

**Inspection under Section 28 of the
Education Act 2005**

**Bryn Primary School
Forest Hill
The Bryn
Pontllanffraith
NP12 2PL**

School Number: 6762256

Date of Inspection: 22 – 24 January 2007

by

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

The inspection of Bryn Primary School took place between 22/01/07 and 24/01/07. An independent team of inspectors, led by Edward Goronwy Morris 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 nursery schools, 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 is a local authority maintained Community Primary School located on the edge of Pontllanffraith, Caerphilly. The majority of pupils are drawn from the immediate area. Most of the homes are owner occupied, however, a significant number come from outside the 'catchment area' mainly from the neighbouring 'Penllwyn Estate'. English is the first language spoken. No pupils speak Welsh as their first language. The area is described by the school as relatively prosperous. Six per cent of the pupils are registered as entitled to receive free school meals. This is lower than the local education authority's (LEA) average of 20.6 per cent and the all-Wales average of 18.8 per cent. Information from Baseline Assessments indicates that pupils' attainment on entry to school is generally above the LEA average.
2. There are currently 157 pupils on the school register from reception age to Year 6. In addition, there is also a nursery class attended by 27 children in the mornings. Twenty-seven pupils have been identified as having special educational needs (SEN), including 16 on school action plus and two pupils with a statement of special educational need. There are no pupils who are 'looked after' by the local authority. No pupils receive support for English as an additional language (EAL).
3. There are 8 full-time teachers at the school including the head teacher. In addition, there is one teacher who works part time. All full-time pupils are arranged into 6 classes. The head teacher took up her post in March 1995. A new deputy head was appointed for January 2007. In 2004 the school succeeded in attaining the Basic Skills Agency's Quality Mark. The school was last inspected in February 2001.

The school's priorities and targets

4. The school's mission statement is to help children acquire the knowledge and skills to equip them for future life by providing them with a stimulating, happy and secure environment. *'Education today for a future tomorrow'*.
5. The school has aims and objectives that encompass the whole of the school's work. The School's Development Programme covers the period 2006-2009. The school also sets targets relating to the standards of achievement of the pupils at the end of Key Stage 1 and Key Stage 2.
6. The school's main priorities and targets for 2006-2007 include:
 1. To improve the reading scheme in Early Years in order to improve pupils' motivation to read; and to establish a detailed programme of assessment.

2. To improve the standard of handwriting throughout the school.
3. To improve the delivery of art and music throughout the school.
4. To improve the use of historical enquiry and to standardise the investigative skills in science at key stage 2.
5. To continue to promote healthy lifestyles within the school as part of the Healthy Schools initiative.
6. To continue a comprehensive programme of self-evaluation focussing initially on the provision for pupils with SEN within the school with particular emphasis on the role of the Governing Body.

Summary

7. Bryn Primary School is a good school that gives its pupils a good start in their education. The school has a positive ethos, which is reflected in the warm and friendly atmosphere, where pupils develop as polite, friendly and confident individuals. Good progress has been made since the last inspection. Standards in Early Years, English, mathematics, information and design technology have improved significantly.
8. The findings of the inspection team concur with the opinion of the school in its self-evaluation report in six of the seven key questions.

Table of grades awarded

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

Standards

9. Pupils' standards of achievement in the lessons observed for the subjects and areas of learning inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	72%	20%	0%	0%

10. These percentages are higher than the Welsh Assembly Government's all Wales targets for 2007 i.e. that 98 per cent of standards should be Grade 3 or better and 65 per cent good or better (Grade 2). They show a good improvement on the standards at the previous inspection.

Standards attained in the six learning areas for children under five years old:

Area of Learning	Nursery	Reception
Language, literacy & communication skills	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 2	Grade 2
Creative development	Grade 1	Grade 1

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 3
Design technology	Grade 2	Grade 3

11. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. They make good progress in their early communication skills, in their personal and social development and in their personal and social and in their creative development.
12. Standards of speaking and listening, reading and writing and numeracy are good in both key stage 1 and 2. The development of ICT skills across different subjects is limited since they are insufficiently applied across the curriculum. Creative skills develop well throughout the school. Pupils have a good understanding of Welsh commands and greetings; however, pupils' bilingual competence and skills have shortcomings. The school has recognised the need to improve pupils' handwriting. Pupils' handwriting generally has good features, which outweigh shortcomings.
13. All pupils, regardless of their background, and including pupils with special educational needs (SEN), make good progress and achieve well.
14. Over the past three years, pupils' assessments in the three core subjects in both key stage 1 and key stage 2 have been consistently above, and sometimes well above local and national averages. The percentage of pupils attaining higher levels (i.e. level 3 in key stage 1 and level 5 in key stage 2) is consistently higher than the national average.
15. Teacher assessments in 2006, indicate that 83 per cent of pupils in key stage 1 achieved the core subject indicator i.e. the expected level 2 in the three subjects of English, mathematics and science compared to the national average of 81 per cent.
16. In the same year in key stage 2, 80 per cent of pupils attained the core subject indicator at level 4 or above compared to the national average of 74 per cent. However, this was below the average for similar schools nationally based on the proportion of pupils known to be eligible for free school meals. Teachers' use of unfamiliar assessment materials may have been partially responsible for this apparent dip in performance. The difference between the performance of girls and boys is similar to the national average.
17. Pupils succeed regardless of their ability, gender, or social background. In general, they have a good understanding of what they are doing in lessons and how well they are progressing.

18. Pupils' behaviour and respect for others is good with no important shortcomings. They demonstrate self-discipline and show a good degree of consideration in their dealings with others. Older pupils behave maturely and are sensitive to the needs of younger ones.
19. Whole school attendance for the three terms preceding the inspection was 93.5 per cent; this is slightly below the national average for primary schools. Unauthorised absence is less than one per cent. With few exceptions pupils arrive on time.
20. Pupils make good progress in their personal, social and moral development. Pupils develop their personal values, together with a respect for, and wider understanding of, the values of others.
21. Although many pupils demonstrate their ability to work well independently, the school has recognised the need to further develop pupils' investigative, problem solving, decision-making skills.
22. Throughout the school, pupils show a good awareness of equal opportunity issues and they have a good understanding of the cultural diversity within society. They demonstrate a good understanding of sustainable development and the celebration of Welsh traditions together with visits to the local community and places of interest help them to develop their understanding of society and the world of work.

