

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

**BRYNNAU PRIMARY SCHOOL
WILLIAM STREET
BRYNNAU
PONTYCLUN
RHONDDA CYNON TAFF**

School Number:674/2061

Date of Inspection: 14-16 March 2005

by

**Mr Jeffrey Harries
W246/78220**

Date: 19 May 2005

Under Estyn contract number T/149/04P

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Brynnau Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Brynnau Primary School** took place between **14 - 16 March 2005**. An independent team of three inspectors, led by **Mr Jeffrey Harries** undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Brynnau Primary School lies at the heart of a long-established, stable village community, in the semi-rural area of Brynnau. It was built of traditional design in 1904 and is situated in the extreme south west corner of the borough of Rhondda Cynon Taff, in close proximity to the M4. The school states that the majority of pupils come from an area which is neither prosperous nor economically disadvantaged, however, around a third of pupils come from an economically disadvantaged area. A small number of pupils come from outside the school's traditional catchment area.
2. At the time of the inspection there were 219 pupils on roll, including 30 full-time children who attend the nursery. Pupil numbers have remained constant since the last inspection. They are taught in eight classes, five of which are single age. The entry of children into the nursery is controlled and administered by Rhondda Cynon Taff, the local education authority (LEA). Around 96% of the children have attended the school's recently established playgroup, which is situated adjacent to the nursery class.
3. Approximately 15% of pupils are entitled to free school meals, a figure well below the county average of 27%, and slightly below the all-Welsh average of 18.5%. All pupils are from English speaking homes and none are from ethnic minority backgrounds or speak Welsh as a first language. Attainment on entry to the school is broadly average. Twenty-five pupils (11%) have been identified by the school as having special educational needs (SEN) one of whom carries a statement of SEN.

The school's priorities and targets

4. The school's mission statement is ' Helping each other to succeed-helpu'n gilydd i lwyddo'.
5. The school's aims include:
 - encouraging high standards of achievement and behaviour in a well-ordered environment;
 - working in partnership with parents and the wider community;
 - ensuring equality of opportunity for all pupils;
 - ensuring a relevant programme of staff development, and
 - establishing organisational systems that translate its aims into practice.
6. The school major priorities and targets for 2004-2005 include:
 - raising standards in English;
 - maintaining standards in information and communications technology (ICT);
 - refining the marking of pupils' work and ensuring the outcomes of assessment inform future planning;
 - further developing the roles of curriculum co-ordinators;

- refining target setting and tracking of pupils' progress;
 - improving the quality of early years outdoor provision;
 - involving pupils in decision making by setting up a School Council, and
 - developing the strategic role of the governing body.
7. A number of significant changes have occurred since the last inspection in June 1999. Five of the current nine full-time teaching staff have been appointed since then, including the headteacher in 2001, and the deputy headteacher in 2004. A new computer suite and accommodation for the playgroup and nursery children have been established.

Summary

8. Brynnau Primary School is a good school with some outstanding features. It has continued to make good progress since the last inspection. It is managed by a supportive governing body. The headteacher and staff work conscientiously to fulfil the school's aims and objectives. The inspection team agreed with the judgement made by the school in all of the seven key questions. The school's leadership, the learning experiences provided for pupils, their enthusiastic approach to learning and the strong links the school has fostered, are outstanding features.

Table of grades awarded

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

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

Standards

10. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
11. Pupils with SEN make good progress towards achieving the targets set for them. Their progress in reading is consistently good.
12. In the early years, nursery and reception age children listen attentively to their teacher and support staff. Reception age children's skills in speaking, reading and writing develop appropriately.

