

REPORT

on the

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

**BRYNHAFREN COUNTY PRIMARY SCHOOL
BAUSLEY
CREW GREEN
SHREWSBURY
SY5 9AT**

School Number: 666/2053

Date of Inspection: 24th – 26th May 2004

By

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Under Estyn contract number: T/265/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Brynhafren Primary School overlooks the confluence of the Rivers Severn and Vrynwy. Situated in the village of Crew Green, it is approximately halfway between Shrewsbury and Welshpool. The school was built in 1962 and has been extended in recent years with additional demountable classrooms. A good-sized playing field is shared with the community.

There are currently 85 pupils on roll aged between three and eleven years, all attending full-time. The local authority does not look after any pupils. There are four classes, each of which contains more boys than girls, with four full-time classteachers (including the headteacher) and one part-time classteacher. In addition, visiting teachers provide tuition in music and for pupils with special educational needs.

The school serves a mixture of rented and owner-occupied homes in the surrounding area. The prosperity of the area is mixed, with many parents now commuting to work in neighbouring towns as the number of jobs in agriculture has declined. The school roll has risen since the last inspection with the admission of nursery-aged children. Currently, 14 per cent of pupils are eligible for free school meals. This proportion is broadly average for schools both in Powys and in all Wales but much higher than at the time of the last inspection.

English is the predominant language for all pupils. No pupil comes from an ethnic minority group. The school identifies fifteen pupils (17 per cent of the school population) as having Special Educational Needs (SEN) in line with the current Code of Practice. This proportion is similar to that reported at the time of the last inspection. Two pupils have statements outlining their entitlement to additional support. One pupil is disapplied from aspects of the National Curriculum in Wales. The National Curriculum is modified to meet another pupil's learning needs.

The present headteacher assumed his responsibilities shortly after the last inspection in June 1998. There have been a number of changes of staff during the last six years.

The School Development Plan (SDP) details the school's priorities for the current year and outlines its plans for the future. These include:

- improving standards in writing;
- developing investigative and experimental work in mathematics and science;
- the review and development of policies and schemes of work;
- the development of a new behaviour policy.

2. MAIN FINDINGS

The main findings of the report

The school provide a good quality of education for its pupils.

- Standards of achievement are good. During the inspection, standards were very good in 22 per cent of the 23 lessons or part lessons seen, good in 65 per cent and satisfactory in the remaining 13 per cent. Attainment on entry varies from year to year but, overall, it is at least similar to that found in other schools in Powys and in all Wales.
- The educational provision for children under five is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning (DLOs). The lack of a secure outdoor area, which was a key issue at the time of the last inspection, impedes higher standards in children's physical development. Standards of achievement in the under-fives are as follows:

Area of learning	Nursery (3-4 year olds)	Reception (4-5 year olds)
Language, literacy and communication skills	Good	Good
Personal and Social Development	Good	Good
Mathematical Development	Good	Good
Knowledge and Understanding of the World	Good	Good
Physical Development	Satisfactory	Satisfactory
Creative Development	Good	Good

- Standards of achievement in Key Stage (KS)1 and KS2 are as follows:

Subject	KS1 (Y1 and Y2)	KS2 (Y3 to Y6)
English	Good	Very good
Welsh second language	Satisfactory	Satisfactory
Mathematics	Very good	Very good
Science	Good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Satisfactory	Satisfactory
Music	Good	Good
Physical education	Satisfactory	Satisfactory
Religious education	Good	Good

- In the 2003 NC teacher assessments, the proportions of pupils reaching the expected Level 2 in reading, writing and mathematics were above the LEA and national averages. In science, the proportion reaching Level 2 was similar to the LEA and national averages. The core subject indicator was above the local and national averages, and in the top 50 per cent of similar schools.

- In the 2003 NC test results at the end of KS2, the proportions of pupils reaching the expected Level 4 were well above the LEA and national averages in English and mathematics, and above the LEA and national averages in science. The core subject indicator was 100 per cent, which is above both the LEA and national averages and in the top 25 per cent of similar schools.
- Numbers in each year group are small and results vary from year to year. Over time, the trend at the end of both key stages shows improvement. Children under five and those in both key stages make good progress as they move through the school. Pupils with SEN make good progress in relation to the targets in their individual education plans (IEPs).
- Standards in key skills are good overall. Literacy skills are good overall but pupils' skills in Welsh are not sufficiently developed. Standards in numeracy are very good and good in information and communications technology.
- The school makes good provision for pupils' moral, social and cultural development. This reflects the school's caring, family ethos and pupils respond well to this provision. Although pupils' spiritual development is good, there are some shortcomings in the organisation of collective worship. *Y Cwricwlwm Cymreig* is effectively addressed in subjects across the curriculum.
- Standards of behaviour and attitudes to learning are very good throughout the school and have a positive impact on pupils' progress and the standards they achieve. The headteacher and staff set and expect high standards of pupils' behaviour. Pupils are courteous and friendly, and treat one another and adults with respect.
- Attendance levels are good. Attendance registers are called promptly at the beginning of the morning session but not always at the beginning of the afternoon session as required by the National Assembly for Wales Circular 3/99.
- The quality of teaching is good in the under-fives and in both key stages. During the inspection, teaching was very good in 22 per cent of the 23 lessons or part lessons observed, good in 65 per cent and satisfactory in 13 per cent of lessons. No unsatisfactory or poor lessons were seen.
- There is a good, business-like approach to learning in the nursery and reception class. Expectations are good, and care is taken to involve all children in discussions and activities. Questions are well used to develop children's knowledge and check their understanding.
- KS1 staff know pupils well and plan effectively for those who learn at different rates. The pace of lessons is good and activities are well structured. Questions are well used to promote pupils' interest and understanding.
- KS2 pupils are effectively prepared for the next stage of their education. They respond well to the different teaching styles in this key stage, and their learning benefits positively from opportunities to collaborate and develop independent working skills.

- The quality of assessment, recording and reporting on pupils' work is good overall. Teachers' planning clearly identifies assessment opportunities within subject areas for pupils of all ages and abilities. Planning ensures progression and continuity in pupils' learning across and between year groups.
- Well-focused use of assessment information, especially in literacy and numeracy, ensures that tasks are well adapted to match pupils' individual needs and abilities. Although pupils' work is marked regularly, the school's marking policy is not consistently applied. Reports to parents are informative and address the key areas for development. Parents have good opportunities to discuss their children's progress with teachers, both formally and informally.
- The curriculum for the under fives successfully promotes progress in all six areas of the Desirable Learning Outcomes. In KS1 and KS2, it includes all the prescribed subjects of the NC and meets statutory requirements. Religious education is taught in accordance with the requirements of the locally agreed syllabus. The curriculum suitably reflects the aims of the school and successfully promotes the all-round development of pupils. The school makes good provision for pupils for whom the NC is modified or disappplied.
- Suitable policies and schemes of work are in place for all NC subjects and religious education. The staff has a policy but not scheme of work for pupils' personal and social education (PSE). The school does not have a policy or scheme of work for developing key skills across the curriculum. The school's coverage of *Y Cwricwlwm Cymreig* is effective. The school provides a very good range of extra-curricular musical and sporting activities. Excursions and educational visits add to the curriculum.
- The support, guidance and attention given to pupils' welfare by the school are good. Relationships throughout the school are very good. Pupils work and play in a happy, secure and supportive environment. Good quality personal guidance gives pupils the confidence to approach adults for help with any difficulties they may encounter.
- Levels of educational guidance are good overall. In the best practice, pupils have a clear understanding of the next step to take to raise their standards of achievement and this is well recorded in their books.
- The school makes good provision for pupils with SEN and meets all the requirements of the Code of Practice. Support staff are well deployed and trained; they make a significant contribution to the success of the school's SEN provision. Individual Education Plans (IEPs) are of good quality. They are regularly reviewed, progress is monitored and parental involvement is encouraged at all stages of the process. The school gives good consideration to promoting the further development of able and gifted pupils through planned extension work.
- Partnerships with parents and community, schools and other institutions are very good. Regular newsletters inform parents of the school's general activities, achievements and future intentions. Letters to parents inform them of the day-to-day happenings in school. The school's Parent-Teacher Association (PTA) is well supported and arranges a number of social and fund-raising activities throughout the year.

