

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

**A Report on the Quality of Education in**

**Brynhyfryd Infants School  
Llangyfelach Road, Brynhyfryd,  
Swansea. SA5 9LN**

**School Number: 6702005**

**Date of Inspection: 14/05/07**

**by**

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

The inspection of Brynhyfryd Infants School took place between 14/05/07 and 16/05/07. An independent team of inspectors, led by Glyn Robert Scott undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

## Year groups and key stages

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

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

Primary phase:

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

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. Brynhyfryd Infant School is a local authority maintained school which serves the community of Brynhyfryd, north of the centre of Swansea. The school caters for children from 3 to 7 years and there are 253 pupils including 51 part time nursery children with an additional 32 place additional nursery operating from the spring term. Children are admitted to the nursery class in the September after their third birthday. Numbers in the school have been relatively constant over recent years. Approximately 96% of pupils are from English speaking backgrounds 4% from minority ethnic backgrounds. There are no pupils from Welsh speaking homes and Welsh is taught as a second language. The school aims to create a happy, caring environment which recognises the value of the individual and in which all pupils are encouraged to develop to their full potential. The headteacher was appointed to the post in September 2001, after previously being the deputy and acting headteacher of the school.
2. The school considers its catchment area to be neither prosperous nor economically disadvantaged with a small minority of economically disadvantaged areas; 19% of children are entitled to free school meals. A number of children live outside the catchment area and this continues to rise. There has been a 13.7% increase in the last three years. There are 53 children who are on the Special Educational Needs (SEN) register which equates to 27% of the school population. There are 6 children with statutory statements of SEN. Four with specific learning difficulties, 1 visually impaired and 1 with impaired hearing. The school was last inspected in 2001 when the present headteacher was in an acting headship role.

### The school's mission statement

3. The school is committed to creating a supportive and stimulating learning environment where children are respected as individuals and whose efforts and contributions are valued. They have a right to equal opportunities irrespective of sex, race, colour or background. The school encourages children to understand and support each other and work cooperatively.

### School aims

- to respect children as individuals and help them achieve their full potential.
- to provide children with varied, enjoyable first hand experiences.
- to develop and encourage self esteem and confidence.
- to recognise and value the efforts and contributions of each child.
- to provide a safe caring happy school environment.
- to encourage children to understand and support each other and work cooperatively.
- to work in partnership with parents, governors and wider community to meet the needs of all children.
- to ensure children have equal opportunities, irrespective of sex, race , colour or background.

- to strive to preserve our own cultural identity in Wales whilst at the same time promote an understanding of and respect for cultures different from our own.
- Their mission statement refers to the aims and the school commits itself to creating a supportive and stimulating learning environment.

#### **The school priorities:**

- to raise standards in reading by implementing the Raising, Attainment and Individual Standards in Education programme (RAISE).
- to embed philosophy for children around the thinking skills to extend SEN provision to include most able, more able and talented.

#### **Summary**

4. Brynhfryd Infant School is a good school with some outstanding features. The high commitment from the headteacher, governors and staff to providing a broad and varied curriculum and the children's good behaviour and positive attitude to their work, contribute to the success of the school. The physical atmosphere both internally and externally reflects the happy, friendly and caring school environment and this is an outstanding feature. The assessment systems are also a notable strength of the school. There are a wide range of curricular activities which enrich the pupil's experiences and widen their understanding of their environment.

#### **Table of grades awarded**

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

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

6. Baseline assessment figures confirm a downward trend in overall baseline scores compared to the Swansea average.
7. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's learning.

8. Nursery and reception children receive an excellent start to their school life with lively and vibrant activities, both indoors and outdoors, supported by committed staff. The under-fives make very good progress in language, literacy, communication and good progress in numeracy skills in a wide range of activities. They make very good use of Information and communication Technology (ICT) to enhance their learning. A caring and safe environment encourages the children to develop their individual learning.
9. Pupils with Special Educational Needs (SEN) make very good progress towards the goals set for them. Children with additional needs are monitored from the outset and parents are involved at the earliest opportunity. Children requiring further support achieve the targets set for them in their individual education plans (IEPs).
10. In National Curriculum (NC) teacher assessment the school is consistently in the upper middle quartile of the Welsh assembly government benchmarks figures for the core subject indicators. 82% of all children achieved level 2 or above in English, 94% in mathematics and 92% in science. There has been a significant increase in the children achieving level 3 in science. In 2006 the school was above the Swansea and Wales and all Wales figures for mathematics and science and 2% below the Welsh averages in English. There is no significant difference in the patterns of performance between boys and girls.
11. Throughout the school children's standards in speaking and listening are good. Reading, writing, and numeracy skills are also good and information technology skills are very good. Children throughout the school are developing a good understanding of the key and basic skills necessary for learning.
12. The children have a good attitude to work and often make very good progress in acquiring new knowledge and skills and applying them to new areas of learning. They participate confidently in a wide range of activities that challenge and enhance their development. Throughout the school children are developing a good understanding of their strengths and areas where they can improve. They understand the concept of setting personal targets to improve their performance.
13. Good progress is made in personal social skills. There are very good relationships between teacher and child and the children and their peers. Children listen carefully and cooperate with all their adult helpers and their peers. They are considerate thoughtful and friendly to each other and show courtesy and respect to adults and visitors.
14. Pupils' behaviour and their attitudes towards learning are good and the school functions well as a happy, inclusive and orderly community. Good strategies are in place to deal with any child exhibiting disruptive behaviour.
15. Attendance rates for the past year average 93%, an improvement of two percentage points since the last inspection. The school is currently meeting the National Assembly for Wales (NAW) attendance target set for 2007. Staff and

governors remain concerned about the number of parents who take their children on holiday during term time. Almost all the unauthorised absence in the school is due to parents exceeding the agreed ten school days taken for holidays within the school year.

