

**REPORT**

**on the**

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

**BRYNAMMAN COUNTY PRIMARY SCHOOL  
BRYNCEUNANT  
BRYNAMMAN  
AMMANFORD  
CARMARTHENSHIRE  
SA18 1AH**

School Number: 669/2169

Date of Inspection: 30<sup>th</sup> June – 3<sup>rd</sup> July 2003

**By**

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Under Estyn contract number: T/214/02P

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## **GRADE DESCRIPTIONS**

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## 1. CONTEXT

### **The school and its priorities**

Brynamman Primary School was established in 1997 when Brynamman Infants and Junior School amalgamated. It functioned on a split site until September 2000 when it was located at the site of the junior school at the upper end of the village; it has undergone considerable refurbishment. It serves the village of Brynamman on the edge of the Black Mountains in Carmarthenshire. This rural area has experienced considerable social and economic changes in recent years with the decline of mining and heavy industry. The school considers that the residential area from which the pupils are drawn is economically disadvantaged with many less able and few able pupils. Around 26% of pupils are registered as being entitled to free school meals, well above the Carmarthenshire and all-Wales average. Around 97% of pupils are of white ethnicity. Two pupils for whom English is an additional language receive extra support.

Carmarthenshire LEA has designated the school as a category A school. Pupils are educated through the medium of Welsh in KS1 and mainly in Welsh in KS2; the aim is to ensure pupils are fully bilingual at 11 years of age. Around 30% of pupils come from homes where Welsh is the predominant language spoken.

The school caters for pupils between three and 11 years of age. At the time of the inspection there were 252 pupils on roll, including 20 full-time and 13 part-time nursery children; numbers have remained constant over the past three years. Pupils are taught in 10 mainly single age classes. Approximately 70% of the pupils have received pre-school education. The school has recently attained the Basic Skills Quality Mark and Investors in People Awards. The school identifies 120 pupils (around 47%) as having some degree of special educational need (SEN), of whom seven have statements.

The school aims to:

- help the pupils develop lively, enquiring minds upholding its motto “ Byw i’r presennol ac edrych i’r dyfodol;”
- foster their ability to think, respect and appreciate religious and moral issues;
- understand how to use Welsh, English and number effectively;
- explore the environment and have a better understanding of their surroundings;
- master skills to develop well-balanced personalities that have a clear vision of the world in which they live.

The school’s main priorities for the present academic year are to:

- maintain and improve standards of achievement including the raising of standards of oral Welsh;
- build a learning society by creating a central library, attain the Eco-Schools award, create a school council, develop European links and create a policy for personal and social education (PSE);
- enhance leadership skills by implementing performance management and further develop an effective and operational self-evaluation package;

- manage learning provision and further develop community links and parents' awareness of the curriculum.

Brynamman Infants School was previously inspected in May 1997 and Brynamman Junior School in October 1996.

## 2. MAIN FINDINGS

### The main findings of the report

Brynamman Primary School provides a good standard of education for its pupils and has many very good features. The headteacher provides very good leadership and has a very good overview of the life and work of the school. He is ably supported by the deputy headteacher and the governing body (GB). The positive and caring ethos, pupil behaviour, quality of teaching and very good provision for pupils with SEN are particular strengths of the school.

### Educational standards achieved by pupils

Pupils' standards of achievement overall were satisfactory or better in around 98% of lessons observed, of which around 60 per cent were good and around 20% very good.

- The majority of children come to school with below average levels of literacy and numeracy skills. In the nursery class, children make good progress overall. In the reception class, children make very good progress in all relevant activities. As a result, the overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good and often very good progress towards the Desirable Outcomes for Children's Learning. Standards in the six areas of learning are as follows:

#### Nursery ( 3 - 4 year olds)

Language, literacy and communication skills	Satisfactory
Personal and Social Development	Satisfactory
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Physical development	Very Good
Creative development	Good

#### Reception ( 4 - 5 year olds)

Language, literacy and communication skills	Very Good
Personal and Social Development	Very Good
Mathematical Development	Very Good
Knowledge and Understanding of the World	Very Good
Physical development	Very Good
Creative development	Very Good

- In key stage one (KS1) and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
Welsh	Good	Good
English	N/A	Very Good
Mathematics	Very Good	Good
Science	Good	Very Good
Design and technology	Good	Good
Information technology	Good	Good
History	Very Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Very Good
Physical education	Very Good	Very Good
Religious education	Very Good	Very Good

- There is little variation in achievement between girls and boys.
- In KS1, the 2003 NC teacher assessment results were above national and Carmarthenshire averages in all aspects of Welsh, mathematics and science. Pupils attaining level three were above these averages in mathematics, similar in science but below in Welsh. In comparison with schools with a similar background in Wales, the school is performing in the top 25%.
- In KS2, the 2003 NC assessment test results were well above national and Carmarthenshire averages in English and science and above in mathematics. In Welsh, results were below national but above the Carmarthenshire average. Pupils attaining level five were above national figures in English and science, slightly above in Welsh and similar in mathematics. In comparison with schools with a similar background in Wales, the school is performing in the top 25%.
- Standards of achievement in the key skills across the curriculum are variable. In the nursery class, children's listening and communication skills are satisfactory. In the reception class they are very good. In both key stages, pupils' listening skills are very good. In KS1, they are good in speaking, reading and writing. In KS2, standards in speaking in English are good and satisfactory in Welsh. Standards in reading and writing across the curriculum are satisfactory in both English and Welsh. In both key stages, standards are good in the application of number and the use of ICT across the curriculum.

### **Ethos of the school**

- Pupils' spiritual, moral, social and cultural development is very good. The nature of the respect shown to all pupils is a very impressive and praiseworthy feature of the life of the school; relationships are of a very high standard.
- The school meets statutory requirements for daily collective worship. Assemblies make a very important contribution to pupils' spiritual moral, social and cultural development.

They focus particularly well on worthwhile values and provide pupils with opportunities for quiet reflection.

- Pupils develop a very good understanding of the difference between right and wrong and show respect to others and their possessions. Older pupils respond very effectively to opportunities to take responsibility.
- Pupils develop a very good understanding of their responsibilities for the environment through work in relation to the Eco School project.
- Very good emphasis is placed on Y Cwricwlwm Cymreig and pupils develop a very good knowledge and appreciation of the culture and heritage of Wales in a variety of contexts; their awareness of other cultures is developing effectively.
- Pupils' behaviour and their attitudes to learning are very good. The school is a very happy and caring community.
- Levels of attendance are satisfactory and instances of unauthorised absences are rare. Registration complies for the most part with statutory requirements, however, the school occasionally authorises family holidays in term time in excess of the 10 days recommended. The vast majority of pupils are punctual, with lessons commencing promptly.

### **Quality of education**

- The quality of teaching is a strength of the school and significantly contributes to the consistently good and occasionally very good standards achieved by pupils. Overall, the quality of teaching was satisfactory or better in around 98% of the sessions inspected of which 52% was good and 30% very good.
- Well-organised direct teaching at a very brisk pace, very good classroom organisation and the good use of learning resources effectively develop pupils' knowledge, understanding and skills in the vast majority of classes. Plenary sessions at the end of lessons are well used to reinforce main points.
- In the few lessons judged to be less effective, short term plans do not focus sufficiently on the programmes of study, learning objectives are not shared with the pupils and insufficient emphasis is placed on developing oral language patterns in Welsh, resulting in opportunities for pupils to contribute orally in a range of situations and to make extended contributions to discussions being limited.
- Arrangements for assessment, recording and reporting are good overall; the quality of assessment in the core subjects is very good. The use of assessment is less effective in the foundation subjects. There are no effective arrangements for agreeing standards or recording pupils' progress in the foundation subjects with the exception of music where there is evidence of good practice.
- The curriculum for the under fives is firmly based on the Desirable Outcomes for Children's Learning. In KS1 and KS2, the school provides a broad curriculum which

meets statutory requirements. While the curriculum in KS1 is well balanced, an effective balance between Welsh and English as mediums of teaching and learning has not been established in KS2. This has a constraining impact on the school's aim of enabling pupils to be proficient in both languages by the end of KS2. Curriculum provision is socially inclusive and ensures equality of access and opportunity for all pupils, including pupils with SEN. Arrangements for personal and social education are well addressed.

- Extra-curricular provision is very good. Homework is appropriate and used effectively to support learning, with individual project work significantly enhancing pupils' research skills.
- The quality of support, guidance and pupils' welfare is very good. The school succeeds in creating a very close family community where pupils feel happy and secure. Pupils are very well supervised at all times.
- Provision for pupils with SEN is very good. Pupils make good and often very good progress and have full access to the NC.
- Partnership with parents and community, schools and other institutions is good. Information for parents is generally good, however, they express a wish to receive more information about the content of each term's programme of study. There is a lack of more detailed supportive information for parents of children commencing in the early years. Partnership with industry is good.

