds well. Pupils' efforts and work of a good standard are praised and regular encouragement contributes towards their progress.

-
- The staff collaborate well. They have regular discussions and they plan, share ideas and work effectively as a team, ensuring an equal provision for all pupils including those with SEN. Good use is made of classroom assistants.
 - On the whole, the teachers have an appropriate knowledge and understanding of the subjects that they teach. The school operates specialised teaching for some subjects and this has a positive effect on the standards achieved in music, physical education and religious education.
 - In the more effective sessions, teachers' planning is good and gives effective consideration to learning objectives, continuity and progression and to differentiated tasks. In these sessions, effective use is made of the opening sessions for setting the context and useful summary sessions which reinforce the main points of the lessons. These lessons are well organised, they progress at a good pace and pupils concentrate effectively. The work is well matched to pupils' abilities and previous achievements, with differentiated tasks set to challenge the more able pupils.
 - In the less effective sessions and unsatisfactory sessions, the planning is not sufficiently thorough. The introductory sessions are not as effective and the tasks are not explained clearly enough. When pupils are doing their work, the quality of the support given by teachers is inconsistent and opportunities for correcting mistakes are missed. Often, lessons do not flow at an appropriate pace. In a small minority of cases, pupils have difficulty concentrating and become somewhat boisterous.

5.2 Assessment, Recording and Reporting

The quality of the assessment, recording and reporting is satisfactory

- The school policy on assessment, recording and reporting provides clear guidelines.
- A procedure for monitoring and setting targets has been developed in each year as one of the priorities of the SSP for this year. Short-term targets are set for each pupil in numerous aspects of school life on the 'leaves' of a 'Target Tree' in each classroom. These include standards of work, use of the Welsh language, completing homework, attendance percentage, bringing their physical education kit to school and changing and reading books from the library.
- A range of standard tests are used each year in order to measure pupils' progress. These include tests every October in Y4, in order to identify and provide additional help for those pupils who haven't made sufficient progress.
- In the core subjects, quantitative targets are set for the whole school at the end of a key stage for a period of three years.
- Not enough use is made of the evidence of baseline assessment results and statutory assessment tasks (SATs) in KS2 to direct the teaching priorities and the SSP.
- There are currently inconsistencies in the marking across the school. Not all teachers include comments that give further guidance on improving the standard of the work.
- The use of continuing assessment evidence for further planning is not sufficiently effective.
- Levelled examples of the best work of each pupil in the core subjects and the results of standardised tests are kept in individual work portfolios.
- The process of keeping portfolios containing work from across the school in the foundation subjects is in its early stages.

-
- The quality of the annual reports for parents is good and conforms to the statutory requirements. Pupils' progress in the core and foundation subjects is recorded, with regards to knowledge, skills and understanding of the subjects of the NC. There is an opportunity for parents to give their own comments on their child's progress.

5.3 Curriculum

The curriculum is broad, balanced and relevant.

- The curriculum planning for the early years is satisfactory. It is not always sufficiently based on the desirable outcomes.
- The school provides a broad curriculum which meets the statutory requirements in KS1 and KS2. Appropriate teaching time is allocated to each subject.
- There are policy documents for individual subjects and there are comprehensive schemes of work for all subjects. Overall, along with short-term planning, these provide clear guidelines for teachers to plan for the systematic development of skills, knowledge and understanding in all subjects.
- Overall, too much use is made of worksheets in the lessons and this limits the development of pupils' skills with regards to recording and presenting work in a variety of ways.
- The whole-school planning strategy for developing key skills has not been developed effectively enough.
- There are good quality policies for a wide variety of aspects of school life, including health and safety. They make an important contribution to the lives of the pupils.
- The school places a significant emphasis on equal opportunities and on an appropriate curriculum to provide for the needs of pupils with SEN and more able pupils. Their provision for pupils' personal and social development is developing effectively.
- Good use is made of members of the local community and the wider neighbourhood and of visits to enhance the curriculum.
- The provision for homework is well targeted in English and mathematics and enables the pupils to reinforce and build upon their curricular experiences in the school. Opportunities for Welsh in this context are more limited.
- The extra-curricular provision is good. It promotes the *Cwricwlwm Cymreig* and makes a positive contribution to school life. Activities include music, folk dancing and a variety of activities to develop pupils' skills in physical education.

5.4 Support, Guidance and Pupils' Welfare

The quality of the provision for the support, guidance and welfare of the pupils is good.

- The school is a warm, caring and welcoming learning environment, where pupils feel happy and safe. The teachers know the pupils well and deal sensitively with their educational and pastoral needs.
- All pupils have equal opportunities for learning and participating in the school's life and work. Pupils with SEN are integrated well and are well supported. The school has good links with a variety of agencies within the local authority that provide specialised support.
- The school has an appropriate child protection policy which meets the guidelines of the Welsh Assembly Government. As the responsible person, the headteacher has been trained and maintains good links with the relative agencies.

-
- A programme of PSE is effectively delivered across the curriculum. Sex education is dealt with sensitively and promoting healthy eating is an important aspect of the science curriculum.
 - Pupils are well supervised during the day, including play times and dinner time. Mid-day supervisors are well integrated into the caring culture of the school. Pupils are carefully escorted to the buses by the teachers at the end of a school day.
 - The arrangements for receiving children to the reception class and for transferring pupils to secondary school are effective.
 - Careful and effective attention is given to health and safety issues by all members of staff. There are appropriate arrangements for first aid and for administering medicines.
 - A high ramp between two yards and the inappropriate location of the disabled toilet limits the provision for pupils and adults in this category.

