

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

**Bryn C.P. School
Gelli Road
Bryn
Llanelli
SA14 9TT**

School Number: 6692120

Date of Inspection: 27/03/06

by

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67644**

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

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- * makes public good practice based on inspection evidence.

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Bryn C.P. School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Bryn C.P. School took place between 27/03/06 and 30/03/06. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

"There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection."

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Bryn Primary School, which is mainly rural in aspect, serves the area to the north east of Llanelli and provides education for pupils aged 4 - 11.
2. The number of pupils in the school has declined over the past two years. During the inspection there were 181 full-time pupils on roll who were taught by ten full time teachers, one part time teacher and seven support staff.
3. A vast majority of the pupils come from English-speaking backgrounds with only 4% coming from Welsh-speaking homes. Welsh Second language Programmes of Study are taught in the school.
4. The school is situated in a socially disadvantaged area which ranks highly in the All Wales Index of Social Deprivation. Almost a quarter of the pupils are entitled to free school meals which is higher than the county and national averages.
5. Children are admitted to school on a full time basis during the term of their fourth birthday. Pupil attainment on entry is generally very low with only 13% gaining a score of 50% in the Baseline Assessment. Approximately 34% of pupils have additional learning needs which is substantially higher than the national average, and nine pupils have a statement of special educational needs.
6. The school was last inspected in June 2000. Since that time, attention has been given to a number of curricular aspects in the school and monitoring and evaluation systems have been newly developed. The present headteacher was appointed to his post in September 1983.
7. During the inspection, construction work was in progress on the present site of a new school building. This placed severe constrictions on both pupils and staff.

The school's priorities and targets

8. The school's main priorities and targets for the 2006-7 period include:
 - Further develop the school's monitoring programme leading to more focussed monitoring of the subjects;
 - Develop pupils' ability to produce extended writing;
 - Increase pupils' investigative and thinking skills;
 - Further develop the Cwricwlwm Cymreig and make greater use of incidental Welsh during the working day;
 - Further develop the school's analysis of data to determine future planning and targets.

Summary

9. The inspection team's findings match the school's judgement in the self-evaluation report in five of the seven key questions.

Table of grades awarded

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

Standards

10. Pupils' standards of achievement in the six subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	82%	12%	0%	0%

11. Standards of achievement of children under five are as follows:

Areas of learning	Reception
Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 1
Creative development	Grade 2
Physical development	Grade 2

12. At Key Stage 1 and Key Stage 2, in the subjects inspected, standards of achievement are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 3	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Music	Grade 2	Grade 1
Physical education	Grade 2	Grade 2

13. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
14. Pupils succeed, whatever their social or linguistic background. Pupils with special educational needs make good progress within their ability and age.
15. In the key skills, the standards achieved by pupils of all ages in their communication and mathematical skills and in their information and communication technology skills, are generally good.
16. Pupils in the Reception class make good progress in their bilingual skills. Key Stage 1 and Key Stage 2 pupils have some understanding of Welsh but are not able to use the language to convey simple, personal and factual information in Welsh.
17. In 2005, the attainment of pupils in the National Curriculum assessments at the end of both key stages was comparable to both the local and national performance. There has been a steady improvement in the school's performance over the past three years.
18. Pupils make good progress in their learning and in their personal, social and moral development. They undertake their tasks promptly, work hard in lessons and use their time effectively.
19. Standards of behaviour throughout the school are good. Pupils are considerate and courteous towards other pupils and relate well to each other and adults.
20. Pupils' capacity to work independently and to improve their own learning develops well as they move through the school. They work together well and are very eager to help one another.
21. The average attendance for the three terms before the inspection was 92%, which is slightly lower than the county and national percentages. There are very little unauthorised absences. Punctuality is generally good.
22. Pupils show a good awareness of equal opportunity issues. They respect diversity in society and understand that some people have cultures, beliefs and ways of life that are different to their own experiences.
23. Pupils are very proud of their community and play an active part in its life and work.