## **Management**

- The quality of self-evaluation and planning for improvement are very good. The headteacher is pro-active in ensuring that self-evaluation draws on first-hand evidence of the quality of teaching and learning. The school draws upon analysis of questionnaires to parents and governors, and reviews undertaken by curriculum co-ordinators and the local education authority (LEA), to identify whole school priorities and targets, which provide appropriate challenges for improvement as outlined in the school development plan (SDP).
- The school is very well led. The headteacher provides very good leadership and has a very good overview of the life and work of the school; he has a very clear vision of the future for the school and prioritises the issues which require attention. He is ably supported by the deputy headteacher and an active and committed GB.
- The school budget is effectively and efficiently managed by the GB, with good attention to cost-effectiveness. Funds are directed to educational priorities as identified in the SDP with a significant percentage of the surplus fund having been expended on further extending accommodation. Routine organisation and administration of the school are efficient with the full-time administrative officer undertaking her duties conscientiously. The school provides very good value for money.
- The provision of staffing, accommodation and learning resources is very good. Very good use is made of the school grounds and local environment. Visits to places of educational interest, residential opportunities for older pupils and visitors to the school effectively enhance teaching and learning.

### **Progress since the last inspection**

- Since the previous inspection of Brynamman Infants School in 1997, the school has made very good progress in meeting the targets set in the action plan.
- Since the previous inspection of Brynamman Junior School in 1996, the school has made good progress in meeting the targets set in the action plan.

## **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

### **3.1 Standards achieved in subjects and areas of learning**

Standards achieved by pupils of all abilities are consistently good and sometimes very good throughout the school.

- Pupils' standards of achievement were satisfactory or better in around 98% of the work observed of which around 70% was good and 20% very good.
- In the early years, children's standards of achievement are satisfactory or better in all the work observed of which around 22% was good and about 55% very good. The nature of the intake identified by the school is disadvantaged with many less able and few able children. In the nursery class, children make good progress overall. In the reception class, children make consistently very good progress in all six areas of learning. As a result, the overall quality of the educational provision for the under fives is appropriate to their needs, and the children are making good and often very good progress towards the Desirable Outcomes for Children's Learning.
- In KS1, standards of achievement were satisfactory or better in around 95% of the work observed of which around 70% was good and about 20% was very good. Pupils make satisfactory and occasionally good progress in one Y1 class and consistently good and occasionally very good progress in the other and in the Y2 class. By the end of the key stage, standards of achievement are good in Welsh and pupils make good progress in developing their speaking and listening, writing and reading skills. Standards of achievement are very good in mathematics with pupils' developing very flexible methods of working with number. Standards of achievement are very good in history, physical education and religious education. Standards are good in all other subjects of the NC.
- In KS2, standards of achievement were satisfactory or better in all of the work inspected of which around 73% was good and about 18% was very good. Standards of achievement are very good in English, with speaking and listening, writing and reading skills being of very good standard. Standards of achievement in science are also very good with pupils' investigative skills well developed. Standards are good in Welsh and mathematics. Standards of achievement are very good in music, physical education and religious education and good in all other subjects of the NC.
- Pupils with SEN make good and often very good progress in both key stages particularly in developing their reading skills. The school enables all pupils to develop their personal

qualities and talents to the full. There is little variation in achievement between girls and boys.

- In KS1, the 2003 NC teacher assessment results were above national and Carmarthenshire averages in all aspects of Welsh, mathematics and science. Pupils attaining level three were above in mathematics, similar in science but below in Welsh. In comparison with schools with a similar background in Wales, the school is performing in the top 25 per cent.
- In KS2, the 2003 NC assessment test results were well above national and Carmarthenshire averages in English and science and above in mathematics. In Welsh, results were below national but above the Carmarthenshire average. Pupils attaining level five were above national figures in English and science, slightly above in Welsh and similar in mathematics. In comparison with schools with a similar background in Wales, the school is performing in the top 25 per cent.

### **3.2 Standards achieved in key skills across the curriculum**

Standards of achievement in the key skills across the curriculum are variable. In the nursery class, children's listening and communication skills are satisfactory. In the reception class they are very good. In both key stages, pupils' listening skills are very good. In KS1, they are good in speaking, reading and writing. In KS2, standards in speaking in English are good and satisfactory in Welsh. Standards in reading and writing across the curriculum are satisfactory in both English and Welsh. In both key stages, standards are good in the application of number and the use of ICT across the curriculum.

- Pupils in KS1 and KS2 listen avidly and courteously and respond very effectively to instructions and explanations. In KS1, speaking skills in Welsh are good. They make good use of opportunities to answer questions effectively and confidently, to share ideas and to make effective contributions of good quality across the curriculum. In KS2, while the majority of pupils respond appropriately and answer questions well, opportunities to contribute orally in Welsh in a range of situations and to make extended contributions to discussions are limited.
- Pupils begin to develop their information gathering skills in KS1. They look for information in books in relation to a range of subjects and develop good research skills in English in KS2; they are more limited in Welsh.
- Pupils in both key stages and especially in KS2 have limited opportunities to write for recording and creative purposes in a range of curriculum areas. Their skills of producing writing of a good standard in different forms and for a variety of purposes in both languages, and particularly in Welsh, are underdeveloped.
- Pupils use their number skills effectively to reason and analyse information when handling data, particularly in KS2. Their skills in using graphs and tables to present information are well developed, particularly in science.

- Pupils in both key stages make good use of their ICT skills across the curriculum. Their word processing skills, the use they make of CDROMs and the internet and the use of data bases to present findings are well developed by the end of KS2.
- Pupils for whom English is an additional language are well supported in developing the key skills; they make appropriate progress.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

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

- The school meets statutory requirements for daily collective worship. Assemblies make a very important contribution to pupils' spiritual moral, social and cultural development. They focus particularly well on worthwhile values and provide pupils with opportunities for quiet reflection. Across the curriculum, pupils are given good opportunities to further experience features relating to awe and wonder.
- The nature of the respect shown to all pupils is a very impressive and praiseworthy feature of the life of the school. Relationships are of a very high standard and are a noteworthy aspect of the everyday life of the school. Pupils are very welcoming and polite to visitors.
- Relationships between pupils are very good. They work and play together in harmony. Collaborative work in relation to given tasks is often an impressive feature of a number of lessons. Older pupils respond very effectively to opportunities to take responsibility, particularly towards very young pupils.
- Pupils develop a very good understanding of the difference between right and wrong and show respect for others and their possessions.
- There are very good relationships with the community. Pupils develop a very good understanding of their responsibilities for the environment which is enhanced part through work in relation to the Eco School project. Pupils develop a very good awareness of those less fortunate than themselves both in the local area and the wider world. They contribute well to charitable causes.
- Very good emphasis is placed on Y Cwricwlwm Cymreig and pupils develop a very good knowledge and appreciation of the culture and heritage of Wales.
- Pupils' awareness of other cultures is developing effectively, primarily through work in religious education and geography. The school values the contribution of minority ethnic pupils and promotes respect and understanding of diverse cultures.
- Music permeates the work of the school, enriching the cultural and social lives of all its pupils.

## **4.2 Behaviour and attitudes**

Pupils' behaviour and their attitudes to learning are very good. The school is a very happy and caring community.

- The school promotes its expectations of pupils' behaviour well. High standards are expected and pupils receive a strong lead from the very good role models provided by their teachers and other adults in the school.
- Positive messages of respect, responsibility and care are provided during collective worship and within the curriculum, notably in religious education and PHSE. Pupils discuss the school's rules with their teachers at the beginning of the school year and some classes develop their own codes of conduct which are displayed in the classroom.
- Pupils' very good behaviour is a positive influence on the very good quality of life and orderly atmosphere in the school. Daily routines are efficiently carried out. Pupils are courteous and interact well together in the playgrounds and at lunch.
- Pupils respond very well to the very good learning environments created for them. They have an obvious respect for their teachers and, consequently, co-operate well in the classrooms. Pupils enjoy their lessons and often display considerable enthusiasm in their learning.
- Early years children are generally well behaved. In the reception class, they have learned how to share, help each other and carry out classroom routines with a minimum of fuss.
- There has been one instance of a temporary exclusion in the year preceding the inspection. This was a very exceptional instance and a last resort action that was effectively and correctly administered.

## **4.3 Attendance**

Levels of attendance are satisfactory.

- Whole school attendance levels are consistently well above 90% in the past three terms; unauthorised absences are rare.
- In the early years most pupils attend regularly and in the reception class attendance levels are consistently above 90%.
- The school prospectus and the home-school agreement give appropriate attention to the school's expectations of good attendance, and pupils with high attendance are rewarded each term. However, the school's self evaluation document and the SDP do not address attendance issues nor are specific targets set.
- Monitoring of individual pupil's attendance is thorough by class teachers and by the headteacher. In addition, the school's computerised attendance records provide the means for detailed analysis to monitor attendance. The school has good links with pupils'

homes, with the good support of the Education Welfare Officer (EWO), in order to address any cause for concern.