13. In KS1 and KS2, pupils' standards and progress in the key skills of speaking and listening are good. Standards in reading are good, however, pupils do not use the library sufficiently for research and investigation. Standards in writing are very good in both key stages.
14. In KS1 and KS2, standards and progress in the use of numeracy and ICT across the curriculum are good. The development of pupils' research, investigative and problem solving skills are underdeveloped. Pupils' creative skills are good. Their skills in bilingual competence show some progress from a low base on entry to the school.
15. At the end of KS1, in 2004, pupils' attainment according to teacher assessment in the National Curriculum (NC) core subjects of English, mathematics and science was above local and national averages. When compared with similar schools across Wales, school performance is in the top 50% but below the best performing 25%.
16. At the end of KS2, in 2004, standards of attainment in English was below national average but above the LEA average. In mathematics and science, NC test results were below local and national averages. The number of pupils attaining level five was above national and local averages. The school states that over a third of the pupils in this age group were identified on the SEN register. When compared with similar schools across Wales, school performance is in the bottom 50% but above the lowest performing 25%.
17. Pupils make good progress irrespective of their academic or social background.
18. Pupils' enthusiastic approach to learning is an outstanding feature. Pupils make very good progress in their personal, social and moral development.
19. Pupils' behaviour is very good; relationships between them and staff are good and this has a positive impact on their learning and to the overall work of the school as a community. They display high levels of self-discipline and support for each other.
20. Pupils' attendance across the school is satisfactory. Most absence is caused by illness, although holidays taken during term-time are increasing. Punctuality is good and registration complies with statutory requirements.
21. Pupils have very good understanding about the world of work as a result of the school's exciting links with the local Education Business Partnership.
22. The school is at the centre of the community with pupils playing a full part in village events. They participate in a range of valuable services including wraparound childcare.

The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	62%	18%	2%	0%

23. The proportion of grade 2 and grade 1 exceeds the Welsh Assembly Government's target of 65% of lessons being good or better by 2007.
24. Teachers have a very good relationship with pupils. They use effective strategies to ensure that pupils apply themselves to work with purpose and self-confidence.

25. In all classes, lessons are well planned with clear learning objectives which are always shared with pupils. Teachers' planning for the development of key skills across the curriculum is good overall. However, planning for the development of pupils' investigative, research and problem solving skills is less well developed.
26. Teachers have good subject knowledge and use a good range of teaching strategies and resources. Challenging tasks are set for pupils of all abilities, and relevant conclusions to lessons reinforce new learning in all classes.
27. In the small number of lessons judged to be less effective, overuse of worksheets inhibits opportunities for pupils to record their work on an extended basis. Imparting knowledge and facts allows insufficient opportunity for pupils to develop their enquiry and problem solving skills and there is limited use of computers to support learning.
28. The school meets statutory requirements for assessing and reporting on the NC.
29. Recording of pupils' achievements is systematic and manageable. The moderation of pupils' work by the staff and the gathering of portfolios of annotated and levelled work are at a developmental stage. This has led to some inaccuracies in teacher assessment in KS2. Annual written reports to parents are of good quality and meet statutory requirements.
30. The school provides a broad and balanced curriculum which meets statutory requirements. The school provides an excellent range of out-of-school activities.
31. The spiritual, moral, social and cultural development of pupils is very well promoted within the school. Collective worship meets legal requirements, and is broadly Christian in character.
32. Links with parents and other partnerships with the school are very good. Parents are overwhelmingly positive about the school and its ethos. The Home/School agreement conforms to statutory requirements.
33. Links with the community are very good, helping to give pupils a sense of identity and belonging. The school has very good links with local businesses and has received the Education and Business Partnership 2004 'Best Practice Award' in recognition of the support for business education links. Good provision is made for promoting pupils' awareness of sustainable development and global citizenship.
34. The curriculum offered at the school reflects aspects of Welsh life and culture, however, in discussion with pupils, they do not retain a wide knowledge of *Y Cwricwlwm Cymreig*.
35. The school pays good attention to the care and welfare of its pupils. Provision for personal and social education in the school is outstanding. The school council is developing very well as a forum for gathering pupils' ideas and getting them involved in improving their school. Procedures for child protection are good and meet legal requirements.
36. The provision for learners with SEN is good and adheres to the Code of Practice. Support staff work effectively with class teachers to support the needs of individual pupils. Individual education plans are of good quality.

37. The school has a clear anti-bullying policy and this is applied well. The emphasis placed on recognising and valuing diversity and countering oppressive behaviour is an outstanding feature.

