

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

**Bryncethin Primary School
Heol Canola
Bryncethin
Bridgend
CF32 9TH**

School Number: 6722368

Date of Inspection: 04/12/06

by

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78730**

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

The inspection of Bryncethin Primary School took place between 04/12/06 and 07/12/06. An independent team of inspectors, led by Michael T. Ridout undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Bryncethin Primary School was formed in September 2001 following the amalgamation of separate infant and junior schools on the same site. It is a community school for boys and girls aged from four to eleven years. There are nine classes including a class for sixteen pupils with moderate learning difficulties (MLD) that is provided by the Local Education Authority (LEA). There are 220 full-time equivalent (fte) pupils on roll, including 20 children under five years of age. The average class size is 25.5. There are 11 (fte) teachers, including two part-time staff. There are three learning support officers (LSO).
- 2 The school is situated in Bryncethin, to the north of Bridgend. It serves both Bryncethin and Sarn. The area has a mixture of privately owned and rented homes. The school describes the community as neither prosperous nor economically disadvantaged. Around 24 per cent of pupils are entitled to free school meals; this is above the local and the national average. A small number of pupils is 'looked after' by the local authority. There are few pupils from ethnic minorities; none is supported in learning English as an additional language. No pupils come from homes where Welsh is the first language. English is the predominant tongue spoken and the school teaches Welsh as a second language.
- 3 Assessment data confirms that the school receives pupils from the expected range of abilities. A significant number has under-developed language and numeracy skills; this is reflected in around 36 per cent of pupils being identified as having special educational needs (SEN). No pupils have a statement of SEN.
- 4 The separate infant and junior schools were previously inspected in September 1999 and September 2000. Since that time, the overall number on roll has declined and the number and organisation of classes has changed. Significant enhancements to the buildings have been made since the formation of the primary school.

The school's priorities and targets

- 5 The work of the school is guided by its motto: *All at this school have Great Expectations*. A mission statement and seven key aims are published in the prospectus. The main goals in the school development plan (SDP) 2006–2007 are to:
 - 1 set and evaluate challenging but realistic pupil attainment targets to raise achievement;
 - 2 promote the effective use of bilingual skills;
 - 3 improve learning and standards through the development of a range of skills;
 - 4 promote a positive attitude towards global citizenship and education for sustainable development;
 - 5 ensure effective transition between key stages;
 - 6 further refine self-evaluation, celebrate success and identify areas for improvement;
 - 7 further develop an understanding of cultural diversity;
 - 8 develop members of staff according to the identification of individual needs to impact on educational provision.

Summary

- 6 The primary school, established in 2001, successfully builds on the strengths of the two previous schools. The organisation has an impressive sense of community, purpose and direction. Leadership is particularly effective in promoting a positive ethos that enables pupils to achieve well. This is clearly reflected in pupils' personal development and in the outstanding quality of care, support and guidance provided.

Table of grades awarded

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

- 7 The findings of the inspection matched the school's self-evaluation for key questions one to four but differed in the rest.

Standards

- 8 In fifty-two lessons or parts of lessons, standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	57%	35%	-	-

- 9 In almost two-thirds of the lessons observed, standards of achievement were good. This matches the 2007 Welsh Assembly Government (WAG) target of at least good standards in 65 per cent of lessons inspected.

Areas of learning for the under-fives

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

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

Grades for standards in subjects inspected

Inspection Area	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

- 11 Learners in both key stages achieve good overall standards in relation to their capabilities. They acquire appropriate subject knowledge and by the end of KS2 the majority achieve sound understanding and skills.
- 12 Across both key stages, pupils generally reach appropriate levels in the key skills of listening, reading, numeracy and information and communications technology (ICT) across the curriculum. Levels in speaking and writing remain a focus for improvement.
- 13 Levels of bilingual competence are good.
- 14 The results of the 2005 KS1 National Curriculum (NC) assessments in English, mathematics and science were below national figures. In comparison with schools having over 16 per cent and up to 24 per cent of pupils eligible for free school meals, results were below average in English, about average in mathematics and above average in science.
- 15 In KS2, results in the same subjects were below national figures and those for similar schools. These figures include the results of a small number of pupils with MLD. Adjusted figures indicate the school's performance compares well with the national picture.
- 16 The 2006 NC assessment results in both key stages, for which there are no national comparative figures available at the time of writing, show the maintenance of good standards.
- 17 Progress is good, particularly in basic skills, in KS1. In KS2, overall progress lacks consistency across the key stage. Progress improves markedly for pupils of all abilities by the end of the key stage.
- 18 The more-able pupils are not always sufficiently challenged to achieve their potential in some classes.
- 19 Pupils attending the MLD class make good progress towards the learning targets set for them in their Individual Education Plans (IEPs).

- 20 The majority of pupils with SEN make overall sound progress towards their targets in basic skills. However, their progress is variable across mainstream classes.
- 21 Pupils' attitudes to learning, the interest they show in their work and their efforts to sustain concentration are good.
- 22 Standards of behaviour are very good. This is a notable feature throughout the school.
- 23 Whole-school attendance during the three terms preceding the inspection averaged 92.0 per cent. This is below the average for primary schools in Wales.
- 24 The progress pupils make in their personal, social, moral and wider development is excellent. The quality of relationships in the school is very good.
- 25 Throughout the school, pupils' understanding of equal opportunities and respect for diversity is developing very well.
- 26 Learners are prepared well for effective participation in the workplace and the community.

The quality of education and training

- 27 In fifty-nine lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	56%	36%	-	-

- 28 In almost two-thirds of lessons observed, teaching was good or better. This is a little below the national picture reported by Her Majesty's Chief Inspector in her annual report 2004 – 2005. Nationally, the quality of teaching is good in 79 per cent of lessons, with 18 per cent of lessons having outstanding features.
- 29 Strengths in teaching include high expectations, very good working relationships with pupils and the regular use of incidental Welsh.
- 30 The good practice in the school forms a secure basis for developing greater consistency in learning and teaching.
- 31 Areas to be developed further include the focused implementation of lesson planning and the use of a greater range of learning styles, including teaching and organisational methods, to ensure the active engagement of learners in relevant and suitably challenging tasks.
- 32 Planning to develop and promote key skills and the skills required for independent study and problem solving are a current focus for improvement.
- 33 The overall quality of assessment procedures and the use of data in strategic planning and improving learning are good.
- 34 The use of strategies to help pupils gain a clear understanding of the purpose of assessment and how they can improve their work are being developed.

- 35 The quality and consistency of reporting to parents is good.
- 36 The curriculum is appropriately broad, generally well balanced and is accessible to all pupils, including those with additional educational needs. There is strong emphasis on developing basic skills in morning sessions.
- 37 There is some variation in the effectiveness of the implementation of schemes of work. The length of some lessons sometimes results in a lack of appropriate balance across subjects.
- 38 The school is developing its framework to ensure continuity and progression in the key skills in literacy, numeracy and ICT across the curriculum.
- 39 A particularly effective element in the curriculum is the excellent provision for out-of-school activities for pupils in KS1 and KS2 and the significant enrichment of the curriculum by a very good range of clubs, cultural and sporting activities.
- 40 Overall, the school promotes pupils' personal development including their spiritual, moral, social and cultural development very well.
- 41 There are strong and effective links with parents, who are very supportive of the school's work.
- 42 The school's partnerships business and with other schools and colleges have a positive impact on the quality of provision.
- 43 The provision for developing pupils' bilingual skills in English and Welsh is very good. The Cwricwlwm Cymreig is well reflected in the life and work of the school.
- 44 The promotion of pupils' understanding and awareness of sustainable development and global citizenship has a high profile in the school.
- 45 The overall quality of care, guidance and support provided for pupils has many outstanding features.
- 46 The arrangements for pupils' Personal and Social Education (PSE) are good.
- 47 The overall quality of the provision for pupils with additional educational needs, including those with SEN is good. The arrangements are well managed by the SEN co-ordinator (SENCo). However, the time available for the SENCo to monitor and support provision is limited.
- 48 The school has an appropriate disability accessibility plan with provision to improve access to the curriculum, physical access and the provision of information.

Leadership and management

- 49 In the context of a recently formed primary school the school's leadership is especially successful in setting renewed direction and purpose for the staff and the whole-school community. As a consequence, there is an impressive sense of teamwork and community throughout the school.
- 50 The governing body (GB) is well informed and strongly supportive of the school.
- 51 A self-critical culture of self-evaluation is becoming established in the school.

The inspection endorses the many good features in the school's self-evaluation processes, but finds the first-hand evidence is not wholly consistent with the grades awarded by the school in three of the key questions.

- 52 The effectiveness of planning for improvement is good. The success of the school's actions to bring about improvement is reflected in the successful amalgamation of the two schools and the continuing process of raising standards.
- 53 Overall, the school is very well resourced, but the provision of LSOs is limited.
- 54 The learning environment is very tidy and very well presented throughout the school.
- 55 The basic deployment of the school's key resources is generally effective. However, the impact of learning and teaching is sometimes constrained by the organisation of the school day and the length of lessons.
- 56 Since the formation of the primary school in 2001 the members of staff have been particularly successful in establishing a calm, purposeful and caring ethos throughout the school. Overall standards are much-improved when compared with the position reported by the last inspections of the infant and junior schools.
- 57 Progress and improvement is good. The school provides good value for money.