- The school's attendance registers comply for the most part with WAG requirements. However, the school occasionally authorises family holidays in term time in excess of the 10 days recommended.
- Punctuality at the start of the school day, after lunch and playtimes is very good.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching is a strength of the school and significantly contributes to the consistently good and occasionally very good standards achieved by pupils. Overall, the quality of teaching was satisfactory or better in around 98% of the sessions inspected of which around 52% was good and around 30% very good. The quality of teaching in the early years was very good in around 54 per cent of sessions inspected, good in around eight per cent and satisfactory in the remaining 38%. In KS1, it was very good in around 17% of lessons observed, good in around 54%, satisfactory in around 21% and unsatisfactory in the remaining eight per cent. In KS2, it was very good in around 30%, good in around 60% and satisfactory in the remaining 10%.

#### **Good features**

- Teachers have a good relationship with pupils and they know the pupils and their backgrounds very well. Pupils' efforts and good work are praised and consistent encouragement ensures their progress.
- Staff co-operate well together. They regularly have discussions, plan, share ideas and work effectively as a team, ensuring parity of provision for all pupils including those with SEN.
- Overall, teachers have a good knowledge and understanding of the subjects they teach. Teaching is consistently good and often very good when teachers teach subjects in which they have particular expertise.
- The quality of teaching of the under-fives is based on a secure knowledge and understanding of the Desirable Outcomes for Children's Learning. The range of teaching techniques and organisational strategies used are very good in the reception class ensuring children are constantly on task, appropriately challenged and given very good opportunities to speak audibly and clearly, and to develop as independent learners.
- Close co-operation between staff ensures good provision and equal opportunities for all pupils. Teachers organise activities confidently and manage tasks efficiently, making very good use of time.

- Teachers' lesson planning is very good, paying particular attention to learning objectives, continuity and progression.
- Well-organised direct teaching at a brisk pace, very good classroom organisation and the very good use of abundant learning resources effectively develop pupils' knowledge, understanding and skills in all classes. ICT is used effectively to reinforce new concepts. Plenary sessions at the end of the lessons are well used to reinforce main points.
- Teachers have very high expectations of the pupils and set challenging tasks. Work is well matched to pupils' abilities and prior attainment with differentiated tasks set to challenge the ablest pupils.
- A number of first-hand experiences either in the locality or further afield is a feature of the provision and follow-up work in class ensures that pupils' own related experiences contribute to the development of the work.
- Teachers throughout the school provide a stimulating environment with very good displays of pupils' work which are conducive to good teaching and learning.

### **Shortcomings**

- In the few lessons judged to be less effective, classroom organisation does not always ensure children are actively on task, learning objectives are not shared with the pupils and insufficient emphasis is placed on developing oral language patterns in Welsh, resulting in opportunities for pupils to contribute orally in a range of situations and to make extended contributions to discussions being limited.

## **5.2 Assessment, recording and reporting**

Arrangements for assessment, recording and reporting are good overall; the quality of assessment in the core subjects is very good.

- The school has a comprehensive assessment, recording and reporting policy which provides teachers with clear guidelines.
- Baseline assessment is undertaken on entry to the school and this provides useful information for curriculum planning, target setting and the early identification of SEN.
- Pupils' work in the core subjects is regularly assessed both formally and informally, with the aim of enabling teachers to plan appropriate work at the correct level. In these areas there are very good procedures in place for assessing the progress and attainment of pupils.
- Teachers keep cumulative records of pupils' progress in the core subjects. These are analysed and, together with end of key stage assessments, help the school to set further targets for improvement.
- Senior management analyse NC tests and assessment results and from this data use the results in planning, setting challenging school and class targets for improvement.

- The use of assessment is less effective in the foundation subjects. There are no effective arrangements for agreeing standards or recording pupils' progress in the foundation subjects with the exception of music where there is evidence of good practice.
- The arrangements for assessing and recording the achievements and progress of pupils with SEN are very good and have full regard for the new Code of Practice. Pupils are regularly assessed and findings are effectively used to identify learning targets.
- Progress of pupils who learn English as an additional language is regularly reviewed and evaluated.
- Individual targets are set for pupils in literacy; pupils are aware of their usefulness and appropriateness. The school recognises the value in short-term targeting.
- The school makes good use of standardised tests. Pupils' reading records are consistently used to improve reading standards.
- Records of significant development by pupils are kept on general observation sheets. Pupils' work is marked regularly and at best acknowledges the effort made by pupils and identifies the way forward.
- Annual reports to parents fully comply with statutory requirements and provide them with clear information about the progress made by their children.

### **5.3 Curriculum**

The quality and organisation of the curriculum is good.

- Planning of the early years curriculum is meticulous in all areas of learning. Pupils are appropriately prepared for their future learning experiences.
- The school provides a broad curriculum which meets statutory requirements in KS1 and KS2. Appropriate teaching time is allocated to all subjects. While the curriculum in KS1 is well balanced, an effective balance between Welsh and English as mediums of teaching and learning has not been established in KS2. This has a constraining impact on further developing pupils' oral and writing skills in Welsh across the curriculum.
- Policy documents are in place for individual subjects and comprehensive schemes of work are in place for all subjects. These, together with very detailed medium and short-term plans, offer clear guidelines for teachers to plan for the systematic and progressive development of skills, knowledge and understanding in all subjects.
- While there is a policy and an effective whole-school planning strategy for the development of the key skills of literacy, numeracy and ICT across the curriculum, opportunities for the progressive development of pupils' skills in oral and written Welsh are not sufficiently catered for.

- Policies of good quality are in place in relation to a wide range of areas of school life, including health and safety. These make an important contribution to pupils' quality of life.
- The school places much emphasis on equal opportunities and an appropriate curriculum to cater for the needs of pupils with SEN, gifted pupils and those who learn English as an additional language. Its provision for pupils' personal and social development is developing very effectively.
- Very good use is made of the local community and the wider locality and visits, and visitors such as the artist in residence play an important part in the development of the curriculum.
- Homework provision is well targeted and enables pupils to build on and reinforce their curricular experiences in school. The opportunities for individual research experiences through termly projects are particularly effective in KS2.
- Extra curricular provision is very good, significantly promoting Y Cwricwlwm Cymreig and making a very positive contribution to the life of the school. Activities include music, art, Welsh folk dancing and a wide range of activities to develop pupils' skills in physical education.

#### **5.4 Support, guidance and pupils' welfare**

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

- The school is a warm, caring and welcoming learning environment where pupils are happy and secure. Teachers know the pupils very well and deal sensitively with their individual educational and pastoral needs.
- All pupils have equal opportunities to learn and take part in the life and work of the school. Pupils with SEN are well integrated and receive very good targeted support. The school maintains very good links with a wide range of agencies within the local authority that provide specialist support generally and for individual pupils with specific needs.
- The school has an appropriate Child Protection Policy that meets WAG guidelines. The headteacher, as responsible person, has received training and maintains good links with the appropriate agencies.
- Pupils appreciate and enjoy the opportunity to contribute to the quality of life in the school by their involvement in the school council. This initiative has resulted in a 'bullying box' that allows all pupils to express any concerns that they may have. This does not preclude the close supervision of pupils to ensure that the school's firm anti-bullying policy is adopted effectively.
- Personal and Social Education (PSE) is effectively delivered through the curriculum. Sex education is approached sensitively and is covered specifically for Y6 pupils with the assistance of the visiting nurse. Drug awareness is supported by visits from the community police officer. The promotion of healthy eating is a strong element in the

science curriculum. Pupils are systematically taught road safety routines by a local authority agency with the volunteer support of a group of parents.

- Pupils are very well supervised during the day including during playtimes and lunch. Mid-day supervisors are well integrated into the school's culture of care and provide good support. Pupils are released with care by teachers at the end of the school day.
- Health and Safety and security issues receive careful and effective attention by all staff. There are appropriate arrangements for first aid and the administration of medicines.

## **5.5 Provision for pupils with special educational needs (SEN)**

Provision for pupils with SEN is very good. Pupils make good and often very good progress and have full access to the school's curriculum.

- The school's SEN policy is a clear and detailed document which sets a sound basis for both organisation and provision. The school conforms to the requirements of the new Code of Practice.
- The SEN register includes 120 pupils ( 47%) of whom seven carry statements of SEN. The register is well organised and is an operational document. Progress is assessed continuously and the register regularly updated.
- The very good liaison between the Special Educational Needs Co-ordinator (SENCO), the visiting support teacher and class teachers promotes good quality individual education plans (IEPs) for all pupils identified with SEN. The IEPs identify realistic achievable steps for individual pupil's learning. They are regularly reviewed and updated.
- Pupils with SEN are identified at an early age through standardised testing.
- The role of the SENCO is well developed. She is very efficient and provides a clear and positive lead to the school. She also teaches small groups of SEN pupils by means of withdrawal from the class; this positively influences standards of achievement.
- The withdrawal support for pupils with learning difficulties is very well organised. It is well targeted towards pupils who require additional help and provides good support for pupils' learning in the context of what is being taught in class, thus ensuring that they succeed. Work is well monitored by both the SENCO and class teachers and pupils' progress suitably recorded.
- Generally, teachers provide differentiated work and tasks, which are appropriate to pupils' ability.
- Learning Support Assistants (LSAs) work effectively with SEN pupils. They are aware of pupils' targets, respond effectively to their needs and have well organised routines.
- The positive support provided by the part-time support teacher and LSAs for pupils with statements of SEN ensures pupils make good progress.

