

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

A Report on the Quality of Education in

**Brynford C.P. School
Brynford
Holywell
Flintshire
CH8 8AD**

School Number: 6642065

Date of Inspection: 04 February 2008

by

**Jean Laura Hannam
79196**

Date of Publication: 09 April 2008

Under Estyn contract number: 1108707

© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

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

The inspection of Brynford C.P. School took place between 04/02/08 and 06/02/08. An independent team of inspectors, led by Jean Laura Hannam 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 **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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

Contents	Page
Context	1
Summary	3
Recommendations	8
Standards	9
Key Question 1: How well do learners achieve?	9
The quality of education and training	12
Key Question 2: How effective are teaching, training and assessment?	12
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	14
Key Question 4: How well are learners cared for, guided and supported?	17
Leadership and management	19
Key Question 5: How effective are leadership and strategic management?	19
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	20
Key Question 7: How efficient are leaders and managers in using resources?	21
Standards achieved in subjects and areas of learning	23
Under 5s	23
English	31
History	32
Art	33
Physical education	34
School's response to the inspection	
Appendices	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

Context

The nature of the provider

1. Brynford Primary School was opened in 1964. It is situated in the rural village of Brynford about one mile outside the town of Holywell. The school is a pilot setting for the Welsh Assembly Government's Foundation Phase. The Foundation Phase is being implemented in the under-fives classes and in years 1 and 2. In the meantime, the National Curriculum has been disapplied in years 1 and 2. The school caters for pupils with a wide range of abilities. Pupils live mainly in the village and the surrounding area with a small number travelling a greater distance. Four per cent of pupils are entitled to free school meals (which is much lower than the local and national average). There is a high mobility rate within the school and some cohorts have 50 per cent changeover of pupils as they progress through the school. The catchment area is mainly prosperous and advantaged. At the time of the inspection, there were nine pupils with special educational needs (SEN) including one with a statement of SEN.
2. The school caters for pupils, aged between three and eleven years. At the time of the inspection there were 63 pupils on roll, 38 boys and 25 girls including eight part time nursery children. They are organised into 3.5 classes of mixed age groups. Children are admitted into the nursery in the term following their third birthday. They begin full time education the September before their fifth birthday. Baseline assessment taken at the end of the first year indicates that pupils have a slightly higher level of attainment than those in similar schools within the Local Education Authority (LEA). The school roll has been stable for a number of years.
3. A hundred per cent of the school speak English as their first language. No pupils come from a Welsh speaking background. The national curriculum is not modified for any pupil. There have been no exclusions over the past year.
4. There are four full time members of staff two of which were on long term leave of absence during the inspection.
5. The school was last inspected in January 2002. Since then improvements have been made to the playground and school grounds and structural work carried out to the building. The head teacher has been in post since 1998.
6. The school has been awarded the Basic Skills Quality Mark Award and has Investor in People status.

The school's priorities and targets

7. Extracts from the school's prospectus state:

“At Brynford Primary School we believe that everyone should be valued for his or her individuality, culture and heritage, and that they should be encouraged to achieve their full potential in a stimulating, challenging and caring environment”.

8. The school's priorities include the intention to:

- continue to develop observational assessment in the Foundation Phase;
- further develop target setting in key stage 2 in the core subjects;
- strengthen the planning for key skills across the curriculum;
- further develop bilingualism throughout the school;
- continue to develop a school council.

Summary

9. Brynford Primary School is a good school with some outstanding features. The education provided by the school meets the needs of the range and ability of pupils on roll and the school contributes effectively to the well-being of all the pupils in its care. The governors and staff are working hard to pilot and implement the Foundation Phase for the Welsh Assembly Government (WAG). To date they are successful in their endeavours.
10. Outstanding features include the high standard of pupils' behaviour in lessons and around the school and their exemplary manners. The school has made very good progress in addressing all key issues identified in the last inspection.
11. The grades awarded by the inspection team for each of the seven key questions match the judgements made by the school in its self-evaluation report prior to the inspection.

Table of grades awarded

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

12. Standards of attainment have good features with no important shortcomings. Overall, regardless of their social, ethnic, or linguistic background, pupils, particularly those in the Foundation Phase Pilot classes and those who receive their whole primary education at Brynford, make very good progress and achieve their set targets. They successfully transfer their acquired skills to all areas of the curriculum.

13. Standards in the areas of learning in the Foundation Phase and the subjects inspected in key stage 2 are as follows:

Foundation Phase Pilot Classes

Area of Learning	Grade
Personal and Social Development, Well-Being and Cultural Diversity	Grade 1
Language, Literacy and Communication Skills	Grade 2
Mathematical Development	Grade 2
Bilingualism	Grade 2
Knowledge and Understanding of the World	Grade 2
Physical Development	Grade 2
Creative Development	Grade 2

Subjects inspected at key stage 2

Subject	Grade
English	Grade 2
History	Grade 2
Art	Grade 2
Physical Education	Grade 2

14. During the inspection, grades achieved by pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	78%	13%	0%	0%

15. Standards of achievement in the lessons observed are above Welsh Assembly Government (WAG) all-Wales targets requiring that by 2010, 98 per cent of standards should be Grade 3 or better.
16. The overall quality of provision for children in the Foundation Phase Pilot is good. It meets children's needs and they are making good progress. Children make outstanding progress in their personal and social skills.
17. Nearly all pupils including those with additional learning needs make good progress towards the targets set for them and achieve good standards relative to their age and abilities. However, a very small minority of more able pupils do not achieve their full potential.
18. The school assesses on an informal basis as the children enter into the Foundation Phase Unit. By the time baseline assessment is taken at the end of the first year, data reveals there has been a great improvement in their speaking and listening and personal and social skills, placing the school slightly higher than similar schools in the local area.
19. There is no comparative data available for key stage 1 pupils in 2007 because of the school's involvement in the Foundation Phase pilot. Children involved in the Foundation Phase Pilot have been disapplied from the

National Curriculum and also its assessment. However, the school has undertaken formal assessments at the end of the Foundation Phase and generally children achieve as well as expected.

20. In the 2007 end of key stage 2 teacher assessment results, pupils' attainment was above both the national and local average in English, mathematics, science and the core subject indicator (the number of pupils reaching level 4 in all three subjects). This places the school in the upper 50 per cent of similar schools in English and mathematics and the lower 50 per cent for science and the core subject indicator.
21. Despite the fact that many year groups have a high mobility rate, standards continue to improve. Differences in results at the end of key stage 2 are dependent on the nature and ability of year groups and are predicted by staff.
22. The children in the Foundation Phase make good progress in acquiring early reading, numeracy, creative, bilingual and information and communications technology (ICT) skills. Their early writing skills have good features which outweigh shortcomings. Their personal and social, speaking and listening and problem solving skills are outstanding. They are developing a good awareness of *Cwricwlwm Cymreig*.
23. In key stage 2 pupils build on the good practice acquired in the foundation phase in their use of key skills and maintain the good levels of achievement. By the end of the key stage writing, including handwriting, reaches a good standard.
24. Throughout the school the majority of pupils understand how they are progressing and what they need to do to improve. Overall pupils are well prepared and ready to move on to the next stage of their learning.
25. Pupils' personal, social and learning skills are good overall. Their behaviour in lessons and around the school is outstanding. They are extremely friendly and polite towards each other and adults. A notable feature is pupils' exemplary manners. They show care, respect and concern for others, work extremely well on an independent level and develop very good attitudes and values to life-long learning. This is an outstanding feature of the school.
26. Attendance has been steadily improving over the last three years. The average rate for the last reporting year was 94.5 per cent. This is above both the LEA average and the latest all Wales figures.