- Community links are well established. The school supports, and has raised funds for, a number of charities. Transfer arrangements for Y6 pupils to the secondary schools at Llanfyllin and Welshpool are sound, and ensure a smooth transition.
- The school's partnership with industry is good. Pupils' understanding of the world of work is broadened significantly by visits, occasional talks and demonstrations given by visiting theatre groups and speakers, such as the police, fire service, postal service and health visitors.
- The quality of self-evaluation and planning for improvement is satisfactory overall. The school collects information from a range of standardised tests, together with teachers' assessments of pupils' capabilities, to set suitable whole school targets for achievements in English, mathematics and science. However, data analysis is not sufficiently well focused upon identifying and planning for those specific areas requiring improvement.
- The school's systems for monitoring the quality of teaching and learning are informal, and not sufficiently regular or focused to help staff identify priorities and devise appropriate strategies for future action. Although the governing body has a sound understanding of the quality of the school's provision, it has yet to establish timetables for the systematic evaluation and review of policies, schemes of work and, over time, specific aspects of the school's work.
- The school development plan (SDP) features well-focused plans for development in the short-term. However, it contains few references to planning for the medium and long term. A self-critical culture is growing amongst staff and they have identified several areas which require greater focus.
- The leadership and efficiency are satisfactory. The school has a welcoming and supportive ethos, and expectations are high. The school's aims and values are well reflected in its daily work. The commitment to inclusion in all aspects of the school's work is strong. The headteacher knows all the pupils in the school well and values them as individuals. He successfully promotes a good team spirit and a shared focus of how to take the school forward.
- The governing body is supportive of the school and takes an increasingly active part in its work, particularly in the curriculum. They have a good understanding of the strengths and shortcomings of the school, and where they need to provide support and guidance.
- Daily routines are well established. Good links exist between the budget and the school development plan at a strategic level. However, the school lacks formal procedures to ensure that statutory and recommended requirements are consistently met, or that the work of the school is systematically and rigorously monitored. As a result, the leadership tends to be reactive rather than proactive.
- The staffing provision is good. The accommodation is good for pupils in KS1 and KS2 but just adequate for the nursery and reception age groups. There is still no secure outside area for the under-fives, which was a key issue at the time of the last inspection. The quality and quantity of learning resources are only satisfactory because of some shortages of artefacts for history and religious education.

- Overall, the school has made good progress in addressing the key issues highlighted in the previous inspection in June 1998.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement are good.

- Standards of pupils' achievement were very good in 22 per cent of the 23 lessons or part lessons seen during the inspection, good in 65 per cent and satisfactory in the remaining 13 per cent.
- Nursery and reception children achieve good standards in their personal and social development, language, literacy and communication skills; mathematical development; knowledge and understanding of the world and creative development. They achieve satisfactory standards in their physical development.
- Standards of achievement are very good in mathematics in both key stages and in English in KS2. They are good in English in KS1, and in science, design and technology, information technology, history, geography, music and religious education in both key stages. In Welsh second language, art and physical education, standards are satisfactory in both key stages.
- Children have a wide range of skills and experiences when they start in the nursery. Numbers in each year groups are small and attainment on entry varies from year to year. Overall, it is at least similar to that found in other schools in Powys and in all Wales.
- In the 2003 NC teacher assessments, the proportions of pupils reaching the expected Level 2 in reading, writing and mathematics were above the LEA and national averages. In science, the proportion reaching Level 2 was similar to the LEA and national averages. The proportion of pupils gaining the higher Level 5 was significantly above the LEA and national averages in mathematics. In English, these proportions were above the LEA and national averages overall, although no pupil reached a higher level in writing.
- The KS1 core subject indicator for 2003 was above the local and national averages, and in the top 50 per cent of similar schools.
- The school's 2003 NC test results at the end of KS2 show that the proportions of pupils reaching the expected Level 4 were well above the LEA and national averages in English and mathematics, and above the LEA and national averages in science. The proportions of pupils reaching the higher levels in English and mathematics were also well above the local and national averages but similar to both in science.
- The KS2 core subject indicator was 100 per cent, which is above both the LEA and national averages and in the top 25 per cent of similar schools.

- Numbers in each year group are small and results vary from year to year. Over time, the trend at the end of both key stages shows improvement. Comparison of teacher assessments and test results taken by KS2 pupils in 2003 shows a similar picture in English, some overestimation of pupils' results in science and some underestimation of their results in mathematics.
- Children under five and those in both key stages make good progress as they move through the school. Pupils with SEN make good progress in relation to the targets in their IEPs, and they particularly benefit from the support of learning support staff. Boys and girls make similar progress and achieve similar results in assessments and tests. The school takes effective steps to promote the good progress of pupils who have particular strengths in one or more subject areas.
- In consultation with the LEA, the school sets targets for Y6 pupils to achieve in the statutory tests at the end of KS2. In 2003, these targets were exceeded.

3.2 Standards achieved in key skills across the curriculum

Pupils' standards of achievement and the progress they make in literacy skills and in information and communications technology across the curriculum are good. Standards and progress in numeracy are very good.

- Pupils listen very carefully in lessons and during whole-school occasions, such as assemblies. Older pupils maintain very good levels of concentration and listen politely to the views of others in group and class discussions. They carry out instructions willingly and respond quickly to requests.
- Pupils express their thoughts and ideas clearly and confidently in subjects across the curriculum. They are articulate and fluent when speaking in English, explaining their work well and showing growing confidence in speaking in a range of contexts. However, pupils lack fluency and confidence in using the Welsh language.
- Pupils successfully improve their speaking and listening skills through discussion with each other and through responding to challenging teacher questioning. As they mature, they acquire a good range of general and subject-specific vocabulary in English. They use this accurately and in the correct context.
- Pupils' reading skills across the curriculum are good in English, but only satisfactory in Welsh. They correctly follow written instructions, and younger pupils make good progress in consolidating their phonic understanding. Pupils read accurately and expressively from a variety of different texts.
- Pupils' comprehension of their reading materials is secure and progression across the school is consistent. Many pupils enjoy talking about their preferences for authors and genres of literature and they are acquiring good reading habits. Reading skills are used effectively across the curriculum to access information and extend knowledge and understanding.
- Pupils have good writing skills in both key stages. The majority have a secure understanding of the structure required for particular written tasks and of the style in

which they need to write. Some good examples of extended writing in many subjects show that pupils are aware of the need to draft and re-draft their written work. Written work is well presented and pupils make good progress in spelling and punctuation.

- Standards in numeracy across the curriculum are very good. Pupils have a very good understanding of number and place value. As they mature, their estimating skills develop very well and they detect patterns and predict outcomes. Pupils take pride in ensuring that their measuring is accurate and this enhances their work in subjects such as design and technology. Pupils' problem-solving skills develop very well; they are prepared to explore a range of different strategies to tackle problems. These skills are well used in science, design and technology, geography and information technology.
- Pupils' standards in information and communications technology are good. They have a secure grasp of basic IT skills and proceed confidently to extend their competence by using a range of programs which help them to enhance the presentation of written work. Regular access to a range of web sites ensures that they become more confident in developing their research and information-seeking skills. They make good use of the results of their enquiries to extend their knowledge and understanding in subjects across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The school makes very good provision for pupils' social and moral development and good provision for pupils' spiritual and cultural development. This reflects the school's caring, family ethos. Pupils respond well to this provision.