Recommendations

The school should continue to raise standards and improve provision, in line with the school development plan, by placing particular emphasis on:

- R1 improving pupils' learning skills, including key research and investigative skills, in relevant cross curricular contexts;
- R2 ensuring greater consistency in pupils' overall progress, with emphasis on the needs of less-able and more-able pupils;
- R3 building on the good practice in teaching to improve the implementation of planning, through the use of a greater range of learning styles and organisational methods, to ensure the active engagement of learners;
- R4 ensuring appropriate curricular balance through the consistent implementation of schemes of work including effective planning for the development of pupils' learning skills;
- R5 reviewing the organisation of the school day and the provision of learning support officers.

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

A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 58 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 59 In fifty-two lessons or parts of lessons, standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	57%	35%	-	-

- 60 In almost two-thirds of the lessons observed, standards of achievement were good. This matches the 2007 Welsh Assembly Government (WAG) target of at least good standards in 65 per cent of lessons inspected.
- 61 The overall quality of the educational provision for children under five is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

Areas of learning for under-fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
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Creative development	Grade 2
Physical development	Grade 2

Grades for standards in subjects inspected

Inspection Area	Key stage 1	Key stage 2
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Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

- 62 Children under five years of age achieve well and make a good start in the acquisition of basic and key skills. Their achievements in personal and social development are often quite impressive. This contributes very well to the overall standards achieved.

- 63 Learners in both key stages achieve good overall standards in relation to their capabilities. They acquire appropriate subject knowledge and by the end of KS2 the majority achieve sound understanding and skills. This is particularly evident in practical subjects such as information technology and physical education.
- 64 The school is successful in enabling most pupils to meet and in some cases exceed agreed end-of-key-stage learning targets and goals.
- 65 Across both key stages, pupils generally reach appropriate levels in the key skills of listening, reading, numeracy and information and communications technology (ICT) across the curriculum. Levels in speaking and writing remain a focus for improvement. The impact of recent initiatives is already evident in Year 6.
- 66 Levels of bilingual competence are good. Pupils benefit from a structured whole-school programme to consolidate vocabulary in two subjects each term.
- 67 Learners, regardless of their capabilities or background, achieve similar levels of success.
- 68 The 2005 results of the end of KS1 National Curriculum (NC) teacher assessments indicate standards in English were below national averages, in mathematics about average and in science above average. In comparison with similar schools having over 16 per cent and up to 24 per cent of pupils eligible for free school meals the picture is similar. The proportion of pupils attaining at least expected levels in all three subjects was 82 per cent. This is in line with average figures nationally and for similar schools.
- 69 The end of KS2 results in English, mathematics and science for 2005 were below national figures and those for similar schools. The proportion of pupils attaining at least expected levels in all three subjects was 70 per cent. This is below average figures nationally and for similar schools.
- 70 The performance indicators for KS2 include the results of a small number of pupils with MLD. If these results are excluded the levels attained by most pupils are broadly average.
- 71 Analysis of the school's results over the three years to 2005 shows a steady trend of improvement. The school is successful in enabling a greater proportion of pupils to attain higher levels at the end of both key stages. Improvement is marked, particularly at the end of KS2 in mathematics and science.
- 72 The 2006 NC assessment results in both key stages, for which there are no national comparative figures available at the time of writing, show the maintenance of good standards.
- 73 The school is proactive in tackling underachievement on the basis of gender. Recent figures for the number of pupils attaining at least expected levels in the three core subjects show the girls outperformed the boys at the end of KS2 in 2005. This reverses the picture in the two previous years.
- 74 As pupils move through the school, they make overall good progress in the acquisition of knowledge, skills and understanding. Progress is good in basic skills in

KS1. In KS2, progress lacks consistency across the key stage. Progress improves markedly for pupils of all abilities by the end of the key stage.

- 75 The more-able pupils are not always sufficiently challenged to achieve their potential in some classes. In some cases, the setting of pupils in Years 3 – 5 meets the needs of these pupils well.
- 76 The progress of pupils with SEN is widely variable. Pupils attending the MLD class make good progress towards the learning targets set for them in their Individual Education Plans (IEPs). These focus mainly on PSE, literacy and numeracy. The positive impact of Forest School activities on these pupils' attitudes to learning, the quality of relationships and their ability to co-operate and learn is notable. However, this level of progress is seldom maintained when the pupils integrate in mainstream classes.
- 77 The majority of pupils with SEN make overall sound progress towards their targets in basic skills. Although some pupils benefit from support in withdrawal groups the provision is not always closely enough linked to work with the whole class. Furthermore, opportunities to ensure continued progress towards their IEP targets in cross-curricular contexts are seldom fully developed.
- 78 In lessons where new learning is clearly explained, pupils develop a clear understanding of what they are doing. This was exemplified well in a dance lesson where pupils confidently used the prompts provided to explain their work. Furthermore, where constructive marking and self-assessment strategies are used well, pupils have a greater understanding of how well they are doing and what they need to do to improve.
- 79 Taking account of the low starting point of a significant minority of pupils in basic skills and the large proportion of pupils with additional educational needs, the majority of pupils make good progress towards fulfilling their potential over the seven years they spend in the school. Pupils are prepared well for the next stage of their education.
- 80 Children under five years of age make good progress in developing their personal and social skills. They are confident, secure and sociable.
- 81 Pupils' attitudes to learning, the interest they show in their work and their efforts to sustain concentration are good. In both key stages, pupils are well focused and keen to do their best. When given the opportunity to do so, they enthusiastically make effective use of lesson time. Pupils in the MLD class have positive attitudes and generally concentrate well on the task in hand.
- 82 Standards of behaviour are very good. This is a notable feature throughout the school. Pupils are polite and they greet visitors in a friendly manner, often in Welsh. They work and play happily together. Pupils know what is expected of them, understand the need for rules and are aware of the consequences of unacceptable behaviour. Incidences of bullying are rare. No pupils were excluded during the twelve months prior to the inspection.
- 83 Whole-school attendance during the three terms preceding the inspection averaged 92.0 per cent. This is below the average for primary schools in Wales. Unauthorised absence is less than 1.0 per cent. With few exceptions, pupils arrive on time. The

names of latecomers are recorded. Registration is completed promptly at the beginning of the morning and afternoon sessions and provides an opportunity to exercise and improve knowledge and understanding of Welsh. Lessons throughout the day begin on time.

- 84 Learners successfully develop the capacity to work independently and in small groups. They show good social interaction as they work together and this helps to prepare a firm foundation for developing and maintaining their skills for lifelong learning.
- 85 The progress pupils make in their personal, social, moral and wider development is excellent. Relationships are very good, enabling pupils to express and explore their views openly. There is a mutual respect between adults and pupils. This helps create a happy, caring and supportive learning environment. Through initiatives such as the school council, eco committee, buddies and mediators, and charitable fundraising, pupils develop positive attitudes to citizenship. They are patient in waiting their turn and apply themselves diligently to their tasks.
- 86 Throughout the school, pupils' understanding of equal opportunities and respect for diversity is developing well. The curriculum helps to develop knowledge, understanding and respect for the diversity of beliefs, attitudes and cultural traditions within society. School assemblies, and visits and visitors to the school play a part in this process.
- 87 From the early years on, children are prepared for effective participation in the workplace and the community. Visits to places of interest and involvement in community projects help in this preparation. Visitors to the school talk to children and provide a range of work related experience.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 88 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 89 In fifty-nine lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	56%	36%	-	-

- 90 In almost two-thirds of lessons observed, teaching was good or better. This is a little below the national picture reported by Her Majesty's Chief Inspector in her annual report 2004 – 2005. Nationally, the quality of teaching is good in 79 per cent of lessons, with 18 per cent of lessons having outstanding features.
- 91 Strengths in teaching include high expectations, very good working relationships with pupils and the regular use of incidental Welsh.
- 92 Areas to be developed further include the focused implementation of lesson planning and the use of a greater range of learning styles, including teaching and organisational methods, to ensure the active engagement of learners.
- 93 In the majority of lessons observed, teachers set high expectations and encouraged pupils to achieve well through suitably challenging activities. Several examples of stimulating lessons that engaged learners well were observed in both key stages.
- 94 The very good quality and consistency of the day-to-day working relationships between teachers and pupils contribute enormously to the ethos of achievement that permeates the school.
- 95 Taken overall, teachers have good subject knowledge. There are particular strengths in information technology, music and physical education. Some teachers are developing good knowledge of best practice in primary teaching.
- 96 Teachers clearly identify broad learning objectives within lesson plans. In the most effective lessons, the objectives are tailored to the needs of pupils and clearly explained in terms they understand. On occasions, plenary sessions are used well to reinforce learning and to identify what pupils know, understand and can do. However, in less effective lessons the objectives are not always well enough defined and the tasks sometimes lack sufficient relevance to fully engage learners.
- 97 Planning to develop and promote key skills and the skills required for independent study and problem solving are a current focus for improvement.
- 98 In particular classes across the school, a good range of teaching methods and learning resources is used well to promote a good level of interaction with pupils. However, in around one in three lessons observed, the amount of work planned, over

direction by the teacher and over reliance on materials such as worksheets contributed to a slow pace of learning.