The quality of education and training

24. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	74%	16%	0%	0%

25. Teachers have a good knowledge of the subjects they teach and plan their lessons thoroughly.
26. Teachers and learning support assistants have very positive relationships with pupils and have high expectations of pupils' achievements.
27. The good features of the teaching include lively and stimulating introductions to lessons, clear learning objectives that are shared with the pupils and tasks which take into account the needs of all pupils. However, teachers do not have clear strategies for improving pupils' bilingual competence.
28. The quality of assessment is good and regular records are kept of the progress of all pupils. Annual reports to parents give a clear picture of their children's achievements although in a very small minority of cases, comments are general rather than specific.
29. All pupils have equal access to all aspects of school life. The curriculum is broad and balanced and responds well to pupils' learning needs.
30. The curriculum is greatly enriched by visitors to the school and the wide range of educational visits and extra-curricular activities. The after-school clubs are an outstanding feature of the provision.
31. The moral, social and cultural development of pupils is well-integrated into everyday school life. The school actively promotes good values such as kindness and honesty, and makes adequate provision for the development of pupils' personal and social skills.
32. Partnerships with parents and with the local secondary and primary schools are good.
33. Sustainable development and entrepreneurial skills are given very little prominence in the curriculum. The provision for extending pupils' bilingual competency and for developing the Cwricwlwm Cymreig, is inadequate.
34. Pupils are cared for, guided and supported extremely well in a happy learning environment. This is an outstanding feature of the school's provision.
35. The provision for ensuring the safety and well-being of all pupils is good.
36. The quality of provision for pupils with additional learning needs is outstanding. Pupils are well supported by the school teaching staff and the learning support assistants. The school is outstanding in the way it secures equal treatment of disabled learners.
37. There are effective comprehensive measures in place to eliminate undesirable behaviour, including racial discrimination.

Leadership and management

38. The positive leadership of the headteacher coordinates the efforts of the governing body and the teachers well giving a clear sense of purpose to the work of the school.
39. The governing body works closely with the headteacher and makes an effective contribution to the school's development, but their monitoring and evaluation responsibilities have not been fully developed.
40. The school's self-evaluation arrangements are comprehensive, systematic and are based on first-hand evidence. The views of both pupils and parents were sought about various aspects of the school's performance and provision.
41. The School Development Plan is a useful strategic document which gives the school's development a clear sense of direction.
42. There are enough teachers for the size of the school and the best possible use is made of their expertise and experience. The learning resources are sufficient and of good quality.
43. There are significant shortcomings in both the quality and the adequacy of the present accommodation. However, these will be addressed when the school moves to its new premises during the next academic year.
44. The school's financial and human resources are managed economically and efficiently giving value for money.
45. Good progress has been made in addressing the Key Issues identified in the 2000 inspection.

Recommendations

- R1 Raise standards in English at Key Stage 1 by addressing the shortcomings noted.
- R2 Further develop the monitoring and evaluation role of the governing body.
- R3 Improve the provision for extending pupils' bilingual competency and for further developing the Cwricwlwm Cymreig
- R4 Plan in more detail for developing the key skills.
- R5 Increase pupils' awareness and understanding of sustainable development and provide more experiences for them to develop their entrepreneurial skills.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

46. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

47. Pupils' standards of achievement in the six subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	82%	12%	0%	0%

48. Standards of achievement of children under five are as follows:

Areas of learning	Reception
Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 1
Creative development	Grade 2
Physical development	Grade 2

49. At Key Stage 1 and Key Stage 2, in the subjects inspected, standards of achievement are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 3	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Music	Grade 2	Grade 1
Physical education	Grade 2	Grade 2

50. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

51. Pupils generally make good progress, with a good majority of them working to their full potential. Pupils with special educational needs make good progress within their ability and age.

52. In the key skills, good standards are achieved by pupils of all ages in their communication and mathematical skills and in their information and communication technology skills.

53. Children under five listen attentively, they enjoy books and understand some of the functions of writing. They use their mathematical skills effectively and are confident users of information and communication technology.
54. The vast majority of Key Stage 1 pupils listen and contribute well during lessons and use the correct subject-specific terminology during cross-curricular work. They use their reading and writing skills effectively and apply their mathematical skills well when undertaking practical activities. They use a broad range of computer software effectively in a number of subjects.
55. Key Stage 2 pupils express themselves clearly and use the appropriate subject vocabulary in discussing their work. They can gather information from a number of sources and write for different purposes. They use information and communication technology equipment and software effectively to enhance their learning.
56. Pupils in the Reception class make good progress in their bilingual skills. They have a good passive understanding of Welsh and are able to use many individual words and phrases independently.
57. Key Stage 1 and Key Stage 2 pupils have some understanding of Welsh, but are not able to use the language to convey simple, personal and factual information in Welsh.
58. In 2005, the percentage of Key Stage 1 pupils who reached Level 2 in English, mathematics and science in the National Curriculum assessments was comparable to both the local and national performance. Only a very small percentage of pupils attained Level 3 in any of the three subjects.
59. At Key Stage 2, the number of pupils attained Level 4 or better in mathematics and science matched the local and national results but results for English were slightly lower than the norm. On average, approximately 20% of the pupils attained Level 5 in all three subjects.
60. Compared to schools with a similar percentage of pupils eligible for free school meals, the schools results in 2005 were as follows:

