

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

**Ysgol Gymuned Bryngwran
Bryngwran
Holyhead
Anglesey
LL65 3PP**

School Number: 660 / 2135

Date of Inspection: 17 – 19 October, 2005

by

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Date: 19 December, 2005

Under Estyn contract number: T/006/05P

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Ysgol Gymuned Bryngwran was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Gymuned Bryngwran took place between 17 – 19 October, 2005. An independent team of inspectors, led by Mrs Jean Marshall 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Gymuned Bryngwran is situated in the middle of the village of Bryngwran about six miles from the town of Holyhead on Anglesey. Children are admitted to the reception class on a full-time basis in the September following their fourth birthday. During the inspection, there were 44 pupils on the school register who are taught by two full time teachers and one part time teacher.
2. The village is naturally Welsh speaking and the majority of the pupils (59%) are from homes where Welsh is the main language of communication. The pupils who are Welsh learners soon become confident users of the language and, according to the school, approximately 89% of the pupils are fluent Welsh speakers.
3. The school has identified 11 pupils (25%) who have special educational needs, and two of these pupils have a statement of special educational needs. The percentage of pupils (20%) entitled to free school meals is very near the average for Anglesey and Wales as a whole.
4. After the retirement of the head at the end of the autumn term 2004, the school was without a head until April 2005 when the current head was appointed to his post.

The school's priorities and targets

5. The school's main priorities according to the School Development Plan for the year 2005 –06 are to:
 - ensure that an effective system of self-evaluation is in place;
 - improve standards in language and literacy;
 - improve standards in investigative science;
 - improve standards in physical education;
 - improve standards in information technology.

Summary

6. The school has produced a self-evaluation report.
7. The inspection team agreed with the school's judgement in five out of the seven key questions in the report. A higher grade was awarded to key question 3 and a lower grade to key question 7.

Table of the grades awarded

8. The inspection team judged the school's work as follows:

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?	3
6. How well do leaders and managers evaluate and improve quality and standards?	3
7. How efficient are leaders and managers in using resources?	3

Standards

9. The standards of achievement in the lessons observed were as follows:

Pupil standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	9%	52%	39%	0%	0%

10. The standards achieved by pupils in lessons are higher than the target set for the whole of Wales by the Welsh Assembly Government, namely that 95% of lessons should be grade 3 or above, but they are lower than the 75% target set for lessons which are grade 2 or above.
11. The standards of achievement of children under five are as follows:

Areas of learning	Grade
Language, literacy and communication	3
Personal and social development	3
Mathematical development	3
Knowledge and understanding of the world	3
Creative development	3
Physical development	3

12. The general quality of the provision for children under five is appropriate to their needs and the children make appropriate progress towards 'The Desirable Outcomes for Children's Learning'.
13. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh (First language)	3	2
Information Technology	3	2
Design and technology	3	2
Geography	3	2
Physical education	3	2

14. Pupils at key stage 1 and at key stage 2 make good progress in learning. At key stage 2, pupils' understanding of what they need to do in order to improve their work is an outstanding feature.
15. Pupils with special educational needs make good social and educational progress. They achieve the targets set for them.
16. Good features outweigh shortcomings in the progress made by children under five and pupils at key stage 1 in the key skills of listening and speaking, reading and early writing, numeracy and the use of information and communication technology. The listen astutely and are willing to discuss their work in different subjects. However, children under five do not experience a wide enough range of purposeful play activities in order to promote their communication skills and encourage independence. Moreover, a significant number of key stage 1 pupils are immature as regards their communication skills and fluency in reading and writing.
17. At key stage 2, pupils' standards and progress in the key skills of speaking and listening, reading and writing, in Welsh and in English, are good and their standards and progress in the key skills of numeracy and information and communication technology across the curriculum is an outstanding feature.
18. Pupils' standards and progress is good throughout the school in their bilingual skills. By the end of key stage 2, they use both languages confidently and fluently and are able to transfer easily from one to the other in a number of curricular contexts.
19. Pupils make steady progress in their creative skills across the curriculum. They have good knowledge and understanding of the Welsh Curriculum and a strong awareness of their heritage and culture.
20. Key stage 1 pupils work together effectively, making choices and taking simple decisions. However, a significant number of these pupils find it difficult to carry on working without continuous supervision.

21. By key stage 2, pupils carry out intelligent research in different contexts and co-operate effectively when solving problems and making decisions. Their ability to work independently is an outstanding feature.
22. At key stage 1, in 2005, the school's results in National Curriculum assessments in Welsh, mathematics and science were slightly lower than national averages.
23. At key stage 2, in 2005, the school's results in the National Curriculum assessments in Welsh, English and mathematics were higher than similar schools and were equivalent in science. Around a third of the pupils managed to achieve a level 5 in every one of the core subjects.
24. Pupils at key stage 2 work productively and use their time effectively. Their ability to work independently is an outstanding feature. Pupils at key stage 1 concentrate well on their lessons but there is a significant number who have not sufficiently developed independent working skills.
25. There are outstanding features in the progress pupils make in the personal, social, spiritual and moral skills.
26. Pupils throughout the school behave well and are courteous and respectful of others. By key stage 2, pupils display mature, responsible attitudes and their standard of behaviour is excellent.
27. The pupils' standards of attendance and punctuality are good.

Quality of teaching

28. In the lessons observed, the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	41%	25%	3%	0%

29. The quality of teaching is higher than the Welsh Assembly Government's target of 95% of lessons achieving grade 3 or above and the percentage of grade 1 and grade 2 lessons is very near the Welsh National Assembly's target of 75%.
30. The outstanding features of the teaching include high expectations, skilful questioning, sharing learning aims with pupils and effective use of resources.
31. The good features of the teaching include well-planned lessons, teachers with sound subject knowledge, differentiated tasks, opportunities to develop pupils' independence and a good relationship between pupils and adults.
32. In the minority of lessons where there are shortcomings, the tasks set are not sufficiently challenging, worksheets are overused and there are insufficient opportunities for pupils to work independently.

33. The tasks prepared for children under five are not sufficiently differentiated, and the play activities are not sufficiently structured in order to ensure that important basic skills are developed.