5.5 Provision for Pupils with SEN

The provision for pupils with SEN is good. Most make good progress and they have full access to the school curriculum.

- The school's SEN policy is a clear and detailed document which sets a solid foundation for organisation and delivery. The school conforms to the requirements of the new code of practice.
- The SEN register contains 38 pupils and, there are statements of SEN for three of them. The register is well organised and is a working document. Progress is continuously assessed and the register is updated regularly.
- There are good arrangements for the early identification of pupils with SEN. Good use is made of tests and of teachers' expertise.
- The very good correlation between the headteacher in her role as SEN co-ordinator (SENCO), the support teacher and the classroom teachers promotes good quality individual education plans (IEPs) for all pupils with SEN. The IEPs identify realistic, and achievable targets for the individual pupil's learning. They are reviewed and updated regularly.
- The support teacher's work has developed well. She teaches small groups of pupils through supporting them in the classroom and setting groups of pupils aside.
- In general, the classroom teachers provide differentiated work and tasks that are appropriate to the abilities of the pupils. The provision for more able pupils is good.
- Learning support assistants (LSAs) work effectively with the pupils. They are aware of pupils' targets, respond effectively to their needs and have well organised routines.
- There are good arrangements for providing parents of pupils with SEN with information about their progress and they are encouraged to contribute to the development of their children.
- The provision for pupils with statements is good and the arrangements for annual reviews are effective. Parents are encouraged to be present during these meetings.
- The links with outside agencies are good and effective use is made of their assistance and guidance.

5.6 Partnership with Parents and Community, Schools and Other Institutions

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

- The school has succeeded in creating a very effective partnership with the parents and the school considers this as crucial to the development of the school and the pupils' education.
- There are very effective procedures for ensuring that parents are familiar with the work of the school. They include numerous letters, the school prospectus, the governors' annual report for parents, and numerous other reports. Additionally, parents receive information on the themes studied during the term and meetings are organised with subject co-ordinators to provide parents with information about the curriculum.
- The school makes good use of a home-school agreement for improving standards. The school operates an effective homework policy to raise the standards, mainly in English and mathematics. Good annual reports are provided on pupils' achievements and written comments are received by the parents about the reports.
- Parents contribute well to the self-evaluation process by completing a comprehensive questionnaire and commenting on aspects of school life and their children's education.
- Parents have an important role in the school's everyday activities by helping with visits and, occasionally, with the curricular work in the classrooms. The school has a very active friends, parents and teachers association which plays a prominent part by organising numerous fundraising activities to reinforce the school's resources.
- The school has established itself as an important part of the local community by implementing an effective community link policy. Occasionally, speakers are invited from the local community to raise pupils' awareness and understanding of the social and historical life of the area. In turn, pupils contribute to a range of activities in the community, gaining respect within the community.
- The school holds a successful summer fete where a number of local organisations participate and this strengthens the links. Pupils donate to local charities. The community uses the school for weekly Welsh lessons.
- The school's relationship with other schools and other agencies is very good. There are very effective bridging arrangements and links between the nursery schools and the school and between the school and the secondary school. The school is also involved in numerous joint activities with other schools in the area.
- There are good links with the LEA and numerous external organisations. There is a very good partnership between the school and an initial teacher training college for training student teachers.

5.7 Partnership with Industry

The partnership with industry is satisfactory.

- Although the school does not have a written policy on partnership with industry, there are appropriate strategies for establishing links with local businesses and agencies.
- The school has embarked on a process of placing teachers in business organisations and one teacher has benefited from work experience with a national company.
- Successful visits were arranged to the Post Office and the Western Mail's office and this had a good influence on the class work of pupils in two classrooms.

- The school made adequate use of the skills and experience of a local businessman who helped the pupils organise a disco and auction in order to broaden their understanding of business skills.
- The school has made appropriate use of the local Education Business Partnership's science theatre to enhance some pupils' knowledge and understanding of work in the building sector.
- Displays of some of the local industries on the school walls raise pupils' awareness of the area's history and industries.

6. MANAGEMENT

6.1 Quality of Self-evaluation and Planning for Improvement

The quality of the self-assessment and planning for improvement is good.

- During the past years, a culture of self-evaluation, which includes the staff and governors, parents and pupils, has been established at the school.
- The headteacher keeps a good oversight of the elements involved in the development of the school. Good progress is being made with regards to further expanding self-evaluation procedures. Monitoring processes are becoming more specific, and reviews effectively contribute to the identification of strengths as well as aspects that are in need of development.
- New staff and governors make good progress in developing their skills with regards to the process. Parents have made an important contribution to the process by responding effectively to a comprehensive questionnaire and pupils are beginning to contribute effectively to the process through the school council and other opportunities to voice their opinions.
- The headteacher, staff and governors have a good understanding of the current objectives for improvement. The current SSP is a useful tool and contains references to specific strategies and clear criteria for evaluating progress and the programme has been costed effectively within a tight budget.
- The school monitors the progress towards achieving its targets; problems are identified at an early stage and are resolved to a significant degree.
- Key issues identified in the 1998 inspection became targets in the SSP. The progress with regards to implementing these has been at least satisfactory.
- National and local data is used to compare aspects of the school's performance with that of other schools. The school has appropriate strategies for assessing and evaluating pupils' standards of achievement. However, insufficient use is made of the analysis of the results of baseline assessment and SATs in KS2.

6.2 Leadership and Efficiency

The leadership and efficiency is good.