	English	Mathematics	Science
Key Stage 1	*	*	◆
Key Stage 2	◆	*	*

* top 50% and below the best performing 25%

◆ Bottom 50% but above the lowest performing 25%

61. There was no significant difference between the performance of boys and girls.
62. Pupils make good progress in their learning which enables them to move on to the next period of learning with confidence. They can use the knowledge and skills they have learnt to develop their own ideas and by Year 5, they have a good awareness of their levels of achievement and can explain what they need to do to improve.

63. Pupils of all ages make good progress in their personal, social and moral development. They undertake work hard in lessons and use their time effectively. They show respect and concern for others and show honesty and fairness in all aspects of school life.
64. Standards of behaviour throughout the school are good. Pupils are considerate and courteous and relate well to each other and adults. This contributes towards creating a pleasant ethos which is conducive to effective learning.
65. Pupils' capacity to work independently and to improve their own learning develops well. They make their own decisions during their day-to-day work and are not over-reliant on adults. The willingness of pupils to work together and help one another is a positive feature in all the classes.
66. The creative skills of pupils of all ages are good. They show imagination and originality when undertaking a variety of practical tasks.
67. The average attendance for the three terms before the inspection was 92%, which is slightly lower than the county and national percentages. There are very little unauthorised absences and punctuality is generally good.
68. Pupils show a good awareness of equal opportunity issues. They respect diversity in society and understand that some people have cultures, beliefs and ways of life that are different to their own experiences.
69. Pupils are very proud of their community and play an active part in its life and work. The frequent visits made to local places of interest increases pupils' awareness of the world of work and complements the school curriculum effectively.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

70. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
71. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	74%	16%	0%	0%

72. Where there are outstanding features in the teaching:
 - the lessons are lively and stimulating and fully engage pupils in their learning;
 - lessons are taught at a brisk pace, the questioning is skilful and pupils' thinking is challenged;
 - pupils are given numerous opportunities to think for themselves, to make decisions and to guide their own learning.

73. Almost all of the teaching has the following good characteristics:
- teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for the learning of children under five;
 - lessons are planned thoroughly and resources used effectively;
 - there is positive relationships between adults and pupils;
 - there are clear objectives that are shared with the pupils;
 - tasks take into account the needs of all pupils;
 - teachers make good use of a wide range of well-prepared resources particularly the interactive whiteboard;
 - regular feedback and support helps pupils to make good progress.
74. Where there are shortcomings in the teaching:
- the introductions to the lessons are too lengthy and do not allow sufficient opportunity for pupils to give extended answers to questions;
 - the teaching lacks pace and the tasks do not challenge pupils sufficiently;
 - there are no clear strategies for improving pupils' bilingual competence.
75. The quality of assessment for the under-fives and for Key Stages 1 and 2, is good.
76. Appropriate use is made of the information gathered through a number of assessment procedures, including teachers' assessments, to plan and improve learning.
77. Regular records are kept of the progress of all pupils. The tracking system is effective in providing information about the progress of individuals.
78. Pupils, especially at Key Stage 2, are actively involved in setting and reviewing their own targets and are beginning to take responsibility for their own learning. This is good practice.
79. Annual reports to parents comply fully with statutory requirements and give a clear picture of pupils' achievements in all subjects.

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

Grade 3: Good features outweigh shortcomings

80. The findings of the inspection team do not match the school's judgement of Grade 2 in the self-evaluation report. Insufficient account had been taken by the school of the shortcomings in this key question.
81. The school responds well to pupils' learning needs. The curriculum is broad and balanced and is well-structured. The schemes of work are detailed and ensure continuity and progression in all the subjects, but provide very little guidance on the development of the key skills and the Cwricwlwm Cymreig. There is also no clear strategy for developing pupils' bilingual competency in Key Stages 1 and 2.