Assessment, recording and reporting

34. The arrangements for assessing and recording pupils' progress are outstanding throughout the school.
35. Pupils take an active part in the assessment process by discussing and reviewing their individual targets on a regular basis. Pupils' work is regularly marked and, on the whole, teachers' write useful comments as to how to improve the work.
36. The quality of the annual reports to parents is very good and achieves more than the statutory requirement.

Learning experiences

37. At key stage 1 and at key stage 2, the school responds well to pupils' learning requirements and offers equal access to a broad and balanced curriculum.
38. The learning experiences provided for children under five are varied and correspond to the six areas of learning in 'The Desirable Outcomes for Teaching Children'. However, the policy and the related schemes do not provide sufficient purposeful relevant and stimulating play activities.
39. The school arranges a variety of activities, including some outside school hours. By so doing, the school enriches the pupils' experiences effectively and reinforces work done in class.
40. The school's curricular provision promotes the pupils' spiritual, moral, social and cultural development very well. The sessions of communal worship and the regular 'circle time' urge pupils to develop respect and tolerance towards others.
41. The school's partnership with parents is good. They appreciate the staff's approachability and their willingness to listen to and discuss any concerns. The Parent Teacher Association makes a valuable contribution by arranging social activities and raising substantial sums of money to buy important resources.
42. The School Council offers valuable opportunities for pupils to have discuss, express views and take decisions on matters relating to them.
43. The school has established firm links with local businesses and has planned methods of co-operating with them. As yet, there has not been enough time for these plans to come to fruition and little attention is paid to developing the pupils' entrepreneurial skills.

The pupil support and assistance

44. The school is a happy and caring community where pupils feel that they are appreciated and supported. There is an excellent relationship between pupils and their peers and between them and their teachers and other adults.
45. The school has an effective policy for promoting good behaviour and deals with cases of poor behaviour unobtrusively and effectively. No evidence of bullying was observed during the inspection period.
46. The provision for pupils with special educational needs is outstanding and complies fully with the Code of Practice. Pupils' difficulties are identified early and detailed individual education plans are drawn up for them.

Leadership and management

47. The head who is very new to his post offers strong leadership and a clear direction for the work of the school.
48. The whole staff co-operates well in the context of national priorities such as the School Council, the Healthy School Scheme, the Basic Skills Agency's kite mark and the Green Schools' Scheme. These activities offer pupils, staff and governors valuable opportunities to work together to achieve agreed values, aims and objectives.
49. Recently, since the appointment of the new head, specific targets and aims have been set for improving the school. They are listed in detail in the School Development Plan but, up to the present, there has been insufficient time for the school to act on all the recommendations in order to meet the targets.
50. The governors are very supportive of the school and fulfil their statutory duties thoroughly. The school presents them with detailed and regular reports. However, up to now, they have not made an active contribution to the self-evaluation process or to the process of action planning in order to improve.
51. The School Development Plan is a comprehensive document which offers a positive strategic direction for the school's work. However, the link between the school's self-evaluation process and the priorities for development is insufficient.
52. Good features outweigh shortcomings in the progress made since the last inspection. The standards of teaching have improved substantially and the financial management is now strong. However, the school's self-evaluation system has not developed sufficiently and the task of adapting and improving schemes of work has not been completed.
53. The complement of staff is good and teachers' qualifications are appropriate for teaching all aspects of the curriculum. The learning support assistants employed by the authority to support pupils with special educational do their work well and conscientiously.

54. At key stage 2, the supply of resources is good across all areas of the curriculum. There are some shortcomings in key stage 1 resources, particularly in the information technology and design and technology areas.
55. There is no safe, appropriate play area for children under five and the supply of large toys is insufficient.
56. The pupils' toilets are unsuitable, and there is a section of the playground that cannot be used because of health and safety issues.
57. The head and the governors plan expenditure carefully, and in accordance with the School Development Plan's priorities. The school's financial management is good and the school offers good value for money.

Recommendations

In order to improve, the school needs to:

- R1: improve the provision and raise the standards achieved by children under five by reviewing and adapting the policy and schemes;
- R2: improve standards in Welsh, design and technology, information technology, geography and physical education at key stage 1;
- R3: continue to develop the self-evaluation process;
- R4: further develop the governors' role;
- R5: co-operate with the Local Education Authority to solve problems appertaining to the school buildings and land.

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 significant shortcomings

58. The findings of the inspection team match the school's judgement in its self-evaluation report.
59. The pupils' standards of achievement in the lessons observed are as follows:

Pupil standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	9%	52%	39%	0%	0%

60. The pupils' standards in lessons are higher than the Welsh Assembly Governments' target for the whole of Wales, namely that 95% of lessons should be grade 3 or above, but lower than the target of 75% of lessons being grade 2 or better.
61. The general quality of the provision for children under five is appropriate to their needs and the children make appropriate progress towards 'The Desirable Outcomes for Children's Learning'.
62. The standards of achievement of children under five are as follows:

Areas of learning	Grade
Language, literacy and communication	3
Personal and social development	3
Mathematical development	3
Knowledge and understanding of the world	3
Creative development	3
Physical development	3

63. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	3	2
Information Technology	3	2
Design and technology	3	2
Geography	3	2
Physical education	3	2

64. The pupils make good progress in learning. The vast majority achieve their potential and reach the targets that they are set. At key stage 2, pupils' understanding of their targets and what they need to do in order to improve are outstanding features. Pupils with special educational needs make good educational and social progress. They achieve the targets which they are set.
65. Good features outweigh shortcomings in the progress made by children under five in the key skills of listening and speaking, reading and early writing, numeracy and the use of information and communication technology. The children listen carefully to presentations, respond appropriately to instructions and speak with ease in small groups. However, they are not given a wide enough range of appropriate play activities in order to develop their communication skills and promote their independence.
66. Good features outweigh shortcomings in the standards and progress pupils at key stage 1 make in the key skills of literacy, numeracy and use of information and communication technology. They are very willing to discuss their work in various subjects and they use simple reference books correctly when looking for information. They understand simple time lines and record data effectively using block graphs. They make appropriate use of computer programmes to reinforce their literacy and numeracy skills.
67. However, a significant number of key stage 1 pupils are immature in their communication skills and their fluency when reading and writing.
68. At key stage 2, the progress pupils make in the key skills of speaking and listening, reading and writing, in Welsh and English, are good. Pupils speak clearly and confidently, read widely and fluently in order to gather information, and write in a variety of different forms across the curriculum.
69. The standards and progress of pupils at key stage 2 in the key skills of numeracy and information and communication technology across the curriculum are outstanding. They collate and use data in a number of different contexts and record effectively in different formats. They use precise measurements with increasing accuracy in design and technology and in science.
70. Pupils at key stage 2 make regular and extensive use of information and communication technology skills in collating information in the vast majority of subjects across the curriculum. They record their work in an organised manner using a word processor, digital camera and spreadsheet.
71. The standards and progress pupils make in their bilingual skills throughout the school are good. By the end of key stage 2, they use both languages confidently and fluently and are able to transfer from one to the other with ease in a number of curricular contexts.
72. Pupils possess a good knowledge and understanding of the Curriculum Cymreig and a strong awareness of their heritage and culture.