- Links with outside agencies are good and effective use is made of additional support and guidance.
- Integration is an evident feature of provision with SEN pupils working happily and confidently with their peers. All pupils with SEN enjoy a broad and balanced curriculum.
- Seven pupils presently have statements of SEN. Arrangements for annual reviews of statemented pupils are good, all requirements are complied with and parents encouraged to attend.
- The school takes appropriate steps to note gifted pupils, and arrangements are already in place for support in this respect.
- Pupils with SEN make good use of ICT in both the SEN resource base and the ICT resource centre and this further enhances their learning.

## **5.6 Partnership with parents and community, schools and other institutions**

Partnership with parents and community, schools and other institutions is good.

- Communication between school and pupils' homes and the welcome given to parents to play a part in the life of the school and their children's education are good. This was confirmed during the pre-inspection meeting with parents.
- The information provided for parents is clearly understandable, wide-ranging and provided on time. However, parents express a wish to receive more information about the content of each term's course of study. There is a lack of more detailed supportive information for parents of pupils starting in the early years and an appropriate starter pack is at an advanced stage of development. Curriculum subject awareness evenings have been held for parents but with limited response.
- The school prospectus is attractively presented and meets statutory requirements, as does the governing body's annual report to parents and home-school agreement.
- The school values parents' views and they are consulted by questionnaire as part of the school's self-evaluation process. Parents are encouraged to become involved in the life of the school and to support their children's education. Parents provide valuable support for teachers in classroom activities and in supervising pupils on educational visits. A good number of parents took part in the tree planting programme on the school site as part of the school's Eco-Schools Project. Some parents have received training to support the Kerb Craft programme of road safety.
- Pupils contribute to the life of the community by taking part in the annual local events and religious festivals. They visit the local church, and local clergy are regular visitors to the school. Pupils learn about the role of local services in the community through visits by the police, fire brigade, the dentist and the nurse.

- The school benefits from an active partnership with other primary schools in the area which is co-ordinated by the comprehensive school. There is a clear focus on initiatives in the core subjects, enriching pupils' literacy, levelling of work and sharing INSET for staff. Transfer arrangements for Y6 pupils are well organised.
- There is a formal partnership with an institution of teacher training. Placements of childcare students from tertiary colleges provide additional support in the younger age classes.

## **5.7 Partnership with industry**

Partnership with industry is good.

- Links with the Education Business Partnership (EBP) has resulted in very good opportunities for staff development. Several members of staff, including the headteacher, have benefited from useful wide-ranging courses covering such areas as management issues, literacy, numeracy, physical education, science and Welsh.
- Y6 pupils begin to develop an insight into the processes of commerce by their involvement in administering the school's fruit shop. Profits accrued benefit the operation of the school council.
- Pupils' key skills and studies in geography, science and design and technology are enhanced by projects arising from visits to a national restaurant chain, a local farm, the National Botanic Garden and local shops and supermarkets. All pupils learn about the world of work from visits by officers from local public services.

# **6. MANAGEMENT**

## **6.1 Quality of self-evaluation and planning for improvement**

The quality of self-evaluation and planning for improvement are very good.

- Governors have a good understanding of the strengths and weaknesses of the school. Members of staff, both as individuals and as a group, are aware of their strengths and weaknesses and work hard to improve their skills and methods of working in order to raise the standards of pupils' achievements. The headteacher is pro-active in ensuring that self-evaluation draws on first-hand evidence of the quality of teaching and learning.
- The school has very effective strategies for assessing and evaluating pupils' standards of achievement. Detailed analysis is carried out of each pupil's assessment and test results, including those of the NC assessment at the end of KS1 and KS2.
- National and local data are used to compare aspects of the school's performance against that of other schools.
- The school draws upon analysis of questionnaires to parents and governors, and reviews undertaken by curriculum co-ordinators and the local education authority (LEA), to

identify whole school priorities and targets, which provide appropriate challenges for improvement as outlined in the SDP.

- The school monitors progress made towards achieving its targets; problems are identified early and solved where possible. In KS1, standards of achievement have significantly improved in the majority of curricular areas since the last inspection with further improvement in KS2.

## **6.2 Leadership and efficiency**

The school is very well led.

- The headteacher provides very good leadership and has a very good overview of the life and work of the school; he has a very clear vision of the school's future and has prioritised issues which require attention. He is ably supported by the deputy headteacher and an active and committed GB. The school's clear values, especially respect for individuals, their needs and achievements, have a positive effect on all pupils and staff.
- Staff have been fully involved in the formulation of consistently good schemes of work in all curricular subjects; these fully comply with Curriculum 2000. The curriculum co-ordinators assist their colleagues in ensuring continuity and progression in whole school planning. Effective monitoring of teaching and learning is undertaken.
- School governors have good knowledge of curricular provision. They work effectively with the headteacher to determine future priorities with visits to classes to oversee provision.
- The school budget is effectively and efficiently managed by the headteacher in collaboration with the finance sub-committee, with good attention to cost-effectiveness. With the assistance of the administrative officer and the LEA's link-officer, day-to-day expenditure is closely monitored. Funds are directed to educational priorities as identified in the SDP, with a significant percentage of the surplus fund having been spent on further extending accommodation.
- The audit of finances by the local authority in March 2001 with a follow up in 2002, reported good budgetary control.
- The routine organisation and administration of the school run very smoothly and efficiently with the full-time administrative officer undertaking her duties conscientiously. The school provides very good value for money.

## **6.3 Staffing, accommodation and learning resources**

The quality of staffing, accommodation and resources for learning is very good and contributes significantly to raising standards of achievement.

- There are sufficient appropriately qualified and experienced teachers to match the needs of the curriculum. The teachers have co-ordinating roles which cover all subjects.

- Teachers update their skills and professional development by means of attendance at appropriate regular courses; this has a positive influence on standards of achievement.
- Two visiting teachers give additional support to a pupil with a statement of SEN and for two pupils for whom English is an additional language. They support the relevant pupils well.
- The school administrative officer, lunchtime supervisory, kitchen and cleaning staff all make valuable contributions to the work of the school.
- The accommodation is well maintained and provides a high quality, safe and secure environment for pupils. It provides equal access for pupils who are disabled.
- The school hall, playground, music room and playing fields provide sufficient space for play, musical activities, physical education, art and design and technology. The grounds are used very effectively for investigative work in mathematics, science and geography.
- Very high quality displays enhance the learning environment throughout the school. This provides a stimulating environment for pupils' learning and has a positive impact on the standards achieved.
- The school is very well resourced to meet the needs of all NC subjects. The investment in ICT is having a significant impact on standards. The potential of the school library to promote further pupils independent research skills is being developed.

## 7. SUBJECTS AND AREAS OF LEARNING

### **Standards achieved by pupils**

#### **Provision for the under-fives**

Children are admitted part-time to the nursery class in the term following their third birthday; they are admitted full-time at the beginning of the term in which they attain their fourth birthday. The nursery class contains 20 full-time and 13 part-time children; there are 28 who attend the reception age class on a full-time basis. Baseline assessment results indicate attainment on entry for the majority is below average.

In the nursery class (3-4 year olds), children make good progress overall. In the reception class (4-5 year olds), children make consistently very good progress in all six areas of learning. As a result, the overall quality of the educational provision for the under fives is appropriate to their needs, and the children are making good and often very good progress towards the Desirable Outcomes for Children's Learning.

#### **Language, literacy and communication skills**

Standards of achievement are satisfactory in the nursery class and very good in the reception class.

### **Good features**

- Around a half of the children in the nursery listen attentively and enjoy hearing a familiar story read to them. The majority respond readily to questions and instructions and talk willingly with adults about themselves and their activities using a satisfactory range of vocabulary. Around a half of children from non-Welsh speaking homes make good progress in beginning to communicate through the medium of Welsh.
- Children of reception age listen very attentively to stories, and willingly explain the events illustrated in the pictures. They confidently browse through books, and abler pupils develop appropriate early reading skills. They match initial sounds to pictures and form letters correctly. They practise their emergent writing skills with growing independence; abler children write good quality extended sentences. They respond positively through the medium of Welsh by using known phrases and greetings. They ask questions, listen to responses, relate the thrust of a story and discuss confidently their needs and intentions, using a good range of vocabulary.

### **Shortcomings**

- In the nursery class, around a half of the children do not listen attentively during story time.
- Around a third of nursery children have limited skills in expressing opinions and developing early writing skills.

### **Personal and social development**

Standards of achievement are satisfactory in the nursery class and very good in the reception class.

### **Good features**

- Nursery children settle well into their new school routines; they are comfortable and secure in their nursery environment. The majority play contentedly alongside each other in a range of activities, learning to take turns and consider the feelings of others. They enjoy the social occasion of snack time. They manage dressing and undressing with the support of an adult and follow the routines for personal hygiene responsibly.
- Children of reception age move around areas of the school confidently, exercising very good self-control. They sustain their interest and concentration for extended periods when involved in appropriate tasks and respond quickly to signals to change activities. In small groups they interact very well together and willingly offer help to each other.