The quality of education and training

27. Standards of teaching in the lessons observed were good overall and were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	76%	16%	0%	0%

29. The percentage of lessons obtaining a Grade 2 or better is above the all-Wales average primary target of 80 per cent for 2010. The overall quality of teaching has improved since the time of the previous inspection.
30. In the lessons which have outstanding and good features, members of staff demonstrate excellent relationships with pupils and have a very good subject knowledge. They give clear explanations so that pupils fully understand what they have to do and have a good balance between teacher led and pupil initiated work. In those lessons which have some shortcomings, members of staff use a slow pace that allows pupils to go off task.
31. The quality of assessment and its use in helping to raise standards is good. It meets statutory requirements. Staff assess learners achievements fairly, accurately and regularly throughout the year and track them throughout the school. Although more able pupils are often set suitably challenging work, more could be done to further develop and extend the learning of this group of pupils. Not all reports inform parents and carers of a way forward.
32. The school is piloting the new Foundation Phase and the quality, breadth and balance of the curriculum provided for this group of children, is good. It covers each area of learning in a progressive manner and closely follows the principles of the Foundation Phase.
33. In key stage 2 the school provides a broad, balanced and well planned curriculum that is relevant to the range and abilities of all the pupils on roll. It takes account of the National Curriculum requirements. All pupils, including those with additional learning needs, have equal access to a full and stimulating range of learning opportunities. The planned curriculum offered to year 3 pupils takes into consideration the principles and some elements of the Foundation Phase. Planning for key skills is good throughout the school.
34. In the Foundation Phase and throughout the school the development of children's spiritual, moral, social and cultural skills have good features with no important shortcomings. The school is very effective in promoting pupils' moral development.
35. The school works closely with parents/carers who are very appreciative of the school's pastoral care of the family unit. There are good links with a local cluster of schools and local colleges.
36. Provision for work related education is good as are the arrangements to promote pupils' bilingual skills and their knowledge of *Y Cwricwlwm Cymreig*. The school has identified the need to extend its provision to promote education for sustainable development; the current provision has good features that outweigh shortcomings.
37. Arrangements to manage the care and support provided for pupils are good with no important shortcomings. The school also ensure that healthy lifestyles are promoted well though topics within the curriculum and additional sports activities. There are clear policies and appropriate procedures to ensure

everyone's health, safety and well-being. Child protection procedures reflect current recommended good practice and are well documented and known to all that work in the school.

38. The quality of provision for pupils with additional learning needs is good and fully complies with the Code of Practice. The school has clear policies to promote equal opportunity, gender and racial equality. The school has identified the need to extend its arrangements to promote pupils' understanding of life in a multi ethnic society.

Leadership and management

39. The school is very well led and managed by an experienced, hardworking and caring head teacher who leads by example. Her leadership ensures that the school's aims and values are promoted successfully. There is a very strong team spirit in the school; staff are committed to the vision of the school and the principles behind Foundation Phase Education. The schools' policies and practices promote equality of opportunity and take good account of local and national initiatives.
40. The governing body is fully supportive of the school and fulfils legal requirements. The governors form a dedicated and enthusiastic management team who meet regularly. The governing body is beginning to develop its strategic planning role but does not as yet assess the impact of its decisions on standards or provision.
41. The school's self-evaluation report is extremely thorough and detailed and represents the consensus of views of all those presently involved in the self-evaluation process. In terms of the overall grades given, the inspection team's judgements match those of the school in every key question. It identifies the areas and aspects that are strengths within the school and those that require further attention.
42. The school development plan moves the school forward with purpose. The school has identified the need to continue to introduce more robust targets within this plan. Overall, appropriate individual targets are set to improve pupils' performance. There has been a measurable improvement in speaking listening and problem solving throughout the school since the introduction of Foundation Phase.
43. Suitably qualified and experienced staff are efficiently deployed and support pupils well. The school makes good use of the available accommodation overall and extensive use of the hall. The staff use this space very imaginatively to avoid a negative impact on overall standards. Storage within the hall is a problem during certain activities.
44. The head teacher and governing body regularly and carefully monitor the use of resources. They ensure major spending decisions are in line with identified priorities. Overall the school provides good value for money.

Recommendations

45. In order to develop and progress, the school should:
- R1 ensure that that learning tasks consistently extend more able pupils across all subjects and areas of learning;
 - R2 further promote sustainable education throughout the school;*
 - R3 refine the existing annual reports to parents to include a way forward for all pupils, in the relevant subjects and areas of learning;
 - R4 further develop the strategic role of the governing body.

* This point has already been identified as a priority in the school development plan and associated documentation.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

46. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
47. Standards in the areas of learning in Foundation Phase Pilot classes and subjects in key stage 2 are as follows:

Foundation Phase Pilot Classes

Area of Learning	Grade
Personal and Social Development, Well-Being and Cultural Diversity	Grade 1
Language, Literacy and Communication Skills	Grade 2
Mathematical Development	Grade 2
Bilingualism	Grade 2
Knowledge and Understanding of the World	Grade 2
Physical Development	Grade 2
Creative Development	Grade 2

48. The overall quality of provision for children in the Foundation Phase Pilot is good. It meets children's needs and they are making good progress.

Subjects inspected at key stage 2

Subject	Grade
English	Grade 2
History	Grade 2
Art	Grade 2
Physical Education	Grade 2

49. During the inspection, grades achieved by pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	78%	13%	0%	0%

50. These figures compare well with the Welsh Assembly Government targets for 2010 that state that 98 per cent of lessons should be grade 3 or better.
51. Nearly all pupils including those with additional learning needs make good progress towards the targets set for them and achieve good standards relative to their age and abilities. However, a very small minority of more able pupils do not achieve their full potential.

52. The school makes informal assessments on entry into the Foundation Phase Unit and by the time baseline assessment is taken at the end of the first year data reveals a great improvement in their speaking and listening and personal and social skills. At this point their levels of achievement are higher than those in similar local schools, reflecting the value added provided by the school.
53. Children in Foundation Phase classes make very good progress in their personal and social skills. The very young children settle quickly into the routine of the school and readily take part in a wide range of activities based on the principles of the Foundation Phase. They acquire new knowledge and skills in all areas of learning and develop a broad and balanced base that is a good foundation for their academic career.
54. There is no comparative data available for key stage 1 pupils in 2007 because of the school's involvement in the Foundation Phase pilot. Children involved in the Foundation Phase Pilot have been disapplied from the national curriculum and also its assessment. However, the school has undertaken formal assessments when children reach the end of the Foundation Phase using levels indicated in Foundation Phase outcomes. Generally, children achieve as well as expected.
55. Results indicate that there is no difference between the progress made by boys and girls. However, fewer children reach a higher level in their formal writing skills.
56. In the 2007 end of key stage 2 teacher assessment results, pupils' attainment was above both the national and local average in English, mathematics, science and the core subject indicator (the number of pupils reaching level 4 in all three subjects). This places the school in the upper 50 per cent of similar schools (those schools with similar numbers of pupils entitled to receive free school meals) in English and mathematics and the lower 50 per cent for science and the core subject indicator. No pupils achieved level five or above in any core subject.
57. Despite the fact that many year groups have a high mobility rate, standards continue to improve. Over a number of years the difference in results at the end of key stage 2 are dependent on the nature, size and ability of year groups and are predicted by staff well in advance.
58. Children in the Foundation Phase make good progress and achieve good standards overall in using the key skills. They make good progress in acquiring early reading, numeracy, creative, bilingual and information and communication technology (ICT) skills during their activities. Their early writing skills have good features that outweigh shortcomings. Their personal and social, speaking and listening and problem solving skills are outstanding and a strength of the school. They are also developing a good awareness of *Cwricwlwm Cymreig*. The children's ability to work with others also has outstanding features.

