

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

**Brynhyfryd Junior School
Llangyfelach Road
Brynhyfryd
Swansea
SA5 9LN**

School Number: 6702003

Date of Inspection: 13 February 2006

by

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- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Brynhyfryd Junior 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 Junior School took place between 13/02/06 and 15/02/06. An independent team of inspectors, led by Phillip David Watcyn Edwards undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1.
Summary	2.
Recommendations	7.
Standards	7.
Key question 1: How well do learners achieve?.....	8.
The quality of education and training	8.
Key question 2: How effective are teaching, training and assessment?.....	8.
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?.....	10.
Key question 4: How well are learners cared for, guided and supported?.....	12.
Leadership and management	13.
Key question 5: How effective are leadership and strategic management?.....	13.
Key question 6: How well do leaders and managers evaluate and improve quality and standards?.....	14.
Key question 7: How efficient are leaders and managers in using resources?.....	15.
School's response to the inspection	16.
Appendices	17.
A Basic information about the school.....	17.
B School data and indicators.....	18.
C National Curriculum assessments results.....	19.
D Evidence base of the inspection.....	20.
E Composition and responsibilities of the inspection team.....	21.

Context

The nature of the provider

1. Brynhyfryd Junior School is situated in a well established area two miles from Swansea city centre in the County of Swansea. There are 232 full-time pupils aged seven to 11 years of age on roll. The school describes the area it serves as neither prosperous nor disadvantaged.
2. Approximately 17% of pupils are entitled to free school meals, which is just under the all-Wales average of 19%. Around 13% of pupils are identified with special educational needs (SEN) including 27 on School Action, four on School Action Plus and three having a statement. Almost all of the pupils speak English as their first language. Nine pupils for whom English is an additional language (EAL) are supported by the EAL Team.
3. There are 10 full-time and four part-time teachers and five part-time learning support assistants (LSAs) as well as two administrative assistants.

The school's priorities and targets

4. **The school's aims:**
 - The overall aim of the school is to provide an environment in which every child feels safe, happy and confident and is able to achieve his/her full potential within a broad, balanced, relevant curriculum.
5. **The school's objectives are to:**
 - help develop and encourage self-esteem and confidence in all children;
 - nurture a positive attitude to learning in all children;
 - provide all children with a broad, balanced, relevant curriculum in line with National Curriculum (NC) expectations;
 - ensure a high standard of behaviour throughout the school;
 - help develop a spiritual and moral awareness in children with due regard to respect for themselves, for others and for the world in which they live; and
 - preserve our own cultural identity in Wales whilst at the same time promote an understanding of and a respect for cultures and creeds different from our own.
6. **The school's priorities for improvement for 2005 to 2006 are identified in the following areas:**
 - Ethos, organisation, curriculum, staff, site/premises, community links and accessibility.

Summary

7. Brynhyfryd Junior School has many outstanding features; it is a well led, happy, caring community where pupils are valued, have access to a wide, rich and varied curriculum and make good progress.

Table of grades awarded

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

Standards

8. Baseline assessments, school data and observations during the inspection indicate that children enter the school with variable skills. A particular strength of the school is that learners generally succeed regardless of their social ethnic or linguistic background.
9. Key Stage 2 (KS2) pupils make Grade 1 progress in the key skills of listening and speaking, and Grade 2 in reading, writing, numeracy and in information and communications technology (ICT). Pupils' bilingual competence develops well with good progress made in reading; they often use Welsh orally as a second language in familiar situations such as registration and prayers in assembly and exchange short introductions during the day, but use it less frequently as a second language during lessons.
10. In KS2 in 2005, pupils' attainment assessed by the school in the NC core subjects of English and science, at level 4 and above, is in line overall with the national averages for 2004, with science above at the higher level 5. Attainment overall in mathematics, at level 4 and above, is better than the national norm and significantly above at the expected level 4. The school's core subject indicator at 75%, indicates the school is performing in the top 50% (above the median at 72%) of schools in Wales and below the best performing 25% (the upper quartile). The core subject indicator shows the school performing in line overall with local and similar schools.
11. The school is particularly successful in ensuring boys achieve well compared with girls in the core subjects of the NC. This is against national trends and is due to the success of good role models and effective strategies which encourage very positive attitudes towards learning by boys as well as girls.