- The headteacher gives very good leadership and has a very good overview of the life and work of the school. She has a clear vision for the future of the school and has prioritised issues that need addressing. She is appropriately supported by the deputy and the SMT.
- The school's clear values, especially respect towards individuals, their needs and their achievements, have a positive effect on all pupils and staff.
- The staff has played a full part in producing schemes of work in all subjects of the curriculum; these fully conform with the requirements of Curriculum 2000.

-
- The school is currently concentrating on developing the coordinating roles of new staff.
 - The more experienced governors in particular have a good knowledge of curricular provision. The governing body's report to parents complies with statutory requirements. Governors focus effectively on financial issues.
 - The school's budget (which is, by now, very tight) is well managed by the headteacher in cooperation with the finance sub-committee, with good attention to cost-effectiveness. With the help of the LEA liaison officer and administrative officer, the daily expenditure is monitored in detail. Money is channelled to educational priorities as identified in the SSP.
 - There has been a good response to the recommendations of the finance audit undertaken by the local authority in 2002.
 - The everyday organisation and administration of the school runs smoothly and effectively with the full-time administrative officer undertaking her duties conscientiously. The school provides good value for money.

6.3 Staffing, Accommodation and Learning Resources

On the whole, staffing, accommodation are good and learning resources at least satisfactory.

- The school has an adequate number of experienced teaching staff with relevant qualifications and they are used effectively throughout the school. All members of staff work well as a team.
- Most members of staff have benefited from appropriate in-service training (INSET) that supports their continuous professional development. There is evidence of increased confidence amongst the teachers who have received training as they undertake their individual responsibilities within the curriculum. This has had a positive effect on the quality of the documentation, the teaching and the learning.
- All members of staff have a clear job description and thoroughly adhere to it. There is an establishment programme for newly-qualified staff which includes non-contact time every week. They discuss their professional development with experienced teachers and their mentor.
- The contribution of the support staff is good and lunchtime supervisors undertake their work effectively.
- The school's accommodation is adequate for the number of pupils on the register and the new extension is a good asset. Effective use is made of each space available. There is a large playing field, a field for sports, a nature reserve, which has a vegetable garden and a pond. These are used effectively as learning resources.
- There is a specified area outside for pupils in the reception class and it is a valuable resource, but there is no easy access for reception pupils in the mixed class and it is not used sufficiently to support the curriculum in the early years.
- The classrooms and surrounding areas are kept in a clean condition. Pupils' work is displayed around the school, creating a colourful and welcoming environment.
- The school has, at least, a satisfactory range of learning resources. However, there isn't a sufficient supply of art resources nor enough reading books and large books in the KS1 classes. Although most resources are used effectively to stimulate the pupils, insufficient use is made of art and science resources. Also, insufficient use is made of the library for research work. The resources for supporting pupils with SEN are of a good standard and are used effectively.

7. SUBJECTS AND AREAS OF LEARNING

Standards Achieved by Pupils

Provision for the Under-fives

The educational provision for pupils under five is appropriate and promotes the desirable outcomes for their learning.

Language, literacy and communication skills

Standards of achievement are satisfactory.

Good features

- The children's development with regards to literacy, language and communication is satisfactory. They speak confidently of their experiences in class sessions and in small groups, when the teacher is present. Most children speak clearly and enjoy joining in with

the teacher to read a story. They benefit from opportunities for recalling rhymes and singing songs. They converse in simple sentences, using an increasing vocabulary. The more able pupils are starting to join words together in simple sentences and to read them confidently. They form letters well.

Shortcomings

- There are insufficient opportunities for most children to report on special experiences and role-playing activities are not used effectively to promote the speaking and listening skills of most children. This has an effect on their linguistic development. Most use English and are not confident in speaking Welsh to each other without the encouragement of an adult.

Personal and social development

On the whole, standards of achievement are good.

Good features

- Most children are progressing well in their personal and social skills and, as a rule, their behaviour is good. They collaborate well and take turns when needed. Most listen, following instructions, and concentrate for an increasing period of time. In the classroom, they show sensitivity and concern towards a child with special needs and are always keen to help the child. They are confident when working independently and seek help if they encounter any difficulties. They make an effort to dress themselves and are starting to take responsibility for personal hygiene. They respond enthusiastically to new experiences and are always ready to participate.

Shortcomings

- There are no significant shortcomings.

Mathematical development

On the whole, standards of achievement are good.

Good features

- Children can arrange pictures in order and organise numbers to 10 and beyond. They add small groups of numbers and make simple recordings of their results. The more able pupils can count forwards from a specific number and can count back from 10. They show an increasing understanding of mathematical language when discussing shapes and understand the concept of “one or more” and use small cubes to complete tasks based on this. The more able pupils can use a number line correctly. They know several number rhymes and enjoy singing and reciting them.

Shortcomings

- There are no significant weaknesses.

Knowledge and understanding of the world

On the whole, standards of achievement are good.

Good features

- The children are beginning to understand the concept of time and are progressing appropriately in their understanding of the past when looking at the lives of historical characters. They are beginning to understand that goods are bought from shops and that money is needed to purchase them. They understand about the working world, and know that workers need various equipment and materials, depending on the nature of the task. For example, they understand that cement is needed for building. They also understand that men and women often do the same work, as they focus on a range of jobs. They use the nature

reserve effectively, for example, to observe frogs. The children look for patterns in the weather, and consider what clothes should be worn in different conditions. They display confidence and enjoyment when using the computer independently, using the mouse correctly to click on the images, dragging them around the screen.

Shortcomings

- There are no significant shortcomings.

Physical development

The standards of achievement are satisfactory.