- Staff successfully encourage pupils to reflect upon their responsibilities to others and respect the feelings of their peers. Pupils have good opportunities to reflect and consider in literature and history. However, opportunities for them to reflect upon the existence of a Supreme Being and the meaning of the Christian message are inconsistent. Some pupils with special educational needs occasionally miss collective worship.
- Pupils have a clear understanding of the difference between right and wrong and are proud of their school. They show a very good level of respect for each other and for adults; they care well for learning resources and for the school environment. Involvement in charitable work and Circle Time discussions makes them aware of the needs of people less fortunate than themselves.
- Pupils develop their social skills very well. They work effectively in groups and pairs during lessons and are prepared to support each other's learning. Older pupils welcome opportunities to take responsibility around the school and show a very good degree of care for younger pupils.
- Relationships between teachers and pupils and between pupils themselves are very good and are based upon mutual respect. The school's recently agreed policy on racial discrimination is effectively applied. Pupils play happily together during breaks and

develop friendships confidently. The school values and celebrates the achievement of every individual.

- *Y Cwricwlwm Cymreig* is effectively addressed in subjects across the curriculum. Pupils have good opportunities to appreciate the history and cultural traditions of Wales through a range of visits and participation in the school Eisteddfod. Links with the local community provide pupils with valuable insights into the history and culture of their own locality. However, pupils have insufficient opportunities to hear and speak Welsh incidentally during the school day.
- Cross-curricular work in history, geography, religious education, art and music provides pupils with good motivation to explore the traditions and beliefs of European and world cultures. Displays of work in classrooms and corridors effectively extend their experiences and teach them to respect the differences and similarities between their own beliefs and values and those of others.

4.2 Behaviour and attitudes

Standards of behaviour and attitudes to learning are very good throughout the school, and have a positive impact on pupils' progress and the standards they achieve.

- Pupils are attentive and responsive. They maintain their concentration and interest levels well throughout lessons. When moving in and around the school pupils behave well. They are courteous and friendly, and treat one another and adults with respect.
- The headteacher and staff set and expect high standards of pupils' behaviour. The school has in place effective strategies and policies for managing behaviour and dealing with inappropriate behaviour. No instances of bullying or any form of discrimination were observed during the inspection, and pupils and parents say that such incidents are rare.
- During break times, pupils mix and play happily together. The playground is marked out for a variety of games and sports; balls and hoops are available and extensively used to enhance pupils' enjoyment. This provision contributes significantly to the high standards of behaviour. Supervision on the playground and in the school canteen is effective.

4.3 Attendance

Attendance levels are good.

- The average attendance figure for the last school year (not including nursery children) was 95.4 per cent. This represents a 2 per cent improvement since the previous inspection, and exceeds the national average of 94 per cent. No unauthorised absence was recorded in this period.
- Attendance registers are called promptly at the beginning of the beginning of the morning session but not always at the beginning of the afternoon session as required by the NAFW Circular 3/99. Registers are reviewed regularly by the headteacher and periodically by the Education Welfare Officer.

- Pupils are keen to attend school. With few exceptions, pupils are punctual and lessons begin on time.
- The school has effective procedures for maintaining and improving attendance. Parents co-operate by notifying the school of reasons for absence. Any unexplained absence is immediately followed up. Pupil records are detailed and regularly reviewed.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is good.

- During the inspection, teaching was very good in 22 per cent of the 23 lessons or part lessons observed, good in 65 per cent and satisfactory in 13 per cent of lessons. No unsatisfactory or poor lessons were seen. Standards of teaching have been maintained since the last inspection.
- Teaching in the nursery and reception class is good. Relationships between adults and children are secure and staff successfully promote a good, business-like approach to learning. Expectations are good, and care taken to involve all children in discussions and activities. Questions are well used to develop children's knowledge and check their understanding.
- Pupils with special educational needs are given good support and those who learn at a faster pace are suitably challenged. Learning moves at a good pace and children develop good working habits. Adults give the right amount of praise and encouragement to motivate pupils to work hard and improve. Overall, time is used effectively but the lack of an outdoor area means that younger children have fewer opportunities to make choices and develop their independence in all aspects of their learning.
- Teaching in KS1 is good. Staff know pupils well and plan effectively for those who learn at different rates. Learning objectives are shared with pupils and returned to during lessons. Tasks are explained clearly. Staff make good use of pupils' own experiences and recall to reinforce learning. The pace of lessons is good and activities are well structured. Questions are well used to promote pupils' interest and understanding. Teachers' planning successfully focuses on IEP targets for those pupils with SEN.
- In KS2, the quality of teaching is good. The pace of lessons is usually brisk and work is challenging. Pupils respond well to the different teaching styles evident in this key stage. In Y3 and Y4, good support and attention to detail, for example, in writing helps pupils to develop their independence as writers. In Y5 and Y6, pupils respond positively to opportunities to collaborate and take responsibility for their own learning. They respond maturely and are effectively prepared for the next stage of their education.
- Expectations of pupils' behaviour and achievement are high. Strong working relationships between staff and pupils, and between pupils themselves, promotes the achievement of high standards. Pupils' views and efforts are strongly valued.

- Well-focussed learning objectives build effectively on earlier work. Teachers accurately address pupils' learning needs through a range of engaging and purposeful learning activities. Staff give good support for those with special needs and effective challenge for more able pupils. Pupils show initiative and make good use of independent study and research skills to develop their interest and understanding.
- Teachers' medium-term plans give a good emphasis to the development of key skills in ICT but they do not consistently follow it through in their short-term planning. Whole school monitoring systems to provide an overview of the quality of teaching and learning and of the quality of pupils' work lack rigour.
- Teachers' subject knowledge is good overall. The school makes effective use of specialist teachers to support learning in Welsh second language and music.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting on pupils' work is good overall.

- Teachers' planning clearly identifies assessment opportunities within subject areas for pupils of all ages and abilities. Planning ensures progression and continuity in pupils' learning across and between year groups.
- Well-focused use of assessment information, especially in literacy and numeracy, ensures that tasks are well adapted to match pupils' individual needs and abilities. Speaking, listening and reading skills are regularly assessed. The results of these assessments are well recorded to ensure that individual weaknesses are identified and targeted for further development.
- Teachers' assessments of pupils' work are generally accurate and consistent; they know their pupils well and understand their individual strengths and areas for further development. As a result, teachers effectively plan future work to target areas of difficulty and to further extend pupils' knowledge, understanding and skills.
- Investigative, experimental and practical activities are closely observed. Progress in the subject-specific attainment targets is efficiently recorded and the information is well used to enable teachers to track the progress of an individual pupil, especially in the core subjects of the National Curriculum. The school has established a useful system of gathering together significant samples of pupils' work in order to demonstrate progress in the foundation subjects. Assessment and recording procedures for the under fives are effective.
- Plenary sessions at the end of lessons are often used to help pupils measure their progress against lesson objectives. However, systems to encourage pupils to evaluate their own performance and progress and to set their own targets for raising standards are not yet sufficiently well developed.
- Pupils' work is marked regularly, often during a lesson and in discussion with individual pupils. Where provided, teachers' written comments on work are informative, helping pupils, and their parents, to understand what they have to do next in order to raise their

standards of achievement. However, this practice is not consistent and the school does not adequately monitor the effectiveness of its marking policy. Where targets are set on individual pieces of work, pupils are given good guidance but, again, there is not a whole school approach to this practice.

- Reports to parents are informative and address the key areas for development, especially in the core subjects of the National Curriculum. They set clear targets to encourage pupils to raise their standards and to inform parents of how they can help their children to make progress. Parents have good opportunities to discuss their children's progress with teachers, both formally and informally.

5.3 Curriculum

The curriculum is good overall.