12. Overall, pupils, including those with SEN, achieve agreed learning targets set by the school due to the effective value-added education they receive.
13. Learners behave responsibly, are considerate, friendly and courteous towards each other, staff and visitors and develop high levels of confidence and self-esteem. The very high priority given to everyone working well together promotes the personal, social, moral and wider development of pupils effectively and is a major contribution in encouraging their very good behaviour and steadily improving standards.
14. The creative skills of learners develop well. Assemblies, collective worship and a wide range of extra-curricular activities are effective in developing their good understanding and appreciation of diversity, cultural differences and equal opportunities.
15. Pupils' average attendance for the three terms prior to the inspection is Grade 2 at 94.4%; this is two per cent above the county average. The majority arrive at the school punctually and registers are marked in accordance with requirements.
16. Good progress is made overall in acquiring new knowledge and developing the skills necessary to maintain lifelong learning; pupils settle quickly to work, are eager to learn and acquire new knowledge, work independently when appropriate and contribute productively to their lessons. They are generally aware of the strategies needed to improve and fulfil their potential, but are less aware of individual targets to move them on to the next stage of their learning.
17. Pupils participate fully in the life and work of the community and are well aware of local environmental issues. Their knowledge of the world of work is enhanced effectively through external visits and sharing experiences and expertise with visitors.

The quality of education and training

18. The quality of teaching and the educational provision is a strength of the school and meets the needs of the pupils and the requirements of the NC very well. There are exceptionally good relationships between pupils and teachers and the school has high expectations for all its pupils.
19. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	62%	5%	-	-

20. The percentage of lessons which are judged to be grade 2 or higher is well above the Welsh Assembly Government (WAG) target for 2007 of 75% of lessons to be good or better.
21. Teachers have good subject knowledge, prepare thoroughly and work effectively with learning support assistants.
22. In around a third of the lessons observed, teaching had outstanding features. These included:
 - effective organisation and management of activities;
 - well-planned, interesting and purposeful lessons set in a structured sequence with clear learning outcomes shared with the pupils;

- clear introductions with skilful and open questioning which extend pupils' thinking and understanding;
 - appropriate pace, intervention and clear plenary sessions which encourage engagement and challenge throughout;
 - a wide range of teaching methods and resources, including the use of interactive whiteboards, that stimulate and enhance pupils' learning and understanding;
 - work differentiated effectively to meet the needs of individuals and groups, including pupils with SEN; and
 - effective links with the SEN Co-ordinator (SENCO) to support children with SEN.
23. Teachers use Welsh during registration, praise good work in lessons and encourage pupils to greet visitors and each other in Welsh. There are, however, inconsistencies in the effectiveness of strategies used to strengthen and consolidate pupils' bilingual competences in a natural way during lessons.
24. A particular strength of the school is the promotion of equality through teachers taking a wide range of curricular and extra-curricular activities.
25. The quality of assessment is very good, it is used effectively to inform planning and target setting. All staff work closely and consistently together to inform the school assessment system and review pupils' progress. The marking of pupils' work is outstanding; it is done regularly, providing positive commentary and helpful suggestions for improvement. Pupils are involved in their own target setting through their home-school link books. This is an area that the school is developing to take account of pupils' need to be more fully involved in their own target setting and assessment for learning.
26. Annual reports to parents comply with statutory requirements and provide appropriate information about pupils' progress and achievements in each subject, together with guidance on ways of making further improvements. An outstanding feature is the school's practice of providing an opportunity for children to comment on their reports as well as parents.
27. The broad, balanced and relevant curriculum with a rich and wide range of interesting experiences is outstanding and enhances the learning of all pupils to meet their aspirations in accordance with the main aims of the school.
28. Very good emphasis is placed on continuity and progression. Tasks are differentiated carefully to ensure that pupils make good progress in all areas of their work in order to meet their aspirations.
29. Pupils' key skills develop well across the curriculum; planning for key skills, recently integrated into schemes of work, increasingly involves them in their application.
30. The wide range of extra-curricular activities provided for pupils is outstanding. Such activities contribute effectively towards raising the standards of pupil achievement in personal and social development. Collective worship and learning experiences promote positive attitudes in school and enhance pupils' spiritual moral and personal development very effectively.