16. From the outset children are encouraged to be independent learners. In the nursery and reception classes they often make their own choices and decisions. As they progress through the school they organise group activities fairly, share responsibilities and ensure everyone contributes.
17. Children show respect for everyone and a wide range of experiences helps pupils develop a good understanding of equality and a respect for diversity, relative to their young age. They comment personally on the importance of everyone being treated properly and with kindness.
18. The school is highly successful in preparing pupils to take an active role in the life and work of the local community. Staff, governors and pupils are fully committed to the local community and the school participates in many aspects of community life.

**The quality of teaching in the subjects inspected was as follows:**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
24%	76%	0%	0%	0%

19. The quality of teaching was good in all lessons, with almost a quarter (24%) of them having outstanding features. This is above the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005 to 2006. Nationally, the quality of teaching is good in 79 per cent of lessons, with 18 per cent being outstanding.
20. The quality of teaching is a growing strength of the school and a key element in the progress pupils make and the standards that are achieved.
21. Teachers and additional support staff are role models of a high standard. The quality of the working relationship between them and the pupils is very good, and effectively promotes motivation and learning. Pupils in every class have great respect for their teachers and adult helpers. Teachers have high expectations and pupils' efforts are praised. The procedures for celebrating effort and attitude to work are very popular with pupils and they make an important contribution to their development.
22. Lessons are stimulating and succeed in interesting pupils. They are well planned with well focused aims which are effectively shared with pupils. There is a good focus on differentiation of tasks to meet various needs and lessons develop at a good pace.
23. The quality of assessment, recording and reporting is a major strength of the school's provision. Very good guidelines ensure that assessment meets

statutory requirements, is manageable and plays a vital role in teaching and learning is an outstanding feature.

24. The school's effective procedures to identify pupils with SEN follow the statutory requirements of the Code of Practice. An outstanding feature is the focus on tailoring the work to the needs of slower workers while the more able are stretched to enable these pupils to excel.
25. A rich curriculum, which is based on interesting and appropriately challenging activities, is offered. Pupils' knowledge and understanding is developed well through the curriculum and there are effective systems for developing further the skills pupils possess already.
26. The school ensures that all pupils participate in a range of activities to develop their basic and key skills of communication, numeracy and ICT and apply them appropriately across the curriculum. Pupils' ability to use their ICT skills across the curriculum is a particular strength. Provision for the promotion of creative skills has outstanding features in art and craft. A peripatetic music teacher provides experiences of a high order in this field. The school develops pupils' problem solving skills, very effectively. The emphasis placed upon, and the provision made to promote bilingual skills is good.
27. There are a number of learning experiences which enable pupils to develop a range of skills relating to independent work. The opportunities for pupils to work together in pairs and groups are a very important element of the provision.
28. There are positive initiatives in terms of Y Cwricwlwm Cymreig. There is a very strong Welsh ethos throughout this school. Pupils are allowed to build effectively on the high quality experiences provided in the Nursery and there is clear evidence of progression as they move through the school. The school places much emphasis upon Welsh culture and the heritage of Wales which feature prominently.
29. The provision for pupils' spiritual development has outstanding features. They have experiences of an exceedingly high standard in the whole-school and classroom acts of collective worship during which music and singing play a prominent role also procedures for pupils' moral and social development also have outstanding features. Very successful emphasis is placed upon ensuring that pupils are polite to one another and to staff and visitors.
30. The school strongly promotes equal opportunities. Irrespective of their social background, gender, disability or ethnicity pupils are positively included in all school activities. The school has a close working partnership with the Ethnic Minority Language and Achievement Service (EMLAS), for those pupils with English as an additional language and who require bilingual support.
31. Many parents are supportive of the school and through the questionnaires returned to the inspection team, they express satisfaction with the aims and values of the school and the standards their children receive within a secure, happy environment.

32. Parents, grandparents and friends make a valuable contribution to the life and work of the school, helping out in the classroom, supporting initiatives such as Kerb Craft and in fundraising for the school. The Parent and Teacher Association (PTA) raise considerable sums of money which are used purposefully to enrich learning resources for all pupils.
33. The school is successfully laying the foundations for lifelong learning and community regeneration. National priorities are well reflected in the life and work of the school.
34. Staff and pupils know their community well and understand what is needed for its continued regeneration and success. They recognise that through partnership, citizenship and care for the environment they can make a real contribution to their community.

### **Leadership and management**

35. Leadership and management are outstanding features of the school. The headteacher is highly committed to the school and the progress and care of its pupils. Though there have been a number of disruptions to the staffing in the school, through the outstanding commitment of all the staff and the headteacher, ensured that teaching and learning is of a consistently high standard. There is clear confident and coherent leadership.
36. The school has built very effectively on self-evaluation and planning procedures that were judged to be good in the last inspection report. The culture of self evaluation and the commitment and quality of the planning for improvement which have been established are good with outstanding features.
37. Curriculum management responsibilities at all levels are very effectively carried out. Curriculum leaders monitor and evaluate their areas of responsibility very well and share good practice with their colleagues.
38. Target setting is robust and honest. The school sets challenging targets for itself and the pupils. Analysis of data and benchmark information lead to systematic and strong evidence based approaches to school improvement planning.
39. The school is well staffed. Teachers are enthusiastic and actively seek further professional development. They work well as a team in developing their roles as subject coordinators.
40. The school has responded well to addressing the key issues highlighted in the previous inspection report. There are indications of a marked improvement in subjects judged to be satisfactory during the last inspection. Behaviour and attendance have improved and areas of teaching and learning have made significant progress.
41. The headteacher and governing body (GB) are very clear on the direction the school is going and they have a very good understanding of their roles and

responsibilities. Governors play an outstanding participatory role in the strategic development of the school. They meet regularly and have an effective committee structure and each governor has a good knowledge of the areas for which they are responsible.

42. The governors, headteacher and staff have good financial awareness of the future needs of the school and in respect of the Foundation Phase much has already been achieved. Overall the school gives very good value for money.

### Recommendations

43. The governors, headteacher and staff now need to:

**R1:** Continue to maintain and develop the good standards witnessed throughout the school

**R2:** Continue to develop the good practice in monitoring and provide increased opportunities for coordinators and senior staff to observe standards of teaching and learning throughout the school.