- The curriculum in KS1 and KS2 covers all the prescribed subjects of the NC and meets with statutory requirements. Religious education is taught in accordance with the requirements of the locally agreed syllabus. The curriculum for the under fives successfully promotes progress in all six areas of the Desirable Learning Outcomes.
- The curriculum suitably reflects the aims of the school and successfully promotes the all-round development of pupils. The school's coverage of *Y Cwricwlwm Cymreig* is effective. The school makes good provision for pupils for whom the NC is modified or disapplied.
- Suitable policies and schemes of work are in place for all NC subjects and religious education. The school meets the requirements of the Wales Curriculum 2000 in both KS1 and KS2. The school does not have a policy or scheme of work for developing key skills across the curriculum.
- The school has a policy but no scheme of work for pupils' personal and social education. Visitors, including the school nurse, fire officers and community police officers, contribute effectively to the satisfactory provision.
- The amount of teaching time, and its allocation to individual subjects, broadly meets the National Assembly for Wales' recommendations. However, there is some slippage in the use of time. Scrutiny of teachers' planning suggests that the time allocated to physical education lessons varies from week to week, particularly in the winter months. In some classes, design and technology lessons are blocked on successive days. This is good practice. Homework is set regularly and is relevant to pupils' classroom learning.
- Pupils are developing an effective understanding of the responsibilities of citizenship. Involvement in tree planting on local Forestry Commission sites and visits to the nearby quarry effectively support pupils' appreciation and understanding of managing sustainable and natural resources.
- Teachers' medium and short-term plans build effectively on the schemes of work. Their provision for pupils who learn at different rates is good. However, teachers do not consistently include key skills in their short-term plans. The curriculum is socially

inclusive. Staff make very good efforts to provide pupils with full curricular equality and opportunity, and successfully address the needs of abler and SEN pupils.

- Excursions and educational visits add to the curriculum. The school provides a very good range of extra-curricular musical and sporting activities. Pupils support these well.

5.4 Support, guidance and pupils' welfare

The support, guidance and attention to pupils' welfare provided by the school are good.

- Pupils work and play in a happy, secure and supportive environment where their personal and social development is of paramount importance. Good quality personal guidance gives pupils the confidence to approach adults for help with any difficulties they may encounter.
- Levels of educational guidance are good overall. In the best practice, pupils have a clear understanding of the next step to take to raise their standards of achievement and this is well recorded in their books.
- Relationships throughout the school are very good. Teachers and other staff know their pupils well and take a keen interest in their well being. Pupils are well supervised at break and lunch times. Mid-day supervisors and kitchen staff make a valuable contribution to the care and welfare of pupils.
- An agreed sex education policy is in place; pupils receive appropriate instruction in line with this policy. The school has a policy but no scheme of work for personal and social education. Although the lessons seen during the inspection were of good quality, there is no structure to ensure that all elements are systematically covered over time.
- During Circle Time, pupils have good opportunities to discuss matters of concern to them. Links with the local community and with local organisations, such as the church, the police and the fire service enhance their understanding of current social issues and problems. They are given good opportunities to develop an awareness of the various dangers inherent in modern society.
- An Equal Opportunities policy has been introduced and implemented. The caring ethos of the school ensures that everyone connected with it is treated fairly and equally on an educational, personal and social basis.
- Procedures for dealing with child protection are well established and the school has close and fruitful links with Social Services and other agencies. A detailed policy has been implemented and is clearly understood by all staff.
- The school has a suitable health and safety policy and set of procedures which are carefully monitored. An effective security system ensures that pupils and staff work in a safe and secure environment.

5.5 Provision for pupils with special educational needs (SEN)

The school makes good provision for pupils with SEN and meets all the requirements of the Code of Practice. Pupils make good progress towards their targets and achieve good standards.

- An effective and detailed whole-school policy pays due regard to the Code of Practice. All members of staff are committed to its successful operation.
- The school has good arrangements for helping pupils with special educational needs. The co-ordinator is well trained and caring, and a member of the governing body is appropriately designated to have oversight of the provision for pupils with SEN. Support staff are well deployed and trained; they make a significant contribution to the success of the school's SEN provision.
- Two pupils have statements of special educational needs. Their needs are being met according to their statements. There are currently thirteen pupils on School Action and School Action Plus. All of these pupils have access to a broad, balanced and differentiated curriculum; they are very well integrated into the life and work of the school.
- The school has effective arrangements for the early identification of special needs and for discussion with parents. Meticulous records are kept on pupils' attainment and progress. Monitoring and evaluation procedures are well developed to promote very good levels of support in all curricular and extra-curricular areas.
- Individual Education Plans (IEPs) are of good quality. They clearly indicate current levels of achievement and specific areas requiring attention; they set relevant and meaningful stepped targets to address areas of difficulty. Targets describe small steps in learning which can be readily measured and which provide strong incentives for pupils to improve and gain greater self-esteem. IEPs are regularly reviewed, progress is monitored and parental involvement is encouraged at all stages of the process.
- The Special Needs Co-ordinator (SENCo) effectively co-ordinates programmes for pupils throughout the school. Close liaison with class teachers ensures that teaching and learning strategies and resources are closely matched to pupils' needs. Good links with external agencies give the school valuable access to expert support and advice when requested.
- Pupils with SEN successfully work alongside their peers in mainstream classes and they benefit from working in co-operation with other pupils. Good planning of differentiated activities and tasks enables them to experience success at levels suited to their abilities. Pupils who work in withdrawal groups for part of the time benefit from the support they receive to improve their reading and other literacy skills.
- The school gives good consideration to promoting the further development of able and gifted pupils through planned extension work.

5.6 Partnership with parents and community, schools and other institutions

Partnerships with parents and community, schools and other institutions are very good.

- The illustrated school prospectus provides much useful information. Regular newsletters inform parents of the school's general activities, achievements and future intentions. Letters to parents inform them of the day-to-day happenings in school.
- Formal contact with parents and teachers occurs each term, and at other times by arrangement. Informal contact occurs at the beginning and end of the school day, especially in the nursery and infants departments. School reports are detailed and are issued annually.
- Parents are encouraged to assist in school. They help in the library, listen to children read and assist with school trips.
- The school's Parent-Teacher Association (PTA) is well supported and arranges a number of social and fund-raising activities throughout the year. Their activities and programme of events are published on the school notice board and through their website. Money raised by the PTA is used to provide extra resources and subsidise the cost of school visits.
- Community links are well established. Local clergy regularly attend school to talk to pupils and take assembly. Pupils visit the church at the neighbouring village of Alberbury for Christmas and on other occasions. Out of school hours, the premises are utilised by the community groups. The hall is used as a meeting place for the Community Council and is used each week by a *Keep Fit* group. The school supports, and has raised funds for, a number of charities.
- The arrangements for receiving children into the nursery from local playgroups are sound and help them to settle quickly and comfortably. Transfer arrangements for Y6 pupils to the secondary schools at Llanfyllin and Welshpool are sound, and ensure a smooth transition.
- The school provides training opportunities for student teachers and nursery nurses, and occasionally work experience for secondary school students.

5.7 Partnership with industry

The school's partnership with industry is good.

- Despite the limited industrial and commercial development in the area, the school has been successful in establishing links which give pupils an insight into the world of work. Visits to the local quarry help pupils understand the geological, scientific and environmental aspects of this type of work. Other visits include the local Forestry Commission site for tree planting, Birmingham Sea Life centre and the Secret Hills centre.

- Pupils' understanding of the world of work is broadened significantly by occasional talks and demonstrations given by visiting theatre groups and speakers, such as the police, fire service, postman, health visitors and others. They talk about their work, and help children understand the value of their jobs in the community.
- Currently, no staff development opportunities are provided by industry and commerce.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is satisfactory overall.

- The school collects information from a range of standardised tests, together with teachers' assessments of pupils' capabilities, to set suitable whole school targets for achievements in English, mathematics and science. From the baseline profile, pupils' performance is monitored and progress is tracked through both key stages.
- Information gathered from assessments and test data is used to predict expected levels of achievement. The good standards achieved in tests suggest that these procedures are generally effective; however, data analysis is not sufficiently well focused upon identifying and planning for those specific areas requiring improvement.
- The headteacher's monitoring of the quality of teaching and learning is informal, and not sufficiently regular or focused to help staff identify priorities and devise appropriate strategies for future action.
- Subject co-ordinators have little opportunity to formally monitor the quality of planning, teaching and learning and the rate of pupils' progress in their areas of responsibility. Present systems are too informal to provide co-ordinators with a precise overview of standards, especially in the foundation subjects of the National Curriculum. As a result, it is difficult for subject co-ordinators to establish and develop forward strategic planning to raise standards in their subject areas.
- The school is developing subject portfolios of moderated, annotated work to ensure that teachers have a common understanding of expected levels in subjects across the curriculum. These will assist teachers in their reviews of planning and facilitate that consistent and accurate assessment of pupils' work across the school. A start has been made at gathering samples of work.
- A self-critical culture is growing amongst staff and they have identified several areas which require greater focus; these include the greater use of ICT tools in the classroom and the more precise integration of key skills in teachers' planning.
- The school development plan (SDP) features well-focused plans for development in the short-term. However, it contains few references to planning for the medium and long term. The governing body supports the headteacher and staff in considering the quality of the school's provision and measuring the progress made by pupils. However, it has yet to

establish timetables for the systematic evaluation and review of policies, schemes of work and, over time, specific aspects of the school's work.