82. The curriculum is enriched by visitors to the school and by educational visits to places of interest. Year 6 pupils benefit greatly by a residential visit to an outdoor pursuit centre.
83. A good range of extra-curricular activities, including after-school clubs, enhance the pupils' experiences and contribute significantly towards their social, physical and personal development. This is an outstanding feature of the school's provision.
84. Homework provision is good, and appropriate tasks which extend the curriculum are set for pupils.
85. The moral, social and cultural development of pupils is well-integrated into everyday school life. Collective worship makes a valuable contribution to pupils' understanding of moral issues, although opportunities for promoting their spiritual development are few.
86. The school actively promotes good values such as kindness and honesty, and makes adequate provision for the development of pupils' personal and social skills through initiatives such as Circle Time and the Buddy Scheme. A weekly award assembly promotes high self-esteem and positive attitudes.
87. Partnerships with parents are good. There is a home/school agreement, and the prospectus, newsletter and letters provide parents with useful information.
88. The close curricular links with the school's main receiving secondary school ensures a smooth transition for pupils at the end of Year 6. The school has close links with other primary schools and valuable collaborative work helps improve standards.
89. All pupils have equal access to every aspect of school life and are actively encouraged to participate in all activities.
90. Sustainable development and global citizenship are not incorporated into the curriculum and very little emphasis is given to promoting pupils' awareness of conservation issues.
91. Little attention is given to developing pupils' entrepreneurial skills.

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

Grade 1: Good with outstanding features

92. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. The school had not given itself enough credit for the quality of its provision.
93. All aspects of the quality of care, support and advice offered to learners are outstanding. The school is a warm, caring community where pupils feel that they are appreciated and supported.

94. New children settle quickly into the Reception class and feel happy in the learning environment. These children benefit greatly from the 'Language and Play' classes.
95. Teachers know pupils well and pay particular attention to their personal and educational progress. Pupils have confidence in their teachers and can approach them readily to discuss any personal matters.
96. Attendance and punctuality are monitored closely. The whole school strategies for responding to inappropriate behaviour, including racial discrimination are outstanding.
97. The provision for ensuring the safety of pupils is good. All staff are alert to issues relating to the well-being of pupils and practical steps are taken to ensure their safety.
98. There are outstanding policies and procedures in place for child protection. The school provides clear information about the misuse of drugs and alcohol and sex education; this provision has a good influence on pupils' attitudes. Regular training ensures that all staff are familiar with procedures.
99. The quality of provision for pupils with additional learning needs, is outstanding.
100. Teachers assess pupils' individual needs carefully and keep detailed records of their development. Procedures fully comply with the Code of Practice.
101. The pupils are well supported by the school teaching staff and the learning support assistants. The designated governor takes a keen interest in the progress of the pupils. Parents are regularly informed of their children's progress, and are fully involved in procedures.
102. Outstanding use is made of support services to provide advice and additional support.
103. All pupils have equal opportunities to participate in all school activities.
104. The school is outstanding in the way it secures equal treatment of disabled learners. Appropriate modifications have been made to the accommodation to meet legal requirements.

Leadership and management

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

Grade 2: Good features and no important shortcomings

105. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

106. The headteacher, governing body and the teachers provide clear direction for the school's development. The positive leadership of the headteacher coordinates their efforts well.
107. Common values are shared about learning, behaviour and relationships. There are appropriate policies that concentrate on the needs of pupils and are understood by staff and governors.
108. Staff with management responsibilities and subject co-ordinators perform their duties thoroughly and contribute effectively towards raising standards and improving the quality of the provision. They provide valuable guidance and support for their colleagues and make effective use of their subject expertise.
109. The headteacher ensures that staff are well-informed of any developments within the school and takes full account of their views when formulating whole-school policies.
110. Appropriate attention is paid to national and local priorities. The school has gained the Basic Skills Agency Quality Mark accreditation and has run a Language and Play scheme for prospective parents. It has recently embarked on a pilot scheme with the Local Education Authority to develop the monitoring and evaluation role of governing bodies.
111. The school collaborates well with a number of partnerships which include colleges, teacher-training establishments, the Local Education Authority and other primary schools in the area.
112. There are effective processes for setting end of key stage targets in Year 2 and Year 6. All staff are involved in the process and every effort is made to ensure that the whole-school targets are both challenging and achievable.
113. There are effective arrangements for monitoring the performance of individual staff and agreeing upon their continuous professional development needs. The objectives agreed upon take account of the developmental needs of both the school and the individual.
114. The national agreement for reducing teachers' workload is implemented appropriately and there are effective arrangements for ensuring planning, preparation and assessment time for all members of staff.
115. The governing body works closely with the headteacher; they know the school well and have played an active part over the past few years in securing new accommodation for the school. They are kept well-informed by the headteacher of the school's development, but their monitoring and evaluation responsibilities have not been fully developed.
116. They fulfil their statutory responsibilities thoroughly.