- 99 Members of staff ensure equal opportunities within lessons and actively promote pupils' awareness of issues of discrimination, such as through the PSE programme.
- 100 Planning to meet the language needs of pupils is good overall. Teachers provide good access to bilingual teaching both in Welsh lessons and through the consistent use of incidental Welsh. This is a strong feature of the learning culture.
- 101 In KS1, the language needs of learners in English are generally well met, with good emphasis on oracy. In KS2, the provision is more variable. The setting arrangements in Years 3 – 5 are not always fully effective in developing the language needs of the less-able pupils.
- 102 There is some good practice in meeting learners' needs flexibly where lessons are made both relevant and challenging. There is greater consistency in KS1 than in KS2, although there is much good practice at the end of KS2. The systems to promote the monitoring and regular review of pupils' progress are sound, but the quality and impact of day-to-day assessments is variable.
- 103 The overall quality of assessment procedures and the use of data in strategic planning and improving learning are good. The school fully complies with the statutory requirements for assessment and reporting.
- 104 Baseline assessments provide a useful starting point against which to measure pupils' progress. The school has a well established sequence of testing for all year groups. A good range of standardised tests linked securely to NC requirements is implemented and the results are methodically analysed.
- 105 The progress of individual pupils is carefully tracked and exemplified through samples of work. An individual record of every pupil is kept as they move through the school. This good range of information is used well to set realistic targets for all pupils in the core subjects.
- 106 Through discussions with pupils and through marking, short-term targets are set for groups and individuals. In some classes, pupils evaluate their progress and respond with written, diagrammatic or pictorial comments. In the best examples, pupils' work is marked regularly with constructive comments, showing whether they have met the learning objectives, but pupils are not always clearly enough informed of the next step in their learning.
- 107 Assessment procedures for the foundation subjects are less formalised, but are directly linked to NC requirements. The development of portfolios of examples of pupils' work, matched to NC levels, contributes to the accuracy and consistency of teacher assessment.
- 108 Parents' evenings are well supported and parents are well informed of their children's progress and achievement. The annual written reports inform parents well of their children's achievement in all subjects and comment fully on aspects of their personal and social development. The reports provide guidance on what the child's objectives are for the future and the opportunity is provided for parents to respond in writing.

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

Grade 2: Good features and no important shortcomings

- 109 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 110 The curriculum is appropriately broad, generally well balanced and is accessible to all pupils, including those with additional educational needs. The overall quality of the educational provision for the under-fives is appropriate to their needs and in both key stages the provision meets the requirements of the NC and those for religious education.
- 111 The school suitably adapts its curricular provision to match the needs of pupils with MLD. The regular participation of pupils in the MLD class in Forest School sessions is having a very beneficial impact. The school also seeks to raise standards for all pupils through the introduction of a number of initiatives, such as improving pupils' thinking and independent learning skills. These are having a positive impact in Year 6.
- 112 All subject policies and schemes of work have been updated since 2001. These provide an appropriate framework to ensure progression and continuity in learning. However, there is some variation in the effectiveness of the implementation of schemes of work. Provision is most consistent in mathematics and science, but the guidance provided for planning lessons in English is not always sufficiently clear.
- 113 In the foundation subjects and religious education, the planned curriculum is appropriate, but the effectiveness of its implementation is often constrained by organisational arrangements that impact on the balance of time allocated to subjects.
- 114 The school has gained the Basic Skills Quality Mark. There is strong emphasis on developing basic skills in morning sessions, including setting arrangements in KS2, but overall the available time for subjects is not always used fully and effectively. This was evident in English and physical education lessons, for example, where the length of sessions sometimes results in a slow pace of learning and a limited variety of learning experiences for the pupils.
- 115 The school has a useful framework to ensure continuity and progression in developing the key skills in literacy, numeracy and ICT across the curriculum. This aspect of planning is developing well although opportunities to promote key skills in cross-curricular contexts are not yet fully exploited. The school sees this as an area for continued development. A constraint in subjects such as history and geography is the loss of incidental opportunities to extend the learning beyond designated lessons. This sometimes occurs where a subject is taught entirely by a teacher providing cover during the required planning, preparation and assessment time for the class teacher.
- 116 A particularly effective element in the curriculum is the excellent provision for out-of-school activities for pupils in KS1 and KS2 and the significant enrichment of the curriculum by a very good range of clubs, cultural and sporting activities. The sports

provision within these activities is especially impressive. All pupils have access to a wide range of club activities and the take up is high.

- 117 In addition, the curriculum is considerably enriched by visits to places of educational interest, including historical and industrial sites and local buildings. There are strong links with community. Pupils benefit greatly from visits to a local home for the elderly, the church, a synagogue, and nearby retail outlets. Visitors from the community provide pupils with a range of valuable experiences and further their awareness of the outside world.
- 118 The curriculum is further enhanced by the provision of instrumental tuition and lessons in French for Year 6. A good number of pupils benefit from sporting fixtures with other primary schools and have the opportunity to attend a music residential course.
- 119 Overall, the school promotes the pupils' personal development including their spiritual, moral, social and cultural development very well. Spirituality is developed well during assemblies and through some aspects of English, art and music, for example. The school provides pupils with a strong sense of right and wrong. Pupils are successfully encouraged to behave as responsible members of the school community and of the wider world. Furthermore, by supporting the work of charities at home and abroad, learners understand that there are people in the world less fortunate than themselves.
- 120 The arrangements for a daily act of collective worship are appropriate. Good opportunities are provided for pupils to participate, present, reflect and respond. Strong links with the local church enhance this provision well. The local vicar visits the school on a frequent and regular basis. However, it is not possible for all pupils to come together for assembly in one hall. Separate key stage daily assemblies take place and once a week assemblies are used appropriately to celebrate pupils' achievements and raise their self-esteem.
- 121 The school actively promotes pupils' cultural development. Pupils study their own and others cultures in history, geography, art and music and benefit from regular Welsh assemblies.
- 122 There are strong and effective links with parents, who are very supportive of the school's work. Parents are well informed through the prospectus, consultations evenings, newsletters and school reports. The school's website provides much detailed information. Parents are encouraged to take part in school activities and some do so by helping the school prepare for special occasions, with sports and with educational visits. The school benefits from an active Parent Teacher Association (PTA) whose efforts raise significant sums for additional resources.
- 123 The school's partnerships with other schools and colleges have a positive impact on the quality of provision and pupil's standards of achievement. The school regularly receives students from initial teacher training colleges and students from local colleges and comprehensive schools for training and practical work experience.
- 124 The school is successful in its efforts to broaden pupils' experience of work related education through a number of effective initiatives, for example visits have been made to several places of work including supermarkets and a bakery. Here pupils

have seen how things are made and why safety in the workplace is important. Visits have also been made to environmental and education centres. The school has benefited materially from its industrial links; businesses have provided funding for materials and extra resources.

- 125 Opportunities provided by the organisations such as Career Wales to support staff training and development through secondments with outside organisations have not been fully exploited in recent times.
- 126 The school places very good emphasis on the Cwricwlwm Cymreig. This provision promotes pupils' awareness of Welsh culture and heritage very effectively. Learners keenly undertake Welsh music and dance, and often use Welsh confidently as they greet each other and visitors. The provision for developing pupils' bilingual skills in English and Welsh is very good. Across the school, prayers and hymns in Welsh are established features of school life and the general consistency of the use of incidental Welsh successfully encourages pupils' development of fluency. This aspect is an outstanding feature of provision.
- 127 The school is fully committed to ensuring all pupils have equal access to all the school has to offer regardless of their background or individual circumstance, and this is borne out in practice. Pupils confirm that whatever the occasion, be it involvement in sports or games, clubs or extra-curricular activities or visits, all are encouraged and welcome to take part.
- 128 Pupils' understanding and awareness of sustainable development and global citizenship are included in the curriculum and reinforced through activities within the school. The school's Eco committee has successfully achieved the Eco-schools silver and bronze awards and is working towards the prestigious Green Flag award. The committee, known in school as *The Bryncethin Planet Savers*, successfully promotes environmental awareness through schemes such as waste reduction, energy saving and recycling. Waste paper is collected for recycling and material is saved for the compost bin. In the summer months, a wooded outdoor classroom area is used, and a butterfly garden is under development. Pupils throughout the school learn to appreciate the beauty of nature and the need to care for and protect our surroundings.
- 129 The development of pupils' entrepreneurial skills is promoted through various activities. From the early years on, children through role-play begin to develop problem-solving skills and make considered decisions. The school council has organised fund-raising events in school to raise money for specific purposes, for example the purchase and installation of the Friendship Bench.
- 130 The school is effective in laying the foundations for lifelong learning and community regeneration by encouraging pupils to be responsible for their own actions and to be sympathetic and show respect for the needs of others. Pupils' personal qualities, such as kindness, truthfulness and forgiveness are well developed through circle time, assemblies and structured discussions.

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

Grade 1: Good with outstanding features

- 131 The findings of the inspection team match the judgement made by the school in its self-evaluation report. The overall quality of care, guidance and support provided for pupils has many outstanding features.
- 132 Pupils are very well cared for in a supportive, caring family community ethos. The school works very closely with appropriate outside agencies where required. Pupils' health and well-being are given high priority and as a result they feel valued and respected and for the most part they are very happy at school.
- 133 The extent of the school's partnership with parents and the community is impressive. The high regard with which parents and carers hold the school was clearly shown in the pre-inspection meeting and the high number of responses to a questionnaire. The school takes good account of the views of parents both formally and informally.
- 134 Parents enjoy easy access to teachers and feel they can discuss matters openly. Coffee mornings are regularly held during which pupils perform class assemblies for parents. These opportunities are much valued by the pupils' families.
- 135 The induction programme for children under five years of age is carefully planned and implemented. There are well established links with Sarn Nursery school. Workshop sessions for new parents take place during the spring term and children attend on their own during the summer term. New children to the school are supported well by pupils and staff. This helps them settle into the school's routines and to feel safe and secure. Transition arrangements to the receiving secondary school are well established, with good emphasis on ensuring continuity and progression in learning between KS2 and KS3.
- 136 Arrangements for pupils' Personal and Social Education (PSE), including health and sex education are good. Overall provision is enhanced by regular 'circle time' and the work of the School Council. The school provides many good opportunities for pupils from Y2 to Y6 to learn to take responsibilities and make decisions when representing their peers on the School Council or when submitting ideas to it. The monitor and prefect roles give the older pupils a sense of responsibility and self-worth.
- 137 Registration periods are administered promptly at the start of the morning and afternoon sessions and provide an opportunity to exercise knowledge and understanding of Welsh. Parents and carers are aware of the need to inform the school if their child is unable to attend. The school takes immediate action to investigate any unexplained absence. Good attendance is acknowledged and rewarded. Parents and carers are encouraged to get their children to school on time and any lateness is recorded. The education welfare officer (EWO) provides the necessary support should the school have any concerns.
- 138 Teachers apply the school's behaviour management policy consistently and act as positive role models. Older pupils acting as buddies, mediators and prefects, help maintain good standards of behaviour. They also ensure all pupils are included in playground activities and that no child is ignored or friendless.