Good features

- Most children display an increasing control over their bodies and their movements. In a limited space, they move confidently, respond imaginatively to instructions and show an awareness of the presence of others. They are aware of their bodies and can create a progression of simple movements. The older children can undertake activities based on balance and effectively create different shapes using their bodies.

Shortcomings

- The children do not develop their gross motor skills sufficiently because insufficient use is made of the outside area and the large equipment that is available.
- The skills of the reception children in the mixed class are underdeveloped because they are not allowed to use the outside play area.

Creative development

Standards of achievement are satisfactory.

Good features

- The children make satisfactory progress in their creative development. They sing well and enjoy the rhythm of music. A number of children create attractive images, for example, portraits and pictures of whales. They discuss their finished pieces of work, making sensible comments, and create effective pictures using an appropriate program on the computer.

Shortcomings

- The children do not make decisions in their creative work.
- Their role-play skills are underdeveloped and they do not know how to play for a purpose in an imaginary situation.

Welsh

Standards of achievement are good in KS1. In KS2, standards of achievement are good in oral work and reading and are satisfactory in writing.

Good features

- Pupils' listening skills are developing well in KS1. They listen intently to the teachers and to the opinions of others and respond effectively to instructions. By the end of the key stage, pupils converse confidently in different situations, expressing themselves clearly, using appropriate vocabulary.
- Most pupils' reading skills are developing appropriately in KS1. They enjoy books, read correctly and with good expression. Most can repeat stories written by the class and discuss the characters which appear in them with enthusiasm. They show an increasing awareness of the difference between fact and fiction.

-
- Good progress is evident in the writing of KS1 pupils. They write effectively for a range of purposes and their work includes reports, news, dialogue, portrayals, instructions and stories. Most use full stops, capital letters, exclamation marks and question marks. A number of pupils use quotation marks effectively.
 - Across KS2, most pupils show good listening and understanding skills when responding effectively to a range of instructions and questions. The younger pupils make good use of a range of descriptive words and sentences and make effective use of appropriate vocabulary in different situations. Most pupils at the upper end of the key stage show a good understanding of the concept of alliteration when discussing common aspects in newspaper articles and magazines.
 - Most pupils make good progress in their reading in KS2. At appropriate levels, they read correctly, individually and in groups, and with a good level of understanding. They discuss the content of their reading effectively. Most pupils' comprehension skills are developing effectively.
 - Across the key stage, pupils write for a good range of purposes. News, reports, explanations of events, self-portrayals, book reviews, diary poems and stories, dialogues and work on opinions. Pamphlets about the school are presented to a high standard by a minority of older pupils.
 - Most pupils' writing skills are satisfactory with regards to content and language conventions. By the end of the key stage, most make appropriate use of paragraphs.
 - Satisfactory use is made of the word processor for presenting finished pieces of work in KS2.
 - Across both key stages, pupils' handwriting skills vary. On the whole, they are satisfactory.

Shortcomings

- In KS1, the range of reading strategies used by a minority of pupils is limited.
- Across KS2, a significant number of pupils display a limited vocabulary and an uncertain command of language patterns in their written work.
- A significant number of pupils display limited extended writing skills at the upper end of KS2.

English

Standards of achievement are good in KS2.

Good features

- Most pupils listen intently and speak confidently in a variety of situations including formal and informal situations.
- At appropriate levels, most read fluently, manage to remember incidents in stories, and predict the development of the plot sensibly. They can use an appropriate vocabulary to express their opinion.
- They write for a variety of purposes, such as letters, poetry, reports, drama scripts, expression of opinion and stories for a variety of audiences. At appropriate levels, the content of most written work is good.
- Across the key stage, the pupils develop an increasing awareness of grammar, spelling and punctuation conventions, and use acceptable adjectives and comparisons in their writing. By the end of the key stage, they make general use of paragraphs.

Shortcomings

- The higher reading skills of a substantial number of pupils are insufficiently developed.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features

- Most pupils in both key stages use a good range of mathematical vocabulary.
- In KS1, pupils achieve good standards in their understanding of number and money. Pupils in Y1 effectively differentiate between odd and even numbers, they add and subtract correctly and can double numbers well. Across the key stage, the mental arithmetic skills of most pupils are effective. By the end of the key stage, most pupils in Y2 display a good command of the two, five and 10 times tables.
- Pupils in KS1 can sort objects by size and shape and most develop a good understanding of size, length and weight. Pupils in Y2 display good skills when measuring in centimetres.
- Pupils across the key stage recognise the properties of two-dimensional shapes and are developing an awareness of three-dimensional shapes and their properties.
- Pupils in Y1 and Y2 are beginning to draw simple graphs when recording information, for example, about personal details. They make appropriate use of ICT in this context.
- Key Stage 1 pupils develop a good understanding of time and by the end of the key stage can tell the time in intervals of a quarter of an hour.
- Across KS2, pupils are developing appropriately in their mental arithmetic skills. Most older pupils' command of tables are good and this has a positive effect on their division and multiplication problem solving skills with regards to numbers and money
- Across the key stage, pupils develop a good understanding of fractions. By the upper end of KS2, pupils have a solid understanding of the relationship between decimals, fractions and percentages. They display good skills when finding percentages of various sums of money.
- Year 3 and Y4 pupils tell the time in five minute intervals and these pupils know the relationship between the time on a digital clock and an analogue clock and complete work of a good standard with regards to time.
- Year 5 pupils show a good understanding of angles and Y6 pupils' understanding of perimeter and area is good.
- Key Stage 2 pupils display very good data handling skills in various situations. They have a good understanding of different sorts of graphs and can interpret them effectively. By the end of KS2, most pupils display a good understanding of the terms range, mode, median and moderate numbers.
- Across the key stage, pupils' skills in research work and problem solving are developing appropriately.