Leadership and management

38. The quality of leadership shown by the headteacher is very good. She has clarity of vision for improving and developing the school and possesses the managerial skills needed to plan programmes of improvement and see that they are carried through. She is ably supported by the deputy headteacher and senior management team.
39. The school development plan (SDP) is a detailed plan clearly setting out the school's priorities in the short, medium and longer term. Priorities are very well supported through adequate allocation of resources.
40. Governors undertake their duties conscientiously, have a good awareness of their responsibilities and are very supportive of the school. They are involved in setting the strategic direction of the school; their role in monitoring the quality of provision is developing with close links fostered with some curriculum co-ordinators. The enhancement of their monitoring role is a priority identified in the SDP.
41. Governors have a good oversight of the budget and supervise expenditure well. Decisions on expenditure are closely linked to the priorities identified in the SDP and governors make every effort to secure best value for money.
42. Governors fulfil their legal and regulatory requirements, however, the school's prospectus and the governors' annual report to parents do not fully meet statutory requirements.
43. In judging success and evaluating its own performance, the school uses a developing range of strategies. Subject co-ordinators undertake annual audits however, monitoring and evaluation of their areas of responsibility by regularly sampling pupils' work, gathering portfolios of pupils' levelled work and observing the quality of provision in classrooms are at an early stage of development. This has been identified by the school as an area for development in the SDP.
44. The LEA, through focussed visits, other initiatives and a range of statistical data and information, helps the school to evaluate the quality of education. It provides an objective view of standards of achievement and the education provided.
45. The self-evaluation report, produced by the school before the inspection, is comprehensive. It identifies strengths and areas for improvement supported by a wide range of evidence. Overall, the inspection team agrees with the school's identification of its strengths and areas for improvement and with the judgements made by the school in all of the seven key questions.
46. The school has made good progress since the last inspection. New assessment, recording and reporting procedures have been recently implemented and overall, the good practice identified in the last inspection report has been maintained.

47. There is sufficient well-qualified and experienced staff to provide for the needs of the pupils. Class teachers and classroom assistants work effectively together.
48. Resources in the school are well matched to the learning needs of the pupils, and are very good for children in the early years. The school possesses an excellent ICT suite which is well utilised although insufficient use was made of computers within the classrooms during the inspection. The library is well-resourced but under-utilised to develop pupils' personal research and investigative skills.
49. Classrooms and other areas of the school are bright and well organised and contain stimulating displays, exhibiting pupils' work and contributing to the enhancement of learning experiences.
50. The school building is in good condition, having been extensively re-designed and re-furbished. It is well maintained by the caretaker and other staff. However, parts of the mobile classroom remain in a poor condition. Markings on the hard surfaced play areas are colourful and encourage pupils to play happily.
51. The school runs effectively and efficiently on a day-to-day basis. The full-time school clerk carries out her duties efficiently and conscientiously. Overall, the school provides good value for money.

Recommendations

The school needs to:

- R1 maintain and further improve standards of achievement and educational provision and address identified shortcomings;
- R2 develop further pupils' personal research, investigative and problem solving skills;
- R3 develop further the role of curriculum co-ordinators in monitoring provision and levelling pupils' work as identified in the SDP, and
- R4 ensure the school prospectus and governors' annual report to parents meet Welsh Assembly Government's requirements.

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

52. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
53. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the

Desirable Outcomes for Children's Learning. Baseline assessments indicate attainment is average on entry to the school.

54. Pupils with SEN make good progress towards achieving the targets set for them. Their progress in reading is consistently good.
55. In the early years, nursery and reception age children listen attentively to their teacher and support staff. Reception age children's skills in speaking, reading and writing develop appropriately. In KS1 and KS2, pupils' standards and progress in the key skills of speaking and listening are good. In lessons, pupils think clearly and express themselves confidently and listen carefully to other's points of view.
56. Standards in reading are good, however, pupils do not use the library sufficiently for research and investigation. Standards in writing are very good in both key stages. By the end of KS2, pupils display very good skills in their creative writing; they make very good use of adjectives, nouns and metaphors.
57. In both key stages, standards and progress in the use of numeracy and ICT across the curriculum are good. The development of pupils' research, investigative and problem solving skills are underdeveloped.
58. Pupils' creative skills are good. Their skills in bilingual competence show some progress from a low base on entry to the school. Discussions in Welsh are mainly confined to registration periods. Pupils respond to their teacher's questions with basic greetings and simply structured sentences.
59. At the end of KS1, in 2004, pupils' attainment according to teacher assessment in the NC core subjects of English, mathematics and science was above local and national averages. School averages display an upward trend over the past three years. Girls outperform boys, however, the gender difference has reduced considerably in comparison to 2003. When compared with similar schools across Wales, school performance is in the top 50% but below the best performing 25%.
60. At the end of KS2, in 2004, standards of attainment in English was below national average but above the LEA average. In mathematics and science, NC test results were below local and national averages with boys outperforming girls. The number of pupils attaining level five was above national and local averages. The school states that over a third of the pupils in this age group were identified on the SEN register. There has been a slight downward trend in results in English and science over the past four years. When compared with similar schools across Wales, school performance is in the bottom 50% but above the lowest performing 25%.
61. Pupils' attendance across the school is satisfactory. Most absence is caused by illness, although holidays taken during term-time are increasing. Punctuality is good. Pupils enjoy coming to school and their parents make sure that they arrive on time each day. The school keeps its registers in line with legal requirements.
62. Pupils' behaviour is very good; relationships between them and staff are good and this has a positive impact on their learning and to the overall work of the school as a community. They display high levels of self-discipline and support