- 139 The school's provision for ensuring the healthy development, safety and well-being of all pupils is an outstanding feature of the school. Health and safety issues are properly addressed with fire, electrical and other equipment regularly checked. Fire drills occur each term. Risk assessments are undertaken before any educational visits take place. There are good day-to-day systems in place to deal with any pupils who have an accident or who feel unwell. The school regularly reviews and updates pupils' contact details.
- 140 Good procedures and systems, based on Local Education Authority (LEA) recommendations, are in place for child protection. The headteacher is the nominated officer with the deputy headteacher as back up. All members of staff have received appropriate training in the recognition of the signs that a child may be at risk. The school is vigilant and the procedures well known.
- 141 The school is especially proactive in ensuring the welfare of pupils 'looked after' by the local authority (LA). The school is often successful in liaison with children's families locally, but despite the school's best endeavours liaison with the LA is sometimes problematic.
- 142 The overall quality of the provision for pupils with additional educational needs, including those with SEN is good. The arrangements are well managed by the SEN co-ordinator (SENCo).
- 143 There are systematic arrangements to diagnose and monitor individual learning needs. A range of assessments is used systematically and the school is well supported by other professionals in meeting pupils' needs where the need arises.
- 144 The procedures to meet the special needs of pupils are systematic and rigorously implemented. The arrangements are in line with the SEN Code of Practice (CoP). An appropriate register of pupils identified with SEN is maintained. Records indicate the careful monitoring of individual pupil progress and appropriate action is taken to move pupils between the stages of support at school action and school action plus. In addition the school reviews the progress of a number of pupils at the pre CoP monitoring stage.
- 145 In line with LEA policy no pupils have a statement of SEN. The LEA provides a part-time class for sixteen pupils with MLD. This provides a differentiated curriculum focusing mainly on pupils' personal and social development and improving their literacy and numeracy skills during morning sessions. This class is well organised, but the very limited provision of LSOs reduces the overall quality and effectiveness of learning and teaching. The pupils integrate for lessons in mainstream classes during the afternoons.
- 146 All pupils identified with SEN have appropriate IEPs. Progress in relation to the targets for learning set in IEPs is regularly reviewed and both parents and pupils are appropriately involved.
- 147 Pupils with SEN are included successfully in the life and work of the school, but the planning and support available in mainstream class lessons is not always sufficiently effective in promoting good progress and achievement in relation to pupils' IEP targets. The setting of pupils for English in KS2 limits the range of language

experiences in those classes where most of the pupils have SEN. Although some pupils receive targeted support in literacy through regular withdrawal groups, links with work in the mainstream class are not always fully exploited.

- 148 The time available for the SENCo to monitor and support provision during the afternoons is limited.
- 149 The school provides very effective support for pupils who sometimes present challenging behaviour.
- 150 All pupils receive very good care and support with good account taken of their background. This enables all pupils to succeed.
- 151 Use is made of data to analyse the achievement of boys and girls. There is no significant evidence of consistent levels of under achievement by either gender. All pupils are encouraged to take part in the full range of activities provided.
- 152 The school is sensitive in promoting good race relations in all its work. Positive attitudes are encouraged through literature, religious education and PSE.
- 153 There are very effective policies and procedures in place to promote equal opportunities, race equality and ensure the elimination of oppressive behaviour and bullying.
- 154 The school has a disability access plan with provision to improve access to the curriculum, physical access and the provision of information. Currently there are no non-ambulant pupils in the school.
- 155 Pupils develop a very good understanding of diversity and gain an insight into other cultures through participation in celebrations such as the Chinese New Year and through activities in music, dance and religious education.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 156 The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question grade 1. The inspection team identifies many good features of leadership, particularly in pastoral aspects. A corporate whole-school approach in promoting educational improvements is becoming well established.
- 157 In the context of a recently formed primary school the school's leadership is especially successful in setting renewed direction and purpose for the staff and the whole-school community. This is clearly evident in the positive values of courtesy, and respect that so successfully permeate the school's ethos of achievement and care. The senior members of staff skilfully ensure that other members of staff and governors have a good understanding of the school's aims and objectives. As a consequence, there is an impressive sense of teamwork and community throughout the school.
- 158 There is strong and effective emphasis on aims and values that promote equality of opportunity in all aspects of the school's work.
- 159 Good account is taken of both national and local priorities. There is appropriate emphasis on issues such as raising standards and the school benefits for example, from local initiatives to improve both transition arrangements at the end of Year 6 and standards in literacy.
- 160 The school is rigorous in setting both realistic and challenging targets for end of key stage attainment. The goals set in the school development plan (SDP) reflect well both national issues and in some cases the need for improvement in specific areas identified by the school. Links to first hand evidence and self-evaluation are becoming established as a key feature of strategic planning.
- 161 The arrangements for the performance management of staff are appropriately established and systematically implemented. Managerial systems also provide regular opportunity to review and promote the professional development of individual teachers. These arrangements inform aspects of strategic planning well, such as identifying strategies to improve the quality of provision further.
- 162 The governing body (GB) is well informed and strongly supportive of the school. Governors work closely with the staff and do much to nurture the sense of pride in the school, as a purposeful and caring community, that characterises its ethos.
- 163 The arrangements for meetings of the GB, including the statutory committees and named governor roles are appropriate. The GB benefits from regular liaison with the LEA in addition to the good range of information in the reports provided by the headteacher each term. The GB meets its statutory obligations.
- 164 The GB contributes appropriately to strategic planning and monitors the quality of provision both formally through information provided in reports by the school and informally through a range of contacts individual governors establish with the school.

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

Grade 2: Good features and no important shortcomings

- 165 The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question grade 1. The inspection team endorse many good features in the school's practice, but find that the evidence for the school's self-evaluation is not wholly consistent with the grade descriptor awarded for three of the key questions.
- 166 A self-critical culture of self-evaluation is becoming established in the school. This is successful in involving subject leaders in maintaining the school's good features and improving provision where the need is identified.
- 167 There are established procedures for gathering first-hand evidence of standards and provision, prioritising areas for improvement and matching expenditure to identified needs through the SDP. A cyclical timetable enables subject leaders to evaluate their areas of responsibility through lesson observations, listening to learners, sampling work and monitoring teachers' planning and records. These activities suitably inform annual self-evaluation reports for each subject.
- 168 The school analyses assessment data appropriately to help identify strengths and weaknesses in standards in the core subjects. In the foundation subjects, the analysis of strengths and weaknesses in standards is not as rigorously developed.
- 169 The school is proactive in seeking and taking account of the views of learners, staff and the wider school community. This was exemplified through the pre-inspection meetings with parents and governors and through discussion with the school council.
- 170 Managerial arrangements, such as staff meetings, help to ensure the school's self-evaluation takes appropriate account of the reports of subject leaders and the views of pupils and parents. As a result, staff and governors have a sound understanding of the process.
- 171 The self-evaluation report produced by the school before the inspection is a very well structured document. It carefully considers the seven key questions of the inspection framework and clearly identifies areas of strength together with areas for development. The inspection team agreed with the school's grades for key questions one to four, but differed in the others.
- 172 The effectiveness of planning for improvement is good. The SDP is clearly laid out, shows success criteria and effectively allocates financial and human resources to the school's goals. The plan takes account of national initiatives, whole-school and individual staff professional needs and sets suitably prioritised targets, supported by appropriate action plans.
- 173 The success of the school's actions to bring about improvement is reflected in the successful amalgamation of the two schools and the continuing process of raising standards. The latter is reflected in performance indicators at the end of Year 6 and the significant improvement in overall standards identified in this report.