### **Shortcomings**

- A significant minority of nursery age children do not play contentedly alongside each other and do not show sufficient sensitivity to others.

## **Mathematical development**

Standards of achievement are good for children in the nursery and very good for those of reception age.

### **Good features**

- Nursery children develop early mathematical concepts and language in the context of a developing range of activities; they can match colours, remember counting rhymes and follow instructions. They count by rote to 10, begin to recognise numerals up to five and use the language of comparison.
- Children of reception age extend their knowledge of number and use number lines confidently to manage simple additions. They form numbers accurately. They are familiar with a very good range of mathematical terms. They recognise coins by their size and shape and use them correctly in their role play activities in the class shop. They confidently name simple two-dimensional shapes, and measure length accurately using non-standard measures. In data handling, children represent their work in graphic form with objects and pictures.

## **Knowledge and understanding of the world**

Standards of achievement are good for children in the nursery and very good for those of reception age.

### **Good features**

- In the nursery, children confidently identify some workers by the characteristics of their work. They develop a good understanding of how things grow and have a good understanding of the seasons. They talk about home and where they live. They enjoy experimenting, building and generally finding out in their construction activities.
- Children of reception age develop very good computer skills using the digital camera to record their findings. They confidently manoeuvre the mouse and cursor in modelling activities. Children have good knowledge of people at work and have a very good knowledge and understanding of their locality. They appreciate the differences in and uses of a range of materials and how they can be changed, such as turning cream into butter. They confidently experiment when finding out whether objects float or sink. Children appreciate the importance of the environment, have very good knowledge of the seasons and accurately record daily weather patterns.

## **Physical development**

Standards of achievement are very good for nursery and reception age children.

### **Good features**

- The many opportunities provided for nursery children help them to gain mastery of manipulative actions and to develop good hand-eye co-ordination. They handle small-scale toys, jigsaws, malleable materials and a variety of suitable tools well. The children

have daily access to a safe, stimulating outdoor play area where they develop very good control of the wheeled toys, and display very good skills in climbing and sliding.

- Children of reception age handle small objects competently in a range of play activities, and they use scissors with increasing dexterity. They develop precise pencil control, for instance, as they begin to learn to form letters and numbers correctly and attempt their own individual writing. Children build on the skills gained in nursery showing very good control when using large equipment such as bikes, see-saws and climbing frame. They develop good skills when throwing, retrieving and kicking balls.

## **Creative development**

Standards of achievement are good for children in the nursery and very good for children of reception age.

### **Good features**

- In the nursery, children choose from and experiment with different materials such as paint, papers, glue and dough to create images. They talk about their ideas as they shape, mark and decorate models and collages. They enjoy role play and willingly sing well-known rhymes and songs with reception age children.
- Children of reception age develop a strong sense of colour as they mix paints confidently to create graphic pictures. They explore and use a range of materials, experiment imaginatively with natural materials in the environment, make prints and create a very good range of collages on various topics. They know a very good variety of songs and use a range of non-pitched percussion instruments in their music making, with abler children using tuned percussion, keeping a steady beat when playing a simple melody.

## **Welsh**

Standards of achievement are good in both key stages.

### **Good features**

- KS1 pupils listen very well to stories, instructions and presentations and the majority use sentence patterns effectively and vary them in their speech. An impressive feature of the work of older pupils are their skills of questioning other pupils about aspects of their work and the effective observations they make in a variety of situations.
- The majority of pupils across KS1 read accurately and with good levels of expression and understanding. They show a developing confidence in their shared reading sessions featuring big books. They identify the main features of stories and give their opinions on them. They discuss the covers of books effectively in Y1 and make good use of dictionaries in Y2.
- Pupils throughout KS1 produce a good range of writing including prayers, rules, menus and stories, as well as describing characters in books or events in their lives. They make

good progress in their use of punctuation including capital letters and full stops and, in Y2, question marks and speech marks. By the end of the key stage, the majority demonstrate good skills in using idioms, comparisons to enrich their work and in their general development as independent writers.

- Pupils in KS2 build on oral skills developed in KS1. Across the key stage, pupils demonstrate good listening and understanding skills as they respond effectively to a range of instructions and questions. They demonstrate a good level of pronunciation and intonation skills. Younger pupils make good use of a range of descriptive words and phrases when they respond to poetry, while older pupils begin to make effective use of a range of idioms. By the end of the key stage, a significant majority of pupils express opinions and contribute well to discussions when they discuss books, for example.
- A significant majority of pupils make good progress in reading in KS2; they read accurately and with a good level of understanding. They demonstrate good awareness of how to gather information from factual books, and use dictionaries and thesauruses in a confident manner. The comprehension skills of most pupils develop well across the key stage and reach good levels in Y5 and Y6.
- Around two thirds of the pupils across the key stage develop writing skills which are at least satisfactory and in most instances good. They make good progress in their punctuation skills and by the latter part of the key stage these pupils use paragraphs effectively in their written work.
- Across KS2, pupils' write for a wide range of purposes which include stories, descriptions, accounts of visits, letters, including formal letters, responses to books and diaries, dialogues and newspaper reports. Pupils in the upper part of the key stage write effective soliloquies and present interesting points of view on given issues.
- Pupils' skills of using the word processor for drafting purposes develop effectively.
- Pupils in KS2 respond well to opportunities to write poetry on a group and individual basis. Examples of poems written by all pupils are to be found in several school anthologies which contains a number of impressive examples.
- Pupils' handwriting skills are variable and satisfactory overall.

### **Shortcomings**

- Across KS2, around a third of pupils demonstrate a limited vocabulary and an insecure grasp of language patterns in their oral and written work.

### **English**

Standards of achievement are very good in KS2. In accordance with the LEA policy for Category A schools, English is not taught in KS1.

## **Good features**

- Pupils listen to their teachers and peers respectfully, a feature which was evident in all lessons. They contribute well in class discussions and articulate clearly and confidently.
- Younger pupils are eager to take part in discussion and are prepared to take their turn in answering questions as they develop their work studying the novel 'Matilda' by Roald Dahl.
- Older pupils respond maturely in discussion when developing arguments for and against the wearing of school uniform. They express their opinions in accurate and concise language. They succeed in communicating confidently when discussing and expressing their experiences.
- Pupils reading skills across the key stage develop well. They read with appropriate expression by the end of the key stage. Throughout the key stage, pupils read suitable texts, show a good understanding of context and can describe the features of their favourite books and authors. Older pupils develop their higher order skills as they search for information from reference books on famous people they would like to interview.
- Pupils' written work is of a good standard. They write for a range of purposes and audiences, which include descriptions, dialogues, letters, stories and poems. They show pleasure in writing poems on different topics, and use images effectively.
- Very good work in poetry is recognised in an anthology of poetry produced and published by KS2 pupils. This offers all pupils the opportunity to appreciate, imitate and create poetry.
- Pupils across the key stage make satisfactory progress in handwriting skills. Spelling and punctuation are good. Pupils construct complex sentences and are adventurous in their use of language.
- Younger pupils devise colourful sentences when developing their creative writing skills in work on the novel 'Charlotte's Web' by E B White and in making good use of onomatopoeic words in developing their descriptive writing.
- Two pupils with English as an additional language have gained a suitable degree of confidence in speaking, listening and writing in English. They take a full part in lessons and gain significantly from the curriculum provided.

## **Shortcomings**

There are no significant shortcomings.

## **Mathematics**

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

### **Good features**

- In KS1, pupils very quickly become familiar with number sequences, identify and use patterns, including odd and even numbers. Younger pupils give accurate clues for others to guess the number. They confidently use a good range of mathematical terms.
- By the end of the KS1, pupils demonstrate very quick mental agility. They answer a range of questions quickly, accurately and confidently, using a range of different strategies to reach solutions and to check answers.
- KS1 pupils are very secure in doubling and halving numbers. By the end of KS1, pupils have a very secure understanding of halves and quarters and use this knowledge effectively in their work on time. Able pupils have a very good understanding of place value beyond a 100.
- Older KS1 pupils confidently name and describe a range of two and three-dimensional shapes, use standard units of measure accurately and estimate sensibly in their practical activities. They recognise and count coins and begin to give change accurately.
- Pupils in KS2 develop further their understanding of place value and patterns and strategies to support their problem solving strategies. They have quick mental recall of multiplication facts and use a good range of vocabulary.
- Pupils in Y3 extract information from tables and lists, and confidently sort numbers using a Venn diagram. They use a very good range of mental strategies when adding and subtracting sums of money accurately.
- Pupils in Y4 know the properties of a good range of two and three-dimensional shapes. They have a good understanding of the link between fractions and decimals and accurately solve problems using analogue and digital clock times.
- Y5 pupils confidently identify, draw, estimate and measure accurately a range of angles. They are comfortable working with large numbers to 1,000,000, recognise factors and prime numbers and have a good understanding of negative numbers. They have a good understanding of nets and areas of shapes and lines of symmetry.
- In Y6, the majority of pupils have a developing understanding of place value in their work on decimals. Their knowledge and understanding of place value in relation to whole numbers is secure. They use the four operations accurately to solve problems, for example, in calculating costs of summer bargains in the superstore.
- Throughout KS2, pupils collate data, often based on class questioning or on investigations in other subjects, and create and analyse different forms of graphs with growing confidence. ICT is used well to support their learning and in the presentation of their work.