The quality of education and training

23. Overall the quality of teaching is good. Teaching of pupils with SEN is good. Teaching in the nursery and reception classes is consistently good, and sometimes outstanding. The quality of teaching in key stage 1 is almost invariably good. A greater percentage of the grade 3s were awarded in key stage 2.
24. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	63%	22%	0%	0%

25. This is a significant improvement from the last inspection and compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good in 79 per cent of lessons, with 17 per cent of lessons having outstanding features.
26. Lessons adjudged outstanding are characterised by clear aims, good control of time, energetic and lively presentations and activities which foster more independent learning amongst the pupils. Good teaching observed was characterised by evidence of thorough preparation and planning, good working relationships between staff and pupils and purposeful use of various teaching techniques and strategies. In lessons where shortcomings were

noted the pace of lessons is slow; pupils, especially more able pupils, are not challenged sufficiently to work independently.

27. On the whole, teachers have a good knowledge and understanding of subjects they teach, and are aware of recent developments. They promote equality of opportunity well and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds.
28. The quality of assessment is good. Assessments are accurate and consistent and there is an effective tracking system to monitor the progress of individual pupils. Procedures comply with statutory requirements, including those for pupils with SEN.
29. In general, good use is made teachers' assessments to plan and improve learning. Assessment informs planning effectively in single age classes, but is less effective in mixed-age classes.
30. Pupils have some understanding of the purpose of assessment. They have individual targets in maths and language, although they do not play an active part in setting these targets.
31. Annual reports to parents meet statutory requirements and provide clear information on children's progress and give valuable comments about social and personal development, but do not provide specific guidelines for future improvement.
32. The learning experiences meet the needs and interests of pupils and the wider community well. It meets the requirements of the Welsh Assembly Government, and is well structured to meet the school's aims. Out of school activities available to pupils further enrich their experiences and development.
33. The curriculum for the under-fives provides good continuity and coherence, and the detailed, well-organised timetable ensures that all the Desirable Outcomes for Learning are covered.
34. In key stage 1 and key stage 2, in general, learning experiences are planned and structured carefully. However, in mixed-age classes, teachers do not always match work carefully to meet the needs of pupils of different ages.
35. Opportunities to develop pupils' basic and key skills are clearly indicated in the school's planning and teachers are effective in promoting the majority of these skills. Although there is much use of incidental Welsh by teachers, current planning does not sufficiently support progressive development of everyday Welsh by pupils.
36. The spiritual, moral, social and cultural development of pupils is well integrated into everyday school life. Collective worship provides good guidance on moral issues.

37. There are successful partnerships with parents, and parents are most supportive of the school.
38. An equal opportunities policy reflects the school's strong commitment to equality of access and opportunity for all pupils. Learning experiences successfully promote education for sustainable development and global citizenship.
39. The quality of care, support and guidance provided for pupils is good. The head teacher, governors and staff work well together to create a positive ethos for learning. Relationships between staff and pupils are good and pupils feel valued, happy and secure in school.
40. The school operates a positive assertive discipline policy and all pupils are expected to be well behaved and polite. Effective arrangements are in place to ensure that pupils are free from any form of discrimination and harassment.
41. The induction arrangements for pupils entering school, into the nursery, reception and both key stages are effective and ensure that pupils settle quickly and successfully into their new environment.
42. Absences are monitored and the school has effective systems in place to identify and follow up on pupils whose attendance is giving cause for concern.
43. Adequate arrangements are in place for ensuring the healthy development, safety and well being of all pupils. Effective procedures are in place for child protection.
44. The co-ordination of support for pupils with special educational needs (SEN) is good. Links with external agencies have a positive impact on the quality of education provided for the pupils. There is effective and constructive support for those pupils whose behaviour may be disruptive.
45. The school's effective disability access plan ensures that any disabled pupils or visitors are not put at a disadvantage. The curriculum provides effective opportunities through which pupils recognise and respect diversity and tolerance for others.

Leadership and management

46. The quality of leadership provided by the head teacher and governors is good. The school has a positive ethos, which is reflected in the warm and friendly atmosphere, which is immediately evident to school visitors.
47. The school focuses well on national and local priorities and sets challenging and realistic targets. Subject co-ordinators perform their duties conscientiously; however, their role in monitoring subjects has not been fully developed.

48. The governing body fulfils its statutory responsibilities thoroughly. Governors are well informed and have a good understanding of their responsibilities. In helping to set the strategic development of the school they act as critical friends, challenging and supporting the work of the school to ensure the best possible provision for its pupils.
49. The school's procedures for monitoring and evaluating performance have good features, which outweigh shortcomings. The self-evaluation report produced for the inspection is open and honest and matches the grades by the inspection team in six out of the seven key questions.
50. Procedures are inclusive with staff and governors involved in producing the self evaluation document. The self evaluation process, however, does not use a wide enough range of direct evidence, based on teaching and learning, and pupil achievement.
51. Planning for improvement is effective. The head teacher and governors ensure that all identified priorities are adequately resourced. Good progress has been made since the last inspection. All the key issues raised during the last inspection have been addressed and these steps have had a positive effect on pupils' standards of achievement.
52. There are sufficient qualified, experienced and specialist teachers and support staff to deliver the curriculum and meet the needs of the pupils. The school meets statutory requirements for reducing teachers' workloads and the organisation of the Teachers' planning and preparation time is good.
53. There is adequate accommodation for the number of pupils on roll to meet the needs of the curriculum. Good quality learning resources enable pupils to have sufficient opportunities to access materials and equipment appropriate to their age and need. The use of these resources is not always fully exploited.
54. The school manages the annual budget effectively to ensure good value for money.

Recommendations

In order to improve the school further, the head teacher, governors and staff need to:

- R1 Raise standards in information technology and design technology in key stage 2;
- R2 Improve achievements in the key skills of handwriting, problem solving and information communication technology (ICT);
- R3 Further improve the quality of teaching particularly in key stage 2 in order to;
 - (a) create more opportunities for pupils to take greater and increasing responsibility for their own learning;
 - (b) ensure that pupils, especially the more able, are challenged sufficiently;
- R4 Strengthen the self-evaluation process by developing the role of subject leaders in monitoring teaching and learning and pupils' achievements.

Note: The school has already identified R2 and R4 as priorities within its own self-evaluation report and school development plan.

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

55. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
56. Pupils' standards of achievement in the lessons observed in the subjects and areas of learning inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	72%	20%	0%	0%

57. These percentages are higher than the Welsh Assembly Government's all Wales targets for 2007 i.e. that 98 per cent of standards should be satisfactory (Grade 3) or better and 65 per cent good or better (Grade 2). They show a good improvement on the standards at the previous inspection.