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

Grade 2: Good features and no important shortcomings

- 174 The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question grade 1. This is because too few outstanding features were identified and a few shortcomings in the organisation and use of resources sometimes reduce the impact of learning.
- 175 The school has a sufficient number of appropriately qualified and experienced teachers to deliver the curriculum effectively. There are three part-time LSOs. This provision is limited in relation to the number of classes, and the needs of the under-fives and pupils with SEN in both key stages. On occasions, this reduces the quality of learning, despite the school's success in encouraging the welcome contribution of volunteer adults.
- 176 A clerical officer provides very effective administrative support. This helps to ensure the day-to-day routines of the school are carried out smoothly and efficiently. The caretaker, together with the cleaning and catering staff, and the school-crossing patrolman, are valued members of the staff team and make an important contribution to the caring ethos of the school.
- 177 The school is very well resourced in all areas of learning subjects and the resources are readily accessible to appropriate age groups. Learning resources are of good quality and teachers and LSOs make good use of them. The well equipped computer suite, the provision of inter-active white boards in several classrooms and the well organised provision of reading and library books contribute well to pupils' learning and the standards they achieve.
- 178 The overall quality of the accommodation is good. It provides a suitable setting for a wide range of learning and teaching styles. The new building linking the former infant and junior schools successfully combines the two schools. A legacy of the combined schools is the availability of two halls although neither is large enough for whole-school gatherings.
- 179 The learning environment is very tidy and very well presented throughout the school. Attractive and informative displays enhance the learning environment markedly. Most classrooms are of adequate size although the limited size of some of the rooms used for KS2 classes is a constraint where classes are large or practical tasks are undertaken. The school makes effective use of spare classrooms to minimise this shortcoming.
- 180 Outside, the school has spacious play areas with a good, level surface marked for sports and games. Tables and seating are provided. The sheltered area provides cover and is appreciated by waiting parents. Extensive playing fields provide well for sports and social occasions. The school has recently developed a butterfly garden and a suitable outdoor classroom and activity area. However, use of the outdoor classroom is at an early stage of development and has yet to impact fully on standards.
- 181 The basic organisation, use and deployment of the school's key resources, such as staff and facilities are generally effective. However, the impact of learning and

teaching is sometimes constrained by the organisation of the school day and the length and variety of lessons. The general emphasis on two long sessions devoted mainly to literacy and numeracy during the morning, and two shorter afternoon sessions during which most of the foundation subjects are taught, sometimes results in a slow pace of learning and too little variety in learning tasks. This reduces the overall efficiency and effectiveness of learning and teaching.

- 182 Teaching and LSOs are deployed, managed and supported well in accessing appropriate further professional training, both in line with personal and institutional needs.
- 183 There is effective financial planning to ensure sufficient resources are available to match the school's priorities. A good example is the phased introduction of interactive whiteboards. However, medium-term budgetary constraints make it difficult for the school to ensure adequate provision of LSOs, especially in relation to the needs of pupils attending the MLD class in the mornings and integrating in mainstream classes in the afternoons.
- 184 The use of resources is regularly reviewed and needs identified. There are appropriate procedures to ensure value for money in making purchases and evaluating the impact of spending in relation to standards. A good example is the positive impact on standards and the quality of teaching of the school's investment in ICT.
- 185 Since the formation of the primary school in 2001 the members of staff are particularly successful in establishing a calm, purposeful and caring ethos throughout the school. This distinctive feature supports *great expectations* and much-improved standards compared with the position reported at the time of the last inspections of the infant and junior schools. Progress and improvement, since 2001, is good. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under-fives

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

- 186 Children listen attentively and respond well orally to instructions and questions. They confidently develop speech patterns and explain their thoughts clearly. All children respond to adults in a respectful and confident manner. Role-play and games help foster the children's developing speaking and listening skills well, for example as they play in the cottage or experiment with equipment in the sand.
- 187 The children listen attentively to stories, songs and rhyme and show an interest in fiction and non-fiction books. The well established *story sack* scheme is very effective. Many children recognise their own names and a significant number of letters. They recognise many simple words and phrases and understand that print carries meaning; they clearly predict what happens next in a story and recall events in their own words.
- 188 A few children copy accurately as they begin to write their name.
- 189 Most children readily use Welsh vocabulary as part of their daily routine, such as when offering greetings.

Personal and social development

Grade 1: Good with outstanding features

Outstanding features

- 190 The children's personal, social and learning skills are developing very well. Their responses are often outstanding. They respond very well to established routine, they work and play together happily and increasingly show consideration for others when taking turns in shared tasks, such as building activities with Lego and large construction apparatus. Most children make independent choices when selecting activities.
- 191 The children listen well to the Christmas story, they listen to and sing carols and show both reverence and contemplation during a few moments for reflection. Their responses are outstanding. They further develop spiritual awareness as they sensitively take part in a Nativity assembly.

Good features

- 192 The children take an active interest in new learning experiences and tidy up efficiently after each play session. They display a sense of awe and wonder, such as when listening to the story *Home Before Dark*. They are confident in their

relationship with familiar adults, and respond well to instructions. Most clearly understand the concept of right and wrong.

- 193 Most children are developing a sense of basic hygiene and health and safety rules. They show respect for each other and most are independent when getting themselves ready for physical education. They are beginning to appreciate the need to eat healthily.
- 194 Children are beginning to concentrate for longer periods of time and readily appreciate the efforts of other children. They listen quietly to the views of others and give genuine praise to those who have worked well, for example after children have operated the *smart board* successfully.

Mathematical development

Grade 2: Good features and no important shortcomings
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Good features

- 195 The children make good progress in their understanding of numbers to ten and increasingly recognise larger numbers on a 100 square. All place numbers accurately on the number line to ten. They recall number rhymes and songs such as *The Hedgehog Song* with enthusiasm and confidence.
- 196 The majority of children know and understand the concept of too many. A few recognise how many more or less are needed to match a given number. They confidently sort and match objects according to size, shape and colour. Most understand the concept of a half and the majority of children understand that two quarters match a half. The children extend their skills relating to weight and capacity well as they enjoy filling and emptying activities with sand and water.
- 197 The children develop their use and understanding of mathematical language extremely well. The majority accurately match numbers, using sight and sound cues and have a sound knowledge of and are familiar with two-dimensional and three-dimensional shapes.
- 198 The children are developing their understanding of time well; they distinguish between night and day and develop greater awareness of the sequence of events, such as through role-play activities in the cottage.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings
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Good features

- 199 The children show appropriate curiosity and interest in the world around them. They talk about their families and friends with growing confidence.
- 200 They become more aware of their environment as they listen intently to visitors, such as the police, who regularly come into school; they go out on walks around the immediate environment, use observation skills and ask sensible questions to those

they meet on their journey. Their knowledge of the natural environment is enhanced well, such as through activities undertaken during a visit to Bryngarw Country Park. The children have a developing knowledge of the seasons.

- 201 The children are beginning to understand the passage and importance of time. They develop a good sense of time past when they examine artefacts in their class museum. For example, they compare teddy bears and children's clothes and look at pictures of babies to see how they change.
- 202 The children understand that the most important thing about Christmas is the birth of Jesus. They know about the importance of the Bible and enjoy hearing the story of the nativity from different books.
- 203 The children develop appropriate knowledge and skills in designing and making artefacts. For example, they work with increasing confidence to design a boat to sail on a stormy sea. They competently use the listening centre, control the computer mouse successfully and begin to use the interactive white board confidently.

Shortcomings

- 204 The children's progress in gaining wider knowledge and understanding through practical activities utilising the school's outdoor classroom are limited.

Physical development

Grade 2: Good features and no important shortcomings
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Good features

- 205 The children are developing good control of writing and drawing implements and are beginning to copy shapes by using pastels and paintbrushes effectively, for example, as they contribute to a group collage about autumn in the country park. They extend their skills well when making Mhendi patterns, depicting autumn and Christmas colours using intricate weaving techniques and through a range of mark making activities, such as under-writing and over-writing tasks.
- 206 They fit together small and large construction kits and build models from large building apparatus with confidence.
- 207 Through physical education sessions in the hall, the children are beginning to develop appropriate spatial awareness and to understand the importance of warming up and cooling down. They understand vocabulary such as behind, below, under and over and are clearly aware of different ways of moving. They walk, crawl, jump and land properly and take account of those around them as they move.

Shortcomings

- 209 The more-able children are not always appropriately challenged to extend their movement and dance skills when working at different levels and moving from one level to another.

Creative development

Grade 2: Good features and no important shortcomings

Good features

- 210 Children enjoy painting. They choose activities confidently and most handle brushes with good dexterity. They create pictures from experience, for example 'A Day out at the seaside'. Their observational and drawing skills are developing well as they carefully sketch flowers and houses.
- 211 Children enthusiastically explore and experiment with colour through painting and in the use of pastels, felt tips and crayons. They readily experiment with colour mixing when painting and making collages from tissue. The children paint and draw with imagination in response to current topics and stories. They use a range of tools and techniques, for example, finger painting and explore line and pattern appropriately. The children successfully create three-dimensional work when, making fish out of clay. They are encouraged to appreciate the work of established artists and designers, such as Laura Ashley, and are beginning to evaluate their own efforts.
- 212 Children confidently take part in music lessons. They understand that a lullaby is music that sends you to sleep. They sing a range of songs and rhyme in tune and improvise well with body music and musical instruments. They name a variety of percussion instruments and play them appropriately.
- 213 The children's skills in creative dance are developed well when they spread out a parachute and move expressively to the music.

English

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

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

Good features

- 214 Pupils develop the skills of speaking in a variety of contexts, such as recalling their learning, presenting ideas to the class and through more formalised opportunities including presentations during assemblies. Many pupils enthusiastically respond to questions, express themselves confidently and they extend their vocabulary well when discussing their work.
- 215 Standards in reading are steadily developed throughout the school. Pupils read an appropriate range of texts. In KS1, pupils read from 'Big Books' with their teacher. They gain confidence and skills in reading and learn about spelling patterns and punctuation, as well as identifying the features of books and distinguishing between fiction and non-fiction.
- 216 In Y1, pupils make good progress in reading and enjoy talking about the books they read. They confidently tackle new words making good use of picture cues and letter

sounds to help them read 'new' words. Pupils in Y2 confidently recall key events and characters from stories such as *Handa's Surprise*. They build up reading skills well.