73. Pupils make steady progress in their creative skills across the curriculum. By key stage 2, pupils' creative skills are good. They perform role play activities skilfully and their art work shows a lively imagination and creativity. Pupils throughout the school sing melodiously in the communal worship sessions,
74. The 2005 foundation assessment results for children under five show that children's achievements when they start school correspond well to those of children in other schools in the catchment area and the authority in early literacy and numeracy skills, but they are slightly lower in their personal and social skills.
75. At key stage 1, in 2005, the school's results in National Curriculum assessments in Welsh, mathematics and science were slightly lower than those of similar schools, and lower than national averages.
76. At key stage 2, in 2005, the school's results in National Curriculum assessments were higher than those of similar schools in Welsh, English and mathematics and around the median in science. Approximately one third of pupils managed to achieve level 5 in all of the core subjects.
77. Pupils at key stage 1 concentrate well on their lessons and co-operate effectively, making simple choices and decisions. However, a significant number have difficulty in working without constant supervision.
78. Key stage 2 pupils work productively and use their time effectively. They carry out intelligent research in different contexts and co-operate effectively when problem solving and making decisions. Their ability to work independently is an outstanding feature.
79. There are outstanding features in the progress pupils make in their personal, social, spiritual and moral skills.
80. Pupils throughout the school are well behaved and show respect and courtesy to others. They possess a good awareness of equal opportunities issues and of different beliefs and cultures in society. By key stage 2, the pupils display mature, responsible attitudes and their standard of behaviour is outstanding.
81. Pupils' standards of attendance and punctuality are good. The attendance rate for the three terms preceding the inspection was 96%, which is higher than county and national percentages.
82. The pupils have good awareness of some aspects of the world of work, and their contribution to activities in the community prepares them well for responsible citizenship.

The quality of education and training

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

Grade 2: Good features and no significant shortcomings

83. The findings of the inspection team match the school's judgement in its self-evaluation report.

84. In the lessons observed, the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	41%	25%	3%	0%

85. The quality of teaching in the lessons is higher than the Welsh Assembly Government's target of 95% of lessons achieving grade 3 or above, and the percentage of grade 1 and grade 2 lessons is very near the Welsh National Assembly's target of 75%.

86. Outstanding features of the teaching include:

- high expectations as regards pupil achievement;
- sharing the aims of the teaching with pupils at the beginning of lessons so that everyone knows what is expected of him or her;
- effective questioning which urges pupils to express their ideas;
- very effective use of resources, including the interactive whiteboard.

87. Good features of the teaching include:

- a good relationship between pupils and adults;
- teachers possessing very sound subject knowledge;
- well planned lessons with lively introductions, appropriate tasks and time to reflect at the end of lessons;
- differentiated tasks which correspond to the needs of each pupil;
- teachers ensuring that pupils are given sufficient opportunities to develop their independence.

88. In the minority of lessons where there are shortcomings in the teaching:

- the tasks set are not sufficiently challenging for the most able pupils;
- there are insufficient opportunities for pupils to work independently in order to develop their problem solving and creative skills;
- work sheets are overused and this impedes pupils' development in some areas.

89. The tasks prepared for children under five years are not sufficiently differentiated and the play activities are insufficiently structured in order to ensure the development of important basic skills.

90. The quality of the assessment and recording is outstanding. The progress made by children under five in the six areas of learning is assessed and recorded fully and thoroughly. At key stage1 and key stage 2, teachers implement a fair and correct system of assessing pupils' achievements in all National Curriculum subjects and religious education.
91. The system for assessing and recording the progress made by pupils with special educational needs is effective. Detailed records are kept according to the requirements of the Code of Practice.
92. When they have received the results of statutory tests, teachers analyse them carefully and make effective use of standardised tests to monitor pupil progress in order to set targets to improve performance. By discussing and reviewing their individual targets on a regular basis, pupils take an active part in the assessment process.
93. The school keeps detailed records for every pupil. Parents are given opportunities each term to discuss them at meetings. The quality of the annual reports to parents is very good and achieves more than the statutory requirement.
94. Pupils' work is marked regularly and, on the whole, there are useful comments explaining how to improve.

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 significant shortcomings

95. The inspection team's findings do not agree with the grade 3 that the school awarded itself in its self- evaluation report. The school has successfully developed a number of aspects of this key question since it completed its self- evaluation.
96. At key stage 1 and key stage 2, the school responds well to pupils' learning requirements and offers equal access to a broad and balanced curriculum.
97. The learning experiences provided for children under five are varied and coincide with the six areas of learning in the 'Desirable Outcomes for Children's Learning'. Despite this, the policy and schemes relating to them do not provide sufficiently for purposeful and stimulating play activities.
98. In general, the whole school schemes of work, which have been revised recently, offer clear guidelines to ensure progression and progress in pupils' learning.
99. The school specifically promotes pupils' bilingualism by making increasing use of Welsh and English as learning media from key stage 1 onwards. The Welsh Curriculum Cymreig features prominently and is thriving.
100. The school arranges a variety of activities, including provision outside normal school hours, contributions by volunteers and visitors from the community and school visits. These enrich the pupils' curricular experiences effectively and reinforce class work.
101. The school's curricular provision promotes the pupils' spiritual, moral, social and cultural development well. Acts of communal worship and regular 'circle time' activities encourage the pupils to recognise the need for respect and tolerance towards others.
102. The school's partnership with parents is good. The parents are appreciative of the staff's approachability and willingness to listen to and discuss their concerns. The Parent Teacher Association makes a valuable contribution by organising social events and raising substantial sums of money to buy important resources.
103. A close link has been established with the local nursery group, with a local primary school and the secondary school that Year 6 pupils will transfer to. Various organisations make regular use of a community hall on the school site during the day and out of normal school hours.