**R3:** Continue to raise standards of attendance.

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, with no important shortcomings**

44. The findings of the inspection team match the judgement made by the school in the self evaluation report.
45. Baseline assessment figures confirm a downward trend in overall baseline scores compared to the Swansea average.
46. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's learning.
47. Nursery and reception age children listen attentively to teachers and support staff and follow instructions well. The under-fives make very good progress in relation to the basic and key skills of speaking , listening and information communication technology (ICT) and good progress in reading , writing and applying their mathematical skills, A strong feature is the way reception age children talk about the skills developed in the lessons observed.
48. Pupils with SEN make very good progress towards the goals set for them. The school sets individual targets for all pupils in the core subjects and involves pupils and parents in initiatives to raise pupils' awareness of how they can make progress. This also applies to able and talented children. Children with statements receive exceptional care and support.
49. Throughout the key stage children's standards in speaking and listening, reading and writing and numeracy are good and very good in information technology (ICT) In a range of work children exhibit very good creative and problem solving skills and as in early years children show a good understanding of key skills and their application. Children's bilingual skills are good.
50. In National Curriculum (NC) teacher assessment the school is consistently in the upper middle quartile of the Welsh assembly government benchmarks figures for the core subject indicators. Eighty two per cent of all children achieved level 2 or above in English, 94% in mathematics and 92% in science. There has been a significant increase in the children achieving level 3 in science. In 2006 the school was above the Swansea and Wales and all Wales figures for mathematics and science and 2% below the Welsh averages in English. There is no significant difference in the patterns of performance between boys and girls.
51. Children often make very good progress in acquiring new knowledge and skills and applying them to new areas of learning. They enthusiastically participate in a wide range of interesting and challenging activities. The school has accessed a Raising Attainment and Individual Standards in Education grant (RAISE) to

improve standards in reading and, with governor support, has extended this to supporting able and talented children. Both projects are having a positive effect on standards with children exhibiting good individual skills.

52. The school sets realistic targets for all children. They are based on the individual needs of the children and appropriately challenge children of all abilities. Throughout the school children are developing a very good understanding of their strengths and areas where they can improve. They understand the concept of setting personal targets to improve their performance.
53. The children make good progress in their personal social and moral skills. Very good relationships between teacher and child and the children and their peers enable children to become confident learners. They listen carefully to their teachers, co-operate willingly with adults and their fellow pupils, settle quickly to task and sustain concentration. They are interested in their work, and are keen to do their best. They take pride in their achievements.
54. Pupils' behaviour and their attitudes towards learning are good and the school functions well as a happy, inclusive and orderly community. The school's 'golden rules' are simple, relevant and clearly understood by even the youngest children. The vast majority of pupils are kind, considerate and show respect for adults and their peers. On the few occasions when standards of behaviour fall below expected levels, teachers deal with incidents quietly, firmly and calmly.
55. Pupils whose behaviour is giving cause for concern are counselled, parents are involved and support is sought from external agencies and the LEA when necessary. These arrangements work well and with support, pupils' behaviour usually improves.
56. Attendance rates for the past year average 93%, an improvement of two percentage points since the last inspection. The school is currently meeting the National Assembly for Wales (NAW) attendance target set for 2007.
57. Staff and governors remain concerned about the number of parents who take their children on holiday during term time. Almost all the unauthorised absence in the school is due to parents exceeding the agreed ten school days taken for holidays within the school year.
58. Pupils are punctual and keen to attend school. Registration sessions and lessons start promptly and pupils settle quickly. The school is working hard to further improve attendance rates and complies with attendance requirements set out in the NAW Circular 3/99, *Pupil Support and Social Inclusion*.
59. Pupils' ability to work independently, in pairs and as part of a group is very well developed. They organise group activities fairly, share responsibilities and ensure everyone contributes. The mutual help and support they offer to each other through work and play are outstanding features of the school. Children in the nursery and reception classes are encouraged to make their own choices and decisions. They are confident and eager to explore new learning situations.

60. Pupils make very good progress in their personal, social, moral and wider development. The supportive ethos of the school, the positive relationships between staff and pupils and the sensitive moral and spiritual elements of collective worship help pupils to develop a secure set of values to guide them.
61. The inclusive nature of the school, the emphasis on respect for everyone and the experiences they enjoy when they learn about life in other countries helps pupils develop a good understanding of equality and a respect for diversity, relative to their young age. In discussion with pupils, they state how important it is that everyone is treated equally and with kindness.
62. The school is highly successful in preparing pupils to take an active role in the life and work of the local community. Staff, governors and pupils are fully committed to the local community and the school participates in many aspects of community life.

**The quality of education and training**

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

**Grade 2: good features and no important shortcomings**

63. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
64. In the lessons observed during the inspection, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
24%	76%	0%	0%	0%

65. The quality of teaching was good in all lessons, with almost a quarter (24%) of them having outstanding features. This is well above the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005 to 2006. Nationally, the quality of teaching is good in 79 per cent of lessons, with 18 per cent of them having outstanding features.
66. The quality of teaching throughout the school is good and in a small number of classes outstanding. There is a wide range of experienced and recently qualified staff who are developing their teaching skills well.
67. Teachers are role models of a high standard. The quality of the working relationship between them and the pupils is very good, and effectively promotes motivation and learning. Pupils in every class have great respect for their teachers. Teachers have high expectations and pupils' efforts are praised. The procedures for celebrating effort and attitude to work are very popular with pupils and they make an important contribution to their development.
68. Teachers display good subject knowledge, and they make every effort to ensure that they are familiar with the latest developments in the field of primary education. They are good language models for pupils to emulate. Their skills in promoting bilingual skills are good.
69. In classes, teachers are very enthusiastic and use a variety of teaching strategies and relevant resources, including interactive white boards very effectively. Their class management is fair and effective. They make every effort to promote equal opportunities for every pupil.
70. Lessons are stimulating and succeed in interesting pupils. They are well planned with well focused aims which are effectively shared with pupils. There is a good focus on differentiation of tasks to meet various needs and lessons develop at a good pace. Teachers display good questioning skills and intervene effectively when pupils are engaged on tasks. Lesson aims and key skills used are re-visited effectively during plenary sessions.