- 217 In KS2, appropriate progress is maintained in reading and pupils learn about libraries and how to locate information by using the contents and index. The more-able pupils discuss books that they have read and are beginning to express preferences.
- 218 In Y6, pupils demonstrate a sound knowledge of books and distinguish between different genres. They enhance their skills well in guided reading and develop a good knowledge of library and reference skills.
- 219 Pupils with under-developed reading and writing skills are generally well supported through targeted provision. Pupils in the MLD class develop word recognition and writing skills steadily. They make appropriate use of 'writing frames' to help them write and recount events. Most are familiar with fiction and non-fiction texts and distinguish between stories, reports and instructions.
- 220 Writing skills are suitably developed across the school. In KS1, pupils describe accurately the events and characters from stories that have been read to them. Older pupils write simple sentences that show growing confidence in the correct use of appropriate punctuation.
- 221 The older pupils in KS2, show they are capable of writing independently and of discussing and analysing each other's work perceptively. They draft and re-draft their own work and that of others confidently. Pupils give good reasons for their editing. In well structured pieces of writing the more-able pupils use good imagination and a wide range of vocabulary to convey interesting stories and to express their opinions.
- 222 The scrutiny of previous work reveals some good progress in developing different styles of writing. For instance, the older pupils in KS2 have produced a variety of well structured writing, including recounts, stories, poems and letters.

Shortcomings

- 223 In some classes in KS2, pupils do not sufficiently develop their speaking and writing skills.

Welsh second language

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

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

Good features

- 224 Throughout the school, pupils use their good oracy skills in Welsh with pride and enthusiasm, often instigating conversations with adults. They answer the attendance and dinner registers in Welsh confidently, stating their presence and lunch-time requirements. They say prayers in Welsh at lunch-time and at the end of the day and

the majority respond instinctively to a range of vocabulary, such as commands and praise, within the day-to-day life and work of the school.

- 225 Pupils present their work with pride and recognise that a green font with a red border is a Welsh sign. In the annual Eisteddfod, in concerts and in subjects across the curriculum, they celebrate their second language and demonstrate an appropriate sense of patriotism in song and poetry.
- 226 In KS1, pupils say and read the names of toys, count them, name their colours and begin to attempt to write and spell Welsh words and phrases from memory.
- 227 The pupils sing *Dyma Tedi* with good diction and pronunciation. They ask and answer questions about Tedi and some use appropriate prepositional language. They draw, write and label toys for their *toy shop* and extend their use of the language through role-play.
- 228 They read from the big books, such as *Yn y bocs* and *Dewi Dinosor* with good expression and show increasing awareness of punctuation. When answering questions about the weather they use the future tense correctly.
- 229 In KS2, pupils have an increasingly varied vocabulary that they use frequently and well. They speak and read confidently for example, about their feelings, clothes and the activities undertaken in different rooms of the house. Their pronunciation, intonation and accents are good.
- 230 Across the key stage, pupils use an increasing variety of sentence patterns, including questioning and answering in the positive and negative and they use a good variety of adjectives. They write interesting dialogues and practise them enthusiastically with a partner in role-play. They write about their families and homes using known patterns and vocabulary, often with correct spelling and appropriate punctuation. Increasingly, pupils write well in relevant contexts, such as writing interesting postcards to their friends telling them about their holidays.

Mathematics

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

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

Good features

- 231 Most pupils in Y1 count forwards and backwards in twos to twenty. They readily identify two-dimensional and three-dimensional shapes correctly and describe their properties, such as the number of faces accurately. Pupils use practical resources independently to support their learning. They create a pictogram of their favourite food, for example, and know how to interpret the data.
- 232 In Y2, pupils know by heart the multiplication tables for two and ten. They know and use halving as the inverse of doubling. They estimate, measure and compare lengths and masses using standard units and suggest suitable units and equipment for such measurements. They draw and explain a simple block graph and use the

correct mathematical names for common two-dimensional and three-dimensional shapes as they sort them and describe some of their features.

- 233 Pupils recognise the hour, half hour and quarter to and past the hour using the analogue clock face. They know how many minutes are in an hour and most convert analogue time into digital time accurately and write the time shown on printed clock faces. All pupils contribute confidently to a whole-class Carroll diagram about their names and most competently complete further diagrams using different data.
- 234 The less-able pupils in Years 3 and 4 count, read, write and order numbers to at least 100 and know what each digit represents. They have a good understanding of two-dimensional shapes and describe their properties appropriately.
- 235 The more-able pupils in Years 3 and 4 gain confidence in setting times on both digital and analogue clocks competently. They know and use the relationships between familiar units of length, mass and capacity appropriately and successfully organise and interpret numerical data in simple lists, tables and graphs. A small number knows the names of two-dimensional shapes to eight sides and have a secure understanding of the names and properties of two-dimensional and three-dimensional shapes.
- 236 The less-able pupils in Years 4 and 5 know table facts up to ten and confidently count forwards and backwards to 100 and beyond. They competently use multiplication cards to show their understanding of division with and without remainders and successfully fold rectangles to demonstrate fractions up to twelfths. A significant minority matches equivalent fractions and show a clear understanding when describing describe their findings to their peers.
- 237 The more-able pupils in Years 4 and 5 confidently draw equilateral, isosceles, right angled and scalene triangles. They understand parallel and perpendicular lines and mark them appropriately on the triangles. A significant number of pupils classify polygons using the appropriate vocabulary and understand rotational symmetry.
- 238 Pupils in the MLD class have a good understanding of shape and identify most two-dimensional shapes. They confidently recognise halves and quarters. A significant number has a clear understanding of finding fractions of shapes and numbers.
- 239 In Year 6, most pupils have a sound knowledge of fractions, recognise relationships on a fraction chart and understand equivalence up to tenths. The less-able pupils use a multiplication board and fraction wall to establish the simple and more complex fractions. The more-able pupils calculate equivalent fractions without aids and relate fractions to division and decimal representations.
- 240 Many pupils in Year 6 understand area and perimeter and use the appropriate formula when making calculations. They estimate sensibly, confidently use calculators to find the average of a set of numbers, read and plot coordinates in all four quadrants and competently use a protractor to measure acute and obtuse angles to the nearest degree. Many accurately draw acute, obtuse and right angles and extend their mathematical vocabulary appropriately.

241 The more-able pupils solve mathematical questions by extracting and interpreting information presented in tables, graphs and charts and all pupils in Year 6 confidently use ICT well to enhance their understanding of mathematical concepts.

Shortcomings

242 In some classes, pupils do not sufficiently develop mathematical thinking skills or extend their use of appropriate mathematical vocabulary, such as through explaining their strategies for mental calculations and through investigating the properties of shapes.

Science

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

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

Good features

243 In line with age and ability, pupils in all classes acquire good levels of scientific knowledge. They develop a good understanding of fair testing, gathering and presenting information, making predictions and drawing conclusions based on their general knowledge of everyday science. The majority learn to present their findings in a good range of tables, bar charts, Venn diagrams and graphs. These aspects develop well as they move through the school.

244 In both key stages, pupils develop a good understanding of the factors that contribute towards healthy eating and a healthy lifestyle. They learn the importance of safe methods of working in science lessons and in upper KS2, pupils name and handle specialist equipment correctly and safely.

245 Across the school, pupils learn and use an appropriate range of scientific vocabulary. At the end of KS2, pupils confidently use a wide range of terms both orally and in their written work. They use ICT particularly effectively to enhance their learning.

246 In KS1, pupils know the differences between living and non-living things. They describe what happens if you change the conditions in which plants grow and know that animals breed, breathe, feed and grow.

247 Pupils identify and name sources of light and enthusiastically develop their understanding of forces as they compare the movement of toy cars in terms of direction or speed. They describe similarities and differences in materials, observe the effects of heat on butter, eggs and bread and describe what happens when water is heated and the steam is cooled.

248 In KS2, pupils further their knowledge of living things. They know the names of the major organs of the body and know the effect of exercise on the heart. Pupils sort materials into sets using different criteria and recognise some properties of solid and liquid materials. They begin to understand that liquids take the shape of their containers, but that solid shapes do not. They name several types of rocks and identify their differences by testing them for durability and permeability.

- 249 Pupils discuss and learn to interpret data, such as records charting the melting temperatures of ice and the temperature of the room. Through investigations they consolidate their understanding that changes are reversible or irreversible and discover that objects have a lighter force in water than in air.
- 250 Older pupils have a good knowledge of light sources and electrical circuits and their component parts. They build on this knowledge to explain why a bulb in a lamp does not light, such as a break in the circuit, and explain what happens when a shadow puppet is moved away and towards a source of light.

Shortcomings

- 251 Pupils do not consistently raise questions for investigation and are seldom actively enough involved in planning and adapting their investigations.

Information technology

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

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

Good features

- 252 In Year 1, pupils competently use the mouse to select and deselect tools and icons in programs. They use a simple art package to make pictures of themselves, a modelling package to drag pictures to an appropriate position and use a database to create a pictogram of their favourite food.
- 253 Pupils in Year 2 use a graphics package with increasing confidence. They use a variety of tools to create pictures related to the story *Handa's surprise*. They confidently import pictures, add text and change the colour. They collect data on their favourite pets, display the information in the form of a pie chart and successfully answer the questions.
- 254 In Year 3, pupils competently use CD ROMs to find information about various topics. They use modelling and simulation programs to solve problems.
- 255 In Years 3 and 4, pupils develop images using repeated patterns. They competently discuss the type of program that they use and the suitability of certain effects within the program and manipulate text imaginatively. Younger pupils create wrapping paper patterns using repetition and older pupils create patterns using rotation and symmetry. They enhance their patterns through the use of appropriate tools.
- 256 Older pupils in KS2 competently use word processing to write letters in English and Welsh, to write evaluations and create questionnaires on environmental change for example. They present their findings using tables and improve their skills in word processing by using a range of fonts, colours and styles of text in stories, poems and letters. They confidently extend their vocabulary in information technology..
- 257 By Year 6, pupils understand that messages can be sent over distances and can read and respond to e-mail. They use the internet effectively to research and gather

information, such as in their studies in history and geography. They confidently search a branching database for specific objects, use a simple spreadsheet to present information in different forms and competently save and print their work.