Shortcomings

- There are no significant shortcomings.

Science

Standards of achievement are good in KS1 and at the lower end of KS2. They are satisfactory at the upper end of KS2.

Good features

- In KS1, pupils display positive attitudes towards the subject and use a wide range of terminology.
- In both key stages, pupils develop a good understanding of the factors involved in a healthy lifestyle.
- Year 1 pupils show a good understanding of the fact that light comes from a variety of sources and of the use made of electricity in the home. They can sort the various sources effectively and a significant number display good research skills when discovering that a full circuit is needed to light a bulb.
- Year 2 pupils have good observation skills when they concentrate on the different characteristics of leaves. They make good use of their mathematical skills as they sort leaves in different ways.
- They have a good understanding of materials and show good research skills when finding the least slippery floor. They describe the research process effectively and their information presenting skills are good.
- Year 3 pupils display a good knowledge of different categories of teeth and their functions.
- They display a good understanding of electricity when they concentrate effectively on how switches work. They effectively create their own switches.
- Year 4 pupils develop a good knowledge of air resistance and friction in their work on physical processes. They display a good understanding of the concept of a fair test when they experiment effectively with different types of magnets and springs.
- They skilfully present the results of a range of research in relation to dissolving, which include diagrams and graphs.
- Year 5 pupils have a good knowledge of planets, the solar system and reasons for different time zones across the world.
- Most display satisfactory research skills when experimenting with sounds in a variety of sources including “soundscapes”. They develop a satisfactory understanding of the concept of vibration.
- Most of the older pupils have a good understanding of the functions of the skeleton and the main organs of the body, including the heart. They display appropriate research skills when researching the effects of various types of exercise on the pulse rate.
- They show a satisfactory understanding of materials including solids, liquids and gas. They experiment in a satisfactory manner with changing materials and identify reversible and irreversible changes.
- Most Y6 pupils display an awareness of a fair test and satisfactory experiment planning skills as they concentrate on the extent to which elastic bands can stretch and when planning experiments with different sorts of balls.

Shortcomings

- At the upper end of KS2 in particular, pupils' skills with regards to working independently when planning and conducting an investigation are insufficiently developed.

-
- Most pupils' skills, when presenting the results of their findings in a variety of ways, are limited.

Design and technology

Standards of achievement are satisfactory in both key stages.

Good features

- In Y1, pupils make mobile puppets of a good standard out of paper and cardboard. They show appropriate planning and evaluation skills in relation to their work.
- They display satisfactory skills when experimenting with various building materials in order to find the effect of shape on floating objects.
- Year 3 pupils display satisfactory planning and evaluation skills as they make puppets and purses of a good standard out of felt.
- Most pupils' skills are satisfactory when they produce diagrams as part of their preparation work for the creation of an electrical system to light a clown.
- Year 4 pupils refer well to the importance of hygiene and effective preparation skills when baking biscuits. They analyse ingredients in detail and the finished products are of a good standard. They display good evaluation skills when concentrating on how to improve their products.
- They show satisfactory planning skills when they create covers with mechanisms for the cover of the story book about Olwen.
- Year 5 pupils have worked effectively when baking bread. Their planning and evaluation skills for the various stages in the process are satisfactory.
- In their work on producing fairground rides and wheeled carts from a range of materials, Y6 pupils display satisfactory skills when planning and evaluating the various stages of the process. A number of the completed artefacts are of a good standard.

Shortcomings

- Across KS1 and the upper end of KS2 especially, pupils' planning and evaluation skills are insufficiently developed.
- Key Stage 2 pupils' skills in working with an appropriate range of materials and equipment are limited.

Information technology

Standards of achievement are good in KS1 and are satisfactory in KS2.

Good features

- Key Stage 1 pupils write simple stories using a word processor and experiment with changing the colour and size of the fonts in the text. They can open files, re-draft pieces of work and print their compositions.
- They make effective use of language and mathematics games to support their work in these subjects.
- Across the key stage, they show increasing skills in data collection and using the computer to produce graphs.
- They use art programs effectively and can confidently attach pictures to their written work.

-
- They make good use of CD-ROMs to gather information and have started using the interactive whiteboard.
 - Across KS2, pupils use word processing programmes effectively to present their finished work.
 - They display effective skills when using the Web and CD-ROMs to find information.
 - They have satisfactory skills when using data handling programs and the older pupils have started producing spreadsheets.
 - They use language, mathematics and art programs confidently to reinforce their work in these subjects.

Shortcomings

- Most KS2 pupils' skills with regards to drafting and re-drafting their work on the computer are limited.
- Their skills of using e-mail are underdeveloped.
- Their skills with regards to using the digital camera are limited.
- Most KS2 pupils' skills when using the computer to handle data are insufficiently developed.

History

Standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- Across KS1, pupils make good use of a range of stories about famous people, including a number of Welsh people, to develop their knowledge of the past and to draw comparisons with the present. For example, Y1 pupils remember details of the history of Betsi Cadwaladr well and can arrange various incidents in her life in the correct order. Year 2 pupils display good skills when finding information about Christopher Columbus from books and photographs.
- Pupils in KS1 make good use of several timelines focusing on changes in various objects including toys, when developing their understanding of chronology.
- They make good use of a visit to the Folk Museum and of photographs and artefacts linked to life during the first half of the last century. They draw effective comparisons with the present, concentrating on aspects of life in the home, including food. They discuss the various purposes of artefacts from the past well and effectively concentrate on the old way of washing clothes.
- They develop a good awareness of the various forms of evidence available and they make good use of a local historian's visit to ask meaningful questions about various elements of her childhood.
- Year 3 pupils make good use of their visit to the Celtic village in the Folk Museum to promote their knowledge of life during that age. They display a good understanding of how the houses were built and of the importance of the location of the hillfort. They show good awareness of elements such as clothes and food and of the importance of soldiers to the tribes. They present their knowledge effectively.
- As part of their detailed study of the local area, Y4 pupils make good use of the school's visit to Maestir in the Folk Museum and a range of sources (including documentary sources) and artefacts to develop a good knowledge and understanding of everyday life in the old school at Varteg.