71. When working alongside teachers, classroom assistants make a valuable contribution to the quality of the teaching and learning. They give good support to small groups of pupils within the classroom as well as supporting individuals who need additional encouragement to satisfy special educational needs. Across the school, teachers provide a stimulating environment and displays of a high standard, which contain a wide range of pupils' work.
72. The outstanding features in the teaching included:
- subject knowledge of a high order
  - very high skills and strategies for gaining and maintaining pupils interest;
  - very effective organisation and management of a range of activities;
  - lessons developing at a very good pace;
  - very purposeful and effective intervention when pupils needed help to complete their tasks;
  - very effective plenary sessions.
73. The quality of assessment, recording and reporting is a major strength of the school's provision. A high quality policy document is in place, together with a very clear marking policy. They provide very good guidelines to ensure that assessment meets statutory requirements, is manageable and plays a vital role in teaching and learning. The assessment coordinator provides the school with effective leadership of this aspect of the school's work.
74. The quality of the baseline assessment undertaken in the nursery class, and after children have commenced full-time education in the reception class is very good. Very effective use is made of a range standardised tests in KS1 and very good use is made of the evidence produced.
75. The school consistently evaluates short-term planning and assessment of pupils' daily work to inform its further planning. This is another very strong aspect of its life and work.
76. Teachers carefully monitor and note pupils' progress. They know their pupils very well and cater effectively for the learning needs of all abilities. During lessons, teachers regularly check with pupils whether or not they understand. Plenary sessions are used effectively to consolidate and confirm knowledge and understanding. Work is regularly marked and directly related to learning objectives. Detailed marking in KS 1 is used effectively as a formative assessment tool. Pupils are increasing their involvement in the assessment process and contribute to setting their own targets, which are shared with parents.
77. The system used to track pupil progress is of a high order. A strong feature is the use made of the comprehensive, scrutiny and benchmarking of data. This detailed analysis is used for individual, class and whole school target setting. It is disseminated to staff and helps determines the priorities in the SDP. Specific

needs are very effectively identified and catered for and assessment and recording procedures for pupils with SEN are very effective.

78. The school's "pen picture" approach provides very effective arrangements for recording individual achievements and progress in all areas including key skills and personal and social development and is an outstanding feature. Portfolios of levelled work in all curriculum areas provide a very good support for teachers in this field. Samples of pupils' work are kept in individual record files which contain a range of relevant evidence. These files move up the school with the pupils and provide teachers with clear indicators of pupils' achievements and potential.
79. The school has appropriate arrangements for informing those with a legitimate interest about learners' progress and achievements. The Welsh Assembly Government receives the results of statutory testing, all test data is supplied to the LEA and the school exchanges much relevant data with receiving Junior school. The school keeps governors very well informed through meetings and visits.
80. Annual reports to parents comply with statutory requirements and are of a very good quality. Pupils' achievements and progress are presented in detail. A particularly strong feature is the way every report identifies specific targets for improvement. End of year reports are presented to parents during parent consultation week during the second half of the Summer term. Parents have opportunities to comment on reports and this information is shared with staff. They have a number of other opportunities during the year to discuss their children's progress.

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

<b>Grade 1: Good with outstanding features.</b>
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81. The inspection team's findings correspond with the judgement expressed in the school's self-evaluation report.
82. The curriculum complies with statutory requirements, and equal access is provided to broad and balanced experiences which are relevant to the needs of pupils of every ability. There is a very good focus on first hand experiences and pupils' social, moral, spiritual and cultural development. The overall quality and nature of the curriculum that is offered has outstanding features.
83. The general quality of provision for the under-fives is appropriate to their needs and children make outstanding progress towards the Desirable Outcomes for Children's Learning. An outstanding feature is the use of the outdoor learning environment. It is well used by pupils in all classes and in particular by Early Years pupils. Also outstanding is the use made of the gardens within the school. This adds significantly to children's creative and physical development. The curriculum provided for the under-fives is varied and imaginative. An

outstanding feature of the provision is the use that very young pupils make of the local library.

84. The school meets learners' aspirations very well in KS1. A rich curriculum, which is based on interesting and appropriately challenging activities, is offered. The co-ordinators' careful planning ensures breadth of progression and appropriate continuity. There are well-planned schemes of work for all subjects that include reference to the common requirements in the National Curriculum programmes of study.
85. Opportunities to develop pupils' key skills of listening and speaking, reading and writing, numeracy and use of ICT across the curriculum are clearly identified and very effectively allow for the progressive development of these skills in all subjects across the curriculum. Provision for the promotion of creative skills has outstanding features in art and craft. A peripatetic music teacher provides experiences of a high order in this field. Provision for the development of problem solving skills, are very effectively promoted. There are a number of learning experiences, such as extensive resources for outdoor play, and class based computers, which enable pupils to develop a range of skills relating to independent work. The opportunities for pupils to work together in pairs and groups are a very important element of the provision.
86. A number of relatively recent initiatives such as the Raising Attainment and Individual Standards in Education grant (RAISE) project, focus on thinking skills, philosophy in Y2 and the focus on most able, more able and talented pupils are making very important and often outstanding contributions to the quality of provision.
87. The school strongly promotes equal opportunities. Irrespective of their social background, gender, disability or ethnicity pupils are positively included in all school activities. The school has a close working partnership with the Ethnic Minority Language and Achievement Service (EMLAS), for those pupils with English as an additional language and who require bilingual support. The school's commitment to social inclusion is commendable.
88. Many purposeful visits are arranged for every class to a large number of places, far and near, especially to places which are associated with their historical, geographical and religious studies. An important role is played by a number of visitors, including clerics, artists and contemporary authors. The experiences provided in these contexts together with the effective Kerb Craft experiences, work in design and technology together with the use made of the school garden has outstanding features. The school has won a number of awards for projects in a range of curriculum areas.
89. There is a very strong Welsh ethos throughout this school. The emphasis placed upon, and the provision made to promote bilingual skills is good. Pupils are allowed to build effectively on the high quality experiences provided in the Nursery and there is clear evidence of progression as they move through the school. The school places much emphasis upon Welsh culture and the heritage of Wales.