31. The partnership with the parents and carers is good with effective and supportive links in a range of school activities. Partnerships with the local community are outstanding and support pupils' learning effectively. The personal guidance the school provides for pupils is good and encourages positive attitudes.
32. The school promotes bilingualism positively through school assemblies and the *Cwricwlwm Cymreig*. The promotion of sustainable development and global citizenship is an outstanding feature of the school.
33. The school makes outstanding efforts to develop pupils' knowledge, skills and understanding of work related issues.
34. There is a clear equal opportunities policy which is committed to the inclusion of all pupils and providing a curriculum that is accessible to all.
35. The procedures to ensure that pupils are well cared for, guided and supported are outstanding. The school is a very happy, caring community where pupils are valued and encouraged into becoming self-confident young citizens.
36. There are outstanding measures in place to promote good behaviour and discourage bullying, discrimination, harassment or other forms of unacceptable conduct. Parents and pupils are well aware of and praise the school for the buddy system operating in the school.
37. Provision for pupils with SEN is outstanding. Teachers and support staff work very well with pupils in a caring and supportive manner to ensure inclusion and full access to the curriculum.
38. The school takes into account learners' social, ethnic and linguistic background very effectively and ensures gender equality and the good relationships between races are promoted exceptionally well as a natural facet of its activities.

Leadership and management

39. The school's aims and objectives provide clear direction to all those involved in providing education. They promote equality for all, which is very apparent in the effective leadership and management culture of the school provided by the headteacher. She is successful in promoting a strong team spirit among leaders which provides a unified and committed approach to the strategic management of the school; this is an outstanding feature.
40. The headteacher is very ably supported by the deputy headteacher and school management team; together with the curriculum leaders and governing body, they enable the school to improve steadily and provide pupils with access to a rich extended curriculum in a happy, attractive and purposeful environment.
41. School leaders set challenging targets which are developed well through the School Development Plan (SDP) to provide value-added education to ensure pupils' attainments continue to improve and they achieve success in the wider curriculum. The headteacher and curriculum leaders monitor the quality of provision and teaching effectively through a rolling programme of classroom observations and appraisal.
42. The governing body acts very effectively as a critical friend in overseeing the school's strategic direction. The headteacher provides regular reports to keep it informed fully of the school's progress. Their role in setting the school's strategic

direction is supportive, rather than proactive, relying instead, on the professional input of the headteacher and staff, but holding them accountable.

43. The governing body contribution to monitoring the quality of provision is outstanding in ensuring the school is kept very well resourced and staffed. Administrative support is efficient to enable the school to function quietly and efficiently. Overall, the school provides very good value for money.
44. Self-evaluation arrangements are well established through preparing yearly SDPs which provide appropriate targets and criteria for continued and steady improvement. A new comprehensive self-evaluation report, based on first-hand evidence, is now used to celebrate the school's many strengths and identify areas for improvement. It is presently too detailed and insufficiently focused to provide a clear measure of progress and how areas are identified for improvement. However, a good start has been made to enable the school to confirm its many strengths and provide a tool to inform SDP targets.
45. The SDP for this academic year sets clear priorities and actions to bring about improvement and these are financed appropriately to ensure adequate allocation of resources. Good progress is being made in preparing the SDP for next year to enable the school to address the areas identified for improvement in its self-evaluation report.
46. Actions taken in response to the key issues and shortcomings identified in the previous report are comprehensive and good progress made.
47. The school has canvassed the views of pupils and parents to establish ways in which they will be able to play a full part in implementing plans for improvement. This has been a very important step in the development of its work, although the views of other interested parties have not been taken into account.
48. The inspection team agreed with the judgments made by the school on five of the seven key questions. Where it disagreed, key question 1 was judged as Grade 2 due to the overall balance and the weighting given to the many good and some outstanding features; key question 3 was judged as Grade 1 as the inspection team gave particular prominence to the outstanding way the wide, rich and varied curriculum met the needs and interests of learners.
49. Leaders and managers ensure a sufficient number of suitably qualified and experienced staff is well trained and deployed for the number of pupils on roll. The close team work, which is evident in the way they work together, is an outstanding feature of the school.
50. Valuable service is provided by the site manager, mid-day supervisors, cleaners and all administrative staff who ensure that the school functions well on a day-to-day-basis.
51. Very good use is made of available accommodation and a rolling programme of repairs has ensured that the school is a pleasant and interesting environment for the teachers and pupils to work. Some temporary measures have been made to address the potential risk from raised floors in parts of the school such as in the two halls, but these continue to cause concern to the staff and governing body.
52. Outstanding use is made of available learning resources which are good in quantity, quality and range, particularly the provision of interactive whiteboards in all classes which are used confidently by staff and learners.

53. Expenditure is well matched to targets in the SDP. An outstanding feature is the effectiveness of the school's financial management and the success in which teaching staff access additional funding to support important educational initiatives. Very good efforts are made to ensure that necessary resources available are used and reviewed to maximum effect; the school provides very good value for money.