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

Grade 2: Good features and no important shortcomings

117. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
118. The headteacher and the subject co-ordinators are generally well-informed about the school's performance and make effective use of the information gathered through self-evaluation to raise standards and make improvements. The inspection team's findings match the school's judgement in the self-evaluation report in five of the seven key questions.
119. The self-evaluation procedures are comprehensive, systematic and are based on first-hand evidence. These include scrutinising pupils' work, observing the quality of the teaching and learning and examining teachers' plans. Appropriate use is made of the Local Education Authority standardised tests and both local and national benchmarking information to evaluate the school's performance.
120. Curriculum leaders play an active part in the school's self-evaluation arrangements. They collate evidence from a number of different sources and note the strengths and the shortcomings of the subject being evaluated. Although the outcomes of their evaluations are reported upon fully to the staff, their findings are not shared with the governing body.
121. Through the use of questionnaires, the school has sought the views of both pupils and parents about various aspects of the school's performance and provision.
122. The self-evaluation report prepared by the school for the inspection team is of good quality. It has a clear focus on standards and performance and makes due reference to the vast majority of the criteria set out in the inspection framework. It includes a rigorous analysis of standards and identifies clearly both the strengths and shortcomings of the school.
123. The information gathered from self-evaluation is used very effectively to set priorities in the School Development Plan. Sufficient resources are allocated to implement the plan, suitable implementation strategies are identified and realistic timescales are set.
124. Good progress has been made in addressing the Key Issues identified in the 2000 inspection. Standards in all six subjects inspected have risen since the last report, subject co-ordinators have assumed more curriculum responsibilities and have played a more active part in the school's development and there is by now more consistency in medium and long term planning. Training has been provided for Special Education Needs support teachers and both the School Prospectus and Governors Annual Report to the Parents now comply with statutory requirements.

125. All aspects related to the quality of the building and accommodation will be addressed when the school moves to its new premises.

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

Grade 2: Good features and no important shortcomings

126. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
127. The number of teaching staff is sufficient and ensures an average class size of 20 pupils which is lower than both the county and the national averages. Teachers have an appropriately range of experience and expertise. They update their teaching skills and knowledge regularly through attending a variety of training sessions. The classroom support assistants make a valuable contribution to the teaching and to the quality of pupils' learning.
128. Effective use is made of teachers' planning, preparation and assessment time. The practise of exchanging classes for teaching particular subjects and utilising the expertise of the part-time teacher, has led to higher standards in information technology and music.
129. All pupils have access to appropriate learning resources that match their needs and the demands of the curriculum. The resources are of good quality and readily available for the pupils to use.
130. The information and technology suite is an important asset to the school. Its effective use leads to the good standards achieved by pupils of all ages.
131. There are significant shortcomings in both the quality and the adequacy of the accommodation, however, these will be addressed when the school moves to its new premises during the next academic year.
132. The lack of space currently available in the under-five's classes, severely limits the range of practical activities that can be provided for the children.
133. The school's financial and human resources are managed economically and efficiently giving value for money. Short-term and long-term spending is carefully planned, any likely changes in the budget are anticipated, and resources are made available according to the priorities in the School Development Plan.

Standards achieved in subjects and areas of learning

Under-fives

Language, literacy and communication skills

Grade 2 : Good features and no important shortcomings

Good features

134. Children listen well and respond enthusiastically to adults and other children. They are very eager to talk to adult and use a developing range of vocabulary correctly in different contexts. They have made rapid progress in furthering their understanding and use of Welsh.
135. They handle books well, and appreciate the difference between print and pictures. They recognise their own names and know the sounds of individual letters. Older children are beginning to read simple reading books with understanding.
136. Children understand that mark making is a form of communication, and older children write their names correctly.