6.2 Leadership and efficiency

The leadership and efficiency are satisfactory.

- The school is a welcoming and friendly community. It has a caring and supportive ethos. Expectations are high and successfully promote a shared understanding about learning, behaviour and relationships. All staff are easily accessible and approachable.
- The headteacher knows all the pupils in the school well, values them as individuals, and encourages each to reach their full potential. He has successfully developed a good team spirit and a shared focus of how to take the school forward.
- The school's aims and values are well reflected in its daily work. The school has a strong commitment to inclusion in all aspects of its work. Staff have job descriptions. Performance management for teachers has recently been introduced but the headteacher has yet to establish a formal programme of lesson observations.
- The governing body is supportive of the school and takes an increasingly active part in its work, particularly in the curriculum where individual governors regularly meet subject co-ordinators and visit classes. Governors draw on a wide range of personal experience and skills in their work, and these positively benefit the development and running of the school. They have a good understanding of the strengths and shortcomings of the school, and where they need to provide support and guidance.
- Suitable policies are in place for each curriculum area, discipline and special educational needs. The governors have agreed policies for admission, charging, health and safety, performance management, sex education and child protection; a policy for combating racial discrimination has recently been adopted. As yet, the school does not have a policy to deal with disability discrimination.
- This is a small school where routines are long established and each day runs smoothly. However, no procedures are in place to ensure that statutory and recommended requirements are consistently met, or that the work of the school is systematically and rigorously monitored. As a result, the leadership tends to be reactive rather than proactive. Individual teachers have responsibility for a number of curriculum areas but insufficient opportunities to develop their role in monitoring and evaluation.
- The school secretary has established suitable procedures and deals effectively with financial and other administrative matters. The number of administrative hours is lower than found in most schools, with the headteacher taking on additional tasks that cannot be otherwise dealt with. This is not good practice. The school has responded appropriately to the issues raised in the most recent auditor's report.
- The headteacher and governing body seek *best value* in their purchases and look carefully at different options when drawing up their annual budget. Although the school's budget surplus was above the recommended level at the end of the last financial year, it is effectively deployed in maintaining current staffing levels.

- Good links between the budget and the school development plan exist at a strategic level but the school has yet to ensure the most efficient and effective day-to-day use of all its available resources.

6.3 Staffing, accommodation and learning resources

The provision for staffing is good. Learning resources are satisfactory. The accommodation is satisfactory overall.

- The school is generously staffed for the number on roll and to meet the demands of the curriculum. Staff are suitably qualified and, between them, have the subject expertise to successfully deliver the NC. Classroom assistants are effectively deployed to support individual or groups of pupils. They make a good contribution to pupils' learning. The administrative, lunchtime and caretaking staff all make a valuable contribution to the daily life of the school.
- The accommodation has been extended since the last inspection by the provision of another demountable classroom, complete with toilets. The teaching accommodation for pupils in both key stages is good and it is used effectively for the delivery of the curriculum. There are colourful and stimulating displays of pupils' work around the school. The outside play areas are spacious and well maintained.
- The accommodation used by the nursery and reception children is just adequate for the number of children in these age groups. Their classroom is due to be extended during the forthcoming summer break. However, there is still no secure outside area for the under-fives, which was a key issue at the time of the last inspection. In addition, there is no staff room, and the administrative facilities are rudimentary.
- The quality and quantity of learning resources are satisfactory. The library has a satisfactory range of fiction and non-fiction books. There are some shortages of artefacts for history and religious education.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for children under five is appropriate to their needs and, overall, the children make good progress towards the Desirable Outcomes for Children's Learning.

- The school offers full-time places for reception (four to five year old) children and part-time (mornings) placements for nursery (three to four year old) children. Numbers in each intake are small. Children enter the school with a range of different experiences in each area of learning. Nursery and reception children are taught alongside a small number of Y1 pupils with summer birthdays. A part-time qualified nursery nurse supports the class teacher.

- In both the nursery and reception age groups, standards are good in children's personal and social development, their language, literacy and communication skills, mathematical development, knowledge and understanding of the world, creative development. Standards in physical development are satisfactory. Most children achieve, and many exceed, the Desirable Learning Outcomes by the time they are five. Daily routines are well established and children are keen to talk to visitors about their work.
- The classroom accommodation, which is due to be extended at the end of this term, is only just adequate for the number of children. The lack of a secure outdoor area was a key issue at the time of the last inspection and this adversely affects the standards achieved in children's physical development.

Good features

Nursery and reception children achieve good standards in the development of their personal and social skills.

- Although they have only started school recently, nursery children listen carefully, concentrate and get on well with each other. Reception children are confident in their dealings with visitors, talking about their work and classroom routines.
- Children take turns and share equipment sensibly. They work independently but also ask adults and each other for help when necessary.
- Children take effective responsibility for their belongings, and show respect for others and their property. Nursery and reception children go to the toilet by themselves. Reception children change for physical activities with the minimum of adult help.
- At lunchtimes, children readily talk to each other in the dining room, and play well with each other on the playground.

Nursery and reception children achieve good standards in the development of language, literacy and communication skills.

- Children listen attentively to adults and correctly follow instructions in both English and Welsh. They sustain their concentration well during a story session and most reception children follow a short sequence of instructions successfully. Children comment on the storyline in a class book, and about things that take place both in and out of the classroom.
- Nursery children handle books carefully, talk about the illustrations and understand that print carries meaning. Reception children's reading skills develop well, aided by regular reading at home. They are familiar with terms such as *title*, *author* and *illustrator*. They make their own books about the character *Elmer* who featured in a story they heard.
- Nursery children label pictures and drawings, and most correctly sequence pictures to tell a story. Reception children's writing is developing well, with many writing captions and sentences independently. Children are developing good pencil control.

Nursery and reception children achieve good standards in their mathematical development.

- Children are familiar with number stories and rhymes. Nursery children use a *Teddy Bear* number line to count on and back, and correctly sequence numbers and shapes. Reception children correctly name regular two-dimensional shapes. They count to 20 and beyond, and accurately calculate *one more*.
- Nursery children sort and match different objects, recognize simple patterns and make effective use of jigsaws and puzzles. When working with sand and water, they are effectively developing their understanding of measures. Reception children identify similarities and differences, make reasonable estimates and help to make a class graph to show the different types of houses lived in by children in the class.
- Reception children understand, and use correctly, mathematical language such as *more*, *less*, *bigger* and *smaller*. They are familiar with an analogue clock face, and most tell the time to the hour accurately.

Nursery and reception children achieve good standards in the development of their knowledge and understanding of the world.

- Nursery and reception children are successfully developing an understanding of the passing of time. They talk about *today* and *yesterday*, and look forward to lunchtime or the end of the school day.
- Reception children are familiar with their route to school and talk about some of the buildings they pass on the way. They give general directions to the River Severn and know that the school stands on the side of a steep hill. They name different types of houses, such as *semi-detached* and *bungalow*.
- Children know that materials have different properties. They understand terms such as *hard* and *soft*, and *hot* and *cold*.
- Children are familiar with the work of the fire brigade, police and the Royal Mail. Their understanding benefits from visitors and visits, such as to Shrewsbury Fire Station.
- Nursery children use the mouse to follow instructions when using the computer, and reception children use the keyboard to write stories.

Nursery and reception children achieve satisfactory standards in their physical development.