Recommendations

The school needs to:

- R1 maintain and continue to build on the good standards achieved in key skills and bilingual competence;
- R2 refine recent initiatives in the self-evaluation process for prioritising targets for improvement;
- R3 further improve the present arrangements for involving pupils in setting and reviewing targets to improve their learning; and
- R4 ensure, in co-operation with the Local Education Authority (LEA), that uneven flooring in areas, such as the school halls, do not present a potential hazard.

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

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 54. The findings of the inspection team differ from the Grade 1 judgement made by the school in its self-evaluation report in that they judged the balance of good and some outstanding features as Grade 2 overall.
- 55. Baseline assessments, school data and observations during the inspection indicate that children enter the school with variable skills. A particular strength of the school is that learners generally succeed regardless of their social ethnic or linguistic background.
- 56. Key Stage 2 pupils make Grade 1 progress in the key skills of listening and speaking, and Grade 2 in reading, writing, numeracy and in ICT. Pupils' bilingual competence develops well with good progress made in reading; they often use Welsh orally as a second language in familiar situations such as registration and prayers in assembly and exchange short introductions during the day, but use it less frequently as a second language during lessons.
- 57. In KS2 in 2005, pupils' attainment assessed by the school in the NC core subjects of English and science, at level 4 and above, is in line overall with the national

averages for 2004, with science above at the higher level 5. Attainment overall in mathematics, at level 4 and above, is better than the national norm and significantly above at the expected level 4. The school's core subject indicator at 75%, indicates the school is performing in the top 50% (above the median at 72%) of schools in Wales and below the best performing 25% (the upper quartile). The core subject indicator shows the school performing in line overall with local and similar schools.

58. The school is particularly successful in ensuring boys attain well compared with girls in the core subjects of the NC. This is against national trends and is due to the success of good role models and effective strategies which encourage very positive attitudes towards learning by boys as well as girls.
59. Overall, pupils, including those with SEN, achieve agreed learning targets set by the school due to the effective value-added education they receive.
60. Learners behave responsibly, are considerate, friendly and courteous towards each other, staff and visitors and develop high levels of confidence and self-esteem. The very high priority given to everyone working well together promotes the personal, social, moral and wider development of pupils effectively and is a major contribution in encouraging their very good behaviour and steadily improving standards.
61. The creative skills of learners develop well, for example in art and music. Assemblies, collective worship and a wide range of extra-curricular activities are effective in developing their good understanding and appreciation of diversity, cultural differences and equal opportunities.
62. Pupils' average attendance for the three terms prior to the inspection is Grade 2 at 94.4%; this is two per cent above the county average. The majority arrive at the school punctually and registers are marked in accordance with requirements.
63. Good progress is made overall in acquiring new knowledge and developing the skills necessary to maintain lifelong learning; pupils settle quickly to work, are eager to learn and acquire new knowledge, work independently when appropriate and contribute productively to their lessons. They are generally aware of the strategies needed to improve and fulfil their potential, but are less aware of individual targets to move them on to the next stage of their learning.
64. Pupils participate fully in the life and work of the community and are well aware of local environmental issues. Their knowledge of the world of work is enhanced effectively through external visits and sharing experiences and expertise with visitors.

The quality of education and training

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

Grade 1: Good with outstanding features

65. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

66. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	62%	6%	-	-

67. The percentage of lessons which are judged to be grade 2 or higher is well above the WAG target for 2007 of 75% of lessons to be good or better.

68. The quality of teaching and the educational provision is a strength of the school and meets the needs of the pupils and the requirements of the NC very well. There are exceptionally good relationships between pupils and teachers and the school has high expectations for all its pupils.

69. Teachers have good subject knowledge, prepare thoroughly and work effectively with learning support assistants.

70. In around a third of the lessons observed, teaching had outstanding features. These included:

- effective organisation and management of activities;
- well-planned, interesting and purposeful lessons set in a structured sequence with clear learning outcomes shared with the pupils;
- clear introductions with skilful and open questioning which extend pupils' thinking and understanding;
- appropriate pace, intervention and clear plenary sessions which encourage engagement and challenge throughout;
- a wide range of teaching methods and resources, including the use of interactive whiteboards, that stimulate and enhance pupils' learning and understanding;
- work differentiated effectively to meet the needs of individuals and groups, including pupils with SEN; and
- effective links with the SENCO to support children with SEN.