Shortcomings

137. The vocabulary and sentence structure of a number of children, are limited.

Personal and social development

Grade 1: Good with outstanding features

Outstanding features

138. An outstanding feature is the friendliness of the children and the welcome they give visitors. Children display growing independence, with younger children dressing and undressing confidently, and older pupils operating the computer without adult help. They show outstanding care and concern for others.

Good features

139. Children play well together and establish very good relationships with other children and adults. They understand the importance of hygiene and of adhering to class rules. They very readily undertake class duties.

Shortcomings

140. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

141. Children sort and match objects correctly using various criteria, and can identify colours. They count confidently with the older children being able to add two single digit numbers together quickly. They copy and continue sequential patterns effectively, and use mathematical terms, such as 'longer' and 'shorter' when discussing their work. They name two and three-dimensional shapes correctly and describe their properties accurately.

Shortcomings

142. There are no important shortcomings.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Outstanding features

The children's knowledge of the five senses is outstanding. They have an excellent understanding of the principles of growth through planting bulbs, and through discussing how they themselves have changed since they were babies. Their knowledge of Bible stories is outstanding.

Good features

143. Children have a clear understanding about the seasons and of the passage of time. They have a good knowledge about a Victorian washday, and how things of long ago differ from today. They are aware that water changes to ice in freezing conditions, and can recognise some countries on a map of the world.

Shortcomings

144. There are no important shortcomings.

Physical development

Grade 2: Good features with no important shortcomings.

Good features

145. Children show good control when writing, using painting equipment and when working on the computer. In the sand tray they use digging equipment appropriately when searching for buried treasure. They show due awareness of safety issues when they play outdoors or use scissors. They use the outdoor area well to improve their running, jumping and pedalling skills. In movement lessons they show a good awareness of parts of the body and a good measure of co-ordination.

Shortcomings

146. The development of a range of physical skills, and an awareness of space, are limited by the constraints of one of the classroom areas.

Creative development

Grade 2: Good features with no important shortcomings

Good features

147. Children are familiar with many Welsh and English songs and sing them enthusiastically, and move appropriately to music. They demonstrate a good sense of rhythm when playing percussion instruments. They paint well and mix primary colours confidently. Their self-portraits and pencil drawings show good observation skills, and they handle playdough successfully to produce lively models.

Shortcomings

148. There are no important shortcomings.

English

Key Stage 1- Grade 3: Good features outweigh shortcomings

Key Stage 2- Grade 2: Good features with no important shortcomings

Good features

149. In Key Stage 1, pupils listen well to the contributions of others. They sequence events and retell stories well, using their own words. They speak confidently and clearly, and respond to questions with short answers. They explain their work well, using suitable vocabulary.
150. They display a good understanding of text and use a good range of strategies to gain understanding. They have a positive attitude to reading, and read worksheets and big books with meaning. The most able pupils use content pages correctly to locate information.
151. Pupils are making steady progress in their writing. In general, their writing is well organised, they check their spelling and write independently in a narrow range of forms.
152. Key Stage 2 pupils listen very well to their teachers and their peers. They speak articulately for a variety of purposes, they ask and answer questions readily and express opinions well. Their story telling skills are good.
153. Pupils read aloud with expression, they interpret text correctly, and use appropriate strategies to deal with unfamiliar words. By Year 5, pupils use a number of reading strategies skilfully to gain information from texts. Older pupils discuss their books and authors in an informed manner.
154. Throughout the key stage, pupils write successfully for various purposes. Their stories are well-structured and show a lively use of imagination. In Year 5 and Year 6, written work displays good levels of accuracy in spelling and punctuation. The more able pupils write extended pieces of factual and imaginary work to a good standard.
155. Throughout the school handwriting and presentation of work is neat.

Shortcomings

156. In Key Stage 1, the lack of knowledge of vocabulary and sentence construction impairs the standards of oral and written work.
157. In Key Stage 2, pupils do not produce finished pieces of work in an appropriate range of forms.