## **Shortcomings**

- There are no major shortcomings, however in Y6, a significant minority do not record their work accurately and have an insecure grasp of place value when dealing in tenths and hundredths.

## **Science**

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

### **Good features**

- In both key stages, pupils demonstrate very positive attitudes towards the subject and develop a good scientific vocabulary, particularly in KS2 where they use a wide range of terminology.
- In both key stages, pupils develop a good understanding of factors relating to healthy eating and healthy living.
- Y1 pupils demonstrate good predicting and observational skills in their work on floating and sinking and the effects of heating fresh bread; they begin to draw conclusions effectively.
- Y2 pupils develop a good knowledge and understanding of the life cycles of a butterfly and frog as a part of their work on life process.
- Y2 pupils have a good understanding of the concept of a fair test as they investigate the effect of a slope on the speed of a car and which type of paper best absorbs water. They produce labelled drawings effectively as part of their recording process.
- Pupils in Y3 demonstrate an impressive knowledge of different categories of teeth and their functions. They make good use of mirrors to investigate their own teeth and they record results effectively.
- Y3 pupils demonstrate a good understanding of the importance of fair testing as they investigate which material stretches the furthest. They measure accurately, describe the investigation process very effectively and make very good use of their mathematical and ICT skills to convey their findings in tabular and graphic form.
- Y4 pupils develop an effective understanding of the value of using keys to classify a variety of information in science. They demonstrate good skills in their use of keys to further their understanding of the characteristics of minibeasts.
- In their focus on the concept of dissolving, Y4 pupils demonstrate good prediction and planning skills as they investigate the length of time it takes to dissolve different amounts of jelly. They take great care to ensure the fairness of the test and produce their results effectively in graphic form.

- Pupils in Y5 have a very good knowledge of the different categories of foods and develop a very good understanding of the digestive system. They exhibit impressive investigative and detailed recording skills as they investigate the effects of different types of exercise on the pulse rate and in their focus on the permeability of various soils. They outline the processes involved and draw conclusions and explain results in detail.
- Pupils in a mixed Y5/Y6 class effectively investigate the length of pupils' legs in relation to how far they can jump. They plan the experiment well, measure accurately, outline the findings in graph form and draw relevant conclusions. They develop a good grasp of the functions of the skeleton and of the main organs of the body and their functions.
- Y6 pupils demonstrate very good care in planning an experiment to investigate if different locations affect the speed of water evaporation. They plot the results of their investigation very effectively in line graph form and draw conclusions very effectively. The knowledge and understanding of the great majority of older pupils in relation to a range of features relating to light and electricity are well developed.
- In upper KS2, pupils' skills of planning investigations, their prediction and observation skills and the manner in which they present findings, are very well developed as are the skills of the majority of pupils in using apparatus and drawing effective conclusions. Pupils' skills of ensuring that tests are fair are particularly well developed.

### **Shortcomings**

- KS1 pupils' independent investigative skills are underdeveloped.

### **Design and technology**

Only one lesson was timetabled during the inspection. Evidence from discussion with the subject co-ordinator and pupils together with scrutiny of pupils' previous work indicates standards of achievement are good in both key stages.

### **Good features**

- Throughout the school, pupils' designing, making and evaluating skills are good. They build consistently on the knowledge, understanding and skills acquired.
- In KS1, pupils investigate different types of fruit in detail with a view to designing a fruit salad in their food technology studies. They use their senses of smell and taste in their focused practical task of making choices.
- In KS1 pupils make good progress in developing good evaluation skills, evident when they make changes to their designs of models.
- In KS1, pupils use a variety of construction sets, malleable materials, paper and boxes to make a range of models and artefacts. For example, pupils make good quality hand

puppets, and work effectively on mechanisms using joining techniques such as split pins. They develop good understanding of construction by building bridges from recycled materials.

- In KS2, pupils build on the knowledge, understanding and skills acquired at KS1 with learning effectively linked to other curricular areas. Pupils design in detail, and cut out and join materials effectively to the correct dimensions. Development of specialist vocabulary is much in evidence as pupils measure, make and annotate their designs when creating six different logos.
- In KS2, pupils make good progress evident when they undertake tests on materials to discover which ones are waterproof and which are not. They use this knowledge effectively as they make good quality boats.

### **Shortcomings**

There are no significant shortcomings.

### **Information technology**

Standards of achievement are good in both key stages.

#### **Good features**

- Good use is made of IT to increase pupils' key skills, especially reading and numeracy. The school is in possession of a wide range of appropriate software in this respect, and pupils' standards improve as a result of their regular use.
- Throughout the school, pupils use ICT equipment and software with confidence, developing their skills in every subject of the NC; this has a positive influence on standards of achievement.
- In both key stages, pupils of all abilities including those with SEN, make good progress. They show interest and enthusiasm and well-developed social skills when working collaboratively.
- KS1 pupils compose simple stories using a word processor and experiment with changing the colour and size of text fonts. With adult support, they load a program, open a file and record information. Working independently they use a mouse successfully, and scroll the screen and menu file to read and change instructions. They understand the function of backspace, space bar and enter key.
- KS2 pupils use word processing programs on computers in the classroom to draft and redraft their stories, poems and letters and present them well. They show sound knowledge of the processes needed to search for information on a topic and how to print it out.

- KS1 pupils make contact by e-mail with schools in the neighbourhood. KS2 pupils compose and send e-mail messages confidently, making contact with each other, local comprehensive schools and countries abroad.
- Pupils use internet search engines to locate information related to research projects. They select relevant sections and pictures to download and incorporate them into their own work.

### **Shortcomings**

There are no significant shortcomings.

### **History**

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

### **Good features**

- Across KS1, pupils make very good use of a range of stories about famous people, including those from Wales, to develop their knowledge of the past and to draw comparisons with the present. Y1 pupils, for example, have a good recall of features relating to the life of Mary Jones and Jemima Nicholas, while Y2 pupils demonstrate that their understanding of cause and consequence is developing very effectively as they focus on the story of Susan Rees.
- Pupils in KS1 make very good use of a visit to a heritage park to develop their understanding of features of life during the Victorian era, while older pupils draw very effectively on their visit to the Celtic village in St Fagans to develop their knowledge of the more distant past.
- KS1 pupils make very good use of classroom artefacts and pictures to extend their knowledge of home conditions and the lives of children as they worked in mines, mills and on farms during the nineteenth century.
- Y2 pupils demonstrate very good skills in asking historical questions when, for example, they focus on life in a medieval castle and demonstrate a very good grasp of chronology. They present their understanding effectively in a variety of ways which include well focused drama enactments.
- Pupils in Y3 demonstrate a very good knowledge and understanding of aspects of life in Roman times and have a good awareness of the chronology of the period and the contribution of archaeologists to our knowledge of the time. They demonstrate that they are developing very good skills of gathering information from sources and in organising and communicating their knowledge.
- In their study of the Tudors, Y4 pupils make effective use of a range of artefacts and a visit to an early manor house to develop a good understanding of a range of features to do with every day life and with themes such as reading and writing. They demonstrate a

good understanding of aspects of the life of personalities such as Francis Drake and of events such as the sinking of the Mary Rose and the battle with the Spanish Armada. They outline the reasons for the dissolution of the monasteries.

- Y5 pupils draw well on their visit to a museum and draw effectively on artefacts to demonstrate a good understanding of aspects of life, including rural life in the Victorian age. They demonstrate good skills in gathering information from pictures and documentary sources such as the census enumerator's returns and a school log book.
- Pupils in Y6 develop a good understanding of social life during the Second World War when discussing rationing, evacuation and air attacks in relation to a local town and their own village.
- Y6 pupils produce detailed individual projects as they develop a good understanding of a number of features relating to the history of their own locality, including the coming of the school to the locality. They have a good awareness of the extent to which a number of features have changed, particularly when compared to the beginning of the last century.

### **Shortcomings**

- The variety of ways in which older KS2 pupils organise and communicate their knowledge and understanding is underdeveloped.

## **Geography**

Standards of achievement are good in both key stages.

### **Good features**

- Pupils in KS1 and particularly in Y2 develop a good geographical vocabulary and use it to describe a range of physical and man made features of their locality. They develop a good awareness of the services which support the community.
- Y2 pupils develop a sound understanding of plans and maps relating to their area. They demonstrate good observation and recording skills as part of their fieldwork studies.
- Across KS1, pupils gather relevant information about a contrasting seaside locality and demonstrate good skills when comparing a number of features including landforms with that of their own area.
- Older KS1 pupils have a good knowledge of a number of features on maps of Wales and the United Kingdom. They understand the purpose of a key and use simple co-ordinates successfully.
- Y3 pupils develop a good understanding of physical and man-made features relating to their locality. The work shows a good understanding of how land is used in their area. Pupils develop good planning and mapping skills. An impressive feature of the study is

the good fieldwork skills they demonstrate as they analyse responses to a questionnaire which focused on residents opinions on a range of issues.