59. In key stage 2 pupils build on the good practice acquired in the Foundation Phase in their use of key skills and maintain the good levels of achievement. They enthusiastically solve problems during their investigations in the outdoor classroom. This is a strength of the school. They extend their decision-making skills as they work collaboratively to research and complete group projects. By the end of the key stage, writing, including handwriting, reaches a good standard. The pupils' creative skills are good and this is particularly reflected in the areas of dance and music. Pupils' use of bilingual skills is good overall and, occasionally, it is very good in upper key stage 2.
60. Regardless of their social, ethnic or linguistic backgrounds, pupils make outstanding progress in acquiring new knowledge and understanding and skills which they transfer to all areas of the curriculum. Most pupils discuss their work sensibly with known adults and over half review their strengths and weaknesses as they make good progress towards fulfilling their potential. The majority understand how they are progressing and what they need to do to improve. Most ask for help when required and they are motivated to learn. They consistently apply thinking skills and persevere for appropriate lengths of time. Overall pupils are very well prepared and ready to move on to the next stage of their learning.
61. Pupils' behaviour in lessons and around the school is outstanding. They are extremely friendly and polite towards each other and adults. A notable feature is pupils' exemplary manners. Without prompting they hold doors open for adults for example and show a high level of respect for one another. Pupils play and socialise very well together. Neither pupils nor their parents view bullying or oppressive behaviour as an issue within the school.
62. Attendance has been steadily improving over the last three years. The average rate for the last reporting year was 94.5 per cent. This is above both the LEA average and the latest all Wales figures. The vast majority of pupils arrive at school on time.
63. Overall pupils make good progress in their personal, social and learning skills. They show care, respect and concern for others. They display a high level of independence and develop very good attitudes and values to life-long learning. These are outstanding features of the school. They have a sincere regard for the views of others and a strong sense of what is right and wrong. Pupils are establishing good healthy living skills that include valuing their physical and emotional well-being and fostering good eating habits.
64. Regardless of ability or background all pupils take an active part in the life of the school and all have a very positive attitude to equal opportunities issues. All pupils display respect for diversity and the views of others. Boys and girls work and play together well and display no stereotypical attitudes.
65. All pupils develop a good understanding of their role in the community and in the work place. Pupils are beginning to act as good citizens and recognise the role the community plays in their well-being.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

66. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
67. At the time of inspection, two out of the four members of teaching staff were absent from school.
68. Standards of teaching in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	76%	16%	0%	0%

69. The percentage of lessons obtaining a Grade 2 or better is above the all-Wales average primary target of 80 per cent set for 2010. The overall quality of teaching has improved since the time of the previous inspection.
70. In the lessons which have outstanding features, members of staff:
- plan work that is very exciting and challenging;
 - give pupils many opportunities to develop their independent learning skills by experimentation and investigation, finding things out for themselves and thereby promoting life long learning skills;
 - demonstrate excellent relationships with pupils, creating an ethos where learning is nurtured.
71. In the majority of lessons where teaching is good, members of staff:
- give clear explanations so that pupils fully understand what they have to do;
 - deliver work that is at the right level for individual pupils of all abilities;
 - have a good balance between teacher led and pupil initiated work;
 - encourage independent learners who are capable of making informed choices;
 - provide experiences that are interesting and challenge pupil's learning;
 - manage behaviour well.
72. In those lessons which have some shortcomings, members of staff:
- do not use open questioning techniques sufficiently to fully engage all pupils;
 - allow the pace of lessons to slow to the extent that pupils go off task;
 - do not challenge the more able pupils sufficiently.
73. Teachers work very well together as an enthusiastic, dedicated and well trained team to foster learning. This has impacted strongly on individual progress and is an outstanding feature of the provision. They display very

good subject knowledge and a deep understanding of recent educational initiatives, particularly in issues relating to the Foundation Phase. This is also an outstanding. Staff are diligent in furthering their ongoing professional development. Classroom assistants, including those who support pupils with additional learning needs, are also suitably well trained and committed and form a cohesive part of the staff team. All adults stimulate learners.

74. The quality of the teaching and learning in the Foundation Phase classes is good overall. This is because teachers and support staff use such a wide variety of good strategies to engage and involve children, helping them to extend and enjoy their learning. Strong personal relationships based on mutual respect, allow children to feel confident and secure in their learning.
75. Teachers in key stage 2 generally employ a wide range of strategies to motivate and interest pupils and get the best out of them. They plan well and share learning objectives thoroughly with pupils, who indicate that they are quite clear about the teacher's expectations. Staff plan a wide range of creative, experimental and investigative work and pupils respond well with enthusiasm. They usually move lessons on at a brisk pace.
76. Staff make good use of the environment to provide rich and often exciting experiences, including visits to places of interest in the locality and beyond. They bring interesting visitors into the school, such as Forestry Commission Workers and environmental artists. They generally prepare resources that stimulate and engage pupils.
77. Throughout the school teachers promote *Y Cwricwlwm Cymreig* effectively, enabling pupils to acquire a good knowledge and understanding of their own culture. They develop pupils' bilingual skills well. They ask pupils questions and encourage them to respond and engage in conversations in Welsh.
78. Staff help pupils to understand the principles of equal opportunity by regularly emphasising its importance. Teachers are good at ensuring the needs of all pupils are met regardless of gender, race or disability and act as good role models. Overall they prepare work that is well matched to pupils' needs and offer good support to individuals and groups of pupils.
79. Regular assessment informs planning and enables each pupil to progress appropriately. All staff are involved in the assessment process and are aware if pupils do not continue to make the expected progress.
80. Staff are particularly good at catering for the needs of pupils with additional learning needs. Although more able pupils are often set suitably challenging work, more could be done to further develop and extend the learning of this group of pupils.
81. The quality of assessment and its use in helping to raise standards in the Foundation Phase is good with no important shortcomings. This is a developing feature of the school which staff are beginning to extend into key stage 2. Parents and children are involved in the process. Staff assess

learners' achievements fairly accurately and regularly throughout the year. In key stage 2 well-established and manageable systems are in place that assess and track pupils' progress.

82. Staff ensure pupils are aware of the purpose of assessment as they set and review their personal targets for improvement. In some subjects pupils are involved in evaluating their own progress and setting further targets for development. All are eager to discuss and explain their targets with visitors.
83. Any problems are identified at an early stage and intervention is swift. More formal records are updated each term. An appropriate range of information is retained for each pupil and passed on from class to class.
84. Staff have received training on moderating work to ensure teacher assessment is rigorous and an appropriate way forward identified for individual pupils. This has raised standards considerably and ensured that all those responsible for assessment use the same criteria.
85. Throughout the school very good verbal feedback is given regularly to support pupils and to indicate the next step in their learning. Marking in pupils' books is inconsistent in some subjects.
86. There are formal opportunities to meet the staff and discuss pupils' progress and informal communication occurs on daily basis as staff liaise closely with parents and carers. Annual reports to parents have good features that outweigh shortcomings. They conform to statutory requirements. They inform parents and carers about pupils' achievements and progress but do not always indicate where pupils need to improve their work within specific subjects or areas of learning.

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

87. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
88. The overall quality of provision for children in the Foundation Phase Pilot is good. It meets children's needs and covers each area of learning in a progressive manner; it closely follows the principles of the Foundation Phase as stated in the Welsh Assembly Government's draft guidelines. A skill-based curriculum is carefully planned to ensure children develop to their full potential.
89. The school provides Foundation Phase children with many opportunities to take an active part in a variety of tasks as a whole class or in small groups. In key stage 2 the school provides a broad, balanced and progressively planned curriculum that is relevant to the range and abilities of the pupils on roll. It

takes account of the National Curriculum requirements and meets all statutory requirements.