- 258 In the context of work in geography, pupils in Year 6 competently create a multimedia presentation. They understand the need to structure, refine and present information in different forms, for different purposes. They successfully enter data into a spreadsheet; create a line graph to show comparative data such as for the popularity of leisure activities and use software and a web cam to create animations. The pupils confidently explore new ideas and observe each others' work regularly suggesting ways to improve.
- 259 The regular use of information technology in Year 6 impacts on the high standards achieved.

Shortcomings

- 260 In some KS2 classes, pupils do not consistently use a sufficient range of applications to build fully on their previous knowledge and skills in information technology.

Design and technology

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

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

Good features

- 261 In Y1, pupils incorporate a simple lever or slider mechanism into a Christmas card. They critically look at their Christmas card designs and identify what they will improve. They successfully transfer their designs to paper, use a paper clip to see if the mechanism works and evaluate their work orally.
- 262 In Y2, pupils successfully use ICT to design a coat of many colours. They choose a variety of materials and use fabric paints in the colours of their choice as they make their products. The pupils make appropriate written evaluations of their design ideas.
- 263 Most pupils in KS1 understand that control is integral to many everyday devices and can turn things on and off using a programmable toy. Pupils in Y1 input instructions to a simple programmable toy to move it along planned pathways and in Y2 pupils plan and input instructions to make things happen using a programmable toy with more functions.
- 264 In Y3, pupils design and make a package for a DVD. They competently follow their designs on paper and transfer them to a card template that they carefully cut out, fold and assemble. Pupils use ICT well to design and produce suitable text and graphics that they print, cut out and use to create a striking cover for their package.
- 265 Pupils further their knowledge of control technology, such as through using simple Logo type programs to set up sequences of instructions to control devices and achieve specific outcomes on screen.

- 266 The pupils investigate frames for photographs. They discuss their purpose and design, create good working drawings with an indication of the measurements and materials to be used and produce frames of a good standard. Pupils are encouraged to evaluate their product throughout the different stages of making.
- 267 In Y4, pupils design and make alarms for their lunch boxes. They plan and design a circuit and carefully make the finished product. They evaluate their lunch box saying how well it was made and how they would improve it.
- 268 Pupils in the MLD class, from across the year groups of KS2, design and make creatures and foliage based on their work in Forest School sessions. The finished products are aesthetically pleasing and of a high standard.
- 269 In Y5, pupils successfully design and make wheeled vehicles. They plan and make prototypes, select wheels and axles and assemble their designs using a variety of materials. They thoughtfully evaluate their work. In another project, pupils make biscuits. They learn about food hygiene, sensibly discuss the taste and texture of the biscuit they want to produce, plan the recipe and instructions and make the biscuits from chosen ingredients. The pupils pay close attention to presenting their finished product and state how they would improve it.
- 270 Pupils improve their skills further through researching children's books and musical instruments, for example. They make effective use of ICT to generate designs and recognise that they may have to satisfy conflicting requirements. They design and make a book for nursery children incorporating well made collage illustrations and identify potential problems in making musical instruments from their designs. Their products are well finished and are similar to their original designs.
- 271 Pupils in Y6 work with a wide range of materials while making playground rides. They use appropriate tools and equipment with good precision and control. They produce drawings with dimensions accurately calculated and suggest ways of improving the finished product.
- 272 Pupils develop their knowledge of mechanisms well as they design and make a toy incorporating a cam to control its movement. They investigate the working of a cam, create a picture of their design and plan how to include a mechanism that will make the toy move.

History

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

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

Good features

- 273 In Years 1 and 2, pupils are developing an appropriate sense of chronology. They talk about their own and each other's toys, consider whether toys have always been the same and discuss how they can find out. Through studying pictures and a collection of toys they sort them by criteria such as age, and order them on a time line.

- 274 Pupils further their understanding of change over time by identifying similarities and differences between holidays in the past and holidays today. They compare photographs of seaside holidays in different periods. Older pupils demonstrate their growing historical knowledge by recounting events such as the Fire of London and give reasons why the fire happened. They begin to describe how their lives are different to times past.
- 275 In KS2, pupils build up their knowledge of important people and events in different periods of history. For example, in previous work they learnt about the development of anaesthetics, sound recording, photography, lighting and the telephone in Victorian times. They sequence these events and begin to understand their impact.
- 276 Older pupils recall key events in Sir Francis Drake's life; they understand why he circumnavigated the world and why Betsi Cadwaladr went to the Crimea and show empathy when writing about the Welsh Not in Victorian schools.
- 277 In their studies of the history of homes, pupils identify differences and say why they would prefer to live in a heated Roman villa rather than a cold Victorian house.
- 278 Pupils understand that archaeological finds contain clues to their age and their origin. They surmise that as Celtic jewellery and metal artefacts have been found the Celts had coins. They give reasons why the Romans were able to conquer the Celts, identifying that their armour was superior, the Romans fought as an army and the Celts fought as individuals.
- 279 In developing the skills of historical enquiry, pupils make good use of primary and secondary sources. They research books, photographs, census records, the school logbooks and internet sources and begin to make links between events. For example, applying knowledge of the period when studying how maps of the local area have changed or stayed the same.
- 280 By the end of the key stage, pupils confidently use appropriate historical vocabulary and use knowledge gained to construct an argument, for instance as to whether facts about the Second World War are true or false, and they give reasons as to why it was better for a Jewish boy to leave Europe to live in England.
- 281 Across the school, pupils' understanding of life in different historical periods, is enriched through visits to places including Tredegar House, Llancaiach Fawr, Caerleon and St Fagans and Swansea Museums. For instance, they reinforce their study of changes in houses and households through first-hand experiences including role-play.

Geography

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

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

Good features

- 282 Pupils in KS1 have a developing knowledge of place. They name features in the school and the local environment and observe changes in the weather. They know that symbols are used to represent features on a map and they draw simple route maps well.
- 283 Pupils build up a good awareness of the wider world. They enjoy developing geographical knowledge through following the travels of *Barnaby Bear*; this successfully helps develop their understanding of visiting different localities and the notion of travel and distance.
- 284 Pupils in Y2 begin to understand that different places offer different things. They draw on their knowledge of Bryncethin to compare the features of their local village and a Scottish Island community. They learn to distinguish between physical and human features.
- 285 In lower KS2, pupils undertake fieldwork in the village. They confidently identify human features in the village and recognise that land is used for different purposes. They discuss environmental issues and identify areas for improvement and further their knowledge of countries and places beyond Bryncethin, such as through the study of St Lucia.
- 286 In upper KS2, pupils study contrasting localities in Wales, such as Porthcawl and Snowdonia, and consider environmental change. They name and place the three national parks on a map of Wales and have a sound knowledge of how to keep safe in a mountain environment. Pupils develop a good awareness of the need for sustainable development and the impact of pollution on the environment.
- 287 Discussions with older pupils, and the scrutiny of previous work, confirm they have good recall of previous work and a sound understanding of the relationship between man and the natural environment.

Art

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

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

Good features

- 288 In line with age, pupils show appropriate knowledge of, line, tone, colour, pattern and texture. They demonstrate increasing confidence and ability and use a wide range of materials, equipment and artistic processes to good effect.

- 289 In KS1, pupils experiment with the effects of tearing, pleating, folding, scrunching and dyeing different materials. In response to observing a weaver at work in St Fagans and visiting Bryngarw Park, pupils create attractive pieces of artwork that show effective use of colour and texture and they produce attractive collage pieces using natural materials.
- 290 The pupils are inspired by the work of established artists, such as Josef Herman, during a visit to the Glynn Vivian Gallery. This influences their simplistic, striking, observational pen and wash sketches of buildings.
- 291 Pupils develop their skills in sculpture when using joining techniques to make three-dimensional figures. They consider size, shape and stability before moulding the Plasticine.
- 292 In KS2, pupils continue to experiment with mark making using different tools; they mix colours and materials to create interesting textures. Their understanding of sculptures in the environment is enhanced through a visit to Cardiff Bay and as a result they create realistic giant ceramic butterflies that brighten a brick wall.
- 293 Through exploring the world of fantasy, pupils transform their dreams into attractive surrealistic and iridescent images using press print and wax resist techniques. They explore the work of established artists and emulate their techniques and styles well, such as in artwork to convey the relationships of family and friends in a variety of media and creating their own symmetrical, block and half-drop patterns. They successfully produce imaginative pieces of work, inspired by Aboriginal culture.
- 294 Across the school, pupils produce eye-catching pieces of artwork using ICT. They use their developing skills in art well to enhance their studies in other subjects.

Music

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

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

- 295 The quality of singing across the school is good. Pupils perform a wide range of songs in English and Welsh, and from different traditions and cultures, with enjoyment and confidence. Pupils enjoy participating in percussion workshops and listening to a wide range of music. They are encouraged to appreciate the versatility of brass instruments for instance and to recognise a range of musical styles from medieval to modern times.
- 296 In KS1, pupils achieve good standards in composing and performing. They show increasing control of duration, dynamics, timbre and pace, such as when creating an atmospheric piece called *Sunrise*. They explore simple musical shapes in their composition *Dawns yr Indiaid*.
- 297 Pupils perform with good breath control and sing in tune, including a change of key. They sing an echo of repeated lines with a four-note range in *Baby lying in a manger*, maintaining the pitch and beat well with untuned percussion instruments.