- Y4 pupils demonstrate a good knowledge of points of the compass and directions on a map. They make good use of a visit to a Welsh seaside locality to gather information and to enhance their understanding of how it differs with their own locality.
- Y5 pupils develop a good understanding of details on maps and globes including the significance of lines of latitude and longitude. They use four figure grid references effectively in their focus on a contrasting locality in an economically developing country.
- Pupils in Y5 and in a mixed aged Y5/Y6 class develop a good knowledge and understanding of a variety of natural and man-made features of a locality in a less economically developed country and draw relevant comparisons with their own locality in relation to a range of aspects, identifying a number of key differences. Pupils focus effectively on identifying a wide range of different categories of occupations.
- As part of their project work in history, Y6 pupils enhance their understanding of the main features of everyday life in their locality and how it has changed, and a minority are able to offer interesting ideas with regard to what the future holds. The majority demonstrate a good knowledge of how people misuse the environment and develop a good understanding of the arguments for and against the setting up of wind farms.
- Pupils in both key stages use their ICT skills effectively to gain access to additional information sources and to assist in handling, classifying and presenting evidence.

### **Shortcomings**

- KS2 pupils' skills in drawing a range of plans and maps are underdeveloped while older pupils do not undertake fieldwork on a sufficiently regular basis.

### **Art**

Standards of achievement are good in both key stages.

### **Good features**

- Pupils in KS1 paint, draw and make models and collage using a variety of materials. They paint and draw very well from memory and observation and produce work of good quality. They demonstrate a good knowledge of shading and colour mixing techniques.
- In their three-dimensional work, pupils in Y2 explore and experiment effectively, applying the elements of shape and form when rolling, cutting and shaping clay tiles.
- Pupils in KS2 build on previous learning as they are introduced to new skills and knowledge through purposefully structured activities. They acquire skills of working with materials and tools, and express their ideas and feelings effectively in two and three-

dimensional work. Younger pupils in KS2 develop good techniques of rolling clay, practise joining, moulding and indenting in making character plates.

- Pupils with SEN and those with English as an additional language receive good support and make good progress.
- Pupils learn about different styles and techniques of famous artists such as Monet and Valerie Ganz. They have good knowledge of Welsh artist such as David Jones, Shani Rhys James and Augustus John. They study the work of Van Gogh imitating his style in their own good quality pictures.
- Levels of awareness of art are emphasised and enhanced by the quality of display of pupils' own work. Pupils make good use of opportunities to improve their work through participation in an after school art club. A range of pupils' work is also to be seen in portfolios and sketchbooks.
- KS2 pupils work effectively with a local artist in residence to produce very good quality scenes from the mabinogion for display in the school foyer.

### **Shortcomings**

There are no significant shortcomings.

### **Music**

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

### **Good features**

- The quality of singing is good in KS1 and very good in KS2. Pupils develop clarity when singing together, controlling their voices well in appropriate loud and softer sections.
- Pupils in Y1 are introduced to simple elements successfully and as a result become familiar with appropriate vocabulary such as fast and slow, loud and quiet. They control an appropriate range of percussion instruments well. They play enthusiastically in group situations.
- When composing, pupils in a Y2 class create, select and organise sounds effectively in response to different stimuli.
- In KS2, pupils in Y3 listen attentively to and appraise pieces of music composed by Igor Stravinsky. They show rhythmic awareness and sensitivity to the music and a very good understanding of the musical elements of dynamics, pace, texture and timbre.
- In KS2, pupils are led by specialist teaching to warm their voices before all activities and as a result their breathing and diction are very secure and give good sense to interpretation. Pupils sing in rounds and two parts very effectively.

- Pupils attend lessons with visiting music specialists, to learn to play the violin and brass instruments; they make very good progress. This provision effectively extends the skills of pupils who are committed to developing their musical knowledge.
- All pupils, including those with SEN, are fully included in all lessons and are encouraged to make contributions in performance. This enables very good progress to be made.
- Pupils in KS 2 continue to develop their knowledge of music and their understanding of its beauties and complexities. The quality music used in lessons, assemblies and choir practice enables them to experience music of a wide variety of styles and genres and form a range of cultures including those from Wales.
- Pupils in Y6 display very good skills in composing and reading music. When appraising, they discuss the effectiveness of music, including their own compositions and performances.
- A very good range of opportunities is provided for further study of music in the lunchtimes and after school by the music specialist. This extends the range of learning very well, enabling pupils with particular talents to succeed in their own fields.

### **Shortcomings**

There are no significant shortcomings.

### **Physical education**

Standards of achievement are very good in both key stages.

### **Good features**

- Pupils in both key stages are enthusiastic; they change appropriately and understand the importance and significance of ‘warm up’ and ‘cool down’ exercises. They listen attentively to instructions, take turns and pay particular attention to safety factors. Almost without exception, pupils vigorously sustain activity for extended periods and cope very well with the demands set.
- In games activities, Y1 pupils display very good techniques in well-balanced running exercises, effectively using hands and arms. They co-operate and play fairly in small group team games, following the set rules conscientiously.
- Y2 pupils display very good skills when practising ways of striking a ball using a tennis racket. Very good skills are displayed in throwing and retrieving a tennis ball and in developing balanced and neat footwork.
- KS1 pupils develop increasing skills in evaluating their own performance and that of others, and persevere to improve their skills further.

- In KS2, pupils build on the knowledge, understanding and skills acquired in KS1. In athletics activities, Y3 pupils refine basic techniques in running, developing appropriate methods of exchange in relay races.
- In developing ball skills, pupils in Y5 display very good heading skills when working in pairs. Very good control is kept of the ball when dribbling, passing and receiving.
- In athletics activities in a Y5/Y6 class, pupils develop a variety of effective ways of exchanging a baton in relay races. They observe the conventions of fair play, honest competition and good sporting behaviour.
- Y6 pupils display very good techniques when fielding and throwing a cricket ball; their skills in bowling develop appropriately.
- The school regularly engages in a wide range of sporting activities at local, area and county level, enabling pupils to gain individual and team honours. Equal opportunities are given to both sexes, and pupils with SEN, to play in various team games.
- Opportunities for further development of pupils' skills are given through a wide range of extra curricular activities and a residential visit for older pupils to develop a range of outdoor and adventurous activity skills.
- In both key stages, pupils' skills and interest are significantly enhanced through the school's links with local clubs, teams and National Associations.

### **Shortcomings**

There are no significant shortcomings.

### **Religious education**

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

### **Good features**

- Pupils across both key stages develop a good understanding of the concept of worship particularly with regard to prayer. At appropriate levels they write their own prayers effectively.
- Pupils across KS1 develop a good knowledge of a range of Bible stories. Y2 pupils knowledge of stories about Jesus, including the Easter story, is impressive. They also focus effectively on later followers of Jesus including St David, St Francis, Mary Jones, Albert Schweitzer and Gwladys Aylward.
- Y1 and Y2 pupils focus effectively on a range of positive values and moral issues relating to their own experiences. They make very good use of a church visit as part of their work on special places and older pupils in particular develop a very good awareness of the importance of the baptism service as a way of receiving new members.

- Y2 pupils made very good use of their visit to a synagogue to develop their understanding of features relating to worship and customs in Judaism. They build further on their experiences by using classroom artefacts effectively to develop their understanding of Jewish celebrations such as Sukkot and Hannuka and the Passover.
- Their knowledge of other faiths is beginning to develop effectively through listening to a range of stories including those relating to Guru Nanak and the Krishna. They demonstrate their knowledge particularly effectively through the medium of drama.
- Y3 pupils demonstrate a very good knowledge of the life of Jesus as a healer and also of the miracles that he performed. They acquire a very good understanding of the importance of the Bible for Christians. They have a good understanding of the great importance of William Morgan's translation of the Bible into Welsh.
- Y4 pupils have a good knowledge of a number of Old Testament stories including the story of Ruth and Joshua's triumph at Jericho.
- Pupils in Y5 and a mixed Y5/Y6 class have a good knowledge of the disciples of Jesus and understand why they were called. They focus well on the story of the temptations of Jesus and have begun to explore how people are often tempted to do the wrong things.
- Y6 pupils demonstrate a good knowledge of the life of Moses and the importance of the ten commandments. They draw on this knowledge to further their understanding of the importance of rules in everyday life. They have a good understanding of the importance of parables in the teaching of Jesus.
- In KS2, pupils develop a good knowledge of other faiths through focusing on religious artefacts and in particular religious symbols. Younger pupils demonstrate a good understanding of Jewish and Buddhist customs. Older pupils demonstrate a good understanding of the significance of the five pillars of Islam and make good use of their knowledge of the story of Judas Maccabeas to enhance their understanding of features relating to the Jewish religion.
- Pupils in KS2 focus particularly well on moral issues and consider the ways in which the world can be made a better place.