90. All pupils, including those with additional learning needs have equal access to a full and stimulating range of learning opportunities. The planned curriculum offered to year 3 pupils takes into consideration the principles and some elements of the Foundation Stage. The school aspires to provide a smooth transition between the Foundation Phase curriculum and the demands of the National Curriculum in key stage two.
91. The curriculum is carefully planned to ensure a good level of continuity and progression from the early years to the end of key stage 2, where staff plan in areas of learning as they begin to embrace elements of the Foundation Phase into their planning. Detailed long, medium and short term plans are prepared to ensure a wide range of stimulating, well-balanced activities that develop the pupils' learning skills and knowledge and understanding.
92. In the Foundation Phase and key stage 2, planning for key skills and common requirements is good as they become an integral part the planned curriculum. Opportunities for pupils to apply key skills in subjects such as history are evident.
93. The way in which the school broadens pupils learning through a variety of different out of school experiences has good features with no important shortcomings. In the Foundation Phase a variety of activities effectively promote pupils' learning and impacts on progress by extending the self-esteem and self-confidence of all children. For example, there are regular opportunities for pupils to visit such places as the post office and the zoo.
94. Key stage 2 pupils have the opportunity to take part in a residential visit to Glan Llyn and all classes visit a range of venues to further their understanding of topics currently being studied. A wide range of extra-curricular activities, including music tuition, sporting and Urdd clubs make a valuable contribution to broadening the provision for pupils to extend their learning. Visitors to the school provide pupils with the opportunity to talk with experts in particular fields.
95. In the Foundation Phase and throughout the school the development of children's spiritual, moral, social and cultural skills has good features with no important shortcomings. Collective worship meets the legal requirement and is broadly Christian in character. Themes are well planned and reflect important issues. Assemblies and similar gatherings provide opportunities for pupils to sit quietly and reflect and spirituality is an obvious element of the school day.
96. Cultural development is promoted widely in relation to the practices of other faith groups. There is less emphasis however, on developing their understanding of life in a multi-ethnic society, particularly in key stage 2.

97. The pupils' social development is good. The school regularly supports various charities to encourage pupils to help others who are less fortunate. Pupils take advantage of many opportunities to take responsibility, use their initiative and develop a good understanding of living in a small community. All pupils relate well to group rules and are encouraged to take responsibility for their own actions. In addition, group work in lessons effectively reinforces the school's shared values of the importance of co-operation, care and concern for others.
98. The school is very effective in promoting pupils' good moral development. As a result, all pupils understand right from wrong. Throughout the day the school consistently promotes values such as honesty, fairness and respect.
99. The provision for the development of pupils' spiritual, moral, social and cultural skills is supported by an effective and comprehensive programme for developing personal, social and learning skills. The school's strong emphasis on pupils' personal and social development, ensures most pupils take responsibility for improving their own learning.
100. Overall, responses from the parents' pre-inspection questionnaire and meeting suggest they have a very positive view of the school. Although there is no official association, parents offer very good practical help and support during the school day and raise money to help the school financially. Parents who help in school have a positive impact on the pupils' standards of achievement. Day-to-day information between home and school is good and regular. There is a suitable home school agreement in place. The school works closely with parents/carers who are very appreciative of the school's pastoral care of the family unit.
101. There are good links with a local cluster of schools. As a result of the effective pastoral, academic and transitional links with the local secondary school, pupils are well prepared for the next stage of their education. There are good and well-established links with local colleges of further and higher education and the school regularly accepts students on work placements.
102. Provision for work related education is good. Pupils have a good range of opportunities to gain an insight into the working world that are linked well to the topics they study. Staff placements to business or industry have taken place as part of the school's continuing professional development programme.
103. Arrangements to promote pupils' bilingual skills and their knowledge of *Y Cwricwlwm Cymreig* have good features with no important shortcomings.
104. All adults ensure that pupils have equal opportunity to access the curriculum offered and to take part in all areas of school life whatever their ability, gender or background. Arrangements to tackle social disadvantage are good.
105. The school has identified the need to extend its provision to promote education for sustainable development and global citizenship; the current provision has good features that outweigh shortcomings. The school is

beginning to act in a sustainable way and is working towards the bronze Eco award. Suitable attention is given to global citizenship within the geography curriculum.

106. Arrangements to develop pupils' entrepreneurial skills are good with no important shortcomings; these arrangements are particularly good in the Foundation Phase. The school council provides a good opportunity for pupils to be involved in decision making within the school and to learn about democratic processes.

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

Grade 2: Good features and no important shortcomings

107. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
108. Arrangements to manage the care and support provided for pupils are good with no important shortcomings. As a result all pupils, including the most vulnerable, are well supported by all adults who work in the school as well as by a good range of external agencies. Adults know the pupils very well and in discussion pupils confirm they feel safe within the school environs.
109. The school works closely with parents and carers. Wherever possible they are consulted and express confidence in the care and support their children receive.
110. Arrangements to help children settle into the early years are well organised. As a result children quickly integrate into new routines. Arrangements to ensure pupils settle into school life at a later stage of their education are equally well managed.
111. Day to day care and guidance for pupils is good. Personal and Social Education is well planned throughout the school and suitable attention is given to sex education and substance misuse, appropriate to the age of the pupils. The school also ensures that healthy lifestyles are promoted well through topics within the curriculum and additional sports activities. Healthy food choices are offered at lunchtime and appreciated by pupils.
112. The school council is well established and effectively represents pupils' opinions. It provides them with a voice and as a consequence their views can be heard, listened to and acted upon when appropriate.
113. Systems to monitor and address any concerns related to pupils' behaviour are good. These result in a consistent approach being taken by all staff to manage any occasional inappropriate behaviour. Arrangements to monitor attendance and punctuality are good and the expertise of external agencies is sought if there are concerns. Pupils' performance is carefully monitored. All adults consistently provide good support and guidance, which enables pupils

to understand their work. Pupils confirm that their teachers help them and they are happy to ask for assistance when required.

114. There are clear policies and appropriate procedures to ensure everyone's health, safety and well-being. Suitable risk assessments are regularly carried out. Child protection procedures reflect current recommended good practice and are well documented and known to all that work in the school. All staff have received appropriate training and this is regularly updated.
115. The provision for pupils with additional needs is good and fulfils the requirements of the Code of Practice. The arrangements to support those pupils with additional learning needs are firmly embedded in the culture of Brynford and pupils are well integrated into the life of the school. There are good procedures for the early identification of these pupils and their needs are effectively addressed with individual and small group support in class.
116. Additional Learning Needs pupils receive good support from their class teachers, learning support assistants and outside agencies. The head teacher is the Additional Needs Co-ordinator and is well informed about pupils' needs. She works effectively to provide clear, positive guidance to class teachers.
117. Clear Individual Education Plans are in place. These are reviewed regularly with all relevant parties. Pupils make good progress at their level of development. The identification and provision for the needs of more-able pupils are less well developed.
118. A whole school approach promotes good behaviour very effectively. Pupils are managed sensitively, consistently and effectively. The school ensures that all pupils have the opportunity to learn effectively without interference or disruption. The support the school provides for pupils with behavioural problems is good and the care taken to ensure the integration of these pupils is a growing strength of the school.
119. The school has clear policies to promote equal opportunity, gender and racial equality. There are appropriate arrangements to eliminate bullying and any form of harassment. Pupils express confidence in the school's systems. There is a suitable disability inclusion policy. The school's accessibility plan is clear and informative. Measures are in place to ensure no one is disadvantaged because of their disability. Provision to develop pupils' knowledge of diversity within society has good features that outweigh shortcomings. The school has clearly identified the need to extend its arrangements to promote pupils' understanding of life in a multi ethnic society.

Leadership and management

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

Grade 2: Good features and no important shortcomings

120. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
121. The school is very well led and managed by an experienced, hardworking and caring head teacher who leads by example. Her leadership ensures that the school's aims and values are promoted successfully, understood, shared and implemented by all stakeholders. Her leadership has facilitated the successful implementation of the Foundation Phase principles and impacted on standards of achievement, particularly on speaking and listening skills.
122. The school's policies effectively promote equality for all and are reflected in its practice. Members of staff work together closely and support each other effectively. There is a very strong team spirit in the school. As a result pupils are very positive about their learning experiences and keen to learn. Support assistants are well directed to support individuals and groups so that pupils of all abilities enjoy equal access to all the opportunities provided.
123. Each member of staff has a number of responsibilities in areas of learning. They have clear responsibilities that they undertake conscientiously. They contribute greatly to a rise in standards.
124. The school gives good consideration to local and national priorities, new initiatives and local partnerships. For example, there is an action plan to promote an awareness of sustainability and healthy schools issues. Good links have been established with other schools in the local 'consortium' and with the feeder secondary school. The school has enthusiastically embraced the physical education and schools' sports initiative.
125. A strong partnership exists between the school, the governing body and the community. The school has successfully achieved recognition as an 'Investor in People.'
126. Pupils are given targets for their attainment at the end of key stage 2, based on their individual capabilities, and most pupils meet them. However, these are not always sufficiently challenging in nature when applied to the more able pupils. More specific, termly targets are agreed with all pupils. These are usually appropriate and realistic, and reviewed regularly. Parents and carers are aware of these and pupils refer to them as they begin a piece of work.
127. The performance management system for the head teacher and all teaching staff is well established and has a positive impact on their performance. Individual targets for improvement are set and reviewed annually. All are

linked to priorities in the school development plan. Newly qualified teachers and students are well supported by their mentor.