Science

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

158. With the support of their teacher, Key Stage 1 pupils carry out a good number of investigations. They understand the requirements of a fair test and make sensible predictions about the likely outcome of their investigations. They discuss their work confidently, record their results on pre-prepared worksheets and offer simple explanations of what they have discovered.
159. Key Stage 1 pupils have an appropriate understanding of the content of the Programmes of Study. They use the correct scientific terms when discussing parts of the human body, they describe in detail how to keep healthy and can identify the foods that are a crucial part of a healthy diet. By Year 2, pupils are able to construct simple electrical circuits and can explain how a switch works.
160. Key Stage 2 pupils plan scientific enquiries systematically and carry out experimental work purposefully and safely. They identify the main variables in an investigation and choose which of these are to be constant and which are to be changed. They make systematic observations and measurements and communicate their findings effectively using text, diagrams, graphs, tables and labelled drawings. By Y6, they are able to plan and perform their investigations with a good degree of independence.
161. When comparing the properties of different materials, Year 5 pupils make effective use of information technology to make more detailed observations.
162. Pupils in Year 3 and Year 4, have a thorough understanding of the functions of teeth, they use the correct terms to name the different types of teeth and can describe their functions in detail.
163. Year 5 band Year 6 pupils have a thorough understanding of materials and their properties. Year 5 pupils can compare the sound insulation properties of different materials and apply their knowledge to a real life situation. Year 6 pupils show a good understanding of materials and their properties.

Shortcomings

164. At both key stages, pupils' ability to search for scientific knowledge from a variety of sources has not been fully developed.

Information technology

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

165. Key Stage 1 pupils use an appropriate range of equipment and information technology software with increasing skill in a variety of contexts. They write pieces of written work independently on the screen, adapting the text as required and printing it.
166. They can move images on the screen with confidence and use art packages effectively to create pictures and colourful patterns. With support, they can draw simple graphs and use the Internet.

167. Pupils make good use of the floor turtle. By Year 2, they can control the movement and direction of the turtle by programming it correctly with a sequence of complex instructions.
168. A good number of Key Stage 2 pupils are confident users of equipment and information technology software. They communicate and exchange information effectively in different forms including text, graphs and pictures. They make good use of the Internet when searching for information from different websites and when sending e-mails. Year 6 pupils make effective use of multimedia when producing a presentation for other members of their class.
169. Across the key stage, pupils' ability in using database programs to record, interrogate and reorganise data is good. Year 5 pupils use databases very effectively to compare climate data and to draw conclusions.

Shortcomings

170. There are no important shortcomings.

Music

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

171. The standard of singing at Key Stage 2 is outstanding. Pupils' awareness of singing techniques such as breathing, posture, diction, dynamics, pitch and duration is very good. They sing a broad repertoire of songs melodiously with enthusiasm and control.
172. Key Stage 2 pupils have a thorough understanding of the musical elements and use them effectively to describe compositions and to improve their own work. When listening to their own and others' music, they can make distinctions within the musical elements.

Good features

173. Key Stage 1 pupils sing a variety of songs with good control of breathing and pitch. They know the names of different instruments and know how to use them to create a variety of sounds. They can investigate and produce sounds by using different sound sources and perform them for each other. They use musical instruments effectively to compose a simple sequence of sounds.
174. They respond appropriately to music and listen carefully to each other. They can differentiate between sounds that are quiet and strong, or quick and slow and they keep a beat fairly accurately.
175. Year 4 pupils use musical instruments skilfully to investigate and combine a number of sounds in order to produce a group composition. They improve their performance markedly within the lesson.

176. When listening to music, Key Stage 2 pupils can name the different instruments of the orchestra and their sections, discuss some features and express opinions simply.

Shortcomings

177. There are no important shortcomings.

Physical education

Key Stage 1 - Grade 2: Good features with no important shortcomings

Key Stage 2 - Grade 2: Good features with no important shortcomings

Good features

178. Pupils across the school have a very good understanding of the beneficial effects of physical exercise on health.
179. All pupils show a good appreciation of safety in physical education lessons and use space sensibly.
180. Key Stage 1 pupils work energetically in dance lessons, and move to music with sensitivity. They display a good awareness of parts of the body and control their movements well. They plan and evaluate their work well.
181. In games lessons pupils in the lower classes of Key Stage 2 show very good skills as they catch and throw balls. They work in a disciplined way, and use tennis racquets with increasing control. Defence and attacking strategies are used effectively, and pupils work energetically in small groups.
182. Year 5 pupils respond well to music as they create a 'Tudor Dance'. Their movements flow easily, and they plan and evaluate their work effectively.
183. Year 6 pupils show a good awareness of the whole body in gymnastics lessons. They create effective sequences on the floor and on apparatus using a variety of body shapes, and evaluate each other's work successfully.