104. Pupils' awareness and understanding of sustainable development is promoted through various activities linked to the Healthy Schools Scheme. In the lessons, teachers take advantage of various opportunities across the curriculum to promote pupils' awareness of worldwide citizenship. The School Council offers pupils valuable opportunities to discuss, express views and make decisions on issues which affect them.
105. The school has established positive links with local companies with the intention of jointly creating appropriate activities for the school's staff and pupils. Up to now, there has been insufficient time for these schemes to come to fruition and little attention is paid to developing pupils' entrepreneurial skills.

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

Grade 2: Good features and no significant shortcomings

106. The findings of the inspection team match the school's judgement in its self-evaluation report.
107. The school is a happy and caring community where pupils feel that they are appreciated and supported. There is an excellent relationship between pupils and their peers and between them and their teachers and other adults.
108. The school works in close conjunction with parents. The parents praise the warm reception they receive when they visit the school and the staff's willingness to listen to any concerns or suggestions they have.
109. The school has strong links with the local nursery group which ensures that children settle down with ease when they start in reception class. The school's positive ethos and the care, support and guidance arrangements ensure that pupils who transfer to the school later also settle in quickly.
110. The school has an effective policy for promoting good behaviour and deals with any cases of misconduct discretely and effectively. No evidence of bullying was observed during the inspection. Appropriate procedures have been established should any incidents arise.
111. The school has an appropriate policy and effective procedures for protecting children from being maltreated and each member of staff is aware of the procedure to be followed.
112. Careful attention is paid to health and safety issues, including fire prevention and first aid. Detailed risk assessments are conducted for significant activities in the school.
113. The provision made for pupils with special educational needs is outstanding and complies fully with the Code of Practice. The special needs' co-ordinator has very good knowledge of the needs of individual pupils and the designated governor is fully aware of her responsibilities.
114. Pupils' difficulties are recognised at an early stage and detailed individual education plans are drawn up for them. The plans include specific learning targets that correspond very well to the needs of the individual pupil and to the extra support arranged for them. The school has effective arrangements for meeting parents and external agencies on a regular basis in order to monitor the implementation of the system.
115. Appropriate policies to promote equal opportunities for all the pupils have been established and they are implemented. The school has appropriate policies for promoting equal opportunities, gender parity and good racial links amongst all the pupils. These are firmly implemented.

Leadership and management

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

Grade 3: Good features outweighing shortcomings

116. The findings of the inspection team match the school's judgment in its self-evaluation report.
117. The head, who was very recently appointed, offers strong leadership and provides a clear direction for the school's work. In a short period of time, he has succeeded to create an effective working relationship and team spirit amongst staff and governors.
118. The head, the teaching staff and the governors have recently reviewed and adapted a wide range of managerial policies. The policies are consistently and effectively implemented in order to promote equality for all.
119. All members of staff co-operate effectively in considering national priorities. A School Council has been established which is developing effectively and the school has gained stage 1 and stage 2 Healthy School Scheme accreditation, the Basic Skills' Agency kite mark and the Bronze and Silver Awards of the Green Schools' Scheme. These activities offer pupils, staff and governors valuable opportunities to co-operate towards agreed aims, objectives and values.
120. Recently, since the new head's appointment, specific targets and aims for improving the school have been set. They are listed in detail in the School Development Plan but, up to now, there has been insufficient time for the school to implement all these recommendations in order to meet the targets set.
121. The school has established firm guidelines to manage and improve staff performance. Up to the present, this system has had little impact on the school's provision and on pupils' standards of achievement.
122. The governors are very supportive of the school and fulfil their statutory responsibilities thoroughly. They regularly receive detailed reports from the head and co-operate effectively with him and the staff in reviewing policies. However, their role in providing a strategic direction for the school and monitoring the quality of provision has not been sufficiently developed.
123. The head and members of the financial sub-committee scrutinise the school's budget in detail, and monitor large expenditure carefully. The school provides good value for money.

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

Grade 3: Good features outweigh shortcomings

124. The findings of the inspection team match the school's judgement in its self-evaluation report.
125. All members of staff participated in the school's self-evaluation process which was conducted soon after the new head's appointment. As a result of the evaluation, a detailed self-evaluation report has been produced. It clearly notes the school's strengths and identifies aspects that need further attention in a number of areas.
126. The inspection team agreed with the school's judgement in five out of the seven key questions. A higher grade was awarded for key question 3 and a lower grade for key question 7.
127. Up to the present, there has been insufficient time for the school to take full action on all the issues that were identified in the self-evaluation process but it has taken definite steps to start implementing the strategy and comprehensive programme drawn up in response to these issues.
128. Staff meetings to discuss the school's performance are held on a regular basis. Teachers analyse test data, scrutinise examples of pupils' work and consider the reports of advisors who have visited the school.
129. Governors receive detailed report on a regular basis but, up to now, they have not taken an active part in the self-evaluation process or the process of setting action steps in order to improve.
130. The School Development Plan is a comprehensive document that gives the work of the school a positive strategic direction. However, there is an insufficient link between the outcomes of the school's self-evaluation system and the priorities for development.
131. Pupils are given valuable opportunities to contribute to decisions about the work of the school through 'circle time' periods and regular meetings of the School Council.
132. The school arranged an informal meeting to discuss developments in the school in order to consider the views of parents. This was an element in the whole school evaluation. As a result, a more formal Parent Teacher Association was re-established and is co-operating effectively and successfully in improving the resource provision available in the school.
133. Good features outweigh shortcomings in the progress made since the last inspection. Standards have improved in design and technology, physical education, information technology and physical education at key stage 2. The progress at key stage 1 is not as good as that at key stage 2, but standards have not deteriorated in any subject or aspect.

134. The standards of teaching have improved substantially and the school's financial management is now secure.
135. The school's self-evaluation process has not developed sufficiently since the last inspection and the work of adapting and improving schemes of work has not been completed.