71. Teachers use Welsh during registration, praise good work in lessons and encourage pupils to greet visitors and each other in Welsh. There are, however, inconsistencies in the effectiveness of strategies used to strengthen and consolidate pupils' bilingual competences in a natural way during lessons.

72. Portfolios of work in all subjects provide useful guidance for teachers in the standards achieved by pupils and help to promote consistency throughout the school. A particular strength of the school is the promotion of equality through teachers taking a wide range of curricular and extra-curricular activities.

73. The quality of assessment is very good, it is used effectively to inform planning and target setting. All staff work closely and consistently together to inform the school assessment system and review pupils' progress.
74. Effective initiatives, including analysing areas of concern such as mathematics, spelling and reading contribute to steadily improving standards and contribute appropriately to staff professional development.
75. Teachers' marking of pupils' work is outstanding; they do so regularly, providing positive commentary and helpful suggestions for improvement. Pupils are involved in their own target setting through their home school link books. This is an area that the school is developing to take account of pupils' need to be more fully involved in their own target setting and assessment for learning.
76. Annual reports to parents comply with statutory requirements and provide appropriate information about pupils' progress and achievements in each subject, together with guidance on ways of making further improvements. An outstanding feature is the school's practice of providing an opportunity for children to comment on their reports as well as parents.

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

Grade 1: Good with outstanding features
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77. The findings of the inspection team differ from the Grade 2 judgement made by the school in its self-evaluation report as they gave particular prominence to the outstanding way the wide, rich and varied curriculum meets the needs and interests of learners.
78. The broad, balanced and relevant curriculum with a rich and wide range of interesting experiences is outstanding and enhances the learning of all pupils to meet their aspirations in accordance with the main aims of the school.
79. Very good emphasis is placed on continuity and progression. Tasks are differentiated carefully to ensure that pupils make good progress in all areas of their work in order to meet their aspirations.
80. Pupils' key skills develop well across the curriculum; planning for key skills, recently integrated into schemes of work, increasingly involves them in their application.
81. The wide range of extra-curricular activities provided for pupils is outstanding; these include sport, music, information technology, art and a gardening club run by staff and the school site manager. Every pupil has the opportunity to attend these activities regardless of gender. Such activities contribute effectively towards raising the standards of pupil achievement in personal and social development. Educational visits to the Glyn Vivian and National Art Galleries, Techniquet, Swansea Museum, the National Assembly and the Botanic Gardens in Llanarthne enrich pupils' experiences further.
82. Collective worship meets statutory requirements and provides appropriate time for reflection. Learning experiences promote positive attitudes in school and enhance pupils' spiritual, moral and personal development very effectively.

83. Good relationships exist with the LEA and the local community. Effective links have been established with the adjacent infant feeder school and the high school, with pupil and staff meetings that promote the sharing of expertise. The partnership with the parents and carers is good with effective and supportive links in a range of school activities, including helping in the classroom with reading and supporting school educational visits. The majority of parents have signed and returned the home/school agreement which informs them appropriately of their responsibilities.
84. The information provided to parents and carers is very good; it comes in the form of formal newsletters, termly letters, the school website and the home school links book. They are welcomed into the school and many make use of the open door policy allowing them regular and informal contact with class teachers.
85. A notable feature of the school is its close link with the family learning centre on its site where workshops are arranged for parents to help and support their child's learning.
86. Parents and carers make an effective contribution to pupils' learning. There is an active Parent, Teacher and Friends Association, which organises regular events in order to raise funds for the school.
87. Partnerships with the local community are outstanding and support pupils' learning effectively. Visits to places of local, cultural and historical interest, such as the library, community centre and centres of worship, all benefit their social, moral and cultural awareness. Pupils take part in services in the church and entertain the elderly people of the area.
88. The personal guidance the school provides for pupils is good and encourages positive attitudes for they hold the view that their school is a caring and happy community.
89. The transition procedures both with the infant and secondary schools are well established and effective. The close curriculum links are developed further through shared training days.
90. The school maintains effective links with initial teacher training institutions and regularly welcomes students to the school. These partnership arrangements are used well to the benefit of staff, students and pupils.
91. The school promotes bilingualism positively through school assemblies and the *Cwricwlwm Cymreig*. St David's day is celebrated with poetry, literature, drama, music and dance. Competency is further encouraged by use of a merit system for pupils who use the language throughout the day. Pupils develop a strong sense of being Welsh through studying modern day Welsh poets, artists and musicians and attending the Urdd Camp in Llangrannog.
92. The promotion of sustainable development and global citizenship is an outstanding feature of the school. The school successfully undertakes a number of initiatives for recycling, waste management, energy conservation and how to improve their school environment. There is invaluable support from the site manager who runs the gardening club and Eco-Committee. The school has won the Gold award and continues to win the Green flag for recycling. Pupils are also involved in the healthy hearts project and conduct healthy eating surveys as part of the healthy schools programme.