- Children correctly handle different tools and equipment sensibly, and use a range of different pens, pencils, crayons and brushes for drawing, writing and painting.
- On the playground, children make effective use of space. They throw, bounce and catch balls.

Nursery and reception children achieve good standards in their creative development.

- Nursery and reception children use crayons to produce repeated patterns. They cut and stick materials to make their *Easter Ducklings*. Whole class friezes, such as about *People who help us*, encourage children to develop skills using collage and paint, and to learn about the importance of working together.
- With adult help, children bake and decorate buns and *firework cakes*. For their St. David's Day celebrations, they make models and wear national dress. They make appropriate use of the role-play area.
- Reception children sing with enthusiasm. They follow an accompaniment accurately, and handle percussion instruments carefully. They maintain a steady beat when using instruments.

Shortcomings

- Children, particularly those of nursery age, do not systematically develop their physical skills outside with large wheeled toys and climbing equipment.

English

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

Good features

- Speaking skills are very good in both key stages. Pupils communicate confidently with each other and adults in a range of situations. They answer questions clearly and respond well to opportunities to comment on what they have seen and heard. Pupils use a good range of vocabulary, including technical terms where appropriate, when taking part in discussions. Y5 and Y6 pupils, acting out the poem *The Lion and Albert*, adopt non-standard English and different dialects confidently. They work well with each other in both rehearsal and performance, and have a strong sense of occasion.
- Listening skills are also very good in both key stages. Pupils in KS1 listen carefully to questions and follow instructions conscientiously. Pupils in Y3 and Y4 listen well to stories, and make good links with previous learning across the curriculum. Y6 pupils confidently initiate discussions with adults, put forward their viewpoints but also respect the views and opinions of others.
- Standards in reading are good in KS1. Using *big books*, Y1 and Y2 pupils read and take part in class discussions of a variety of texts. With their individual reading books, pupils are becoming fluent readers who are keen to *have a go* at unfamiliar words, using phonic or textual clues. More able pupils read with expression and seek help with unrecognisable words if they are unable to work these out for themselves. Pupils' reading skills give them a firm foundation for development in KS2.
- Standards in reading are very good overall in KS2. Y3 and Y4 pupils read aloud with confidence and good understanding. Their reading from a shared text is accurate and

fluent, and they correctly distinguish between information and fictional texts. They are familiar with the works of some modern poems such as Philip Larkin, and Welsh folk stories such as *Gorwen the Great Dragon*. Pupils in Y5 and Y6 readily express their views and preferences about different authors and titles. They discuss different styles, such as *biography* and *autobiography*, and recognise the different purposes of writing. They read plays, including excerpts from Shakespeare, and poetry, including work by William Blake. Their class reading of classical texts includes extracts from *The Pied Piper of Hamelin*, *Dotheboy's Hall* and *Nicholas Nickleby*, and these are linked to their work in writing. Pupils' reading is fluent and expressive, and they are keen to share their views about what they have read with others.

- Standards in writing are good in KS1. Pupils in Y1 and Y2 recount events and retell familiar stories, such as *The Ugly Duckling*. They sequence events in a logical order and know that a story has a beginning, middle and an ending. They write instructions, for example, for making sandwiches and for getting ready for bed.
- Pupils use writing frames to help to plan their writing and write for increasing length. They use full stops and capital letters with accuracy, and many are starting to punctuate short sentences correctly. Spelling is generally accurate and handwriting correctly formed.
- Standards in writing are very good in KS2. Pupils in Y3 and Y4 make good use of descriptive language, using a range of prose and poetry as a model and stimulus for their work. They plan their writing with careful thought for the setting and characters. Pupils write reports on such subjects as the tree planting with the Forestry Commission and the walk to *Rodney's Pillar*.
- Pupils are familiar with the use of adjectives and suffixes, and are starting to use the apostrophe. They take effective notice of teachers' suggestions as to how they can improve their work. Pupils' spelling is generally accurate and benefits from weekly practice. The quality of handwriting and presentation suitably reflects an emerging personal style.
- Y5 and Y6 pupils' writing develops well from their class reading of a wide range of literature. They draft and redraft their work, describe and compare characters, and distinguish between fact, fiction, opinion and description. They plan their work, change the plot of a story and come up with alternative endings.
- Pupils design leaflets and develop play scenes, which include character descriptions and stage directions. They act out extracts from Shakespeare's *A Midsummer's Night Dream*, and rewrite these in modern English. Pupils continue to develop their knowledge and use of grammar, including simple and complex sentences. Spelling is generally accurate and most pupils present their work tidily.

Shortcomings

There are no significant shortcomings.

Mathematics

Standards of achievement are very good in KS1 and KS2.

Good features

- KS1 pupils have a secure grasp of place value and order numbers up to 100 accurately and confidently. They understand the principles of addition and subtraction and apply these principles to simple problems. Pupils are competent at sorting, and counting backwards and forwards. They recognise odd and even numbers and understand the concept of halving and doubling.
- KS1 pupils have a very good understanding of money and successfully recognise the value of a variety of coins. They use simple mathematical vocabulary accurately and in the correct context. Their workbooks show appropriate recording of their learning and they recognise and use the correct mathematical symbols.
- By the end of KS1, pupils achieve very good standards in their mathematical investigations, recording their findings appropriately in rows and columns. They make a very good start to data handling and correctly record their findings in simple graphs, often using computer programs to produce pictograms. They read and explain their graphs effectively.
- KS1 pupils accurately identify and name a variety of 2D and 3D shapes; they make progress in KS2 in their understanding of the properties of these shapes, including identifying lines of symmetry and calculating areas and perimeters. KS2 pupils work confidently with co-ordinates.
- In KS2, many pupils successfully make choices based on probability and they become more secure in their understanding of multiplication and division. The school's focus upon raising standards in mental mathematics has been effective and pupils are confident in explaining the strategies they have selected to solve a mathematical problem. Pupils develop more agile strategies to tackle numerical problems. They make very good progress in estimating and predicting outcomes.
- KS2 pupils have a secure understanding of measuring in standard and non-standard units. They show a growing facility in investigating methods of measurement and their calculation of areas, perimeters and volume is very good. They accurately identify and measure a variety of angles.
- Recall of multiplication facts is very good overall. Most KS2 pupils make very good progress in applying their knowledge to a variety of problems, including those presented in other curriculum areas.
- KS2 pupils have a very good understanding of simple and compound fractions. They recognise the relationship between fractions, decimals and percentages, and draw accurate graphs to illustrate their findings when handling data. Their interpretation of graphs is very good.

- KS2 pupils show growing confidence in tackling problems by using their mental mathematical strategies. They respond well to challenging questioning and are prepared to explore different strategies by which they can arrive at a reasonable solution. They enjoy the challenge of investigative work and are happy to share their ideas and findings with each other.
- Pupils in both key stages present their work neatly and sequentially; this ensures that they continue to make very good progress.
- Pupils use ICT tools effectively to enhance their graph work and their data handling competence.

Shortcomings

There are no significant shortcomings.

Science

Standards of achievement are good in both KS1 and KS2.

Good features

- Pupils in both key stages have a good understanding of life processes, living things, physical forces and materials.
- Pupils' practical and experimental work is good. They provide suitable suggestions for setting up investigations, linked to the topic they are studying, and show a secure understanding of the importance of establishing the correct sequence in recording the steps they have taken in their experiments. Pupils in both key stages have a good understanding of the importance of fair testing.
- Pupils record their findings in a good range of formats, including charts, graphs, diagrams and annotated illustrations.
- KS1 pupils have a good understanding of the ageing process that occurs in animals, including humans, over a period of time. They correctly identify a variety of features which indicate the changes that take place from babyhood onwards.
- By the end of KS1, pupils correctly identify the changes that take place when materials are heated and cooled; they recognise which changes are reversible and which are irreversible.
- In Y3 and Y4, pupils learn to use a good range of scientific vocabulary and their investigations provide them with good understanding of the conditions that are necessary for good growth. Pupils understand what constitutes a balanced, healthy diet and successfully recall the three main categories of food. Their understanding of the prerequisites for dental health is very good.