- for each other. They are courteous, friendly and considerate to each other, staff and visitors to the school.
63. Pupils are aware of the school rules and the standard of behaviour expected of them and adhere to this. No instances of bullying or aggressive behaviour were observed during the inspection and the school has not had cause to exclude any pupil during the past year.
 64. Pupils make good progress irrespective of their academic or social background.
 65. Pupils' enthusiastic approach to learning is an outstanding feature. They work at full capacity and concentrate and persevere for extended periods.
 66. Pupils make very good progress in their personal, social and moral development through a variety of learning experiences. They are attentive in lessons and show a willingness to learn and help each other. Pupils show respect for those who support and teach them, and learn from them to be kind, courteous and polite to one another.
 67. Pupils work well and make good use of their time, respond positively to class rules and appreciate the rewards through concepts such as Golden Time.
 68. The school motto 'Helping each other to succeed', nurtures a positive attitude among the pupils towards equal opportunities. Boys and girls participate and interact together in all subjects and activities as well as with the community.
 69. The school is a focal point of the community with pupils playing a full part in village events. They participate in a range of valuable services including wraparound childcare.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

70. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	62%	18%	2%	0%

71. The proportion of grade 2 and grade 1 exceeds the Welsh Assembly Government's target of 65% of lessons being good or better by 2007.
72. Teachers have a very good relationship with pupils and they know their backgrounds very well. Pupils' efforts and good work are praised and consistent encouragement ensures good progress. Teachers use effective strategies to ensure that pupils apply themselves to work with purpose and self-confidence.
73. In all classes, lessons are well planned with clear learning objectives which are always shared with pupils. Teachers co-operate well together. They regularly have discussions, plan, share ideas, and work as a team, ensuring parity of provision for all pupils including those with SEN. Learning support staff are briefed about what they are expected to do and how they do it.

74. Teachers' planning for the development of key skills across the curriculum is good overall. However, planning for the development of pupils' investigative, research and problem solving skills is less well developed.
75. Teachers have good subject knowledge and use a good range of teaching strategies and resources. Where installed, good use is made of interactive whiteboards, which significantly maintains pupils' interest. Well-organised direct teaching is conducted at a brisk pace in all classes, and good quality questioning encourages pupils to make appropriate responses.
76. Challenging tasks are set for pupils of all abilities, and relevant conclusions to lessons reinforce new learning in all classes. Teachers promote equality of opportunity and actively address the needs of specific groups of pupils, including those with SEN.
77. In the small number of lessons judged to be less effective, overuse of worksheets inhibits opportunities for pupils to record their work on an extended basis. Imparting knowledge and facts allows insufficient opportunity for pupils to develop their enquiry and problem solving skills, and there is limited use of computers to support learning.
78. Assessment, recording and reporting procedures are good. The newly developed whole-school policy is beginning to be consistently implemented throughout the school. Recording of pupils' achievements is systematic and manageable, allowing progress over time to be efficiently recorded.
79. The moderation of pupils' work by the staff and the gathering of portfolios of annotated and levelled work are at a developmental stage. This has led to some inaccuracies in teacher assessment in KS2.
80. Teachers assess progress accurately through close observation, questioning, discussion and marking. The information gathered informs the planning for the next learning objectives and ensures continuity and progression in pupils' learning.
81. The quality of the written and oral feedback given to pupils is generally good and consistent with the marking policy. In the best practice, at the end of KS2, the marking of pupils' work is linked to the lesson's learning objectives and provides guidance for the pupil to improve. The school is developing strategies for individual pupils to become actively involved in their own learning, resulting in them having a good awareness of their levels of achievement.
82. The school meets statutory requirements for assessing and reporting on the NC. Parents and carers are regularly informed about the progress made by their children and they have access to records and reports relating to them. Annual written reports to parents are of good quality.