93. The school makes outstanding efforts to develop pupils' knowledge, skills and understanding of work related issues. Pupils' appreciation of the skills needed to support economic development is enhanced effectively through work-related activities and visits. For example, local businesses and institutions support school world of work activities well and visits made by the police, fire service, nurse and others make a valuable contribution to pupils' learning and understanding of the world of work and aspects of community regeneration.
94. Opportunities for learners to develop their entrepreneurial skills through participation in activities such as the fruit tuck shop, Careers Wales, Citizens Advice Bureau and fair trade campaign are outstanding features. Staff have opportunities to raise their personal understanding and awareness of the world of work by way of placements with Careers Wales, the Police Service and Theatre Na N'og.
95. There is a clear equal opportunities policy which is committed to the inclusion of all pupils and providing a curriculum that is accessible to all. This is reflected in many aspects of school life such as in games, play in the schoolyard and other social activities.

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

Grade 1: Good with outstanding features
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96. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
97. The procedures to ensure that pupils are well cared for, guided and supported are outstanding. The school is a very happy, caring community where pupils are valued and encouraged into becoming self-confident young citizens. The effective open-door policy is well established and the school responds positively to suggestions and complaints. In the very rare case of a complaint, the school acts according to set written procedures.
98. The relationship with parents and carers is very good and the school recognises the importance of this partnership. Parents and carers are encouraged to take an active part in their child's education and are regularly invited to take part in school events. Parents and carers are given very appropriate opportunities to comment on reports and consulted on their views via a questionnaire. Parents are kept well informed of the work and life of the school by termly diary of events, regular newsletters, including information on class themes and a well-constructed web site. The Annual Governors' Report to Parents and the Parents' Handbook meet Welsh Assembly Government guidelines.
99. There are outstanding measures in place to promote good behaviour and discourage bullying, discrimination, harassment or other forms of unacceptable conduct. Parents and pupils are well aware of, and praise the buddy system operating in the school.
100. The procedures in place for monitoring pupils' punctuality, attendance, behaviour, including racial discrimination and performance are outstanding. Registers are marked in accordance with statutory requirements and registration is administered effectively. The school has a number of initiatives in place to promote attendance

such as certificates for individual attendance and a shield for the highest class attendance achieved on a termly basis. Parents are reminded of the importance of good attendance and punctuality through regular newsletters and the governors' annual report. They are fully aware of their responsibilities with regards to informing the school of absences and holidays during term times. The majority of pupils arrive at the school punctually.

101. The electronic registration system has improved the ability to monitor attendance and punctuality promptly. For pupils whose attendance and punctuality fall to a level of concern, the school works closely with the education welfare officer (EWO) to address these areas. Registers are marked in accordance with requirements and the school's administrator in turn transfers this information on a weekly basis to computer for checking and analysis by the headteacher and the EWO.
102. The school applies its clear written policies on first aid, evacuation procedures, fire prevention and child protection well overall. The headteacher is the trained Child Protection Officer and all teaching staff are briefed on protocols and procedures as outlined in the school's Child Protection Policy, but, not all non-teaching staff have received training.
103. Provision for pupils with SEN is outstanding. Teachers and support staff work very well with pupils in a caring and supportive manner to ensure inclusion and full access to the curriculum. Work with parents, carers, pupils and outside agencies is a particular strength of the school. Very effective systems are in place to ensure early recognition of problems
104. The school has excellent systems in place to support children with disabilities and is recognised by the LEA as equipped to accommodate wheelchair access. The school ensures that there are equal opportunities for all pupils regardless of gender, race or ability. Very good role models in the school help pupils to recognise and respect diversity.
105. The school takes into account learners' social, ethnic and linguistic background very effectively and ensures gender equality and the good relationships between races are promoted exceptionally well as a natural facet of its activities.

Leadership and management

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

Grade 1: Good with outstanding features

106. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
107. The school's aims and objectives provide clear direction to all those involved in providing education. They promote equality for all, which is very apparent in the effective leadership and management culture of the school provided by the headteacher. She is successful in promoting a strong team spirit among leaders which provides a unified and committed approach to the strategic management of the school; this is an outstanding feature.