Shortcomings

184. There are no important shortcomings.

School's response to the inspection

The governors and staff of Bryn School having considered the outcomes of the Inspection and are very pleased that the findings acknowledge a number of strengths and that the school has continued to improve since the last inspection. It was particularly pleasing to note that the inspection team recognised the progress the school has made in successfully raising standards achieved by the pupils and improving the quality of teaching and learning.

We were particularly pleased with the inspection team's acknowledgement that the care, support and guidance given to the children, which along with the quality of provision for pupils with disabilities and those with additional learning needs by all the staff, are outstanding features of the school.

The range of extra curricular activities provided was also considered to be outstanding.

We were delighted that the inspection team found that the nature of relationships and the behaviour and attitudes of pupils were strengths.

The Self Evaluation report linked to the School Development Plan was also acknowledged to be of a good quality with the comments being evaluative rather than descriptive with clear and honest evidence based judgements.

It was also pleasing to note that the partnerships created between the school and the governors, parents, local comprehensive and other local primary schools was a particular strength.

We felt that the report captures the essence of what we aspire to in our school and an action plan will be put in place to address the recommendations highlighted.

A copy of the school's Action Plan in response to the inspection recommendations will be sent to parents.

Appendix 1

Basic information about the school

Name of school	Bryn C.P. School
School type	Primary
Age-range of pupils	4-11 years
Address of school	Gelli Road, Bryn, Llanelli
Postcode	SA14 9TT
Telephone number	01554 776064

Headteacher	Mr Rufus Evans
Date of appointment	September 1983
Chair of governors	Mr B C M Reynolds
Registered inspector	Wil Williams
Dates of inspection	29 – 31 st March 2006

Appendix 2

School data and indicators

Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	30	20	18	27	33	26	27	181

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Average class size, excluding nursery and special classes	20.1
Teacher (fte): class ratio	1.18:1

Term	R	Rest of School
Spring 2005	89%	91%
Summer 2005	91%	92%
Autumn 2005	93%	94%

Percentage of pupils entitled to free school meals	24%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results: End of Key Stage 1:

National Curriculum Assessment: KS1 Results 2005			Number of pupils in Y2:					18
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher Assessment	School	0	4	15	81	0	
		National	0.3	3.5	13.3	63	82.8	
En: reading	Teacher Assessment	School	0	4	11	85	0	
		National	0.3	2.5	11.2	62.9	23	
En:writing	Teacher Assessment	School	0	12	15	73	0	
		National	0.3	5.1	14.4	68.8	11.3	
En: speaking and listening	Teacher Assessment	School	0	0	15	65	0	
		National	0.3	3.8	14	55.3	26.5	
Mathematics	Teacher Assessment	School	0	4	8	81	7	
		National	0.3	2.2	10.5	62.5	24.4	
Science	Teacher Assessment	School	0	4	15	81	0	
		National	0.3	1.6	9.5	65.2	23.4	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	73.1	In Wales	80.1

National Curriculum Assessment Results: End of Key Stage 2:

National Curriculum Assessment: KS2 Results 2005			Number of pupils in Y6								25
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	3.6	28.6	50	17.9
		National	.5	.1	.3	.4	.7	5	16.4	46.1	30.4
Mathem-atics	Teacher assessment	School	0	0	0	0	0	0	21.4	60.7	14.3
		National	.4	.1	.4	.3	.5	3.4	17.2	46.3	31.4
Science	Teacher assessment	School	0	0	0	0	0	3.6	10.7	60.7	25
		National	.4	.1	.4	.3	.3	1.4	10.7	50.0	36.5

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)	
In the school	In Wales
64.3	71.9

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

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of eight inspector days in the school and met as a team before the inspection.

These inspectors visited:

- thirty eight lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

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

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

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	science, information technology, music
Mrs Zohrah Evans	Team	Key questions 2; 3; 4.	Under-fives, English, physical education
Mrs Marian Donovan	Lay	Contributions to key questions 1; 3; 4 and 7	
Mrs Debbie Griffiths	Peer assesor		
Mrs Y Hatchett	Nominee		

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

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