- By the end of KS2, pupils have a good knowledge and understanding of the characteristics of living things. They name the functions of the circulatory and respiratory systems and recognise the human need for a skeleton frame.
- By Y6, pupils correctly explain that batteries use chemical energy to make electricity. Attendance at a lecture in the local secondary school during the inspection helped to reinforce their understanding of the transference of different forms of energy. Pupils have good knowledge of the structure of electrical circuits and they record their learning well in labelled diagrams and written descriptions. They show a good development of prediction skills and are clearly aware that only one variable can be changed when setting up a fair test.
- KS2 pupils collect and use data carefully and sensibly; they compare the information provided by their data and come to reasonable conclusions.
- All above average, and most average ability pupils make satisfactory use of ICT tools to extend their knowledge and understanding and to develop their research and information-seeking skills.

Shortcomings

- A minority of average, and most below average, ability pupils do not record their learning in sufficient detail to ensure that teachers have a secure overview of the depth of their knowledge and understanding of the topics covered.

Welsh second language

Standards of achievement are satisfactory in both KS1 and KS2.

Good features

- Most KS1 pupils successfully ask and answer simple questions in Welsh within a known sentence pattern. They correctly name colours, parts of the body and furniture within the classroom and count up to twenty.
- Pupils have a satisfactory understanding of simple sentence structures, answering questions in complete sentences. They respond positively when given instructions in Welsh, have a satisfactory recall of simple vocabulary, and record their learning appropriately.
- In KS2, most pupils recognise common nouns and verbs and form the negative correctly when answering questions. They recall the correct vocabulary for games and sports and parts of the body. Classroom displays and labels help to reinforce pupils' knowledge and understanding.
- In Y5 and Y6, pupils successfully read a simple dialogue based upon shopping for clothes. They inject appropriate expression into their reading, using a range of strategies.

Shortcomings

- A significant number of pupils lack confidence in expressing themselves orally; their pronunciation is generally insecure and only a minority of pupils use a wide range of vocabulary.
- Pupils have little opportunity to consolidate their learning through using their target language in lessons across the curriculum.
- Pupils' written work is largely confined to short question and answer structures.
- Pupils make limited use of ICT tools to extend their knowledge and understanding of the language.

Design and technology

Standards of achievement are good in both KS1 and KS2.

Good features

- KS1 pupils achieve good standards in planning and designing the way in which they will construct a musical instrument. They measure their materials carefully and evaluate the finished product, identifying ways by which they could improve upon the outcome.
- Y1 pupils make good progress when they join in a session of fruit tasting. They are confident in experimenting with tastes and textures they have not experienced before, developing their vocabulary well in their oral responses to questioning. They achieve good standards in categorising the fruits in a variety of ways and are fully aware of the need to wash their hands before handling food.
- Pupils achieve good standards of collaborative work in both key stages. Lower KS2 pupils plan and design money holders. They label their designs carefully and include a good degree of detail in their plans. They measure the fabric accurately, and show patience and care to ensure that their stitching is of uniform size.
- By the end of KS2, pupils produce well-crafted and effective moving vehicles using electric motors. Pupils have worked collaboratively to produce their designs and to make the vehicles. They have evaluated the end product and decided together to make the necessary adjustments to improve their vehicles. They decorate the finished products with great care and attention to detail and to finish.
- Pupils make good progress in applying their scientific and mathematical knowledge and understanding to their practical work in design and technology.

Shortcomings

There are no significant shortcomings.

Information technology

Standards of achievement are good in both KS1 and KS2. Pupils' skills are developed progressively in subjects across the curriculum.

Good features

- In KS1, pupils understand that IT can be used to communicate messages and meaning in different ways, and that these messages can be easily altered.
- KS1 pupils make good progress in developing their skills when using word-processing, paint and graphic programs. They know the function of the delete key to correct errors and type in both upper and lower case letters. Pupils enjoy experimenting with the presentation of their work, using different fonts, colours and borders.
- Pupils in KS1 develop their data-handling skills effectively, producing pictograms to represent their findings in a variety of curricular areas. They use graphics programs confidently and effectively to enhance the appearance of their work. Pupils click and drag to alter the size of graphic images.
- In KS1, pupils understand that control is integral to everyday devices, such as tape recorders. They follow the correct sequence of actions in order to instruct machines and computer programs to perform different functions.
- Pupils' word-processing skills develop appropriately in KS2. They learn how to present different forms of writing, such as instructional writing and they know how to check on the accuracy of spelling and grammar in their written work. Pupils are also able to amend and edit their written work.
- KS2 pupils make good progress in interrogating databases; they produce graphs and pie charts to illustrate their findings in a range of subjects. Most are confident in producing spreadsheets.
- By the end of KS2, pupils make good use of the Internet, using relevant sites to extend their knowledge and to access further information in a range of subjects. Pupils download pictures, illustrations and logos into their text to provide greater interest. Most pupils use the *Powerpoint* program to produce presentations and they explain the basic process of *Logo* for moving shapes.

Shortcomings

- Occasionally, the absence of appropriate equipment in classrooms slows pupils' progress.

History

Standards of achievement are good in KS1 and KS2.

Good features

- KS1 pupils identify similarities and differences between past and present when looking at clothing and cooking implements. They are developing a sense of chronology and explain how and why things have changed. In writing about having a bath, they appreciate how easy this is now compared with years gone by.
- Pupils are familiar with important characters in Welsh history such as Jane Pritchard. They study famous people past and present, including Florence Nightingale, Tony Blair and The Queen.
- In Y3 and Y4, pupils successfully recall life in Wales during the Roman occupation. They map major settlements such as *Deva* (Chester) and describe the various parts of the *Isca Selurium* at Carleon from an aerial photograph. Pupils interpret evidence from sources such as jewellery, coins and clothes, and share their thoughts about living and working in this age. In discussion about the locality, they debate the merits of the Celts using *woad* in battle to frighten the Roman invaders.
- Y5 and Y6 pupils know about the work of Lord Shaftesbury and Dr. Barnardo in improving the lives of young people in the Victorian era. They compare toys and toilets in their work on *then* and *now*, and use a time line to plot Queen Victoria's family tree.
- Pupils' empathy and understanding about life during the Second World War is very well focussed by their use of first-hand evidence about a submariner, missing presumed dead in action. Pupils have a good awareness of the causes and consequences of some of the main events of the war, and in particular the impact of the war on ordinary people.

Shortcomings

- Pupils' skills in handling and interpreting primary sources do not develop consistently due to shortages in artefacts.

Geography

Standards of achievement are good in KS1 and KS2.

Good features

- KS1 pupils correctly name and locate Wales, Scotland, England and Northern Ireland on a map of the United Kingdom and identify key places on a map of Wales. They recognise and explain terms such as *sea*, *beach*, *cliff*, *island*, *hill*, *river* and *bridge*, and correctly discuss the position of the school relative to the Rivers Severn and Vrynwy. They are familiar with features in the village, and distinguish between different types of houses.

- In Y3 and Y4, pupils successfully develop their understanding of environmental issues through their study of the Amazon forest. They understand such terms as *forest layers*, and readily recall information about food and diet, health and other conditions from their studies. They are familiar with the different conditions in each season and successfully interpret information from graphs. Through their work on rivers, they make comparisons with their own area.
- Y5 and Y6 pupils study the effect of weather on settlements, comparing temperature and rainfall between contrasting locations. They interpret data from traffic and sunshine surveys, presenting their findings on different graphs and tables and using ICT where appropriate. They are familiar with the formation of physical features in the Ice Age by glaciers.

Shortcomings

- In Y5 and Y6, pupils do not make sufficient comparisons with their own locality.

Art

There were no lessons in art during the inspection. Scrutiny of the work seen indicates that standards are satisfactory in KS1 and KS2.