### **Shortcomings**

- Pupils at the upper end of KS2 do not communicate their knowledge and understanding in a sufficiently wide range of written forms.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

#### **Brynamman C P Infants School**

The school was last inspected in the Summer term 1997. The report identified seven key issues for action:

- **raise standards in all aspects of Welsh among a third of the pupils who lack sufficient fluency;**
- **raise standards in design and technology, history, geography, art, music and physical education;**
- **conform to the Welsh Office requirements by identifying cases of unauthorised absences;**
- **adopt a more flexible approach to dealing with pupils who have a poor command of the Welsh language;**
- **ensure closer liaison between the isolated nursery and the main school so as to ensure greater continuity and progression;**
- **develop a child protection policy in line with statutory requirements;**
- **reconsider dining and changing arrangements for the safety of the children.**

Overall, the school has made very good progress in addressing the key issues, with standards of achievement raised in the vast majority of curricular areas.

- Staff undertook INSET to develop pupils' speaking and listening skills with support provided by the LEA advisory teacher. The support teacher's role was changed to that of an Athrawes Fro to support pupils with SEN in Welsh language development. In this inspection, it was judged that very good progress has been made, with standards of achievement deemed to be good in Welsh.
- The role of curriculum co-ordinators was developed to monitor standards of achievement and quality of teaching and learning. Staff meetings were undertaken to review schemes of work and evaluate short-term plans. Further INSET was undertaken by relevant teachers on specific aspects within curricular areas. In this inspection, it was judged that very good progress has been made with standards of achievement being very good in history and physical education and good in design and technology, geography, art and music.
- A whole school policy was devised to accurately record unauthorised absences and registers were to be marked following strict guidelines. In this inspection, registration conforms for the most part with WAG requirements.
- A more flexible approach was introduced to implement the language policy for pupils who had a poor command of Welsh. 'Quiet English' was used in small group situations to explain to pupils the tasks to be undertaken and the support teacher was utilised as an Athrawes Fro to provide extra teaching support in Welsh for pupils with SEN. In this inspection, standards of oral Welsh are judged to be good in KS1.

- Planning of the under-fives curriculum and short term planning was undertaken together by the nursery and reception departments. In this inspection, it was judged that the early years curriculum is very good with short term planning being very specific, detailed and fully complies with the requirements of the Desirable Outcomes for Children's Learning.
- A child protection policy was devised. In this inspection, it was judged that the present policy fully complies with statutory requirements.
- As the school is now in a new setting, concerns for the safety of children no longer exist. In this inspection, it was judged there are no health and safety issues.

### **Brynamman Junior School**

The school was last inspected in the Autumn term 1996. The report identified four key issues for action:

- **ensure that medium and short-term planning contains sufficient detail to ensure continuity and progression;**
- **develop the role of curriculum co-ordinators in monitoring work in the foundation subjects;**
- **ensure the medium of teaching and learning is not mixed within individual lessons;**
- **establish appraisal and staff development procedures.**

Overall, the school has made good progress in addressing the key issues raised in the last inspection report.

- Schemes of work and policy documents were reviewed by curriculum co-ordinators, carefully re-appraising skills and concepts, and ensuring continuity and progression. In this inspection, it is judged that subject policies, schemes of work and particularly mid and short-term planning is very detailed in all curricular areas, fully meeting NC requirements.
- Timetabling of monitoring procedures were extended to foundation subjects. New monitoring forms were devised to ensure conformity of procedures. In this inspection, it was judged that very good procedures are in place for curriculum co-ordinators to monitor standards of achievement in all curricular areas.
- A new school policy on the medium of teaching and learning was devised so that Welsh and English were not to be mixed in individual lessons. Support was provided by the LEA language advisory service and other outside agencies. In this inspection it was judged that there is an imbalance towards English in the medium of teaching in KS2, resulting in pupils' speaking and writing skills in Welsh being insufficiently developed.
- Staff development was enhanced through a programme of INSET, disseminating good teaching practices and undertaking appraisal procedures. In this inspection, it was judged that staff development and confidence has been significantly enhanced resulting in the school's Investors in People award.

## **8.2 Key issues for action**

To build on its many strengths, the school needs to;

- maintain the standards in subjects and aspects which were judged to be good or very good and raise standards in subjects and aspects judged to be satisfactory by addressing the shortcomings identified;
- further develop pupils' speaking and writing skills in Welsh across the curriculum in KS2;
- ensure a better balance in the medium of teaching in KS2.

The school is addressing aspects of the first two key issues in its current SDP.

## APPENDIX

### A. Basic information about the school

Name of School	Brynamman Primary School
School type	Community
Age -range of pupils	3-11
Address of school	Brynceunant Brynamman Ammanford Carmarthenshire
Post-Code	SA18 1AH
Telephone Number	01269 822108

Headteacher	Mr Nicholas Jones
Date of appointment	01-09-1997
Chair of Governors/ Appropriate Authority	Mr Glynog Davies
Registered Inspector	Mr Jeffrey Harries
Dates of inspection	30 <sup>th</sup> June – 3 <sup>rd</sup> July 2003

### B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	26.5	28	37	27	28	31	32	36	245.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	1	12.1

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	19.7:1
Pupil:adult (fte) ratio in nursery classes	13.3:1
Pupil:adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	24.3
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	92.4	95.2	94.4	94.3
Term 2	91.7	93.7	93.4	93.1
Term 3	93.5	95.5	94.4	94.6

Number of pupils excluded during 12 months prior to inspection	1
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## C. Results of National Curriculum assessments and public examinations

### END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 27					
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School	0	0	11	78	11	0
WE: Reading	Teacher Assessment	School	0	0	11	78	11	0
WE: Writing	Teacher Assessment	School	0	0	11	78	11	0
WE: Speaking and listening	Teacher Assessment	School	0	0	11	56	33	0
Mathematics	Teacher Assessment	School	0	0	7	67	26	0
Science	Teacher Assessment	School	0	0	7	78	15	0

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

D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.

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

**END OF KEY STAGE 2: 2003**

National Curriculum Assessment KS 2 Results: 2003										Number of pupils in Y6: 36			
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	3	0	22	42	33	0
		National	0	0	0	0	0	1	6	17	46	30	0
	Test/Task	School	0	6	0	0	0	0	0	8	44	42	0
		National	0	2	1	1	0	0	5	12	41	38	0
Welsh	Teacher Assessment	School	0	0	0	0	8	3	11	20	47	11	0
		National	1	0	0	0	0	1	4	19	50	23	0
	Test/Task	School	0	3	0	0	8	0	6	20	47	16	0
		National	1	2	0	1	0	0	3	18	51	24	0
Mathematics	Teacher assessment	School	0	0	0	0	0	3	3	22	30	42	0
		National	0	0	0	0	0	1	4	19	47	28	0
	Test/Task	School	0	6	0	0	0	0	0	19	47	28	0
		National	0	2	1	1	0	0	4	19	43	30	0
Science	Teacher assessment	School	0	0	0	0	0	0	3	17	25	55	0
		National	0	0	0	0	0	0	2	13	50	33	0
	Test/Task	School	0	6	0	0	0	0	0	3	52	39	0
		National	0	2	0	0	0	0	1	10	47	38	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	66.6	In the school:	79.4
In Wales:	68	In Wales:	68

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
- A Pupils who have failed to register a level because of absence.
- N Pupils who have failed to register a level for reasons other than absence.
- B Pupils not entered for tests because they are working outside the levels of the tests.
- W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.
- n Tests do not cover these levels.
- n/a not applicable.

## **D. Evidence base of the inspection**

The inspection was carried out by a team of four inspectors who spent a total of 13 inspector days at the school.

### **Before the inspection:**

- meetings were held with the headteacher and staff, the GB and 30 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 133 completed questionnaires were analysed, and the inspection team took note of the results;
- school documentation was examined.

### **During the inspection:**

- evidence of lessons or sessions observed was based on the inspection of classes in a total of 87 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunch-time;
- discussions were held with pupils about aspects of their work and life in the school;
- inspectors listened to a representative sample of pupils read;
- inspectors scrutinised pupils' work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the headteacher, staff and the GB.

## E. Composition and responsibilities of the inspection team

<b>Inspector</b>	<b>Type</b>	<b>Aspect Responsibilities</b>	<b>Subject Responsibilities</b>
Mr J Harries	Rgl	The school and its priorities; Main findings; Standards of achievement; Quality of teaching; Quality of self-evaluation and planning for improvement; Leadership and efficiency; Progress since the last inspection; Key issues for action.	Early years; Mathematics; Physical education.
Mr B Jones	Team	Standards achieved in key skills across the curriculum; Pupils' spiritual, moral, social and cultural development; Curriculum.	Welsh; Science; History; Geography; Religious education.
Mr D B Morgan	Team	Assessment, recording and reporting; Provision for pupils with SEN; Staffing, accommodation and learning resources.	English; Design and technology; Information technology; Music; Art.
Mr E James	Lay	Behaviour and attitudes; Attendance; Support and guidance; Partnership with parents and community, schools and other institutions; Partnership with industry.	

**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.**