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

Grade 3: Good features outweigh shortcomings

136. The inspection team's findings do not agree with the grade 2 that the school awarded itself in its self- evaluation report. The team deems the deficiencies in the buildings to be significant as they appertain to pupil health and safety.
137. The complement of staff is good and teachers' qualifications are appropriate for teaching every aspect of the curriculum. The learning support assistants employed by the authority to support pupils with special educational needs do their work well and conscientiously. They co-operate effectively with the teachers and contribute well to the support the pupils receive.
138. The teachers take advantage of regular opportunities to update their skills by attending a good range of in-service training courses.
139. At key stage 2, the supply of resources is good across all areas of the curriculum. They are of good quality and effective use is made of them when presenting the work.
140. There are some shortcomings in resources at key stage 1, particularly in information and communication technology and design and technology. There is no safe play area allocated specifically to children under five and the supply of large toys is inadequate.
141. The classrooms are adequate in size. Although the hall is small, teachers use it extensively when they divide pupils into small groups for activities such as gymnastics and dance. The school is well kept and clean both inside and outside.
142. The pupils' toilets are unsuitable, and a section of the playground cannot be used because of health and safety issues.
143. The head and the governors plan expenditure carefully, and in accordance with the priorities of the School Development Plan. The school's financial management is good and the school offers good value for money.

Standards achieved in subjects and areas of learning

Children under five

Grade 3: Good features outweigh shortcomings

144. Children under five are taught in the same class as key stage 1 pupils.
145. The educational provision is appropriate and promotes the 'Desirable Outcomes for Children's Learning'. Good features outweigh shortcomings in the standards achieved.
146. The standards achieved by the children are as follows:

Areas of learning	Grade
Language, literacy and communication	3
Personal and social development	3
Mathematical development	3
Knowledge and understanding of the world	3
Creative development	3
Physical development	3

Good features

147. The children are well behaved. They concentrate on their tasks and co-operate effectively. They are starting to share their feelings and know the difference between happy and sad.
148. They listen intently and participate in oral activities in small groups.
149. They recognise letters and read some words. They are able to write their names, put marks on paper and copy words and phrases.
150. The children recognise numbers up to ten, at least, and a small minority of them count objects up to twenty correctly. They understand the difference between simple 2D shapes. They are able to describe the size of different objects using appropriate vocabulary, such as tall, short, large, medium and small. They understand that one needs money to buy goods in shops.
151. The children's understanding of the world is developing appropriately. They speak with ease about themselves and their families. They understand what an ambulance driver's work involves and how to call the emergency services. They are starting to understand the concept of the 'past'. They use the 'mouse' skilfully when moving objects in a computer game.

152. They use small equipment such as scissors, pencils and crayons independently and with good control. When working together with key stage 1 pupils in dance sessions, they move confidently in different ways creating a sequence of movements.
153. The children use the computer confidently to draw pictures and patterns and they display imagination and creativity when painting and creating 'collage' pictures.

Shortcomings

154. The children's vocabulary and oral language patterns are restricted and a significant number of them pronounce letters and words incorrectly.
155. When playing with water and sand, the children's understanding of the simple mathematical language relating to capacity and volume, and their use of this language, has not developed sufficiently.
156. The children do not role play confidently and they do not make regular use of large equipment and toys in order to develop their physical skills.
157. The children are not involved in a sufficient number of structured play activities, including some in the open air, in order to develop important basic skills.

Welsh

Key Stage 1 – Grade 3: Good features outweigh shortcomings

Key Stage 2 – Grade 2: Good features and no significant shortcomings

Good features

158. At key stage 1, the pupils listen intently to presentations and a small minority respond enthusiastically to questions and instructions.
159. The pupils discuss books together confidently and with obvious pleasure, referring to the author, the cover and the title. By Year 2, they discuss their books' content and characters with understanding and interest. A small minority of the pupils reads fluently and enjoys discussing events and characters in the story.
160. Pupils in Year 1 recognise letters and some words and copy out simple sentences. By Year 2, the pupils write simple sentences for various purposes independently. They form their own sentences confidently.
161. At key stage 2, pupils' standards of achievement in speaking and listening are good. They listen carefully to teachers' instructions and to each other's contributions. They speak confidently with clear pronunciation. They offer sensible suggestions when they discuss and analyse issues. By Year 5 and Year 6, they conduct mature discussions and vary tone and expression when making presentations.
162. The vast majority of key stage 2 pupils read fluently with effective expression to convey meaning. They read aloud correctly and confidently and respond intelligently to a novel which they study as a class.
163. Pupils at key stage 2 write in a good variety of different forms. They record knowledge and experiences correctly and effectively. The vast majority possess good awareness of the rules of punctuation, spelling and varied constructions.

Shortcomings

164. A significant number of pupils at key stage 1 do not speak clearly and pronounce words and letters incorrectly. They do not communicate orally with ease.
165. The vast majority of pupils at key stage 1 do not read fluently.
166. A significant number of key stage 1 pupils do not write sentences and simple pieces independently. Even the most able pupils only produce short pieces of writing.
167. Pupils at both key stages do not produce a sufficient number of imaginative, extended stories.

Design and Technology

Key Stage 1 – Grade 3: Good features outweigh shortcomings

Key Stage 2 – Grade 2: Good features and no significant shortcomings

Good features

168. The pupils throughout the school complete a good range of design and technology assessments in various media such as cardboard, wood, building kits and food. The tasks display an appropriate range of measuring, marking, cutting and shaping skills and the ability to use appropriate finishing techniques.
169. At key stage 1, the pupils make appropriate use of prepared work sheets to record their design work when they make moving puppets. They outline initial ideas on labelled sketches. They list the equipment and materials that they need and note the steps required to make the objects in an organised manner. They pay good attention to health and safety issues in planning.
170. A small minority of the pupils evaluate the finished item orally in a confident manner offering intelligent comments and ideas.
171. The vast majority of key stage 1 pupils programme the 'floor turtle' confidently and feed it simple directions.
172. At key stage 2, the pupils carry out detailed research into items before they commence upon the process of making a model of fairground equipment.
173. At key stage 2, pupils know and understand how to create and store instructions for controlling events using the computer. They use Logo effectively to control the screen turtle.
174. Key stage 2 pupils use a computer programme confidently and effectively to control a model of a moving fairground ride which includes a light and an alarm. They possess good understanding of how wheels and axles work. The finished models of fairground equipment show much ingenuity and creativity.
175. Pupils offer detailed and relevant comments when evaluating their work and make good suggestions as to how it could be improved. They discuss their work intelligently and maturely when presenting their products to younger pupils.