-
- They make good use of the assistance of a local historian in order to develop their knowledge of the area and effectively study the evidence of children's deaths well in a local graveyard. They present their knowledge effectively in various forms.
 - In their study of the Tudors, Y5 pupils display a satisfactory knowledge of some of the main incidents during that period and their importance, including the Battle of Bosworth, the Acts of Union and the work of William Morgan in translating the Bible.
 - They show a satisfactory knowledge of the everyday life of the period, including elements relating to crime and punishment.
 - In their work on famous local people, they develop a good knowledge of aspects of the life of the Lady of Llanover.
 - In their focus on the Victorian Age, older pupils have a good understanding of the pitiful state of children during the period and of the work of philanthropists such as Dr Barnardo. They make good use of a visit to Big Pit in order to study the nature of workers earning their living from the coalmines and they effectively concentrate on a local mining disaster at the beginning of the last century.
 - Year 6 pupils are beginning to develop an appropriate understanding of social life during the Second World War by concentrating on subjects such as rationing and retreating.

Shortcomings

- Most Y5 and Y6 pupils' skills in finding evidence from a range of sources are insufficient.
- Their skills with regards to presenting their information and understanding in various forms are limited.

Geography

Standards of achievement are good in KS1 and are satisfactory in KS2.

Good features

- In KS1, pupils can describe the school's rural environment, and compare it with a seaside town.
- They succeed in using aerial photographs to compare the characteristics of Ysgol Bryn Onnen's location with a school in another area.
- Pupils across the key stage create simple equipment to measure rainfall and the direction and strength of the wind in the school area. They record and present their results in various ways.
- Year 2 pupils develop an increasing understanding of Botswana as a contrasting country in another part of the world, based on the history of a character named Kobo.
- Pupils at the lower end of KS2 display a satisfactory knowledge of the changes to the landscape of the school's locality, and the advantages and disadvantages of local developments.
- Year 5 pupils have an understanding of the principles of saving, reusing and recycling in order to maintain and protect the quality of the environment.
- Year 6 pupils are aware of the location and climate of the world's rainforests, and the characteristics of the life of the people who live in these regions.
- Older pupils in KS2 have an appropriate knowledge of the characteristics of life in the community of Chembokali in India.

Shortcomings

- Most KS2 pupils' mapping and fieldwork skills are limited.
- Key Stage 2 pupils' range of recording and presentation skills is insufficiently developed.

Art

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils have produced attractive portraits using oil pastels and paint.
- They use a computer program effectively to create colourful and attractive images of fish, and work effectively in pairs to produce them.
- They use an appropriate vocabulary to describe materials and experiment with ways of conveying texture with pencils, crayons and pastels.
- They are beginning to develop printing skills following a workshop held at the school by professional artists, and attractive examples of this medium are displayed in the classrooms.
- In KS2, some pupils display awareness of shape and nature in their landscape drawings in paint and charcoal. Some pupils develop a good understanding of line and tone by producing detailed pictures and portraits.
- Pupils at the lower end of the key stage experiment successfully with the use of different colours to produce attractive visual images of a piece of music.
- Older pupils use a visit to Big Pit to stimulate effective pictures of workers and buildings from the past through the medium of paint.
- Across KS2, pupils have experimented effectively with weaving and have produced attractive examples. For example, a project was created on the school fence using plastic, to emphasize the importance of recycling materials.
- Pupils in both key stages have worked with an artist to produce a very attractive mural out of clay which focus on images of Wales. Older pupils have good examples of work in clay.

Shortcomings

- In KS1 and KS2, pupils' understanding of line, tone and texture are insufficiently developed.
- Pupils' drawing skills are underdeveloped and they do not make effective use of sketchbooks.
- In KS1 and KS2, pupils' knowledge of the work of other artists, including artists from Wales and artists from different periods and cultures, and pupils' ability to use techniques used by these various artists, in their own work, are limited.
- Progress and development in the pupils' work is inconsistent. Sometimes, younger pupils have better standards than older pupils.

Music

Standards of achievement are good in KS1 and KS2 with some very good aspects at the upper end of KS2.

Good features

- Pupils in KS1 sing melodiously and can vary their tempo and dynamics. They produce short and long notes and sounds effectively.

-
- Key Stage 1 pupils can create an ostinato, keep a beat and produce effective animal sounds using percussion instruments. They perform confidently and work well together in groups. They have a good musical vocabulary and use it correctly when evaluating their work.
 - They respond to elements of pitch and dynamics and can produce their own sound symbols.
 - They can repeat simple patterns correctly and try to produce their own simple patterns, which include elements of repetition.
 - They are willing and confident performers and are proud of their performances. They listen to each other and appraise their own and each other's work well.
 - In KS2, pupils sing melodiously using controlled breathing and correct expression. They achieve good standards when singing with accompaniment. Lower KS2 pupils understand the terms beat, rhythm, tempo, texture, quality and dynamics.
 - Pupils at the upper end of KS2 sing two-part harmonies and the singing is of a good standard. Singing is an important part of the schools' life and is a significant strength.
 - They compose a song using notes given to them, and then perform their composition well.
 - Pupils at the upper end of KS2 can analyse music sensitively and sensibly and are keen to share their feelings with others. They can recognise musical elements in a piece of music, such as pitch, progression, tempo, and dynamics and can discuss how these contribute to the nature of the music.
 - Pupils that are having violin lessons can read and follow music. They are confident performers and can evaluate their performances.
 - Pupils show a good understanding of texture when playing their recorders and can produce harmony. Their enthusiasm is obvious and the experience of performing at eisteddfodau is a positive contribution to their musical performances and the standards achieved.