Standards attained in the six learning areas for children under five years old:

Area of Learning	Nursery	Reception
Language, literacy & communication skills	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 2	Grade 2
Creative development	Grade 1	Grade 1

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 3
Design technology	Grade 2	Grade 3

58. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. They make good progress in their early communication and bilingual skills, in their personal and social development, in their knowledge and understanding of the world and in their creative development.
59. Standards of speaking, listening and reading in key stages 1 and 2 are good, with pupils in upper key stage 2 speaking articulately and expressing their

opinions well. In both key stages pupils listen carefully to their teachers and to one another. They achieve good standards in reading a variety of texts across the curriculum. The quality of pupils' writing is good and pupils use their writing skills effectively in most curriculum subjects. The school has recognised the need to improve pupils' handwriting. Pupils' numeracy skills are good, however, they do not consistently apply them to solve problems. Similarly and the development of ICT skills across different subjects is limited since they are insufficiently applied across the curriculum. Creative skills develop well throughout the school, with clear progression in musical creativity. Pupils have a good understanding of Welsh commands and greetings; however, as yet bilingualism is not sufficiently nor consistently integrated into the life of the school. Consequently, pupils' bilingual competence and skills have shortcomings.

60. All pupils, regardless of their background, and including pupils with special educational needs (SEN), make good progress and achieve well.
61. Over the past three years, pupils' assessments in the three core subjects in both key stage 1 and key stage 2 have been consistently above, and sometimes well above local and national averages. The percentage of pupils attaining higher levels (i.e. level 3 in key stage 1 and level 5 in key stage 2) is consistently higher than the national average.
62. Teacher assessments in 2006, indicate that 83 per cent of pupils in key stage 1 achieved the core subject indicator i.e. the expected level 2 in the three subjects of English, mathematics and science compared to the national average of 81 per cent.
63. In the same year in key stage 2, 80 per cent of pupils attained the core subject indicator at level 4 or above compared to the national average of 74 per cent. However, this was below the average for similar schools nationally based on the proportion of pupils known to be eligible for free school meals. Teachers' use of unfamiliar, assessment materials may have been partially responsible for this apparent dip in performance. The difference between the performance of girls and boys is similar to the national average.
64. Pupils succeed regardless of their ability, gender, or social background In general, they have a good understanding of what they are doing in lessons and how well they are progressing, because learning objectives of lessons are usually shared with them and discussed in plenary sessions. They speak confidently about the progress they make in various subjects, and have a good measure of understanding of their strengths and weaknesses. On the whole, they know how to improve their work.
65. Pupils' behaviour and respect for others is good with no important shortcomings. They have a good understanding of the school's expectations and conduct them sensibly, both in lessons and around the school. Pupils get on well with each other and with adults. No pupils were excluded from school during the last year.

66. Whole school attendance for the three terms preceding the inspection was 93.5 per cent; this is slightly below the national average for primary schools. Unauthorised absence is less than one per cent. With few exceptions pupils arrive on time.
67. Pupils make good progress in their personal, social and moral development. Relationships are good, enabling pupils to express and explore their views openly. They respond well when opportunities are provided for creative thinking, reflection and appreciation about subjects and issues during lessons. Pupils develop their personal values, together with a respect for, and understanding of, the values of others. They develop a good understanding of moral and social issues through the school's personal and social education programme.
68. Pupils demonstrate self-discipline and they show a good degree of consideration in their dealings with others. Older pupils behave maturely and are sensitive to the needs of younger ones.
69. Pupils' personal, social and learning skills are good and, across the school, they show motivation and work productively. However, although many pupils demonstrate their ability to work well independently, the school has recognised the need to further develop pupils' investigative, problem solving, decision-making and creative skills.
70. Throughout the school, pupils show a good awareness of equal opportunity issues. Pupils have a good understanding of the cultural diversity within society. Pupils demonstrate a good understanding of sustainable development and are fully aware of the importance of sustainable energy and working with nature. Pupils have a good understanding of society and the world of work. They enjoy celebrating Welsh traditions and visiting the local community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	63%	22%	0%	0%

73. This is a significant improvement from the last inspection and compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good in 79 per cent of lessons, with 17 per cent of lessons having outstanding features.
74. Teaching of pupils with SEN is good. Teaching in the nursery and reception classes is consistently good, and sometimes outstanding. The quality of teaching in key stage 1 is almost invariably good. A greater percentage of the grade 3s were awarded in key stage 2.
75. Outstanding features seen in the teaching include:
- differentiated tasks that are well suited to the needs of all pupils;
 - energetic and lively presentations and challenging activities which foster more independent learning amongst the pupils;
 - exceptional questioning skills which encourage pupils to explain their thinking.
76. Good features seen in the teaching include:
- purposeful planning and clear objectives to lessons;
 - very good working relationships between staff and pupils;
 - well paced lessons;
 - effective use of resources;
 - purposeful use of various teaching techniques and strategies.
77. On the whole, teachers have a good knowledge and understanding of subjects they teach, and are aware of recent developments. They work well in partnership with classroom assistants, including the NNEB, to provide interesting sessions.
78. Teachers promote equality of opportunity well and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. They meet the English language needs of pupils well but do not provide sufficient opportunities to consolidate pupils' bilingual skills.

79. Where there are shortcomings in the teaching:
- the pace of lessons is slow;
 - pupils, especially more able pupils, are not challenged sufficiently;
 - there is an over-reliance on worksheets.
80. The quality of assessment is good, and strategies for assessment are well matched to clearly identified purposes and learning objectives. Teachers know their pupils well, and an appropriate range of approaches is employed when making judgements about attainment. Assessments take place on a regular basis, and systems are comprehensive and manageable. Assessments are accurate and consistent and there is an effective tracking system to monitor the progress of individual pupils.
81. Procedures comply with statutory requirements, including those for pupils with SEN. The quality of assessment of the under-fives is very good, and children are appropriately assessed according to the LEA's baseline assessment. Regular detailed records are kept of nursery and reception children's progress, and assessment informs the planning.
82. The development of key stage 1 and key stage 2 pupils is assessed regularly, and detailed records are kept of their academic progress and of their personal attributes in pupil portfolios.
83. Portfolios of work produced by schools in the cluster, and moderating files produced by the LEA, are used effectively to moderate standards of assessment.
84. In general, good use is made of national assessment results, standardised tests, predictive data and teachers' assessments to plan and improve learning. Teachers analyse results and use this information to set class and individual targets. Assessment informs planning effectively in single age classes, but is less effective in mixed-age classes.
85. Pupils have some understanding of the purpose of assessment. They have individual targets in maths and language, although they do not play an active part in setting these targets. On the whole, they are aware of their strengths and weaknesses because they are informed about the learning objectives of lessons, and know how well they have achieved them.
86. Marking of pupils' work is carried out on a regular basis and comments are written on this work. These are often positive and encouraging, but in some cases do not give sufficient guidance for pupils to be able to improve their future work.
87. Parents are happy with opportunities to discuss their children's work during formal open evenings. Annual reports to parents provide clear information on children's progress and give valuable comments about social and personal development, but do not provide specific guidelines for future improvement.
88. They meet statutory requirements.