Shortcomings

176. Key stage 1 pupils do not make sufficient use of building kits to make simple products.
177. A significant number of key stage 1 pupils are not able to discuss their products and evaluate their work confidently.

178. Pupils throughout the school do not make much use of textiles in designing and making products.
179. Pupils at both key stages do not show sufficient knowledge and understanding of simple electrical circuits or use them in designing and making models with moving parts.

Information Technology

Key Stage 1 – Grade 3: Good features outweigh shortcomings

Key Stage 2 – Grade 2: Good features and no significant shortcomings

Good features

180. At key stage 1, pupils are familiar with a few programs which reinforce their literacy and numeracy skills.
181. They use a simple word processor independently and, with help, produce graphs from a source of pre-prepared data. The most able pupils save work on the computer, print and recall information stored independently.
182. The most able pupils at key stage 1 use the 'mouse' skilfully to move objects shown on the screen and successfully give the floor turtle instructions.
183. Key stage 2 pupils make good use of their word processing skills to produce and display their written work. They possess good understanding of how to change the font, colour and size of their text.
184. By Year 5 and Year 6, the pupils use the computer and interactive whiteboard confidently and independently, showing extended skills.
185. The most senior pupils at key stage 2 make effective use of CD-ROM and the Internet to gather information.
186. Key stage 2 pupils use the Logo programme effectively, creating simple procedures to draw 2D shapes and angles of varying sizes.
187. The vast majority of Year 5 and Year 6 pupils are able to feed basic information into databases and spreadsheets and use them correctly.

Shortcomings

188. A significant number of key stage 1 pupils are not skilled or confident enough when using information technology.
189. At key stage 1, pupils' experiences of using appropriate programs to reinforce their literacy and numeracy skills, and to produce artwork, are restricted.
190. The vast majority of key stage 1 pupils do not save work on the computer or print it regularly enough.
191. Pupils in Years 3 and 4 do not make sufficient use of information technology to support their class work.

Geography

Key Stage 1 – Grade 3: Good features outweigh shortcomings

Key Stage 2 – Grade 2: Good features and no significant shortcomings

Good features

192. Key stage 1 pupils have good knowledge of their local area. They describe the main features of the landscape around the school and their homes correctly using the appropriate geographic terms.
193. They use simple grid references when describing the location of their home and the school on an elementary map of the area. They understand the features of an island and the most able pupils recognise Bryngwran on a map of Anglesey, and Bryngwran and Cardiff on a map of Wales.
194. Pupils make good use of appropriate geographic vocabulary when following the course of a river and describing features of the local weather.
195. The most able pupils express simple views about the quality of the environment and describe specific features using terms such as left and right, near and far and north and south correctly.
196. Key stage 2 pupils make effective use of a good range of geographic skills in recognising and researching changing and contrasting geographic patterns.
197. The youngest pupils at key stage 2 compare their locality with the slate mining area and offer intelligent suggestions as to how facilities could be improved in both areas.
198. Towards the end of key stage 2, the vast majority of pupils read maps confidently, using grid references of four and six figures. They understand the four points of the compass and are good at recognising map symbols and how they are used.
199. Pupils at key stage 2 have good knowledge and understanding of the way people try to protect the environment for the future through sustainable developments.
200. Pupils make good use of information and communication technology to find sources of additional information so that they can use, classify and present information. In further developing their work, they made effective use of a web-cam on Snowdon and of an information workshop program.

Shortcomings

201. Few key stage 1 pupils possess appropriate knowledge of the subject, and the quantity of work produced is insufficient.

202. Key stage 1 pupils do not compare their locality with another area in sufficient detail.
203. The research and geographic skills of key stage 1 pupils have not developed sufficiently and there is insufficient information and communication technology work to support their studies.

Physical Education

Key Stage 1 – Grade 3: Good features outweigh shortcomings

Key Stage 2 – Grade 2: Good features and no significant shortcomings

204. A dance lesson was observed at key stage 1 and a gymnastics and dance lessons at key stage 2.

Good features

205. Pupils at both key stages dress appropriately for lessons. They concentrate on their tasks, follow instructions and exercise their skills safely and diligently.

206. At key stage 1, pupils effectively vary their body positions and create simple sequences in response to various stimuli.

207. A small minority of pupils at key stage 1 control their body movements well in different ways as they move around the hall and as they change direction.

208. At key stage 2, pupils practise specific skills and techniques effectively as they create a variety of challenging and suitably complex body shapes.

209. They express views about their work and offer intelligent comments as to how to improve their performance.

210. Year 5 and Year 6 pupils work confidently as individuals and as a group and display understanding and extended skills across a range of activities.

Shortcomings

211. At key stage 1, pupils' skills when moving, jumping, turning and bending their bodies are not sufficiently developed.

School's response to the inspection

212. The staff and governors have considered the findings of the inspection and consider that they fairly represent the work of the school. The inspection team's judgements and remarks coincide to a large extent with those made during the school's self-evaluation.
213. The inspection was a very thorough and positive process, administered by a team of professional, thorough and pleasant inspectors. They took much care in forming opinions and spent time gathering further evidence, evaluating it and ensuring that judgements were correct when that was deemed necessary.
214. The inspection recognised positive elements in pupils' attitudes, behaviour, dedication and participation in their learning. It is also noted that the school provides outstanding care for pupils with special educational needs; its assessment and recording system were also deemed to be outstanding. We are very pleased as a school to receive recognition for the systems and procedures we use in order to recognise and respond to every pupil's needs.
215. The inspection has set a challenge for Ysgol Bryngwran; we shall respond to that challenge in a positive and constructive manner. We are extremely pleased with the comments made about us by a team of very professional and positive inspectors.