128. There has been a great deal of in-house training in Brynford where all staff have worked together to monitor and develop their expertise for delivering the Foundation Phase. This high level of commitment to staff development, in this area, is a strength of the school.
129. The governing body is fully supportive of the head teacher, staff, pupils and the aims and objectives of the school. The governors form a dedicated and enthusiastic management team who meet regularly and are supplied with very detailed reports about the life and work of the school by the head teacher. Their strategic role is at an early stage of development as they look towards assessing the impact of their actions on standards and provision throughout the school and using standardised criteria to judge their success levels.
130. Governors are very knowledgeable about many aspects of the school life and fully understand their roles and responsibilities. They are well informed about the school development plan and self-evaluation report. Individual governors have recently been linked to areas of learning and spend time in school with relevant members of staff. Appropriate and effective sub committees are established to review subject areas and resources. Key governors monitor provision, for example, in the areas of finance and health and safety. The governing body fulfils all legal requirements

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

Grade 2: Good features and no important shortcomings

131. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
132. The school has produced a very clear analysis of its strengths and areas for development through consultation led by the head teacher. Staff are involved in this process and use this opportunity to discuss, evaluate and challenge their own work and areas of responsibility.
133. The school's self-evaluation report is extremely thorough and detailed and represents the consensus of views of all those presently involved in the self-evaluation process. In terms of the overall grades given, the inspection team's judgements match those of the school in every key question. It identifies the areas and aspects that are strengths within the school and those that require further attention.
134. A culture of self-evaluation is developing well with positive links existing between the process of self-evaluation and planning for improvement. The introduction of the Foundation Phase has meant that there has been much sharing and critical evaluation of the strategies needed for its implementation.

The school is making good progress in establishing procedures which are comprehensive, systematic and based on clear evidence. As there are fluctuating numbers in cohorts, sometimes very small cohorts and a significant movement within year groups, statistical analysis is not always reliable. The head teacher diligently analyses these factors and as a result individual pupils' progress is monitored closely and action taken to ensure the correct way forward is found.

135. An effective pupil tracking system is established throughout the school which indicates there has been a measurable improvement in speaking listening and problem solving throughout the school since the introduction of the Foundation Phase.
136. The school takes on the views of parents, staff and the governing body as sources of evidence when drawing together its self-evaluation report. Consultations with pupils and the wider community are in early stages of development.
137. In Brynford School a system of areas of learning co-ordinators has been introduced throughout. One member of staff from the Foundation Phase and another from key stage 2 share the responsibility for an area of learning. This has been very effective in developing priorities, planning, and monitoring improvement. All staff understand and play their part in implementing strategies and bringing about continuous improvement.
138. The school development plan is a working document that moves the school forward. It clearly sets out priorities and notes cost, action required, time scales, monitoring arrangements and success criteria. On occasions, targets within the plan lack rigour. Areas needing attention are identified in the school development plan and then targeted. For example spelling has been identified as a priority, a grant sought and the 'Catch Up' programme has been implemented effectively with good results.
139. Actions taken by the school have had beneficial effects for example the school has gained the Basic Skill Quality Mark and The Investors in People Award. The school has made very good progress in addressing all key issues identified in the last inspection.

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

Grade 2: Good features and no important shortcomings

140. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
141. There are sufficient teaching and non-teaching staff for the number of pupils on roll. Suitably qualified and experienced teachers support pupils well. Teachers and support staff attend training courses which contribute effectively to developing their subject knowledge and teaching skills. In house training

has been very effective in planning and sharing the methodology relating to the implementation of the Foundation Phase.

142. Learning support assistants are managed and developed well and make a very good contribution to the quality of learning. They are valued members of the school community and take part in annual reviews aimed to promote personal development. The school has made good use of workforce remodelling resources to help raise standards.
143. Overall the school makes good economic, efficient and effective use of available resources. There are adequate resources of good quality that are well matched to the needs of all pupils; members of staff maximise the use of these through effective planning and sharing. There is a small library which pupils and staff draw on to support their study of different topics. This is supplemented with class libraries and the school mobile library service. There are sufficient computers in each class for pupils to access and support their learning across the curriculum.
144. The school makes good use of the available accommodation. Attractive displays enhance the learning environment. The classrooms are adequate for the number pupils on roll and the building is kept clean and well maintained. The school makes extensive use of the hall as a Foundation Phase classroom, dining area and for physical education. The staff make imaginative use of this space to ensure that standards are not adversely affected. This is a strength of the school.
145. The fields and playgrounds are spacious and well maintained and are used well as a learning resource. The recently developed outdoor area for children in the Foundation Phase is stimulating and used extensively. There is insufficient storage space in the school for the amount of resources particularly the resources for Foundation Phase. Storing many of these in the hall means that, for some activities, the hall is not fit for purpose.
146. Staff experience and expertise are used well for the benefit of pupils. Appropriate appraisal and staff development programmes enable teachers to keep up to date with current educational initiatives and new ideas in their areas of responsibility. Teachers also make good use of their planning, preparation and assessment time to develop work for their own classes and for their areas of learning.
147. The administrative staff ensure the smooth and efficient day-to-day running of the school. Other support staff, such as the caretaker, mid-day supervisors, canteen staff and cleaner make a valuable contribution to the life of the school.
148. The head teacher and governing body regularly monitor the use of resources. They monitor and manage the budget carefully and have planned how to use the reserve. Major spending decisions are in line with identified priorities. The school provides good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase

Grade 2: Good features and no important shortcomings

149. The overall quality of provision for children in the Foundation Phase Pilot is good. It meets children's needs and they are making good progress.

Personal and Social Development, Well-being and Cultural diversity

Grade 1: Good with outstanding features

Outstanding features

150. The care and respect shown by the children to all adults and their peers is an outstanding feature of the school. Children throughout the Foundation Phase are most eager to take part in new experiences and explore new learning skills, opportunities and resources with enthusiasm. The children display outstanding features in their behaviour patterns and self control and as they work independently throughout their tasks.

Good features

151. When the children enter the school, they quickly gain confidence and settle swiftly at the start of each lesson. They gradually increase their levels of concentration and react with sensitivity and tolerance when dealing with peers in need. The older children develop a good sense of perseverance when completing their tasks and become competent in their exploration of the indoor and outdoor classroom. All are eager and enthusiastic in their work and play and willingly ask for help if required. By the end of the Foundation Phase all take responsibility for their own actions, recognise the concept of 'fair and unfair' and compromise to avoid conflict.
152. The younger children confidently make independent choices as they move through their daily tasks. Older children suggest activities as well as closely following the more structured environment planned by the staff. They work well independently or in groups.
153. The younger children gradually take responsibility for their personal hygiene and use the toilet and wash their hands with minimal help. They are beginning to be aware of the need to follow a healthy life style. They are good at understanding the importance of healthy eating and its effect on their bodies and are beginning to recognise the need to exercise regularly. The older children put on coats and suitable clothing such as weatherproof overalls independently. They link exercise, healthy eating and sleep to growth. They are beginning to show respect for the environment.