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

Grade 2: Good features and no important shortcomings

89. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
90. The learning experiences meet the needs and interests of pupils and the wider community well. The curriculum fulfils the needs of the pupils, including those with SEN. It meets the requirements of the Welsh Assembly Government, and is well structured to meet the school's aims.
91. The school has a broad, balanced curriculum, and the allocation of time is in line with statutory recommendations. In the curriculum for the under-fives there is good continuity and coherence, and the detailed, well-organised timetable ensures that all the Desirable Outcomes for Learning are covered. There are effective links between activities in the six areas of learning, which prepares children well for key stage 1, and purposeful use is made of the outdoor environment.
92. In key stage 1 and key stage 2, in general, learning experiences are planned and structured carefully. However, in mixed-age classes, teachers do not always match work carefully to meet the needs of pupils of different ages, and ensure that there is appropriate continuity and progression from earlier learning. Subject leaders use many commercial and LEA schemes as a basis for teaching and learning. On the whole these are effective, but there is insufficient detail in the planning of work for mixed-age classes. Planning between the school and teachers who are employed to cover for planning and preparation time is fully effective.
93. Generally, opportunities to develop pupils' basic and key skills are clearly indicated in the school's planning, however, planning for ICT is insufficiently developed. Provision for personal and social education is carefully incorporated into the curriculum.
94. Out-of-hours clubs, such as the art club and sports clubs, are well attended. They broaden and enrich pupils' experiences significantly. For example, pupils in the performing arts club benefit from learning breathing techniques that improve their voice production. Visits by pupils of all ages to places of educational interest promote the learning of new skills. Visitors from the community, such as local artists and a storyteller, provide pupils with first-hand experiences that also enhance the curriculum.
95. The spiritual, moral, social and cultural development of pupils is well integrated into everyday school life. Collective worship provides good guidance on moral issues, and time is given during assemblies to reflect and develop spiritual awareness.

96. Pupils' social development is good, for example, pupils of all ages have opportunities to be monitors, and members of the School Council are eager to take on responsibilities. The focus on healthy living and eating is apparent in the school, and there is good provision for the development of personal and social skills through initiatives such as class rules and circle time. The school promotes cultural development well through the curriculum, and pupils learn about other cultures through various subject areas.
97. There are successful partnerships with parents, and parents are most supportive of the school and raise a great deal of money for the school. Their positive views about the school are reflected in their responses in both the pre-inspection meeting and questionnaires
98. The school has close links with other primary schools in the area, and also with the local secondary school. The school works closely with local colleges, playing an active role in providing placements and training for students. There are good links with industry, for example, the IT suite was sponsored by local business. Effective use is made of links with local industry to extend children's experiences, for example, a local bakery has close links with the school and organises visits to school to educate pupils about work in the factory. Provision for work related education is good with no important shortcomings.
99. Positive steps have been taken to promote pupils' bilingual skills. Current planning, however, does not sufficiently support progressive development of everyday Welsh by pupils. The *Cwricwlwm Cymreig* is effectively promoted through subjects such as history and geography.
100. An equal opportunities policy reflects the school's strong commitment to equality of access and opportunity for all pupils.
101. Learning experiences successfully promote education for sustainable development and global citizenship through projects such as recycling and the Eco club. The school allotment, run by the caretaker and a parent helper, demonstrates how pupils are very much aware of their responsibilities in looking after the environment.
102. The provision for the development of entrepreneurial skills is good. Younger pupils begin to understand coinage and value through play activities. Older pupils sell vegetables grown in the allotment, and run the school's Healthy Eating Tuck Shop,
103. The school lays the foundations of lifelong learning and community regeneration by encouraging pupils to acquire good study habits and to develop key skills, for example, collaborating with others on various tasks. As a result pupils develop qualities such as independence, being responsible for their actions, and tolerance and sympathy during their time in school.

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

Grade 2: Good features and no important shortcomings

104. The findings of the inspection team match the judgement made by the school its self- evaluation report.
105. The quality of care, support and guidance provided for pupils is good. The head teacher, governors and staff work well together to create a positive ethos for learning. The care arrangements are well managed and the school makes effective use of the support services available.
106. The school's pastoral care arrangements are given a high priority. The head teacher and staff know their pupils well and are sensitive to their needs. The school operates a positive assertive discipline policy and all pupils are expected to be well behaved and polite. Older pupils acting as monitors care well for younger pupils.
107. The school has developed a strong partnership with parents and carers. Parent teacher consultations take place twice a year and at other times by appointment. The induction arrangements for pupils entering school, into the nursery, reception and both key stages are effective and ensure that pupils settle quickly and successfully into their new environment. Arrangements for pupils transferring to key stage 3 are effective and ensure a smooth transition.
108. Pupils are well cared for, guided and supported. Support programmes such as the personal and social education programme are well planned and carefully integrated into the school's work so that they meet the needs of the pupils and ensure equality of opportunity. Relationships between staff and pupils are good and pupils feel valued, happy and secure in school. The School Council is now firmly established and is contributing to a democratic and responsible culture in the school.
109. Absences are monitored and the school has effective systems in place to identify and follow up on pupils whose attendance is giving cause for concern.
110. Adequate arrangements are in place for ensuring the healthy development, safety and well being of all pupils. Health and safety audits and risk assessments are carried out at the appropriate times.
111. Effective procedures are in place for child protection. All staff are aware of the arrangements and the head teacher is the nominated person with responsibility.
112. The co-ordination of support for pupils with special educational needs (SEN) is good and ensures an inclusive education for all learners.