108. The headteacher is very ably supported by the deputy headteacher and school management team; together with the curriculum leaders and governing body, they enable the school to develop in a wide variety of ways, including improving standards steadily and providing pupils with access to a rich extended curriculum in a happy, attractive and purposeful environment.
109. School leaders set challenging targets which are developed well through the SDP to provide value-added education to ensure pupils' attainments continue to improve and they achieve success in the wider curriculum.
110. The performance management of all staff is enhanced effectively through regular school based training and promoting professional development through courses and observing good practice in other schools. The headteacher and curriculum leaders monitor the quality of provision and teaching effectively through a rolling programme of classroom observations and appraisal.
111. The governing body acts very effectively as a critical friend in overseeing the school's strategic direction. Regular reports are provided by the headteacher to keep it informed fully of the school's progress; their role in setting the school's strategic direction is supportive, rather than proactive, relying instead, on the professional input of the headteacher and staff, but holding them accountable.
112. The governing body contribution to monitoring the quality of provision is outstanding in ensuring the school is kept very well resourced and staffed. Administrative support is efficient to enable the school to function quietly and efficiently. Overall, the school provides very good value for money.
113. The governing body ensures that regulatory and legal requirements are met.

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

Grade 2: Good features and no important shortcomings

114. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
115. Leaders are well aware of performance in the areas for which they are responsible and prepare regular updates for the head and governing body. They monitor their subject areas effectively through tracking pupil progress over time and preparing subject profiles of their work which are updated and levelled; this informs future planning to continue to improve standards.
116. Self-evaluation arrangements are well established through preparing yearly SDPs which provide appropriate targets and criteria for continued and steady improvement. A new comprehensive self-evaluation report, based on first-hand evidence, is now used to celebrate the school's many strengths and identify areas for improvement. It is presently too detailed and insufficiently focused to provide a clear measure of progress and how areas are identified for improvement. However, a good start has been made to enable the school to confirm its many strengths and provide a tool to inform SDP targets.
117. The SDPs are reviewed each year to measure time-related actions taken against criteria for success. Overall, these show measurable improvements. The SDP for

this academic year sets clear priorities and actions to bring about improvement and these are financed appropriately to ensure adequate allocation of resources. Good progress is being made in preparing the SDP for next year to enable the school to address the areas identified for improvement in its self-evaluation report.

118. Actions taken in response to the key issues and shortcomings identified in the previous report are comprehensive and good progress made.
119. The school has canvassed the views of pupils and parents to establish ways in which they will be able to play a full part in implementing plans for improvement. This has been a very important step in the development of its work, although the views of other interested parties have not been taken into account.
120. The inspection team agreed with the judgments made by the school on five of the seven key questions. Where it disagreed, key question 1 was judged as Grade 2 due to the overall balance and the weighting given to the many good and some outstanding features; key question 3 was judged as Grade 1 as the inspection team gave particular prominence to the outstanding way the wide, rich and varied curriculum met the needs and interests of learners.

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

Grade 1: Good with outstanding features
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121. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
122. Leaders and managers ensure a sufficient number of suitably qualified and experienced staff is well trained and deployed for the number of pupils on roll. The close team work, which is evident in the way they work together, is an outstanding feature of the school; arrangements to use planning, preparation and assessment (PPA) time incorporating the strengths and expertise of teachers effectively are well in hand. Good support is given by LSAs who have clear and specific duties.
123. Valuable service is provided by the site manager, mid-day supervisors, cleaners and all administrative staff who ensure that the school functions well on a day-to-day-basis. An outstanding feature is the quality of their various contributions such as the guidance booklet collated by the mid-day supervisors to support and ensure consistency in the quality of their work.
124. Very good use is made of available accommodation and a rolling programme of repairs has ensured that the school is a pleasant and interesting environment for the pupils to work. Colourful and imaginative displays enhance the learning environment and celebrate their achievements and interests.
125. Some temporary measures have been made to address the potential risk from raised floors in parts of the school such as in the two halls, but these continue to cause concern to the staff and governing body.
126. Outstanding use is made of available learning resources which are good in quantity, quality and range, particularly the provision of interactive whiteboards in all classes which are used confidently by staff and learners. Pupils and staff take pride in their school and the library, school music room and computer suite are used consistently to good effect.

127. Expenditure is well matched to targets in the SDP. An outstanding feature is the effectiveness of the school's financial management and the success in which teaching staff access additional funding to support important educational initiatives. Very good efforts are made to ensure that necessary resources available are used and reviewed to maximum effect; the school provides very good value for money.