Good features

- KS1 pupils work effectively with natural and synthetic materials in collage work. They print patterns and use polystyrene packing materials and straws to make animal pictures. Pupils' work on church windows demonstrates their developing understanding of colour and shape.
- In Y3 and Y4, pupils' silhouette figures successfully capture the feeling of movement. Printing work, in the style of Inca drawings, show good attention to detail. Pupils study the work of Welsh artists such as Peter Lord in his *Gwerin y Graight* and Ogwyn Davies' *Evening Service at Tregaron*.
- Pupils in Y5 and Y6 effectively combine colour washes and silhouettes, and collage work depicts a cityscape. Pupils make creative use of *pointillism* to create images of a Welsh harp players and warriors.

Shortcomings

- Pupils do not make sufficient use of sketchbooks to investigate and develop their ideas and themes.
- Pupils' skills in experimenting, planning and making objects in three dimensions are limited.
- Pupils' appreciation of the work of Welsh artists, craft workers and designers is limited.

Music

Standards of achievement are good in KS1 and KS2.

Good features

- KS1 pupils join in well with action songs, suggesting different feelings for each verse of *How do you feel today?* Their singing is tuneful and they maintain a steady beat.
- Pupils correctly name most of the available untuned percussion instruments and handle them carefully. They respond appropriately to recorded music, identifying *soft* and *loud*, and *fast* and *slow*. They accurately recognise instruments such as violins, trumpets and timpani.
- Pupils in KS2 sing tunefully to a piano accompaniment. They successfully maintain a familiar ostinato pattern, giving due regard to rests. They play from a simple score and make good use of opportunities to experiment with their instruments. They perform and evaluate their work in a mature manner.

Shortcomings

- Pupils make limited use of ICT to develop their composition work.

Physical education

There were limited opportunities to observe lessons during the inspection. On the basis of the available evidence, which includes scrutiny of teachers' planning, observations and discussions with pupils, standards are satisfactory in KS1 and KS2.

Good features

- KS1 pupils respond well to instructions and co-operate well with each other. Their throwing and catching skills are sound. Pupils successfully transfer their weight from one foot to another when passing beanbags to each other.
- KS2 pupils understand the importance of exercise as part of a healthy life style.
- The school reports that pupils' swimming skills are well developed.
- Pupils actively support and enjoy a wide range of extra-curricular clubs for games and athletics.

Shortcomings

- There were no significant shortcomings in the lesson observed.

Religious education

Standards of achievement are good in KS1 and KS2.

Good features

- KS1 pupils know that, for Christians, the Bible is a special book and that Christmas and Easter are important events. They appreciate the importance of respecting each other, and living and working together.
- Pupils in Y3 and Y4 are familiar with such Bible stories as Noah's Ark, Abraham and Isaac and Esau and Jacob. They recall the Five Pillars of Islam, and through their study of a mosque, are aware of patterns in Islamic art.
- In Y5 and Y6, pupils are aware of the celebrations and festivals in the Christian, Islamic and Jewish religions, particularly those that mark the rite of passage to full adult membership of a faith. They make comparisons between different forms of worship and are familiar with the different dietary laws, such as the way in which *kosher* food is grown and prepared.
- Pupils appreciate that the effective running of any group depends on its members abiding by the agreed rules, and are familiar with the effects of peer pressure on individual's choices and actions.

Shortcomings

- Pupils do not consistently develop and apply what they learn about religion to everyday life.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school has made good progress overall towards addressing the issues identified in the last inspection report.

- **improve standards in information technology at both key stages and increase provision for information technology, design and technology, and art across the school (3.1)**

The school has made good progress overall. Standards in information technology are now good. The provision for information technology, design and technology, and art has been suitably increased.

- **produce a scheme of work for the under fives, information technology and improve the scheme for design and technology (5.3)**

Good progress. The school has produced suitable schemes in these areas.

- **provide a more detailed assessment, recording and reporting system for the non-core subjects (5.2)**

The school has made good progress in establishing an effective system for monitoring pupils' achievements.

- **improve storage and toilet facilities (6.3)**

Good progress. There are now appropriate storage and toilet facilities.

- **formalise policies for discipline, health, sex and drug education (5.3)**

Good progress. Policies for discipline, health and drug education were formalised soon after the last inspection. The governors have recently developed and agreed a sex education policy.

- **comply with statutory requirements – annual report and prospectus (6.2)**

Satisfactory progress. Although compliance has improved, the school does not have formal procedures in place to ensure that all statutory requirements are met.

- **provide secure exterior play area for the under fives (6.3)**

Unsatisfactory progress. This has yet to be provided. The school has been advised that work will commence during the summer holiday period in 2004.

8.2 Key issues for action

The school should now:

- raise standards in subjects, areas of learning, key skills and aspects where they are satisfactory;
- develop, implement and monitor whole-school approaches to:
 - the marking of pupils' work;
 - pupils' personal and social education;
 - planning and assessing the development of key skills across the curriculum;
- improve the effectiveness of school self-evaluation by putting in place a systematic programme for monitoring the work of the school, particularly teaching and learning;
- ensure that all statutory requirements are met;
- provide a secure exterior play area for the under-fives. *(This was a key issue at the time of the last inspection.*

APPENDIX

A. Basic information about the school

Name of School	Brynhafren County Primary
School type	Community
Age -range of pupils	4 to 11 years
Address of school	Bausley Crew Green Shrewsbury
Post-Code	SY5 9AT
Telephone Number	01743 884455

Headteacher	Mr Tom Richards
Date of appointment	1 st September 1998
Chair of Governors/ Appropriate Authority	Mrs Chris Wynne
Registered Inspector	Dr Michael Best
Dates of inspection	24 th – 26 th May 2004

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	8	6	12	13	10	16	9	11	85

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.4

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil:adult (fte) ratio in nursery classes	8:1
Pupil:adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22
Teacher (fte) : class ratio	1.01:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Spring 2004	96	97	96	96
Autumn 2003	94	96	95	95
Summer 2003	92	97	96	95

Percentage of pupils entitled to free school meals	14
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS1 Results: 2003			Number of pupils in Y2: 10					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	10	60	30	0
		National	0	4	14	63	20	0
EN: Reading	Teacher Assessment	School	0	0	10	60	30	0
		National	0	4	14	55	27	0
EN: Writing	Teacher Assessment	School	0	10	0	90	0	0
		National	0	5	14	69	11	0
EN: Speaking and listening	Teacher Assessment	School	0	0	10	40	50	0
		National	0	3	12	63	22	0
MATHEMATICS	Teacher Assessment	School	0	0	0	30	70	0
		National	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	0	10	70	20	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school:	90	In Wales:	79

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

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003							Number of pupils in Y6: 10					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	0	40	60	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	0	0	30	70	0
		National	0	2	1	0	0	5	12	38	40	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	0	60	40	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	0	0	20	80	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher Assessment	School	0	0	0	0	0	0	0	40	60	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	0	60	40	0
		National	0	2	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English			
by Teacher Assessment		by Test	
In the school:	100	In the school:	100
In Wales:	70	In Wales:	71

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

D. Evidence base of the inspection

Three inspectors spent a total of six inspection days in the school. Twenty-three lessons were observed in whole or in part.

- Pre-inspection discussions about the life and work of the school were held with the headteacher and staff, the governing body and parents.
- Responses to the questionnaire for parents distributed before the inspection were analysed.
- During the inspection, discussions were held with the headteacher, staff and pupils in the school.
- Policy documents, schemes of work and other documentation were read, analysed and discussed with the headteacher and staff.
- A range of pupils' past and present work was examined.
- Post inspection meetings were held with the governors, headteacher and staff.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Michael Best	RgI	Context; Main findings; Standards achieved; Attendance; Teaching; Curriculum; Leadership and efficiency; Progress since the last inspection; Key issues.	Early Years; English; History; Geography; Art; Music; Religious education.
Charles Brentnall	Lay	Behaviour and attitudes; Links with parents; Links with industry.	
Anne Newman	Team	Key skills; Spiritual, moral, social and cultural development; Assessment, recording and reporting; Support and guidance; Special Educational Needs; Self-evaluation; Staffing, Accommodation and Learning Resources.	Welsh second language; Mathematics; Science; Design Technology, Information Technology; Physical education.

The inspection team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.