113. The SEN co-ordinator (SENCO) provides clear and positive guidance to the class teachers and support staff. There is a well structured system for the identification of pupils who need additional support.
114. All SEN pupils have individual education plans, which are regularly reviewed and updated. The individual education plans are well matched to pupils' needs; these include achievable targets, which ensure that pupils have opportunities to achieve success over the short term. This policy helps to develop pupils' confidence and self esteem enabling them to develop their skills in a sympathetic and supportive way. The liaison arrangements to involve parents in their children's educational programmes are good.
115. Links with external agencies are good and the assistance provided by the many services such as Language Support make a direct and positive impact on the quality of education provided for the pupils. The equal opportunities ensure that all pupils have full access to all areas of the curriculum.
116. There is effective and constructive support for those pupils whose behaviour may be disruptive. The school has effective strategies in place to promote good behaviour and celebrate success.
117. The quality of provision for equal opportunities is good and a high priority given to the inclusion of all pupils in all aspects of school life. Staff are effective in promoting gender equality and in challenging stereotypes in pupils' choices and expectations.
118. Effective arrangements are in place to ensure that pupils are free from any form of discrimination and harassment. The school monitors and responds promptly to incidents of oppressive behaviour.
119. The school's effective disability access plan ensures that any disabled pupils or visitors are not put at a disadvantage. Good arrangements are in place for promoting racial equality. The curriculum provides effective opportunities through which pupils recognise and respect diversity and tolerance for others.

Leadership and management

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

Grade 2 : Good features and no important shortcomings

120. The findings of the inspection team match the judgement made by the school in the self- evaluation report
121. The head teacher and staff are hard working and very committed to the school and the pupils in their care. They are very supportive of each other and the good relationships that exist among the staff influences positively the pupils' personal, social and educational development.
122. The school has a positive ethos and explicit aims and values that promote the right of every individual to be happy and safe and to be respected. There are specific mission and vision statements supported by relevant principles and aims, which promotes equality of opportunity for all and which are reflected in the warm and friendly atmosphere, which is immediately evident to school visitors
123. The school focuses well on national and local priorities. For example, the school has gained the Basic Skills Agency Quality Mark accreditation and is working towards Healthy Living and Eco-School awards.
124. Whole-school targets set for pupils at the end of key stages are challenging and realistic and are based on an assessment of the likely performance of each pupil.
125. A Performance Management Framework has been introduced and performance objectives agreed. Classroom observations by the head teacher are supportive in helping staff to realise their performance management objectives. Appropriate professional development opportunities are accessed, shared and discussed. The school has yet to develop strategies to identify the impact of these activities on pupils' learning experiences and achievements.
126. The school meets statutory requirements for reducing teachers' workloads. All staff have appropriate time during the school week for planning and preparation and this is used effectively. The head teacher ensures that the teachers have a fair workload and administrative tasks are kept to a minimum.
127. Governors meet their responsibilities well. They meet regularly and are effectively involved in the life and work of the school. Governors have a good understanding of their responsibilities. In helping to set the strategic development of the school they act as critical friends, challenging and supporting the work of the school to ensure the best possible provision for its pupils.

128. Through detailed written and oral reports from the head teachers and curriculum leaders, governors are well informed about the work of the school. Governors are linked to subjects and work closely with subject co-ordinators. The quality of provision is monitored by governors through visits to school, observing lessons and joining in with assemblies.
129. The governing body fulfils its statutory responsibilities thoroughly.

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

Grade 3: Good features outweigh shortcomings

130. The findings of the inspection team do not match the judgement made by the school in the self- evaluation report. The inspection team identified shortcomings in that the self evaluation process did not use a wide enough range of direct evidence, based on teaching and learning, and pupil achievement.
131. Elements of the self evaluation process have been in place in the school for some time. A detailed analysis is made of pupils' assessment test results, including the results of baseline tests for Early Years, National Curriculum assessments at key stage 1 and 2. Further evidence is obtained through the scrutiny of teacher planning and pupils' work. This evidence is shared at whole school staff meetings. The school recognises the need to be more systematic in producing and reporting the outcomes of self-evaluation.
132. Subject co-ordinators perform their duties conscientiously; however, their role in monitoring subjects has not been fully developed. In the core subjects co-ordinators monitor their subjects through classroom observations and the scrutiny of teachers' planning and pupils' work.
133. Although there is evidence that subject co-ordinators and members of the Governing Body have visited classes to observe lessons, the school's evaluation procedures do not use a wide enough range of direct evidence, based on teaching and learning, and pupil achievement in order to come to a firm conclusion on whole school standards.
134. The school's self-evaluation procedures are inclusive. Staff and governors were involved in producing the self evaluation document. The views of parents are sought both formally through questionnaires and less formally by discussion. The School Council provides valuable opportunities for pupils to make their views known on a number of issues.
135. The self-evaluation report produced for the inspection is open and honest and reflects the school's perception of current strengths and weaknesses and areas for development. It matches the grades by the inspection team in six out of the seven key questions. Issues identified by the school as requiring further attention are similar to those identified by the inspection team.

136. The School Development Plan is a useful, clearly written document, which focuses on appropriate priorities for improvement. Challenging targets for improvement have been set in each of the core subjects. However, the link between the self-evaluation process and the priorities listed in the School Development Plan is not evident.
137. The head teacher and governors ensure that all identified priorities are adequately resourced. The school's recent expenditure on laptop computers has succeeded in raising pupils' standards of achievement.
138. Good progress has been made since the last inspection. All the key issues raised during the last inspection have been addressed and these steps have had a positive effect on pupils' standards of achievement.

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

Grade 2: Good features and no important shortcomings

139. Overall, the findings of the inspection team match the judgement made by the school in its self-evaluation report.
140. There are sufficient qualified, experienced and specialist teachers and support staff to deliver the curriculum and meet the needs of the pupils. The school has recently appointed a deputy head teacher to support the head teacher and governors with school development. Learning support staff demonstrate a good range of expertise when providing additional help for all pupils including those with SEN; they liaise closely with the teaching staff and take a constructive part in pupils' learning during lessons.
141. The administrative support effectively ensures that the routines of the school run efficiently and smoothly. The caretaker together with the supervisory, cleaning and catering staff are valued members of the school team and make an important addition to implementing its values and caring ethos.
142. The organisation of the Teachers' planning and preparation time is good. The time is guaranteed each week for teachers and classes are covered by the part-time nursery teacher. The deployment of teachers' specialist skills to cover for Teachers' planning and preparation time has made a good contribution to standards in Welsh and Personal and Social Education.
143. The quality and quantity of the learning resources are good and enable pupils to have sufficient opportunities to access materials and equipment appropriate to their age and need. The use of the new computer suite is having a positive impact on the standards of ICT throughout the school.
144. There is adequate accommodation for the number of pupils on roll to meet the needs of the curriculum. Older key stage 2 pupils are accommodated in a demountable classroom near to main school building and year 2 pupils are taught in an area with open access adjacent to the year 1 teaching area; these

arrangements do not detract from the good educational provision observed under the current organisation.