154. When appropriate, the youngest children sit quietly and reflect, such as during assembly and quickly develop a sense of awe and wonder with the natural world. The older children talk empathetically about current issues during circle time and are beginning to accept the views of others; a majority are beginning to adapt their own ideas accordingly. As they study the growth of plants and vegetables in their garden they develop a clear understanding that living things need to be treated with care, respect and concern.
155. By the end of the Foundation Phase most children solve problems very well and make decisions confidently. They are clear about their roles and responsibilities for example as "*Helpwr Heddiw*". They are beginning to develop a positive self-image. They fully understand they are part of the small community of Brynford. They are beginning to show tolerance and respect for those from other cultural backgrounds. The older children clearly understand that other cultures have different preferences, views and beliefs, through their studies of various festivals from around the world. The children are totally inclusive in all they do.
156. By the end of the Foundation Phase the majority of children evaluate their work and that of others and amend it after discussion with peers or known adults. Most apply the higher order skills of enquiry, questioning and information seeking across the areas of learning for example as they initiate an impromptu experiment with melting snow and ice, taking into consideration fair testing.

Shortcomings

157. There are no important shortcomings.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

158. On entering the Foundation Phase, children quickly learn to listen well to instructions and carry them out diligently. In the second year they listen and respond very well to questions as they develop their higher order listening skills. They listen for lengthening periods of time, for example as they plan and produce a play about their reading book characters. By the end of the Foundation Phase, most children build on the skills acquired in the early years as they listen to adults and peers with great concentration or as they take part in organised debates within the school council.
159. The younger children soon learn how to make themselves understood, using appropriate vocabulary. The older children speak for a variety of audiences and moderate their language and tone accordingly. They articulate their thoughts and ideas in a logical manner and most offer clear, lengthy explanations, for example as they discuss various moral issues raised in

assembly. Most develop very good role play and drama skills which help them to explain their learning as they progress through the school. The children's progress in developing their speaking and listening skills is a strength of the Foundation Phase at Brynford.

160. Children at the beginning of the Foundation Phase show a wide interest in books and enjoy the content; they take part in shared reading activities and respond accordingly. Throughout the Foundation Phase the majority of children appreciate the difference between fiction and non-fiction books and recognise they can obtain information from a variety of written sources such as books, the internet and disks.
161. Most accurately recall stories and rhymes, both in English and Welsh, for example "The Bear Hunt". During their second year the majority of children use books independently. They understand how a book is organised and enjoy using the library. Most clearly understand that symbols carry meaning and recognise simple sounds within words. Many confidently recognise their own name. Overall, by the end of the Foundation Phase children use various cues and strategies to independently read new words. They read fluently, at an appropriate level and accurately predict events in a story. The majority discuss the story line and central characters sensibly.
162. As soon as they enter the Foundation Phase the children enthusiastically take part in mark making activities both inside and outdoors. They quickly develop their emergent writing skills as they make lists and instructions in their role-play. All children attempt to write for a variety of purposes. By the end of the second year most understand that writing is a form of communication. They write simple sentences independently and often include full stops and capital letters. They use word banks confidently and are familiar with alphabetical order. By the end of the Foundation Phase many write factually and imaginatively with great enthusiasm using their ICT skills appropriately.

Shortcomings

163. Although there are no important shortcomings, overall the formal writing and hand writing skills of a small minority of children are under developed.

Mathematical Development

Grade 2: Good features and no important shortcomings

Good features

164. Children entering the Foundation Phase quickly become confident in the use of appropriate mathematical language. They readily recall a range of number rhymes and songs. The younger children competently sort, match, order, sequence, compare and count familiar objects in English and Welsh to 10. Some quickly count to 10 and back to zero. Most recognise and recreate patterns as they print in the creative area.

165. As they progress through the Foundation Phase many match symbols to sounds. The older children make good progress in their numerical understanding and count in 10's to 100 and read larger numerals correctly. A minority are beginning to appreciate numbers to 1000. By the end of the Foundation Phase most children confidently use simple fractions and understand the place values in 3 digit numbers. They recognise odd and even numbers and mentally add and subtract numbers using various methods.
166. The younger children recognise and use coins in their play and quickly learn the passage of time as they become familiar with the daily routines of the group. At the end of the Foundation Phase children competently add and subtract amounts to £1 and give change. Most successfully solve problems using money. By the age of seven most children understand the relationships between units of time, read time to the quarter hour on an analogue clock and some are beginning to relate this to digital time. They correctly sequence the days of the week and months of the year.
167. Most of the younger children accurately estimate and predict using non-standard measures, for example as they play and take part in baking activities. They pour and fill with confidence and use comparative language such as full/empty, heavy/light. By the end of the Foundation Phase most children measure accurately with standard units and are familiar with the properties of two and three dimensional shapes. Most clearly describe directional change as they take part in activities in the outdoor classroom. They extend their understanding of positional vocabulary as they build road systems on the playground out of recycled tyres.
168. At an appropriate level all children throughout the Foundation Phase collect, record and interpret data using an increasing range of charts, diagrams, tables and graphs linked to their topic work. By the end of the Foundation Phase most children confidently estimate size, length and capacity and communicate their findings in an oral and written manner. They transfer these skills to other areas of learning using their ICT skills appropriately.

Shortcomings

169. There are no important shortcomings.

Bilingualism

Grade 2: Good features and no important shortcomings

Good features

170. The younger children in the Foundation Phase enthusiastically join in with Welsh songs and rhymes and use appropriate Welsh sayings as they work on different activities inside and outside the classroom. The older children respond confidently to adults by using simple words and phrases and enjoy holding a simple conversation in Welsh. They show good levels of

understanding to instructions given in Welsh and they react appropriately. The pronunciation and intonation of many of the older children is good as they confidently make themselves clearly understood. Overall most are beginning to use the language spontaneously.

171. The youngest children enthusiastically name colours, numbers, days of the week and have a developing vocabulary of key words connected to the topic. They automatically use basic greetings and ask simple questions. Older children confidently use sentences, phrases and ask questions when describing the weather. They readily express how they feel. *Helpwr Heddiw* asks simple questions in registration periods such as those relating to dinner choices. Children at the end of the Foundation Phase competently build on the solid skill base acquired in the early years.
172. As they move through the Foundation Phase children's reading skills in Welsh develop steadily. The older children read simple text from books associated with the class topic and have a good understanding of the text in bilingual signs in their classroom. They follow simple stories and rhythms and respond accordingly. Most show enjoyment when using the language.
173. By the end of Foundation Phase, children are beginning to develop appropriate writing skills. They write short sentences to reinforce their oral work.

Shortcomings

174. There are no important shortcomings.

Knowledge and Understanding of the World

Grade 2: Good features and no important shortcomings

Good features

175. Throughout the Foundation Phase, children develop a good understanding of the environment through their work in the outdoor classroom as they explore and experiment independently with natural resources. The majority have a good understanding of the conditions needed for plants to grow, through their work planting and harvesting fruits and vegetables in the school garden. During this activity the older children make accurate observations and take measurements, make comparisons and identify similarities and differences. They further develop their investigative skills and confidently communicate these observations to known adults.
176. All children in the Foundation Phase clearly understand that healthy eating encourages growth and development; for example in a letter writing exercise to ask a guest to the "Teddy Bear's Picnic", there was a suggestion that he should include fruit in his picnic box. All children are just starting to develop an appreciation for sustainability.

177. Most younger children in the Foundation Phase have a good knowledge of their locality and older pupils have worked on simple maps of the area. They clearly identify key geographical features and most appreciate the importance of the community to their daily lives. These children also develop a knowledge of the wider world and its various cultures through their geography based topics.
178. Visitors come regularly to talk about their work for example a vet and a mother with her new baby. Children's extended role play skills enable them to develop a good understanding of different types of workers and occupations. By the end of the Foundation Phase most children have a good understanding of the purpose and use of money.
179. The younger children enthusiastically experiment with a wide range of materials and understand that some materials can change shape by squashing, bending or twisting. They conduct experiments and the older children are beginning to link cause and effect and evaluate their own work. Children's senses are also well developed through activities such as a 'listening walk' and through making perfume by squashing petals from flowers in the garden.
180. The younger children quickly develop a good sense of time. They know the days of the week and the seasons of the year. In the upper Foundation Phase children have a good understanding of the differences between things today and in the past. Many use pictures and artefacts and produce good drawings to illustrate the contrast between now and then. These children are beginning to appreciate that information can be obtained from a variety of sources.
181. All children are confident in their use of information and communication technology (ICT) as they competently handle class computers, interactive white boards, tape recorders and listening centres independently.