90. In addition, there are very good procedures and effective curricular opportunities to further pupils' knowledge and understanding of other cultures through work in religious education and geography and the focus on festivals and celebrations in different cultures.
91. The provision outside normal school hours is good and includes the gardening club, football club, and an after school club. Homework is appropriately targeted and links well with classroom experiences.
92. The provision for pupils' spiritual development has outstanding features. They have experiences of an exceedingly high standard in the whole-school and classroom acts of collective worship during which music and singing play a prominent role. In assemblies pupils have very good opportunities to offer opinions and to meditate on the themes and issues. Religious education lessons and other curricular experiences including those associated with the school garden contribute significantly to the promotion of experiences of awe and wonder also contribute well to their spiritual development. There are also valuable contributions from clerics in the area through their visits to the school, and pupils' visits to places of worship.
93. The school celebrates a wide range of cultures, such as the Chinese New Year and giving opportunities for pupils from other countries such as the Philippines to share their life experiences. Pupils also experience other cultures through visitors to the school.
94. Procedures for pupils' moral and social development also have outstanding features. Very successful emphasis is placed upon ensuring that pupils are polite to one another and to staff and visitors. Their attitudes to education are very healthy and enthusiastic. There is strong emphasis and constant encouragement to help others within or without the classroom.
95. Provision for the promotion of Personal and Social Education (PSE) is good with outstanding features. The guidelines in the ACCAC framework are followed and there is a clear and comprehensive scheme of work. Very effective use is made of 'circle time' sessions, achievement assemblies and golden time. Pupils set their own targets for PSE which are displayed in classrooms. The school is part of the local schools' healthy-eating project and has introduced a number of very good initiatives in this field and is in the process of gaining the third phase award.
96. Many parents are supportive of the school and through the questionnaires returned to the inspection team, they express satisfaction with the aims and values of the school and the standards their children receive within a secure, happy environment.
97. Parents, grandparents and friends make a valuable contribution to the life and work of the school, helping out in the classroom, supporting initiatives such as Kerb Craft. The Parent and Teacher Association (PTA) raise considerable sums of money which are used purposefully to enrich learning resources for all pupils.

There is a strong community involvement in the activities which broaden the children's learning experiences from the use of the outdoor environment. This and other planned programmes of visits and visitors to the school, makes a significant contribution to the quality of provision and is a particular strength of the school.

98. Parental consultation meetings with teachers to discuss their children's work and progress are well supported and valued by parents. A constructive home to school agreement is in place, which has been well received by parents.
99. Good pastoral, administrative and curricular links have been developed with the receiving junior school. Regular liaison meetings, an exchange of information and ideas and shared training days help to promote continuity of education for pupils. Arrangements for the transfer of pupils are good and ensure Y2 pupils look forward to junior school and approach it with confidence.
100. The school enjoys close and effective links with local colleges. Students are well supported by staff and make a positive contribution to the life and work of the school.
101. The school and its various activities are well supported by the local community and very good use is made of the community as a learning resource. Visits within the community and representatives from the local community who visit the school have a positive impact on pupils' learning are an outstanding feature.
102. The school's commitment to work-related education is consistently good with outstanding features. Pupils' learning is enriched by a range of productive partnerships with local employers and relevant agencies. Teachers successfully address the vocational aspect of the PSE programme and a range of well-planned visits to commercial, industrial and retail sites enhances pupils' understanding of the world of work.
103. The headteacher has undertaken training (*the Common Purpose programme*) in and successfully promotes the work-related curriculum as an integral part of pupils' learning. Due to the many changes in staffing over recent years, teachers have not yet undertaken relevant industrial placements with a view to enhancing professional development.
104. The standards in, and provision for education for sustainable development and global citizenship (ESDGC) are outstanding and fully embedded in the life and work of the school.
105. The school makes every effort to act in a sustainable way and pupils are involved in re-cycling, composting and waste minimisation schemes. Their understanding of environmental, conservation and global issues is outstanding, relative to their young age. The school has received the City of Swansea Gold Award for recycling.
106. The school is part of the *eco-schools award scheme* and is justly proud of achieving the *European Green Flag* in recognition of its commitment to

conservation and the environment. The whole school community is presently involved in renewing this award for the second time.

107. The Eco Committee is pro-active in promoting sustainability and global citizenship and the site manager makes an outstanding contribution to the committee and to ESDGC throughout the school. His enthusiasm and commitment in working with pupils to develop the school grounds and gardens and his running of the gardening club is exemplary.
108. Pupils are very proud of their school grounds and local community and genuinely feel they can make a real difference, both locally and globally, through active citizenship and care for the environment.
109. Pupils' entrepreneurial skills are well developed. Teachers encourage pupils to think for themselves, work independently and take an active role in problem-solving within lessons. Pupils take part in enterprise activities and grow fruit and vegetables for sale to parents, which give them insight into running a profitable business.
110. The school is successfully laying the foundations for lifelong learning and community regeneration, and national priorities are well reflected in the life and work of the school. The school provides 'wrap around' care with its recently established breakfast club, and after school clubs are well supported and valued by pupils and parents.
111. Staff and pupils know their community well and understand what is needed for its continued regeneration and success. They recognise that through partnership, citizenship and care for the environment they can make a real contribution to their community.

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

<b>Grade 1: Good with outstanding features.</b>
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112. The inspection team's findings match the judgements made by the school in its self-evaluation report.
113. The school places a high priority on pastoral care and staff provide outstanding care, guidance and support for all pupils. The headteacher and staff know and understand their pupils very well and effectively monitor and support their educational progress, their social development and their personal well-being.
114. The school works in full and productive partnership with a wide range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. This is particularly beneficial for children in challenging and vulnerable circumstances.