Appendix A

Basic information about the school

Name of school	Ysgol Bryngwran
School type	Community
Age-range of pupils	4 – 11
Address of school	Stryd Fawr Bryngwran Anglesey
Post-code	LL65 3PP
Telephone number	01407 720400

Headteacher	Mr Gareth R Corps
Date of appointment	April 2005
Chair of governors/ Appropriate authority	Mr W Ned Michael
Registered inspector	Mrs Jean Marshall
Dates of inspection	17 – 19 October 2005

Appendix B

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		4	10	4	7	7	5	7	44

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1.25:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	94.6	95	95.7	95.2
Spring 2005	97.6	98	94	94.6
Summer 2005	95.7	94	96.8	95.8

Percentage of pupils entitled to free school meals	20
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005	Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	83.3	In Wales	80

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

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005	Number of pupils in Y6	7
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

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	85.7
In Wales	72	In Wales	72

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 D

Evidence base of the inspection

The school was inspected over a period of two and a half days by a team of three inspectors, including a registered inspector, a team inspector and a lay inspector. The head of the school worked with the inspection team in his role as nominee. During the inspection:

- 27 sessions were observed with the time being shared fairly equally between classes;
- discussions were held with the pupils, the head and all staff members;
- pupils were questioned about their knowledge and understanding of their work;
- the vast majority of the pupils were heard reading in both languages;
- samples of pupils' work were examined;
- the school's policy documents and plans, including the teachers' short-term and long-term schemes of work, were inspected and analysed;
- the attendance registers, pupils' records and teachers' assessment notes were examined;
- detailed attention was given to the school budget;
- formal meetings were held with the governing body, before and after the inspection;
- five parents attended a pre-inspection meeting and 15 parents' questionnaires were received for analysis.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jean Marshall (Registered Inspector)	Context Summary and recommendations Key questions 1, 5, 6 and 7 Children under five, Welsh, Design and technology
John Blake (Team Inspector)	Key questions 2, 3 and 4 Information technology, Geography and Physical education
William Owen (Lay Inspector)	Contribution to questions 3, 4 and 7
Gareth Corps (Headteacher)	School's nominee

Contractor Cwmni Cynnal
 Technology Centre
 Bridge Street
 Llangefni
 Anglesey
 LL77 7HL

Acknowledgement

The inspection team would like to thank the governors, staff, pupils and parents of the school for their ready co-operation throughout the inspection.

SUMMARY REPORT FOR PARENTS

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

**Ysgol Gymuned Bryngwran
Bryngwran
Holyhead
Anglesey
LL65 3PP**

School Number: 660 / 2135

Date of Inspection: 17 – 19 October, 2005

by

**Jean Marshall
78668**

Date: 19 December, 2005

Under Estyn contract number: T/006/05P

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Ysgol Gymuned Bryngwran was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Gymuned Bryngwran took place between 17 - 19 October, 2005. An independent team of inspectors, led by Mrs Jean Marshall, Registered Inspector, 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

Context

The nature of the provider

1. Ysgol Gymuned Bryngwran is situated in the middle of the village of Bryngwran about six miles from the town of Holyhead on Anglesey. Children are admitted to the reception class on a full-time basis in the September following their fourth birthday. During the inspection, there were 44 pupils on the school register who are taught by two full time teachers and one part time teacher.
2. The village is naturally Welsh speaking and the majority of the pupils (59%) are from homes where Welsh is the main language of communication. The pupils who are Welsh learners soon become confident users of the language and, according to the school, approximately 89% of the pupils are fluent Welsh speakers.
3. The school has identified 11 pupils (25%) who have special educational needs, and two of these pupils have a statement of special educational needs. The percentage of pupils (20%) entitled to free school meals is very near the average for Anglesey and Wales as a whole.
4. After the retirement of the head at the end of the autumn term 2004, the school was without a head until April 2005 when the current head was appointed to his post.

The school's priorities and targets

5. The school's main priorities according to the School Development Plan for the year 2005 –06 are to:
 - ensure that an effective system of self-evaluation is in place;
 - improve standards in language and literacy;
 - improve standards in investigative science;
 - improve standards in physical education;
 - improve standards in information technology.

Summary

6. The school has produced a self-evaluation report.
7. The inspection team agreed with the school's judgement in five out of the seven key questions in the report. A higher grade was awarded to key question 3 and a lower grade to key question 7.

Table of the grades awarded

8. The inspection team judged the school's work as follows:

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?	3
6. How well do leaders and managers evaluate and improve quality and standards?	3
7. How efficient are leaders and managers in using resources?	3

Standards

9. The standards of achievement in the lessons observed were as follows:

Pupil standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	9%	52%	39%	0%	0%

10. The standards achieved by pupils in lessons are higher than the target set for the whole of Wales by the Welsh Assembly Government, namely that 95% of lessons should be grade 3 or above, but they are lower than the 75% target set for lessons which are grade 2 or above.
11. The standards of achievement of children under five are as follows:

Areas of learning	Grade
Language, literacy and communication	3
Personal and social development	3
Mathematical development	3
Knowledge and understanding of the world	3
Creative development	3
Physical development	3

12. The general quality of the provision for children under five is appropriate to their needs and the children make appropriate progress towards 'The Desirable Outcomes for Children's Learning'.
13. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh (First language)	3	2
Information Technology	3	2
Design and technology	3	2
Geography	3	2
Physical education	3	2

14. Pupils at key stage 1 and at key stage 2 make good progress in learning. At key stage 2, pupils' understanding of what they need to do in order to improve their work is an outstanding feature.
15. Pupils with special educational needs make good social and educational progress. They achieve the targets set for them.
16. Good features outweigh shortcomings in the progress made by children under five and pupils at key stage 1 in the key skills of listening and speaking, reading and early writing, numeracy and the use of information and communication technology. The listen astutely and are willing to discuss their work in different subjects. However, children under five do not experience a wide enough range of purposeful play activities in order to promote their communication skills and encourage independence. Moreover, a significant number of key stage 1 pupils are immature as regards their communication skills and fluency in reading and writing.
17. At key stage 2, pupils' standards and progress in the key skills of speaking and listening, reading and writing, in Welsh and in English, are good and their standards and progress in the key skills of numeracy and information and communication technology across the curriculum is an outstanding feature.
18. Pupils' standards and progress is good throughout the school in their bilingual skills. By the end of key stage 2, they use both languages confidently and fluently and are able to transfer easily from one to the other in a number of curricular contexts.
19. Pupils make steady progress in their creative skills across the curriculum. They have good knowledge and understanding of the Welsh Curriculum and a strong awareness of their heritage and culture.
20. Key stage 1 pupils work together effectively, making choices and taking simple decisions. However, a significant number of these pupils find it difficult to carry on working without continuous supervision.