Shortcomings

182. There are no important shortcomings.

Physical development

Grade 2: Good features with no important shortcomings

Good features

183. All children in the Foundation Phase classes greatly enjoy their indoor and outdoor classrooms confidently using the available space in the airy rooms and the safe, secure external areas. The younger children move around safely and confidently with increasing control and co-ordination of their body movements. Their hand-eye co-ordination is developing well as they learn to accurately catch and throw when using bats and balls.

184. The younger children quickly develop their fine motor skills with early mark-making activities. By the end of the Foundation Phase all children have good co-ordination skills and control mark making equipment and tools such garden equipment well. They work independently and in groups to extend their skill of squeezing, rolling and moulding as they confidently use play dough and clay to produce artefacts relating to their topic work. Most further develop their fine motor skills effectively as they complete complicated jigsaw puzzles and play with small world equipment with confidence. All children are competent controlling the computer mouse.
185. The spatial awareness of the younger children is well developed and they understand the concepts of behind, above and below appropriately when playing on the outside equipment. The older children use small and large apparatus safely and understand the importance of carrying heavy equipment correctly in the outside classroom.
186. All the younger children's skills of pedalling, scooting, pushing and pulling are very good as they enjoy playing on large outdoor toys. The older children constantly consolidate these skills and they work confidently in differing directions and various heights. When responding to musical stimuli children display good body control, rhythm and balance.
187. All children competently demonstrate different ways of moving such as running, jumping and skipping. They control their body speed well. The older children link basic actions into a simple sequence as they work co-operatively with others during group sessions. They are aware of the position of their own bodies and those of other group members.
188. The younger children are gradually becoming aware of the simple changes that occur to their own body as they grow and are developing a practical understanding the importance of aerobic exercise. By the end of the Foundation Phase children develop a good awareness of health, fitness and safety, particularly during physical and adventurous play.

Shortcomings

189. There are no important shortcomings.

Creative Development

Grade 2: Good features and no important shortcomings

Good features

190. Children who enter the Foundation Phase quickly and confidently develop their ability to use all their senses, their observational skills, memory and imagination and express their feelings in two and three dimensional artistic works of good quality. By the end of the Foundation Phase they confidently transfer these creative skills across all areas of learning as they explore and

experiment with a variety of techniques and materials. Most children use commercial art packages on the computer with skill and dexterity.

191. The younger children successfully explore and experiment with different colour, media and texture. They mix colours confidently for different purposes and investigate the properties of various materials. The older children make informed, independent choices of materials and equipment. Most use age appropriate vocabulary as they readily discuss their work in progress at length. Many refine their work carefully after discussion to improve the quality.
192. By the age of seven most children value the creative process as well as the end product. Many add their own creative elements to the final artefact. They develop their simple observational drawing skills well. Their drawings of flowers are well constructed and the recognisable features are well proportioned. Most are beginning to appreciate line and tone.
193. By the end of the Foundation Phase children produce self-initiated work as well as group collages and paintings. They carefully create pictures and patterns using various techniques such as printing. In the outdoor classroom children enthusiastically design and create large scale constructions using natural and recycled material.
194. Most children enjoy music and dance and the younger children confidently take part in a range of stories and action rhymes in both English and Welsh. During dance sessions the children quickly learn how to use their bodies creatively to express a range of feelings such as their dance interpretation of "The Bad Tempered Ladybird". All respond well to musical stimuli at an appropriate level and enjoy the freedom to interpret sounds creatively in an independent manner.
195. The younger children extend their ability to beat time by using body music and simple tuned and un-tuned musical instruments, which they handle correctly. Most maintain a consistent beat. The older children compose their own tunes using a written score. Most enthusiastically use their voice, respond to musical stimuli and sing sweetly in tune whether accompanied or unaccompanied.
196. The younger children enthusiastically take part in role play activities based on topic work and free choice. On occasions this is very good. The older children re-enforce these skills as they competently use the puppets and take part in the school concerts and assemblies.

Shortcomings

197. Although there are no important shortcomings, children's awareness of a range of the work of various artists, including those from Wales, is limited.

English

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

Good features

198. Pupils throughout key stage 2 have very good speaking and listening skills. They listen attentively and with interest to adults and other pupils and are keen to contribute to lessons. Pupils speak very clearly using age appropriate vocabulary and are enthusiastic in their response to teachers' questioning. They adapt their speech to different circumstances. Most pupils make good use of opportunities to confidently develop their persuasive speaking skills. All respond thoughtfully to questions and fully understand that language can be used for a range of purposes.
199. Reading skills are developing well in the lower key stage as pupils build on the good practice established in the Foundation Phase. Pupils read for pleasure as well as to find out information. Pupils in upper key stage 2 put their reading skills to good effect when they use books and the internet regularly to research information to support work in a range of subjects, such as history and art. Many are confident, competent and expressive readers.
200. Pupils in year 3 and 4 are particularly versatile when choosing how to record their work. For example they display their knowledge of life in Victorian times in the form of meaningful impromptu plays and readily use "hot seating" to demonstrate their good understanding of topics covered. Their non-formal reporting and free writing skills are well developed. Many choose drama as a means of communicating their acquired knowledge and understanding.
201. Pupils in upper key stage 2 say they enjoy their English lessons because teachers make them fun and their activities are interesting. This is adequately demonstrated as they write with empathy about the life of monks at Bassingwerk Abbey in the twelfth century. Most refine their work effectively after discussion; their skills develop well as a result.
202. Most older pupils write in a thoughtful, reflective manner, with interesting vocabulary choices. They use dictionaries and a thesaurus well to enhance their vocabulary choice when preparing imaginative texts about myths and legends. The more able successfully transpose the moral into a modern setting. The majority confidently use complex phrases and grammatical constructions as they write for a variety of purposes such as book reviews or giving instructions. Older pupils work effectively to develop a character portrait in writing and use powerful adjectives to create a vivid picture. They write poems enthusiastically and talk about features such as alliteration that they have used to make their work more imaginative and interesting. They use computer programs successfully to enhance their writing skills.
203. Most older pupils write persuasively for example, to the clerk of the local council expressing their views on building a new by-pass. Pupils' handwriting

improves as they progress through the school and is of a good standard at the end of the key stage.

Shortcomings

204. Although there are no important shortcomings, a small minority of pupils in the lower key stage have, as yet, under developed formal writing and handwriting skills.

History

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

Good features

205. Throughout key stage 2 pupils have a good understanding of various sources of historical evidence including written records, photographs, looking at original artefacts from a period and using the internet. Pupils have a secure grasp of the chronology of historical periods through their reference to timelines. They use historical terminology such as “century” and “decade” correctly.
206. In years 3 and 4, pupils independently use an extensive collection of artefacts from the Victorian era to enthusiastically increase their knowledge and understanding of life at that time. They organise and present their findings well; they are particularly good on feeding back to peers through drama. For example, pupils articulate their depth of understanding of the life, conditions and school life during Victorian times and offer clear personal opinions on how this era shaped certain aspects of the present.
207. In years 5 and 6, extensive use is made of visits to nearby places of historical interest for example Greenfield Valley Heritage Site. Pupils make good use of their field notes as draft documents. Year 6 pupils use information logically to support their opinions and produce extended pieces of good quality writing. About half ask appropriate questions based on how and why monasteries developed as they did and make informed judgements on evidence gathered from primary sources.
208. Years 5 and 6 pupils’ work on ‘bridges’ shows extensive evidence of research of the work of Brunel and Thomas Telford’s bridges, particularly The Menai and the aqueduct at Froncysyllte. They have a good awareness of Welsh history and study the lives of famous people and saints for example *Santes Dwynwen* and others. The more able pupils readily appreciate that there are many interpretations of historical events and are beginning to be more critical of standard explanations for events in the past.