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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83. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.

84. The curriculum for children under five is of good quality and successfully promotes the Desirable Outcomes for Children's Learning. A good range of experiences is provided in all six areas of learning.
85. In KS1 and KS2, the school provides a broad and balanced curriculum which meets statutory requirements. It promotes personal, social and health education as well as pupils' moral and cultural development. Schemes of work fully comply with regulations and ensure continuity and progression.
86. Meetings between current staff and previous class teachers to plan curriculum provision ensure continuity and progression between classes and key stages. The school curriculum includes careful planning to ensure that pupils acquire the necessary basic and key skills.
87. The school provides an excellent range of out-of-school activities through its Dragon Sports provision and after-school clubs such as the art and music clubs. Older pupils undertake a residential experience in Y6. Pupils appreciate these activities and speak highly of them.
88. The 'Learning Through Landscape' project initiated by the school has produced an ecological garden which enhances the pupils' understanding of the environment. This provision also enhances the pupils' personal and social education, and is a strong feature of the school. Visits to places of interest and visiting speakers to the school considerably enrich the curriculum for pupils.
89. Spiritual, moral, social and cultural development of pupils is very well promoted within the school. Collective worship meets legal requirements, and is broadly Christian in character. Time is given for personal meditation, through prayer, during collective worship. Members of the local clergy visit the school on a regular basis and take part in school assemblies.
90. Positive and caring attitudes shown by the pupils exemplifies their moral development reflecting the school motto of 'Helping each other to succeed'.
91. Pupils' cultural development is enhanced through their studies of Brynnau and its environment. Strong links with schools overseas and a regular visitor with Italian links enhance pupils' understanding of other people's cultures including displays of the Chinese New Year and Divali.
92. *Y Cwricwlwm Cymreig* is promoted through the school Eisteddfod, a study of Welsh artists, geography of the locality, characters from Welsh history and tales from the Mabinogion. In discussion with pupils, however, they do not retain a wide knowledge of these aspects of *Y Cwricwlwm Cymreig*.
93. The use of the Welsh language is heard through incidental phrases of instruction and praise within the classroom and outside. School displays in the corridor and the school hall include Welsh labelling, words and phrases.
94. Links with parents and other partnerships with the school are very good. Parents are overwhelmingly positive about the school and its ethos. They help in the every-day life of the school and supported by members of the community and local business people, have landscaped the garden and nursery play area. The Home/School agreement conforms to statutory requirements.

95. Links with the community are very good. The Centenary celebrations, for example, embraced the entire village and won a national award in recognition of this. A partnership with a teacher training institution has recently been forged.
96. The school has very good links with local businesses through involving a number of business people on the school's governing body and involvement in the life of the school. Funds and resources from local firms have helped with extra-curricular activities, through projects such as 'Business into the Community'. The school has received the Education and Business Partnership 2004 'Best Practice Award' in recognition of the support for business education links.
97. Equality of access and opportunity is offered through an inclusion policy, which ensures a carefully designed and applied provision of differentiation within lessons for all pupils. This provision extends and challenges the more able, while enhancing the support and development of pupils with SEN.
98. Good provision is made for promoting an awareness of sustainable development through studies of wild life in the school garden area. The school is participating in the ECO Schools Award Scheme. An anti-litter campaign involving the school and the village is undertaken annually. Each class recycles paper and recycling boxes are placed around the school. Pupils and parents have erected an old millstone to be driven by a solar panel. This helps to convey to pupils the concept of regeneration.
99. The 'IMPACT' initiative promotes citizenship and self-esteem. Links with schools abroad and Christian Aid enhance pupils' concepts of global citizenship.
100. The school offers healthy options within its meals' service, through including salads and fresh fruit, and is involved in the Rhondda Cynon-Taff Healthy Schools initiative.
101. The use of the school as a centre for lifelong learning and community regeneration is a very strong feature in the life of Brynnau village. Community groups use the school and the ICT suite on a regular basis and adult education classes are also held in the school.