115. Close and effective working partnerships have been established with parents and carers. The school listens carefully to parents and carers and takes into consideration their views.
116. The induction programmes throughout the school are outstanding and help children settle quickly and confidently into their new surroundings. Despite the many challenges of a split site with the two nursery classes situated across the road from the main infant building, staff go to great lengths to ensure children are very well supported as they move through the school. The 'graduation' ceremony when children leave the nursery to move to the infant department is an excellent initiative and is greatly supported by parents and enjoyed by children.
117. Pupils work and play in a happy, supportive environment where they are secure and valued by staff. They readily turn to adults for help and support and are listened to and treated with respect. In discussion, pupils state that they are happy in school, like their teachers and feel that they are treated equally and fairly. Clear policies exist on race equality, equal opportunities and diversity and are reviewed regularly. The awareness of the importance of racial equality is developed through assemblies, personal and social education, and an appropriate range of reading material.
118. Pupils have access to a highly effective personal and social education (PSE) programme, in line with national recommendations, which contributes significantly to the quality of support and guidance offered to pupils. Within the PSE programme circle time/philosophy time gives pupils good opportunities to discuss any issues that might concern them.
119. The school's use of specialist agencies including health professionals, welfare agencies, psychological and social services is highly effective.
120. The academic performance of pupils is monitored carefully and early and appropriate intervention is undertaken to deal with any situations as they arise.
121. Very effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary. The school's partnership with the Education Welfare Officer (EWO) is very productive. Regular meetings contribute to the successful monitoring of attendance and to the development of further strategies to improve attendance rates. Individual pupils with attendance problems are identified, contact is made with parents at an early stage, and other welfare agencies are involved when necessary.
122. The school has clear, well-documented policies and procedures for promoting the health, safety and well-being of its pupils and staff. Through their work on the premises/health and safety committee, governors take an active role in ensuring the school is safe and secure. Pupils are well supervised in the playground and staff are vigilant in monitoring children's safety as they cross the busy road between the two school sites.

123. As part of the *Welsh Network of Healthy Schools* initiative the school is highly successful in promoting healthy eating and a healthy lifestyle. Even the youngest children recognise that eating a healthy diet and exercising regularly is good for their health and well-being.
124. The duty of care is fundamental to the school's ethos and consequently the school works in children's best interests to nurture their welfare and to protect them from harm. There are outstanding features to the arrangements for child protection, especially with regard to the close working partnerships forged with external welfare agencies, particularly the education welfare service, and the headteacher's pro-active approach in seeking additional training and in the sensitive way the school handles a range of complex issues.
125. The headteacher is the designated person with responsibility for child protection issues and there is a nominated governor who is actively involved in child protection procedures. All teaching, support and ancillary staff have received training in child protection issues and are aware of and alert to the signs and symptoms of abuse.
126. The provision for meeting special educational needs in the school is an outstanding feature. The school also complies with SEN requirements and implements the recommendations of the SEN code of practice. The SENCO, headteacher and governing body SEN committee monitor the progress of pupils requiring additional support regularly and well.
127. An outstanding feature of the special needs is the teamwork of the experienced and dedicated staff and the SEN governor; together they ensure that children's particular needs are met. Children of all abilities are valued and encouraged whether they have specific learning difficulties or exhibit particular talents. Additional support staff, allocated to individual children, contribute considerably to the children's success through good support and guidance.
128. The school has taken appropriate steps to ensure disabled pupils have equal treatment in terms of access to the school and its curriculum. An accessibility policy has been agreed and implemented and appropriate access plans are available.
129. Early intervention is a strength of the school. Parents are involved from the outset and good lines of communication ensure that there is regular support and guidance. The involvement of the SEN governor at all stages including regular reviews is also an outstanding feature.
130. The school has accessed a RAISE grant from the Welsh Assembly Government to improve children's reading and the governors have allocated additional funds to develop activities for able and talented children.
131. In all 53 children have been identified as requiring additional support. They are supported by a good balance of withdrawal and in class support with teachers and special needs staff setting appropriate targets that are challenging and achievable in individual learning plans (IEP's) Children with SEN experience a

broad and balanced curriculum. parents and pupils are regularly involved in target setting with termly reviews being undertaken and good opportunities to discuss their contents and progress made. An outstanding feature is the personal files of the statemented children. They take ownership of them and are proud that they celebrate their personal achievements.

132. The school has piloted an enrichment programme through the special needs staff and some outstanding features have been recognised that have impacted on overall standards in reading and communication. The school is developing this area further.
133. Pupils' behaviour, performance, attendance and punctuality are monitored rigorously. The school's policies and procedures to promote good behaviour are very effective and teachers are skilled at implementing a range of effective strategies to secure positive behaviour and attitudes. Arrangements to encourage pupils to behave well are effective with awards and 'The Golden Table' appreciated by the children. This is evident in the good standards of behaviour of pupils during lessons and around the school.
134. The few children who find it less easy to behave well all the time are well supported and monitored. Children confirm that they feel happy and safe in school and that they feel confident in talking to adults to help solve any problems they have.
135. The school promotes positive attitudes to overcome any prejudices based on gender, race equality, language or social background. It successfully achieves inclusivity for all pupils; boys and girls are treated equally and given the same opportunities to become involved in all activities. Good opportunities to recognise and value cultural diversity are identified through a range of activities.
136. The school takes all reasonable action to ensure disabled pupils are treated equally throughout the school. An accessibility audit has been undertaken and a plan put into place to demonstrate how staff will make improvements in access to the curriculum, physical access and the provision of information for disabled pupils.