145. The parents and Welsh Assembly Government provided funds for the governors to erect a covered walkway around the internal courtyard enabling pupils to access the classrooms and hall in all weathers. Attractively laid decking in the courtyard allows pupils to use this area as a pleasant outdoor learning area. The external grounds constitute a pleasing outside environment for the pupils.
146. Children in the nursery and reception classes have access to an outdoor play area. The attractive and informative displays in the classrooms celebrate pupils' achievements and enhance the learning environment.
147. Appraisal and performance management procedures ensure that the staff receive the professional development necessary to implement the school's plans for curriculum development. All staff have clear job descriptions.
148. The school's spending decisions are well linked to the priorities and objectives contained in the School Development Plan, and these are closely monitored by the governors and head teacher. The school manages the annual budget effectively and governors plan for a sensible surplus for contingencies. The school achieves good value for money.

Standards achieved in subjects and areas of learning

Under 5s

149. The quality of provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Good and outstanding features

150. Nursery children make rapid progress in their language skills within a short space of time. They display good listening skills and respond with enthusiasm to comments and questions. They use a developing vocabulary in an outstanding way to express their thoughts and in their role play. They understand and follow English and Welsh instructions very well. They enjoy handling books and display an outstanding knowledge of the names and sounds of many letters. Their recall of stories is very good and they retell stories enthusiastically. They practise emergent writing skills effectively in various situations.
151. An outstanding feature of language development in the reception class is the confidence children display when speaking, for example, when discussing their favourite animals. They listen attentively and ask sensible questions. They respond well to Welsh commands and greetings and sequence correctly when retelling stories. Their letter recognition and knowledge of sounds is outstanding, as is their recognition of rhyming words in poems and their correct reading of frequently used words. They underwrite sentences correctly, with good letter formation, and write their names correctly. More able children write simple sentences independently, and these are outstanding in quality.

Shortcomings

152. There are no important shortcomings.

Personal and social development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Good and outstanding features

153. Nursery children work and play together happily, showing good self control and a willingness to wait their turn when playing games. They are aware of the need for cleanliness, for example, the importance of washing their hands before making porridge, and seek help when needed. Outstanding features

include their independence, the care and respect shown to others, and their very good relationships with adults and other children.

154. Reception children understand the importance of class rules. They have a good understanding of the structure of the school day, and concentrate well on their tasks. An outstanding feature of their development is the way in which they form happy relationships with one another and display confidence and friendliness in the company of adults. Another outstanding feature is their curiosity and their eagerness to solve problems while engaging in practical activities.

Shortcomings

155. There are no important shortcomings.

Mathematical development

Nursery: Grade 2: Good with no important shortcomings

Reception: Grade 2: Good with no important shortcomings

Good features

156. Nursery children count successfully to ten or more, and they recognise and form numbers well. They sing number songs in Welsh and English with enthusiasm. They match colours and shapes effectively, and have a good knowledge of two-dimensional shapes. They create patterns confidently and know the order of the days of the week. They are beginning to understand the purpose of money.
157. Reception children recognise a good range of numbers, and write symbols for many numbers correctly. They recognise and copy patterns well, and use money realistically when role-playing in the pet shop. They have a good understanding of the features of two and three-dimensional shapes, and realise that information, such as favourite colours, can be recorded in a graph. Their use of appropriate mathematical language is good.

Shortcomings

158. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Good and outstanding features

159. Nursery children have very good knowledge about the characteristics of the seasons, and can recite the months of the year correctly. They are aware of several differences between today and long ago. They know a great deal about homes around the world. Their knowledge about ladybirds is outstanding, as is their understanding of colour in the world around them.

They talk enthusiastically about their families and about exciting experiences they have in school, for example, making porridge and going on a 'colour' walk.

160. Reception children name parts of plants confidently, and talk enthusiastically about their recent visit to a local farm and park. They have outstanding knowledge about the habitat of various creatures, and the work of the vet. They have very good knowledge of how people and plants change over a period of time, and can discuss the senses in an outstanding way. Through their role play children develop a good understanding of the different jobs people do, and know that magnets have a special power to attract some materials.

Shortcomings

161. There are no important shortcomings.

Physical development

Nursery: Grade 2: Good with no important shortcomings

Reception: Grade 2: Good with no important shortcomings

Good features

162. In the nursery, children handle small equipment, such as pencils, building blocks and the computer mouse with increasing control. When playing outdoors they move energetically, with a good awareness of space, and controlled handling of large toys such as tricycles and scooters. Children are aware of safety factors and wear helmets when playing on the apparatus.
163. Reception children demonstrate good fine motor skills when handling small equipment, such as scissors and paintbrushes. In physical education lessons they make effective use of space, show good control over their bodies and good co-ordination. When playing outdoors they use a range of small and large equipment with increasing skill.

Shortcomings

164. There are no important shortcomings.

Creative development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Good and outstanding features

165. In the nursery class children mix paints well to produce lively self portraits and colourful rainbow pictures. Their leaf rubbings and apple prints are outstanding in quality. Children role play most effectively when acting the story of the Three Bears. They make their own music confidently at the sound table and they have outstanding knowledge about various instruments and the

way in which they are held to produce different sounds. They clap rhythms effectively and sing in a lively, tuneful way.

166. Reception children produce some artwork, which is of outstanding quality, such as lively drawings, which display excellent observation skills, and clay models of sections of watermelons. As a result of working with a local artist, children create vibrant and exciting large scale paintings of mountains, which are outstanding in quality. They have a good knowledge of the work of Van Gogh and emulate his techniques successfully in their own work. They produce colourful pictures using the computer. They sing well, with good recall of words, and use a range of percussion instruments capably to compose lively compositions.

Shortcomings

167. There are no important shortcomings.

English

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

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

Good features

168. Throughout the school standards in listening are good. The vast majority of pupils listen attentively to teachers' presentations and to the opinions of others during discussions. They show an increasing understanding of the spoken and written language. Pupils recall accurately what has been said or read to them, and respond appropriately.
169. Pupils in both key stages make very good progress in their speaking skills. In key stage 1 pupils respond well to questions regarding their experience and understand the need to speak clearly to an audience. In key stage 2 pupils discuss their tasks and activities and respond to questions about their work with confidence. Older pupils express themselves very effectively.
170. Standards in reading are good in both key stages. Pupils progress well in relation to their age and abilities. In key stage 1 the majority read correctly, fluently and indicate that they understand texts. They use a range of reading cues appropriately, including phonic, graphic and syntactic, to support their development in reading. They refer successfully to the attributes of a book such as cover and author and show an interest when talking about events and characters in the text. They are able to distinguish fact and fiction. Pupils in key stage 2 continue to read from a variety of sources, including books from the school and the local library. Many are avid and enthusiastic readers and are able to express and give reasons for their choice of favourite author. The majority read with appropriate correctness, ease and expression. They are able to discuss what they read sensibly and are able to talk about characters and critical incidents within a story. They can predict events and justify their ideas. They understand the differences between fact and fiction books and the difference between the contents page and index.