Shortcomings

209. There are no important shortcomings but on the whole pupils’ oral work shows a greater understanding than their written work.

Art

Key Stage 2: Grade 2: Good with no shortcomings

Good features

210. The majority of pupils have a good knowledge of the work of a variety of artists, Monet, Van Gogh, David Hockney and Paula Rego. Most use their work as a stimulus to produce good quality artwork in various styles. They have a growing understanding of the work of the Welsh artist Tim Pugh. When emulating his work in the outside classroom most further re-enforce their understanding of pattern, texture and form as they create imaginative individual environmental art pictures from resources gathered in the school environs.
211. All pupils acquire appropriate skills, knowledge and understanding in a wide range of creative contexts with a variety of different materials and tools. Most readily control these to achieve various outcomes. Pupils work well together as they willingly share equipment in order to maximise the use of resources. The majority make independent choices as to the resources used to complete a project.
212. Most pupils in years 3 and 4 evaluate their own work and the work of others sensibly and many adapt their end product after discussion. Overall, pupils continue to confidently introduce their individual creative style into the process. They express their opinions articulately using relevant vocabulary.
213. Older pupils enthusiastically experiment with colour in a wide range of context. They record well from observation and memory to express their feelings. The majority show good standards in their completed pieces of work using different media. For example a display of pastel drawings and paintings in the style of Monet are of a good standard. During lessons pupils are highly motivated and respond to expectations with imaginative work of quality.
214. Most pupils display a growing understanding of line, tone and shape in their still life drawings and portrait studies where they demonstrate good observational drawing skills. All pupils successfully handle a range of processes and techniques in two and three dimensions and on a variety of scales. For example as they confidently construct bridges as part of their project work.

Shortcomings

215. There are no important shortcomings. However, in some groups the pupils' knowledge of artwork from a variety of cultures is underdeveloped.

Physical education

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

Good features

216. Throughout key stage 2 most pupils show a good age appropriate knowledge and understanding of the principles of exercising the body in the context of healthy living. They have a good appreciation of the need to work safely. The majority are very enthusiastic and understand that exercise can be fun and sociable. Pupils warm up and cool down appropriately and understand that exercise has a direct effect on heartbeat.
217. Most respond quickly and effectively to instructions and work well as individuals and in groups. They appreciate good practice in all areas of physical education. Overall, they dress appropriately for lessons.
218. During games lessons most pupils in years 3 and 4 show good control of their sideways and running movements and the majority knowledgeably demonstrate a range of stretching exercises. They readily put together a sequence of activities and imaginatively include a variety of ways of transferring weight whilst running with the ball.
219. All pupils work hard and show increasing control of their body movements, particularly in passing a rugby ball so that a partner can catch it. Extra-curricular clubs have a very good impact on standards.
220. In years 5 and 6, pupils enthusiastically build on the skills acquired throughout the school as they display greater precision and accuracy of movement. They work effectively together when throwing and catching a ball and when developing the attitudes and values involved in good gamesmanship. Pupils readily and sensitively evaluate their own performance and that of their peers. They maintain a good level of activity when engaged in exercise.
221. All key stage 2 pupils show enthusiasm and care of one another in the dance sessions. They respond well to rhythm and clap and step to the beat of the music. Years 5 and 6 show considerable enjoyment and confidence in performing a dance sequence they compose themselves. They show very good control and refinement as they travel, turn and jump. They freely interpret the music and apply previously acquired skills to improve their performance.

Shortcomings

222. There are no important shortcomings.

School's response to the inspection

The governing body, staff and pupils of Brynford Primary School would like to thank the inspection team for the thorough, professional and approachable manner in which they conducted the inspection.

The inspection report stated that Brynford Primary School is a good school with some outstanding features and that very good progress has been made in all key issues identified in the last inspection. We were pleased that the school's self evaluation report matched the findings of the inspectors.

We were very proud that the inspection team acknowledged that an outstanding feature of the school was the high standard of pupils' behaviour in lessons and around the school and that a notable feature is pupil's exemplary manners. The care and respect shown by the children to all adults and peers is an outstanding feature of the school.

As we are a pilot school for the Foundation Phase, parents will be pleased to note that the inspection team recognised that the quality, breadth and balance of the curriculum provided for this group of children is good and that their personal and social, speaking and listening and problem solving skills are outstanding and a strength of the Foundation Phase at Brynford. In Key Stage 2 pupils build on the good practice acquired in the Foundation Phase in the use of key skills and maintain the good levels of achievement.

We were delighted by the inspection team's comment on the team spirit in the school, stating that teachers work very well together as an enthusiastic, dedicated and well trained team to foster learning. This has impacted strongly on learning and is an outstanding feature. The governors form a very dedicated and enthusiastic management team and along with the staff are committed to the vision of the school and the principles behind the Foundation Phase.

The inspection team also recognises that the good features displayed in the standards of teaching in the school are above the national average and the quality of teaching and learning in the Foundation Phase classes is good overall.

An action plan will now be written in response to the inspection recommendations and will be sent to all parents.

Appendix 1

Basic information about the school

Name of school	Brynford C. P. School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Brynford Holywell Flintshire
Postcode	CH8 8AD
Telephone number	01352 713352

Head teacher	Mrs Anne Harvey
Date of appointment	May 1998
Chair of governors/ Appropriate authority	Mr Clive Bracewell
Registered inspector	Mrs Jean Laura Hannam
Dates of inspection	4-6/2/2008

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	3	10	4	10	9	10	5	7	58

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.42

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	12.5:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	NA
Average class size, excluding nursery and special classes	16
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	83%	96%	92%
Summer 2007	82%	88%	89%
Autumn 2007	84%	91%	94%

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	0%

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

The school is a pilot for implementing the Foundation Phase for the Welsh Assembly Government and therefore this key stage is disappplied from the National Curriculum and its assessments. No comparative data is available.

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007										Number of pupils in Y6	
										13	
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	8	92	0
		National	0.4	0	0	0.4	0.6	3.6	16.3	49.7	28.8
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0
Mathematics	Teacher assessment	School	0	0	0	0.4	0.5	0	8	92	0
		National	0.4	0	0	0.4	0.5	3	15.3	50.4	29.9
Science	Teacher assessment	School	0	0	0	0	0	0	8	92	0
		National	0.4	0	0	0.4	0.4	1.8	12.2	52.5	32.4

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	85.7	In the school	NA
In Wales	74.1	In Wales	NA

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

Appendix 4

Evidence base of the inspection

Evidence base of the inspection.

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

The head teacher was the nominee and played a supporting role throughout the inspection.

These inspectors visited:

- 25 sessions or part sessions;
- all classes and withdrawal groups;
- acts of collective worship;
- a range of activities;
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before and after the inspection;
- senior managers, LEA officers, teachers, support and administrative staff, community members and groups of pupils during the inspection.

The team also considered:

- the school's self evaluation report;
- 17 responses to parents' questionnaires;
- comprehensive documentation provided by the school before and during inspection;
- a wide range of pupil's past and current work from across the complete age-range.

The inspection team also:

- listened to pupils and observed their behaviour throughout the day;
- held discussions with pupils about their work and play.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jean Hannam Registered Inspector	Context, Summary, Recommendations, Appendices. Key Questions 1, 2, 3 and 4. Contributions to Key Question 5. Foundation Phase. English at key stage 2.
Buddug Bates Team Inspector	Key Questions 5, 6 and 7 Contributions to Key Questions 1, 2, 3 and 4. Contributions to the Foundation Phase. History, Physical Education and Art at key stage 2.
Denise Shields Lay Inspector	Supporting Key Questions 1, 3 and 4.
Anne Harvey Nominee	Supporting all Key Questions.

Contractor

Evenlode Education
Little Garth
St Johns Close
Harwarden
Flintshire
CH5 3QJ

Acknowledgements

The inspection team would like to thank the governing body, head teacher, staff, parents and children for their courtesy and co-operation throughout the inspection.