21. By key stage 2, pupils carry out intelligent research in different contexts and co-operate effectively when solving problems and making decisions. Their ability to work independently is an outstanding feature.
22. At key stage 1, in 2005, the school's results in National Curriculum assessments in Welsh, mathematics and science were slightly lower than national averages.
23. At key stage 2, in 2005, the school's results in the National Curriculum assessments in Welsh, English and mathematics were higher than similar schools and were equivalent in science. Around a third of the pupils managed to achieve a level 5 in every one of the core subjects.
24. Pupils at key stage 2 work productively and use their time effectively. Their ability to work independently is an outstanding feature. Pupils at key stage 1 concentrate well on their lessons but there is a significant number who have not sufficiently developed independent working skills.
25. There are outstanding features in the progress pupils make in the personal, social, spiritual and moral skills.
26. Pupils throughout the school behave well and are courteous and respectful of others. By key stage 2, pupils display mature, responsible attitudes and their standard of behaviour is excellent.
27. The pupils' standards of attendance and punctuality are good.

Quality of teaching

28. In the lessons observed, the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	41%	25%	3%	0%

29. The quality of teaching is higher than the Welsh Assembly Government's target of 95% of lessons achieving grade 3 or above and the percentage of grade 1 and grade 2 lessons is very near the Welsh National Assembly's target of 75%.
30. The outstanding features of the teaching include high expectations, skilful questioning, sharing learning aims with pupils and effective use of resources.
31. The good features of the teaching include well-planned lessons, teachers with sound subject knowledge, differentiated tasks, opportunities to develop pupils' independence and a good relationship between pupils and adults.

32. In the minority of lessons where there are shortcomings, the tasks set are not sufficiently challenging, worksheets are overused and there are insufficient opportunities for pupils to work independently.
33. The tasks prepared for children under five are not sufficiently differentiated, and the play activities are not sufficiently structured in order to ensure that important basic skills are developed.

Assessment, recording and reporting

34. The arrangements for assessing and recording pupils' progress are outstanding throughout the school.
35. Pupils take an active part in the assessment process by discussing and reviewing their individual targets on a regular basis. Pupils' work is regularly marked and, on the whole, teachers' write useful comments as to how to improve the work.
36. The quality of the annual reports to parents is very good and achieves more than the statutory requirement.

Learning experiences

37. At key stage 1 and at key stage 2, the school responds well to pupils' learning requirements and offers equal access to a broad and balanced curriculum.
38. The learning experiences provided for children under five are varied and correspond to the six areas of learning in 'The Desirable Outcomes for Teaching Children'. However, the policy and the related schemes do not provide sufficient purposeful relevant and stimulating play activities.
39. The school arranges a variety of activities, including some outside school hours. By so doing, the school enriches the pupils' experiences effectively and reinforces work done in class.
40. The school's curricular provision promotes the pupils' spiritual, moral, social and cultural development very well. The sessions of communal worship and the regular 'circle time' urge pupils to develop respect and tolerance towards others.
41. The school's partnership with parents is good. They appreciate the staff's approachability and their willingness to listen to and discuss any concerns. The Parent Teacher Association makes a valuable contribution by arranging social activities and raising substantial sums of money to buy important resources.
42. The School Council offers valuable opportunities for pupils to have discuss, express views and take decisions on matters relating to them.

43. The school has established firm links with local businesses and has planned methods of co-operating with them. As yet, there has not been enough time for these plans to come to fruition and little attention is paid to developing the pupils' entrepreneurial skills.

The pupil support and assistance

44. The school is a happy and caring community where pupils feel that they are appreciated and supported. There is an excellent relationship between pupils and their peers and between them and their teachers and other adults.
45. The school has an effective policy for promoting good behaviour and deals with cases of poor behaviour unobtrusively and effectively. No evidence of bullying was observed during the inspection period.
46. The provision for pupils with special educational needs is outstanding and complies fully with the Code of Practice. Pupils' difficulties are identified early and detailed individual education plans are drawn up for them.

Leadership and management

47. The head who is very new to his post offers strong leadership and a clear direction for the work of the school.
48. The whole staff co-operates well in the context of national priorities such as the School Council, the Healthy School Scheme, the Basic Skills Agency's kite mark and the Green Schools' Scheme. These activities offer pupils, staff and governors valuable opportunities to work together to achieve agreed values, aims and objectives.
49. Recently, since the appointment of the new head, specific targets and aims have been set for improving the school. They are listed in detail in the School Development Plan but, up to the present, there has been insufficient time for the school to act on all the recommendations in order to meet the targets.
50. The governors are very supportive of the school and fulfil their statutory duties thoroughly. The school presents them with detailed and regular reports. However, up to now, they have not made an active contribution to the self-evaluation process or to the process of action planning in order to improve.
51. The School Development Plan is a comprehensive document which offers a positive strategic direction for the school's work. However, the link between the school's self-evaluation process and the priorities for development is insufficient.
52. Good features outweigh shortcomings in the progress made since the last inspection. The standards of teaching have improved substantially and the financial management is now strong. However, the school's self-evaluation system has not developed sufficiently and the task of adapting and improving schemes of work has not been completed.

53. The complement of staff is good and teachers' qualifications are appropriate for teaching all aspects of the curriculum. The learning support assistants employed by the authority to support pupils with special educational do their work well and conscientiously.
54. At key stage 2, the supply of resources is good across all areas of the curriculum. There are some shortcomings in key stage 1 resources, particularly in the information technology and design and technology areas.
55. There is no safe, appropriate play area for children under five and the supply of large toys is insufficient.
56. The pupils' toilets are unsuitable, and there is a section of the playground that cannot be used because of health and safety issues.
57. The head and the governors plan expenditure carefully, and in accordance with the School Development Plan's priorities. The school's financial management is good and the school offers good value for money.

Recommendations

In order to improve, the school needs to:

- R1: improve the provision and raise the standards achieved by children under five by reviewing and adapting the policy and schemes;
- R2: improve standards in Welsh, design and technology, information technology, geography and physical education at key stage 1;
- R3: continue to develop the self-evaluation process;
- R4: further develop the governors' role;
- R5: co-operate with the Local Education Authority to solve problems appertaining to the school buildings and land.

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.

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