171. In key stage 1 pupils make good progress in their writing skills. Younger pupils write key words correctly and understand that they can record what is said in speech bubbles. By the end of the key stage they can sequence sentences, using basic punctuation accurately. They successfully use wordbooks and dictionaries to help them with their spelling.
172. Pupils in key stage 2 write for a range of purposes. At the lower end of key stage 2 pupils write effective stories using a range of well chosen adjectives and connecting words. They write good beginnings to stories and establish realistic story settings. They understand how a text can be edited and can make sensible suggestions when evaluating written work. By the end of the key stage, the majority of pupils' writing conveys meaning clearly. They use good vocabulary, and words are used precisely. Sentences are organised into paragraphs, and punctuation is used appropriately. At its best, pupils' writing fully engages the reader and sustains interest.
173. Across the school pupils' knowledge about language develops well. In key stage 1 pupils have a good understanding of the conventions of punctuation and in key stage 2 they have a good knowledge of grammatical terminology, know how to use a range of parts of speech correctly and can differentiate between direct and indirect speech. Spelling develops well in both key stages. In key stage 1 pupils break up words correctly and in key stage 2 pupils become increasingly aware of difficult spelling patterns.

Shortcomings

174. There are no important shortcomings but there are inconsistencies across the school in relation to pupils' handwriting and the presentation of work.

Mathematics

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

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

Good features

175. Pupils of all ages including those with special educational needs make good progress in their mathematics.
176. In key stage 1, pupils have a good grasp of basic number processes. Younger pupils count forwards and backwards confidently and arrange numbers in numerical order. They can add up single digit numbers accurately and are able to recognise patterns in number. They are developing appropriate mathematical language, including odd and even, fewer and more than.
177. By the end of the key stage, pupils have good knowledge of number bonds and understand the connection between addition and subtraction. They add and subtract number and money accurately and discuss their work using appropriate language. They demonstrate a good understanding of place value, shape, time and comparison of quantities. They recognise halves and

quarters and tell the time confidently using the half and quarter hours. They know the name of properties of simple two-dimensional and three-dimensional shapes including the number of sides and corners.

178. In key stage 2, pupils demonstrate a good range of mental strategies and answer quickly and accurately. Younger pupils are able to write in hundreds, tens and units correctly and show good understanding of multiplication and division. They understand and can use the different units of measurement for time, weight, length and capacity. Pupils use bar graphs effectively to record data.
179. By the end of the key stage, pupils demonstrate a quick recall of table facts. They use the four rules of number confidently and accurately. They understand the relationship between vulgar fractions, decimals and percentages. They understand and can use correctly the different units of measurement for time, weight, length and capacity. Pupils understand about lines and angles and are able to correctly identify and measure acute, right and obtuse angles.
180. Pupils identify and classify two-dimensional and three-dimensional shapes with accuracy. They recognise and name the key features of a graph and interpret correctly information presented in the form of graphs and charts. They read and plot co-ordinates accurately

Shortcomings

181. There are no important shortcomings, however, problem solving opportunities are not progressively developed to stretch the more able and opportunities to develop pupils' investigative ability are inconsistent.

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

182. Pupils in both key stages have a good understanding of the need for a fair test, and as they progress through the school their skills in planning investigations develop well.
183. Pupils in year 1 understand that light comes from a variety of sources including the sun. They make sensible suggestions using appropriate vocabulary when predicting the varying intensity of different light sources in a darkened area. They correctly name the main external parts of the human body and recognise similarities between themselves and other pupils.
184. Pupils in year 2 can discuss how diet affects the health of humans. They successfully sort different foods into categories and plan a healthy meal. They carefully investigate reversible and irreversible changes as part of their topic

on foods, and they describe the way some everyday materials, for example, water, change when they are heated or cooled.

185. Year 3 pupils accurately identify the functions of different teeth and label diagrams of the various parts appropriately. Pupils explore carefully the forces of attraction and repulsion between magnets, and through investigation. They have a good understanding of forces of attraction between magnets and a range of materials.
186. Pupils in year 4 and year 5 can describe the function of the heart using appropriate scientific vocabulary. When investigating the effect of exercise and rest on their pulse rate pupils use their increasing knowledge and understanding of science well to explain issues related to their personal health.
187. Year 5 and year 6 pupils have a good understanding of the effects that changing conditions have on the growth of plants and, as a result of their visit to the water treatment works, they investigate and accurately group solids into those requiring filtration or evaporation in order to separate them from liquids.

Shortcomings

188. There are no important shortcomings, however, older pupils' do not sufficiently use the results of their investigations to draw their own conclusions.

Information technology

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

189. Pupils in key stage 1 become increasingly confident in using a range of ICT equipment and they begin to learn to use ICT to achieve specific outcomes developing their ideas and recording their work well. They make good use of a range of programmes to develop their basic skills in English and Mathematics.
190. The greater majority of key stage 1 pupils make good progress in keyboard skills and they use the mouse effectively to click on icons to follow prompts and drag items displayed on the screen. The more able pupils use the computer independently to present information using pictographs and block graphs to show their favourite foods and to compare their physical characteristics such as eye colour.
191. By the end of key stage 1, pupils confidently use the programme Early Essentials to write and print out their poems and stories using caps lock and shift for capital letters. They confidently illustrate their writing with pictures using different fonts and changing the colour of blocks of texts to achieve different effects.

192. Pupils in year 3 begin to explore how information is stored in a simple database. The majority of pupils can successfully access individual programmes from the desktop. Pupils demonstrate good use of the interactive whiteboard during lessons.
193. Pupils in year 4 log on and access programmes confidently. They find out specific information from the internet, organise basic information on a simple database to compare temperature in Edinburgh and Cardiff and use a programme to present information in a variety of forms including pie charts. The more able pupils can save and retrieve their work confidently.
194. Pupils in year 5 and year 6 create successfully simple Power Point presentations on a range of topics. They use the internet to search for information and select appropriate information on animals to construct a branching database. Pupils demonstrate good keyboard skills when using the word processor to present a wide range of information including, for example, a letter addressed to the council requesting a compost bin for recycling waste.