School's response to the inspection

The governing body and staff of Brynhyfryd Junior School are extremely proud of the report resulting from the recent inspection of the school. The inspectors complimented the school and noted many outstanding features. The excellent grades received recognise the commitment and consistent hard work of all concerned with the school. We are especially pleased to see the school described as a well led happy caring community where pupils are valued, have access to a rich and varied curriculum and make good progress.

Inspectors praised the good standards achieved by pupils in key skills and also commented on the effective strategies in place which encourage very positive attitudes toward learning by boys and girls alike. It is particularly pleasing to note that inspectors found the quality of teaching to be a strength of the school with outstanding features being observed in many lessons. The report also notes that very good use is made of the available accommodation with outstanding use being made of available learning resources.

The strong team spirit within the school is described as an outstanding feature and the valuable contribution of all who work within the school including our support staff, site manager, mid-day supervisors, cleaners and administrative staff is duly recognised by inspectors. Inspectors also note the good progress, effort and behaviour of our pupils.

Most importantly the report confirms that we are achieving our aim to create a safe, happy and caring environment and confirmed that there is excellent provision for the care, support and guidance of our pupils.

We will strive to maintain and build upon our high standards. Staff and governors will ensure the recommendations in the report are incorporated into our School Development Plan. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix A

Basic information about the school

Name of school	Brynhyfryd Junior School
School type	Junior
Age-range of pupils	7 – 11 years
Address of school	Llangyfelach Road Brynhyfryd Swansea
Postcode	SA5 9LN
Telephone number	01792 650192

Headteacher	Mrs Sandra Christine Stanton
Date of appointment	April 2000
Chair of governors	Mr T M White
Registered inspector	Phillip David Watcyn Edwards
Dates of inspection	13/02/06 – 15/02/06

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N(fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	-	-	-	47	62	58	65	232

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	3	11.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.17:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	23.2
Teacher (fte): class ratio	1.15:1

Percentage attendance for three complete terms prior to inspection	
Term	Rest of School
Spring 2005	94.13
Summer 2005	94.01
Autumn 2005	94.7

Percentage of pupils entitled to free school meals	16.8
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results

School National Curriculum Assessment KS2 Results 2005 compared national averages for 2004.							Number of Pupils in Y6					53
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher	School	0	0	0	0	0	4	21	48	28	
	assessment	National	1	0	0	0	1	5	16	46	30	
Mathematics	Teacher	School	0	0	0	0	0	4	8	60	28	
	assessment	National	0	0	0	0	1	3	17	46	31	
Science	Teacher	School	0	0	0	0	0	0	13	42	45	
	assessment	National	0	0	0	0	0	1	11	50	37	

Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and English (or Welsh as a First Language)	
by Teacher Assessment	
In the School:	75%
In Wales:	72%

- 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

Appendix D

Evidence base of the inspection

A team of three inspectors, who were present at the school for eight inspector days, carried out the inspection.

Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.

Forty-six questionnaires' responses were completed by parents and analysed carefully; 97% were positive.

Discussions were held with the headteacher and staff with responsibilities, and support staff.

School documentation and samples of pupils' work were examined.

Twenty-one lessons or sessions were observed.

A sample of pupils' work from across the ability range in each year group was examined.

Inspectors listened to a sample of pupils across the age range reading. Discussions were held with pupils, including the school council and eco-committee, about their work and about the life of the school.

Pupils' behaviour was observed during break periods, at lunchtime and at the end and beginning of the school sessions.

Inspectors attended assemblies and observed extra-curricular activities.

Post inspection meetings were held with the headteacher, staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Phillip Edwards (Registered Inspector)	Overall responsibility Context of the school Summary and recommendations Question 1.1 – 1.6 Question 1.10 – 1.11 Question 1.13 – 1.15 Question 4.15 – 4.16 Question 5.1 – 5.9 Question 6.1 – 6.7
Glyn Scott (Team inspector)	Question 1.7 – 1.9 Question 2.1 – 2.12 Question 3.1 – 3.7 Question 4.10 – 4.14 Question 4.17 – 4.18 Question 7.1 – 7.7
Helen Adams (Lay inspector)	Question 1.12 Question 1.16 Question 3.8 – 3.14 Question 4.1 – 4.9
Sandra Stanton (Nominee)	Contribution to team meetings

Name and address of contractor:

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Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils of Brynhyfryd Junior School for their co-operation, hospitality and courtesy throughout the inspection.