Shortcomings

- Pupils' knowledge of Welsh music and music from other cultures is underdeveloped in both key stages.

Physical education

The full range of work was not seen during the inspection, but evidence from the work observed shows that standards of achievement are good in KS1 and KS2.

Older pupils participate in adventurous outdoor activities during their residential five day annual visit to Gwersyll yr Urdd, Llangrannog. The pupils experience numerous team games such as rugby, football, cricket and hockey. A sports club is held once a week, after school, and around 70 pupils are given the opportunity to develop their skills in lacrosse, hockey, football, netball, cricket, rounders and athletics. The school is a member of the 'Dragon Sports' organisation which provides KS2 pupils with the opportunity of participating in sports.

Good features

- Key Stage 1 pupils understand the importance and significance of 'warming up' and 'cooling down' exercises. They show a good awareness of the effects of physical activities on their bodies.
- Pupils display responsibility and discipline and have a good understanding of safety. They can do a range of good quality movements including 'slow', 'fast', 'light' and 'heavy' movements.

-
- They have good physical skills and a good understanding of body parts and the shapes that they can create. They can create a simple progression of shapes, displaying a good balance.
 - Pupils work sensibly, individually and together, they listen carefully to the teacher, showing good concentration and following instructions correctly.
 - Older pupils in KS2 display a good awareness of space in gymnastics. They work well together in groups, discussing and planning movements to perform on the equipment in a sensible manner. They confidently display complex and symmetrical patterns with their bodies.
 - They are aware of the importance of safety and set large equipment in place effectively and carefully.
 - All pupils can swim at least the expected 25 meters by the end of KS2, and many of them improve on this.
 - Across KS2, pupils make good progress when practising and developing their games' skills. They effectively observe fair play rules.

Shortcomings

- There are no significant shortcomings.

Religious education

Standards of achievement are good in both key stages.

Good features

- Pupils in both key stages show a good understanding of Christian festivals and celebrations. They are aware of the significance of prayer and meditation in the context of worship.
- Pupils in both key stages show a good knowledge of Biblical stories, which reflect aspects of Christianity, such as festivals, authority, community, ways of life and beliefs.
- Pupils in both key stages have an appropriate awareness of people's relationship with the natural world, and of important concepts such as 'responsibility' and 'care'.
- Key Stage 1 pupils develop an increasing understanding of themselves, their family and their friends, and the important contribution that each one makes to their community. Year 1 and Y2 pupils successfully understand a feeling such as jealousy in the story of Joseph and his brothers, and express it through drama.
- Key Stage 1 pupils show a good knowledge of sacred books, religious festivals, pilgrimage, important places and key figures in Christianity and Judaism. KS2 pupils' knowledge is expanded to include the same aspects of Hinduism.
- Key Stage 2 pupils have a good knowledge of the significance of Jewish artefacts, such as the *seder*, *meswsa*, *kipar* and *shema*.
- They visit local places of worship, such as the church and the synagogue and have a good knowledge of the main characteristics of the buildings and their various means of worship.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Overall, progress in addressing the key issues for action of the last inspection has been at least satisfactory.

Key issues for action:

- **Raise the standards in those subjects, or aspects of subjects, that are unsatisfactory.**

The progress with regards to this issue has been satisfactory.

The school has new coordinators and comprehensive policies and schemes of work for information technology and art and pupils are given opportunities to develop their skills in a planned and systematic way across the curriculum. Schemes of work in all subjects clearly demonstrate how to use ICT across the curriculum. There is a computer room that is timetabled for all classes. During the present inspection, standards in information technology were judged to be good in KS1 and satisfactory in KS2. Standards in art were deemed to be satisfactory in both key stages.

- **Establish procedures for whole-school review.**

The progress with regards to this key issue has been good and there are effective procedures in place for whole-school reviews. A comprehensive SSP was written for 2002–05. All areas of the SSP are systematically reviewed and a term timetable for revision is scheduled at the beginning of each term. There is an annual report on progress and this is discussed in the governors' meeting at the end of each year.

- **Improve the quality of strategic planning to give the work of the school a clearer direction.**

Since the last inspection, there has been good progress with regards to this issue. In 2002, a SSP replaced the existing school development plan. The SSP is a comprehensive document that identifies relevant priorities, sets challenging targets and outlines relevant strategies for achieving them. The SSP is linked to financial priorities.

- **Implement procedures for monitoring standards and for setting targets in each year group.**

The progress with regards to this key issue has been at least satisfactory. The school has comprehensive procedures for monitoring and setting targets in each school year. A range of standard tests are used in order to identify pupils' development each year. The results of most tests are analysed and overall, good use is made of the evidence produced to identify and give additional assistance to underachieving pupils. Parents are informed about the results of the tests.

During the present year, the school has further developed the process of setting individual targets for each child.