- 298 In KS2, pupils work well with others to create compositions with a simple musical shape, such as *The Red Train*. They enthusiastically plan and revise their ideas. In a group performance entitled *The Cook*, pupils maintain their line in a simple part song and maintain individual instrumental parts in a group well. They show increasing control of pitch, pace, timbre, texture and structure.
- 299 In Year 6, pupils warm up their voices before performing. They maintain the pitch well, in for example *The Old Menorah*. They successfully copy clapping patterns and perform more complex syncopated rhythms. Pupils recognise different metres and conduct, emphasising the strong down beat. They sing and competently add a rhythmic syncopated accompaniment with glockenspiels across the beat. Pupils record and evaluate their performances, hearing the harmony and suggesting ways of improving.
- 300 Pupils in both key stages achieve well in musical performances for different audiences. They achieve high standards in singing and the use of tuned and untuned percussion instruments. The school's strong tradition of public performances in a variety of settings, including performing in competition with other schools, enhances the overall standards achieved.
- 301 A good number of pupils benefits from instrumental tuition, including strings, woodwind and brass. The standard achieved by the school orchestra is particularly high and pupils gain a strong sense of achievement at whatever level they play.

Physical education

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

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

Good features

- 302 In KS1, pupils understand the effect of exercise on the body and the need to warm up and cool down before and after physical exercise. They know how to handle equipment safely.
- 303 In gymnastics, pupils perform a series of travelling movements with enthusiasm and know how to make good shapes. They make good use of the floor space between apparatus to make a variety of shapes including twists and rolls. The majority skilfully vary the level, direction and speed of movements both on and off the apparatus. They demonstrate increasing control throughout their sequences, perform confidently to their peers and are encouraged to make simple evaluations.
- 304 Across KS2, pupils enthusiastically perform sequences of dance movements. They build appropriately on movements practiced in previous lessons. Younger pupils energetically develop their interpretations in response to music. They perform good quality, expressive dance sequences with good shape, rhythm and control.
- 305 Older pupils have a very good understanding of movement vocabulary. They confidently tap rhythm and pulse and move with commendable expression in response to the mood of the music. Pupils participate in collaborative group and

partner work particularly well and many perform well executed sequences of dance with good control of their bodies. They make increasing use of ICT to evaluate and improve their performance.

- 306 Achievement in physical education is much enhanced through the systematic implementation of a scheme of work covering gymnastics, dance and games skills. Furthermore, the provision of swimming lessons in KS2, sports clubs and the good opportunities for pupils to participate in competitive games have a positive impact on standards.

Religious education

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

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

Good features

- 307 Pupils across both key stages have opportunities to develop thinking and learning skills through the study of the Christian, Jewish and Islamic faiths. They demonstrate open-minded and positive attitudes towards people with different beliefs and cultural backgrounds.
- 308 Pupils in KS1 demonstrate a good understanding of Christian values and celebrations. They enthusiastically recall learning about celebrations such as baptism and demonstrate a good knowledge of the ceremony from first-hand experiences, including role-play
- 309 The pupils have a good knowledge of some Bible stories, including the Nativity story, and know the Bible is a special book to Christians. The older pupils have a developing knowledge of the elements of worship and know a church is a special place used for Christian worship and ceremonies such as weddings. Their awareness of the importance of the church in the community is enhanced by the visits of local clergy and visits to places of worship.
- 310 Younger pupils in KS2 develop an appropriate understanding of religious teachings and understand the need for rules to guide our behaviour and the importance of moral values in everyday life. They know that Moses, Jesus and Muhammad are important religious figures and their stories are found in the Bible and the Qur'an.
- 311 The older pupils develop a good understanding of symbolism in religion. They understand that worship is central to all world faiths and that prayer is an important aspect of worship. In discussion, they compare the key features of churches, mosques and synagogues, describe some of the rituals followed by worshippers and demonstrate a sound knowledge of festivals such as Easter and Passover. By the end of the key stage, pupils develop a sound understanding of the customs and cultural traditions of different faith groups.

School's response to the inspection

- 312 The headteacher, staff and governors are delighted that the inspection recognised that Bryncethin Primary School has an impressive sense of community, purpose and direction. The inspection report endorses that pupils' attitudes to learning, the interest they show in their work and their efforts to sustain concentration are good, resulting in the achievement of good overall standards. In addition, the provision for developing pupils' bilingual skills is very good.
- 313 We are pleased that the inspectors found standards of behaviour to be very good and a notable feature throughout the school. The skill and dedication of all staff are duly acknowledged and the overall quality of care, guidance and support provided for pupils is an outstanding quality.
- 314 The report recognises the successful amalgamation of Bryncethin Infants and Junior schools and the continuing process of raising standards.
- 315 The majority of the findings made by the inspection team are in accord with the school's process of self-evaluation and already feature as part of the school's Three Year Strategic Plan.
- 316 A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governor's annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Bryncethin Primary School
School type	Community Primary
Age-range of pupils	5 -11
Address of school	Heol Canola Bryncethin Bridgend
Postcode	CF32 9TH
Telephone number	01656 721590

Headteacher	Mrs Andrea Wood
Date of appointment	1 st September 2001
Chair of governors/ Appropriate authority	Councillor M.E.J. Nott
Registered inspector	Mr Michael T. Ridout
Dates of inspection	4 th – 7 th December 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	20	33	28	32	32	43	32	220

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	2	11

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.4 : 1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	16 : 1
Average class size, excluding nursery and special classes	25.5
Teacher (fte): class ratio	1.22 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2006	-	91.2	91.8
Spring 2006	-	92.1	93.2
Summer 2006	-	91.9	91.9

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

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		33		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	-	3	15	55	27
		National	0.4	5.1	15.5	63.8	15.1
En: reading	Teacher Assessment	School	-	3	15	52	30
		National	0.4	5.2	17.3	55.6	21.4
En: writing	Teacher Assessment	School	-	3	21	49	27
		National	0.5	6.9	17.8	67.2	7.7
En: speaking and listening	Teacher Assessment	School	-	0	18	58	24
		National	0.4	3.2	13.3	64.1	18.9
Mathematics	Teacher Assessment	School	-	0	12	64	24
		National	0.4	3.0	11.6	60.0	25.1
Science	Teacher Assessment	School	-	0	0	73	27
		National	0.4	2.0	10.3	63.0	24.3

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	82%	In Wales	81%

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

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005			Number of pupils in Y6		38						
Percentage of pupils at each level											
			D	A	N	W	1	2	3	4	5
English	Teacher assessment	School	-	-	-	-	-	0	23.7	57.6	23.7
		National	0.4	0.1	1.1	0.3	0.7	4.1	14.7	46.7	31.7
Mathematics	Teacher assessment	School	-	-	-	-	-	2.6	21.1	34.2	39.5
		National	0.4	0.1	0.0	0.3	0.5	3.4	15.1	47.2	32.0
Science	Teacher assessment	School	-	-	-	-	-	2.6	15.8	34.2	47.4
		National	0.4	0.1	1.0	0.3	0.3	1.6	10.6	51.1	34.6

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	70%	In Wales	74%

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

Appendix 4

Evidence base of the inspection

- The inspection team consisted of four inspectors and a peer assessor appointed by Estyn who worked for 12 inspector days (over four days) gathering first-hand evidence. In total, 59 lessons or parts of lessons were observed and standards and teaching graded. Inspectors evaluated the pupils' work.
- The headteacher took the role of nominee, ensuring effective communication with the inspection team. The nominee attended meetings with inspectors and contributed fully to the discussion of inspection evidence.
- Inspectors observed registration sessions, school assemblies and break-times. All teachers present were observed teaching. Discussions were held with members of the teaching and non-teaching staff, representatives of the GB, parents and others, both during the initial inspection visit and during the inspection.
- All the available work and records of a representative sample of pupils from all year groups were scrutinised. Inspectors sought the views of a number of pupils in discussions with them.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- Few lessons in design and technology, information technology, history, art and religious education took place during the period of the inspection. Evidence is drawn from listening to learners, teachers' records and the scrutiny of pupils' previous work.
- The registered inspector held a meeting attended by 12 parents before the inspection and considered 89 parents' responses to a questionnaire.
- At the end of the inspection, the main findings of the inspection were discussed with the headteacher in her role as the nominee. A short time after the inspection, meetings were held with the headteacher, the staff, and the governors, to report the findings of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. M. T. Ridout Registered Inspector	Context Summary Recommendations Key question 1: How well do learners achieve? Key question 2: How effective are teaching, training and assessment? Additional educational needs - part of key question 4. Key question 5: How effective are leadership and strategic management? Key question 7: How efficient are leaders and managers in using resources? English, Geography, Physical education, Religious education.
Mrs. H. Wynn Smith Team inspector	Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Key question 4: How well are learners cared for, guided and supported? Under-fives, Mathematics, Design and technology, Information technology.
Mrs. A. Williams Team inspector	Assessment – part of key question 2 Key question 6: How well do leaders and managers evaluate and improve quality and standards? Science, Welsh second language, History, Art, Music.
Mr. C. Brentnall Lay inspector	Aspects of Key questions: 1, 3, 4 and 7.

Acknowledgement:

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