## Leadership and management

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

#### Grade 1: Good with outstanding features

137. The inspection team's findings match the judgements made by the school in its self-evaluation report.
138. The headteacher is highly committed to the school and seeks to provide every opportunity for pupils to do their best. Though there have been a number of disruptions to the staffing in the school, through the outstanding commitment of all the staff and the headteacher, ensured that teaching and learning is of a consistently high standard. There is clear confident and coherent leadership.
139. The headteacher is ably supported by an equally committed senior management team.
140. There is outstanding team work amongst all the staff. They demonstrate a mutual respect for each other and a joint commitment to providing a wide range of learning experiences for the children. Comprehensive portfolios of work for all subjects have been produced which ensure the clear and consistent direction of subjects through the school these are an outstanding feature. These reflect the broad provision of learning experiences given by the school.
141. The school has a very positive approach to national and local priorities with a wide range of curricular and extra curricular activities which widen the children's understanding of their community and environment. The environmental gardens and the Kerb Craft initiative are an outstanding feature. The children have good opportunities to contribute to their community through activities such as healthy school initiatives and Wales and Swansea in Bloom.
142. The school shows sound commitment to the development of staff and their specific rolls There is a clear commitment to all staffs' development and lifelong learning with many staff taking advantage of both school based and outside agency training and GTCW grants. Subject leaders are very involved in the monitoring and evaluating of their areas of responsibility. However the regular monitoring of teaching and learning though present needs to be formalised and developed to include all senior staff and subject coordinators.
143. The school's procedures for performance management are well managed and effectively support, develop and improve individual staff and department teams. Targets are appropriately linked to the school's improvement agenda. The procedures for performance management and appraisal meet national requirements.
144. The governing body is proactive and very supportive and is regularly supplied with good information by the headteacher. They work well as a team and have a very good understanding of the strengths of the school and the areas for development. The commitment of the SEN governor and the site manager to

the raising of standards is outstanding. They meet regularly and have an effective committee structure and each governor has a good knowledge of the areas for which they are responsible. They are regularly informed of developments by subject leaders. Their involvement contributes to the strategic management of the school.

145. The governing body fulfils its legal and statutory requirements.

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

<b>Grade 1: Good with outstanding features</b>
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146. The findings of the inspection team match the judgement made by the school in its self-evaluation report for this key question.
147. The school has built very effectively on self-evaluation and planning procedures which were judged to be good in the last inspection report. The culture of self evaluation and the commitment and quality of the planning for improvement which have been established are good with outstanding features. There is a very clear rationale for self evaluation and the school has been very successful in establishing innovative procedures which are comprehensive, systematic and which are based on clear evidence.
148. The drive towards continuous improvement is very strong particularly in relation to forming secure judgements about standards and the quality of education provided. A particularly notable strength and an outstanding feature is the involvement of all stakeholders including non-teaching staff, governors, pupils and parents and the community are involved both formally and informally in the on-going process of school review. Data and information from a very wide range of sources including questionnaires very effectively inform the process.
149. The role of subject co-ordinators has developed very effectively during the last few years. Subject co-ordinators make very important contributions to self-evaluation and planning for improvement in their specific areas of responsibility through the regular monitoring of planning and assessment, continuity and progression in learning experiences and the use made of resources.
150. Coordinators share valuable information about pupils' achievements in their subjects based on discussions with pupils, regular collection of work in their subjects and through portfolios of levelled pupils' work. They produce evaluative reports noting strengths and any features for further development relating to provision and achievement in their subjects which they share with governors.
151. Data analysis is well embedded and is used in a highly effective manner. The quality of the analysis and use made of evidence provided by teacher expertise and assessments and the data generated by standardised tests to identify strengths and areas for developed and to set very well focused targets for

pupils is outstanding. The governors are made fully aware of benchmarking statistics, the main findings of the analysis of results and are fully involved in discussions of targets set by teachers.

152. There are very strong links between the self-evaluation process and the SDP which emerges. The SDP is a very effective document which clearly identifies priorities, targets, responsibilities and costs and the senior management team and governors ensure that its various elements are very effectively supported by necessary resources. Progress in achieving targets is very carefully monitored.
153. The self-evaluation document produced by the school prior to the inspection is a document of very high quality. This report is honest and thorough and all governors, staff and LEA advisers were involved in its development. It offers a very good range of relevant information and a detailed analysis of all aspects of school life and sub sections of the key questions on which the inspection is based.
154. There is a very clear identification of priorities and areas for development as well as what has already been achieved. All aspects of the self-evaluation document were related to a comprehensive and detailed range of supporting evidence, which was made available to the inspection team. The inspection team agreed with the grades allocated by the school in seven of the key questions.
155. During the last few years, the process of self evaluation has led to the establishment of a wide range of important initiatives, many of which have already brought about clear improvements. These include notable developments in the use of ICT and the standards of teaching and learning. Current emphasis on the development of thinking skills, the emphasis on the 'Raise' programme and the focus on most able, more able and talented pupils are proving to be very effective.
156. The school has responded well to addressing the key issues highlighted in previous inspection report. There are indications of a marked improvement in subjects judged to be satisfactory during the last inspection, learning objectives are clearly focused on skills knowledge and understanding in all lessons, expectations of pupils in terms of achievement and behaviour are high and significant strides have been made in improving levels of attendance. In addition significant progress has been made in the quality of teaching, assessment procedures, curricular provision and the support of pupils with SEN.

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

<b>Grade 1: Good with outstanding features</b>
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157. The findings of the inspection team match the judgement made by the school in its self-evaluation report for this key question.