- **Expand on the dissemination of good practice that exists within the school.**

Progress in addressing this key issue has been satisfactory. Appropriate procedures have been developed for providing less experienced teachers with opportunities for observing good practice. Teachers have worked together in the classroom and teachers with special expertise in various fields have shared their experiences effectively. Overall, the relatively high changes in

teaching staff since the last inspection has had a constraining effect on the success of the above procedures.

8.2 Key Issues for Action

In order to build upon the progress achieved since the last inspection, the school needs to:

- Respond to the shortcomings in those subjects and aspects judged to be satisfactory;
- Expand upon the planning for developing of key skills across the curriculum;
- Develop pupils' ability to record and present their work in a variety of ways;
- Respond to the shortcomings identified with regards to the less effective and unsatisfactory teaching;
- Expand upon the good practice with regards to coordinating subjects;
- Ensure that the provision for disabled pupils and adults is appropriate.

APPENDIX

A. Basic information about the school

Name of School	Ysgol Bryn Onnen
Type of School	Primary
Age range of pupils	7-11
Address of School	Varteg Road Pontypool Torfaen
Post Code	NP4 8TY
Telephone Number	01495 772284

Headteacher	Ms April Griffith-Ball
Date of appointment	July 1995
Chair of Governors	Ms Ingrid Nutt
Registered Inspector	Mr Brinley Jones
Dates of Inspection	04-06 May 2004

B. School data as indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	35	48	25	35	29	32	25	229

<i>Number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	1	9.4

<i>Staffing information</i>	
Pupil:teacher ratio, excluding nursery and special classes	24.36:1
Average class size, excluding nursery and special classes.	28.6
Teacher:class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Summer 2003	91.67	92.7	93.38	92.58
Autumn 2003	92.59	95.67	95.11	94.25
Spring 2004	89.1	93.4	94.3	92.2

Number of pupils excluded during the 12 months prior to the inspection	2
--	---

C. Results of national curriculum assessments and public examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS1 Results: 2003				Number of pupils in Y2: 35				
Percentage of pupils at each level								
			D	W	1	2	3	4
WELSH	Teacher	School	0	0	0	88.2	11.8	0
		National	1	2	11	64	23	0
WE: Oracy	Teacher	School	0	0	0	88.2	11.8	0
		National	1	2	12	63	22	0
WE: Reading	Teacher	School	0	0	20	68	12	0
		National	1	3	17	59	22	0
WE: Writing	Teacher	School	0	0	20	77	3	0
		National	1	3	20	65	11	0
MATHEMATICS	Teacher	School	0	0	0	85.7	14.3	0
		National	0	2	11	63	24	0
SCIENCE	Teacher	School	0	0	0	88.6	11.4	0
		National	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	100	In Wales:	80
---------------	-----	-----------	----

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.
W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS2 Results: 2003				Number of pupils in Y6: 28										
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	3	0	13.8	34.5	48.3	0	
		National	0	0	3	0	0	1	5	16	45	29	0	
	Test/Task	School	0	7	0	0	0	0	0	0	3.4	41.4	48.3	0
		National	0	0	0	0	0	0	0	0	12	41	38	0
Welsh	Teacher Assessment	School	0	0	0	0	0	3	0	13.8	41.4	41.4	0	
		National	1	0	2	0	0	1	4	19	49	23	0	
	Test/Task	School	0	3	0	3	0	0	0	0	10.3	44.8	37.9	0
		National	1	2	0	2	0	0	3	17	50	24	0	
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	0	20.7	24.1	35.2	0	
		National	0	0	3	0	0	1	4	19	43	30	0	
	Test/Task	School	0	3	0	0	0	0	0	0	13.8	31.1	51.7	0
		National	0	2	1	1	0	0	4	19	43	30	0	
Science	Teacher Assessment	School	0	0	0	0	0	0	0	6.9	48	44	0	
		National	0	3	0	0	0	0	2	13	49	33	0	
	Test/Task	School	0	3	0	0	0	0	0	0	55.2	41.4	0	
		National	0	2	0	0	0	0	1	10	47	38	0	

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language), according to teacher assessment

according to teacher assessment		in test	
In the school:	79.3	In the school:	82.3
In Wales:	79	In Wales:	68

D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
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.

D. The evidence base of the inspection

The inspection was conducted by a team of four inspectors who spent a total of 10 inspection days at the school.

Prior to the inspection

- meetings were held with the headteacher and staff, the governing body and parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents, and the evidence of completed questionnaires was analysed and considered by the inspection team;
- school documentation was inspected.

During the inspection

- the evidence was based on 63 lessons or sessions observed and classes were inspected across the age groups;
- other observations included assemblies, registration, play and dinner times;
- discussions were held with the pupils about aspects of their work and life at school;
- inspectors listened to a representative sample of pupils reading;
- the inspectors inspected the work of pupils from all year groups, as well as work undertaken in the classrooms and work on display around the school;
- post-inspection meetings were held with the headteacher, the staff and the governing body.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr B Jones	RgI	The school and its priorities Main findings Educational standards achieved by pupils Teaching Curriculum Provision for pupils with SEN Quality of self-evaluation and planning for improvement Leadership and efficiency School improvement.	mathematics science design and technology information technology history
Mr G Davies	Lay	Attendance Partnership with parents and the community, school and other institutions Partnership with industry	
Mrs B Jones	Team	Behaviour and Attitudes Staffing, accommodation and learning resources	early years Welsh art music physical education
Mrs R Harris	Team	Spiritual, moral, social and cultural development Assessment, recording and reporting Pupils' support, guidance and welfare.	English geography religious education

The visiting inspectors would like to thank the governors, the headteacher and staff, for the cooperation and courtesy afforded to them during the inspection.