Shortcomings

195. A significant minority of younger key stage 2 pupils have limited keyboard skills.
196. Generally key stage 2 pupils' ability to use ICT based models and simulations to explore patterns and relationships, and to make simple predictions is limited.

Design technology

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

Key Stage 2 Grade 3: Good features outweigh shortcomings

Good features

197. All pupils apply appropriate health and safety measures when using equipment, tools and materials.
198. Pupils in key stage 1 and key stage 2 use appropriate technological language confidently when discussing their work.
199. Pupils throughout the school apply knowledge and skills from science and mathematics when completing design tasks. For example, year 1 pupils measure carefully when designing decorative table mats, and year 4 and year 5 pupils use their knowledge of science to help them design torches.
200. Key stage 1 pupils succeed in producing original designs and making good quality products. They work effectively with a broad range of materials and tools. Year 2 pupils' desk tidies are fit for purpose. When making prototype vehicles, year 1 pupils show a good understanding of how wheels and axles work, and display appropriate knowledge about joining materials when recreating their original designs in more detail. Year 2 pupils produce exciting

work with textiles when designing Joseph's coat, and appraise their work effectively by suggesting improvements.

201. In key stage 1 pupils are developing an understanding of control technology, appropriate to their age and ability, through their use of programmable robots. They use construction kits to good effect in their design and technology work.
202. Key stage 2 pupils make a careful study of products on the market, before starting on their own designs. For example, Year 3 pupils study various types of picture frames as the first step in creating their own frames, and pupils in year 5 and year 6 evaluate a number of kitchen utensil holders as part of the process of designing their own holders.
203. Pupils in year 4 and year 5 show a good understanding of the design process in their Celtic jewellery. They plan carefully, and use clay to produce attractive torc necklaces and brooches, which are sprayed in gold or silver paint.
204. Pupils at the upper end of the key stage have a good understanding of the place of design and technology in meeting the needs of society.

Shortcomings

205. Pupils' ability to generating and develop their initial design ideas independently is limited.
206. Key stage 2 pupils have a limited grasp of the use control technology, and their knowledge and skills in this area are underdeveloped.

School's response to the inspection

The Governing Body, head teacher and staff welcome the inspection report and are very pleased with its positive outcomes.

We are proud that the positive report states that Bryn is a good school that gives its pupils a good start in their education. We agree with the inspectors' judgements that the school has a positive ethos that is reflected in the warm and friendly atmosphere where pupils develop as friendly and confident individuals and we also agree that the school achieves good value for money.

The report clearly demonstrates the improvements that have been made since the last inspection, notably improved standards in the quality of teaching and learning; outstanding features for the under fives; pupils' self discipline and consideration for others; and good standards of speaking and listening, reading and writing and numeracy throughout the school. These improvements are a testament to the clear vision and hard work from staff, pupils and governors. We are also very pleased that the report highlights that discipline and provision for pupils with special needs remain a strength of the school.

The school would like to thank the inspection team for their professionalism, fairness and the courteous way in which they undertook the inspection. Their preparation and overall approach ensured there was a rigorous examination of the school.

As well as the many positive features identified within the report, it also makes clear those areas on which we must focus in order to meet the high expectations we have set ourselves. We will address the need to further improve the quality of teaching particularly in key stage 2, develop the role of the subject leaders in evaluating standards, improve handwriting throughout the school and improve design technology and ICT at key stage 2.

Bryn Primary school is not complacent and will work conscientiously to meet the recommendations put forward by the inspection team. The staff are confident that they can work together with pupils, governors and parents to implement the recommendations during this academic year and over the next few years. A copy of the school's Action Plan in response to the inspection report's recommendations will be sent to all parents. The Governors' Annual Report to Parents will also report in detail on the progress we are making on the report's recommendations.

Appendix 1

Basic information about the school

Name of school	Bryn Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Forest Hill, The Bryn, Pontllanffraith Nr Blackwood
Postcode	NP12 2PL
Telephone number	01495 225690

Head teacher	Miss Jennifer Williams
Date of appointment	1 st March 1995
Chair of governors/ Appropriate authority	Mrs Deborah Gronow
Registered inspector	Mr Goronwy Morris
Dates of inspection	22 – 24/01/07

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	27	29	28	18	30	15	19	18	157

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	1	8.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21 : 1
Pupil: adult (fte) ratio in nursery classes	13 : 1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	85.1	91.0	92.6
Summer 2006	90.8	89.2	92.5
Autumn 2006	93.1	93.0	95.5

Percentage of pupils entitled to free school meals	6%
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 2006			Number of pupils in Y2:				30
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	6	57	37
		National	0	4	12	64	20
En: reading	Teacher assessment	School	0	4	7	57	37
		National	0	4	14	56	27
En: writing	Teacher assessment	School	0	3	3	77	17
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School	0	0	0	57	43
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	10	70	20
		National	0	2	11	63	24
Science	Teacher assessment	School	0	0	10	47	43
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	83%	In Wales	81%

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006							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	0	4	40	56
		National	0	0	1	0	1	4	15	47	32
Mathematics	Teacher assessment	School	0	0	0	0	0	4	16	24	56
		National	0	0	1	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	4	40	56
		National	0	0	1	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	80%	In Wales	74%

- 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

Four inspectors spent eight inspection days at the school, and met as a team prior to the inspection.

The inspectors visited:

- 27 lessons or parts of lessons
- every class
- daily acts of collective worship
- a range of extra-curricular activities.

Members of the team met as a team at the start of the inspection and with:

- staff, governors and parents prior to the inspection;
- senior management, teachers, support staff, the school council and groups of pupils during the inspection.

The team also considered:

- the school's self-assessment report;
- 48 responses to a parents' questionnaire;
- comprehensive documentation prepared by the school prior to and during the inspection;
- a wide range of pupils' previous and present work.

The head teacher, in her role as nominee, was part of every team meeting. After the inspection, meetings were held with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. Goronwy Morris Registered Inspector	Context Summary and recommendations Key questions 1,5 and 6 English Mathematics,
Mr Charles Brentall Lay Inspector	Contributions to Key Questions 1,3,4 and 5,
Mrs Zohrah Evans Team Member	Key question 2 and 3; and contributions to Key Question 1 Early Years Design Technology,
Mr Cliff Brace Team Member	Key questions 4 and 7; and contributions to Key Question 1 Science Information Technology,
Miss Jen Williams Head teacher Nominee	Contributions to all questions by providing information.

Contractor

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Acknowledgement

The inspection team would like to thank, the governors, the head teacher, the staff, pupils and parents for their co-operation during the inspection.