158. There are sufficient members of well qualified teachers. They demonstrate a wide range of experience. They are supported by dedicated and professional learning assistants and ancillary staff who contribute to the smooth day to day running of the school. In addition classes are supported, under the workload agreement by qualified peripatetic teachers to add to the learning experiences of the children.
159. All learners have access to a very good range of materials and resources that are well matched to their needs. An outstanding feature is the use of the outdoor learning environment. It is well used by pupils in all classes and in particular by Early Years pupils. Also outstanding is the use made of the gardens within the school.
160. The site manager, along with the staff of the school, provides rich experiences for the children in the growing and care of plants. The number of gardens available to the pupils and their relevant themes add considerably to the pupils learning and is an outstanding feature of provision.
161. The maintenance and development of the accommodation is an outstanding feature. Much has been done by the headteacher's vision and the support of the governors and site manager in transforming the hard play area into a pleasant and varied environment. It provides a wide range of learning experiences for the children.
162. Internal refurbishment and attractive displays ensure that the school as a whole is a place where children work confidently and happily. All areas of the school are bright and cheerful and clean and well cared for. The school is well resourced and the allocation of computers and interactive whiteboards to all classes is having a very positive impact on standards. They are very well matched to the school's priorities in the school development plan.
163. The Administrative team make very important contributions. They perform a very good service in ensuring the smooth running of the school on a day to day basis and they support their teaching colleagues admirably.
164. The governors, headteacher and staff have good financial awareness of the future needs of the school and in respect of the Foundation Phase much has already been achieved. The SDP appropriately takes account of the financial implications of change.
165. The school has made very good progress since the last inspection and overall gives very good value for money.

## **School's Response to the inspection**

The Governing Body and staff of Brynhyfryd Infant School are delighted and extremely proud of the outcomes highlighted in this report.

The information confirms that we are achieving our aims and acknowledges that the physical atmosphere both internally and externally reflects the happy, friendly and caring school environment which the inspection team deemed to be an outstanding feature.

The skills and dedication of our enthusiastic teachers and the quality and commitment of our professional learning assistants and ancillary staff are duly acknowledged. In particular the report confirms that 'there is outstanding team work amongst all staff', that leadership and management are outstanding features of the school and our 'governors play an outstanding participatory role in the strategic development of the school.'

The inspection team recognised that our teachers are role models of a very high standard and that the quality of the working relationship between teachers and pupils is very good and effectively promotes motivation and learning. The children also have great respect for their teachers.

We are pleased that the inspection team findings accurately reflect the judgements made by the school in the self evaluation report in relation to all seven key questions. This report acknowledges that we have a very clear rationale for self evaluation and that we have been very successful in establishing innovative procedures which are comprehensive, systematic and based on clear evidence.

Action plans will be drawn up in consultation with all staff and governors in response to the recommendations outlined in this report. The action plans will form an integral part of the School Development Plan.

An outline of the school's action plan will be sent to all parents and the LEA. The governors' annual report to parents will report on the progress we make towards achieving the recommendations and the school's review procedures with the LEA will also outline progress in achieving our aims.

The whole school community would like to acknowledge the professional, courteous and thorough manner in which the team conducted the inspection. The team were well led by Mr Glyn Scott. The head teacher as nominee appreciated the attention given to ensuring the inspection process was open, transparent, based on evidence and focused on the continued development of the school.

## APPENDICIES

### APPENDIX 1

#### Basic information about the school.

Name of school	Brynhyfrd Infants School
School type	Community
Age-range	3-7
Address of school	Llangyfelach Road Brynhyfryd, Swansea
Post Code	SA5 9LN
Telephone number	01792 650129

Headteacher	Miss Kathryn Richards
Date of Appointment	1 <sup>st</sup> September 2001
Chair of Governors/ Appropriate Authority	Mrs Carol Grainger
Registered Inspector	Mr Glyn Scott
Dates of Inspection	14 <sup>th</sup> -16 <sup>th</sup> May 2007

### APPENDIX 2

#### School data and Indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	36.5	59	57	54	NA	NA	NA	NA	206.5

Total number of teachers			
	Full Time	Part Time	Full time equivalent
Number of teachers	8	5	10.5

Staffing Information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	26:1
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	28.3
Teacher (fte) : class ratio	1.3:1

Number of pupils excluded during 12 months prior to inspection	0
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Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	88.3%	90.1%	93.7%
Autumn 2006	86.6%	92.3%	94%
Summer 2006	86.7%	90%	91.3%

**APPENDIX 3**

**National Curriculum Assessment Results**

**End of Key stage 1**

National Curriculum Assessment KS 1 Results: 2006			Number of pupils in Y2: 50				
Percentage of pupils at each level							
			D	W	1	2	3
ENGLISH:	Teacher Assessment	School	0	0	18	54	28
		National	0	4	12	64	20
EN: Reading	Teacher Assessment	School	0	0	16	54	30
		National	0	4	14	56	26
EN: Writing	Teacher Assessment	School	0	0	28	62	10
		National	0	5	14	69	12
EN: Speaking and listening	Teacher Assessment	School	0	0	14	62	24
		National	0	2	11	64	23
MATHEMATICS	Teacher Assessment	School	0	0	6	80	14
		National	0	2	10	63	24
SCIENCE	Teacher Assessment	School	0	0	8	48	44
		National	0	2	9	65	24

- 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 National Curriculum Assessment Results

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	80	In Wales:	81

## APPENDIX 4

### **Evidence base of the inspection**

Three inspectors spent a total of six and a half inspector days in the school.

The inspectors visited:

- 29 lessons or parts of lessons;
- all classes;
- three acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils, including the Eco Committee, during the inspection.

The team considered:

- the school's self-evaluation report;
  - responses to a questionnaire from 80 parents;
  - documentation provided by the school before and during the inspection;
- and
- a wide range of pupils' past and present work.

The inspection team also held post-inspection meetings with the staff and governors.

## APPENDIX 5

### Composition and responsibilities of the inspection team

Inspector	Type	Key question responsibilities
Mr. Glyn Scott	Registered Inspector	Context, summary and recommendations Key questions 1,4,5, and 7 SEN
Mr Brinley Wynne Jones	Team Inspector	Key questions 2,3, and 6 Assessment
Mr. Janet Warr	Lay inspector	Contributions to Key questions 1, 3 and 4.
Miss Kathryn Richards	Nominee	
Mrs Megan Rogers	Peer Assessor	

### Acknowledgement

The visiting inspectors wish to thank the headteacher, the governors, all the staff and the pupils for their unfailing co-operation and courtesy during the inspection.

### Inspection Contractor:

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