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

Grade 2: Good features and no important shortcomings

102. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
103. The school pays good attention to the care and welfare of its pupils and liaises effectively with outside agencies to provide additional support. Positive relationships with parents mean that any concerns they have about their children can be aired openly and handled swiftly. The school works in close daily partnership with the pre-school provider on site which facilitates children transferring easily into the nursery.
104. Provision for personal and social education in the school is outstanding. Pupils of all ages feel confident about discussing their feelings and worries in circle time. Issues such as bullying are tackled openly and pupils know that their teachers take their views seriously. The school council is developing very well

as a forum for gathering pupils' ideas and getting them involved in improving their school.

105. The school monitors pastoral matters well. Absence and lateness are chased up promptly. The school's system for rewards and punishments works well because pupils understand it and are motivated by it.
106. Pupils' health and well-being are of paramount importance to the school. The building and site are well kept and safety arrangements, for example, in the playground and car park, are well thought out.
107. Procedures for child protection are good and meet legal requirements. Staff at all levels have been trained in child protection and in first aid, and know the lines of reporting for any concerns that may arise.
108. The provision for learners with special needs is good. Early intervention is a school practice that serves the pupils well. Pupils are provided with well-differentiated work within mainstream classes and lessons are adapted to meet their needs. Effective provision is given by a LSA through withdrawal or in-class support. The 'Catch up' programme is well utilised to enhance pupils' reading skills.
109. Pupils' progress is carefully tracked and pupils move on and off the programmes identified in their Individual education plans (IEPs). These programmes contribute effectively to raising pupils' achievements. Good links with external agencies enhance the provision. Parents are kept regularly informed of pupils' progress and annual reviews meet statutory requirements.
110. Help for pupils whose behaviour impedes their progress is provided through the support of the LEA Behaviour Support Team. An Individual Behaviour Programme is drawn up and is linked to a reward system for good behaviour.
111. The anti-bullying policy ensures pupils feel free to write their concerns in the school Bully Box and staff respect pupil confidentiality in this respect. Pupils are also prepared to discuss aspects of bullying confidently with staff in an open and honest manner. Pupils are involved in drawing up class rules and are aware of the consequences of inappropriate behaviour.
112. The school shows a good awareness of pupils' different backgrounds and promotes gender equality and good race relations well. Legal requirements in these areas are met appropriately.
113. The emphasis placed on recognising and valuing diversity and countering oppressive behaviour is an outstanding feature. Pupils are encouraged to develop curiosity and interest in how others live, both at home and abroad, and to respect difference.
114. The school has very good arrangements in place to ensure that pupils with physical disabilities have access to areas of the school building. However, access to the mobile classroom does not have a ramp for wheelchair users. This issue is being addressed by the school.

Leadership and management

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

Grade 2: Good features and no important shortcomings

115. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
116. The quality of leadership shown by the headteacher is very good. She has clarity of vision for improving and developing the school and possesses the managerial skills needed to plan programmes of improvement and see that they are carried through. She is ably supported by the deputy headteacher and senior management team.
117. The school ethos supports a good quality of life reflected in the confidence, trust and mutual co-operation between staff, pupils, governors, parents and the wider community.
118. The school takes good account of national priorities, for example, it has developed a number of initiatives to develop pupils' understanding of sustainable development, global citizenship and the world of work. The newly established school council helps pupils to contribute to and influence directly the decisions that affect them.
119. Detailed analysis is undertaken of performance data to identify strengths and weaknesses. Benchmark information is used to compare the school's performance with that of other schools in the county and in Wales. Whole-school quantitative targets are set with the aim of raising standards.
120. The effective staff appraisal system promotes teachers' continuous professional development.
121. Governors undertake their duties conscientiously, have a good awareness of their responsibilities and are very supportive of the school. Many are actively involved in the daily life and work of the school. They meet regularly and are provided with comprehensive information about the life and work of the school through the headteacher's reports.
122. Governors are involved in setting the strategic direction of the school. Their role in monitoring the quality of provision is developing with close links fostered with some curriculum co-ordinators. The enhancement of their monitoring role is a priority identified in the SDP.
123. Governors have a good oversight of the budget and supervise expenditure well. The latest audit of finances by the local authority in December 2003 considered financial administration to be of a satisfactory standard. Decisions on expenditure are closely linked to the priorities identified in the SDP and governors make every effort to secure best value for money.
124. Governors fulfil their legal and regulatory requirements, however, the school's prospectus and the governors' annual report to parents do not fully meet statutory requirements.

125. The school runs effectively and efficiently on a day-to-day basis. The full-time school clerk carries out her duties efficiently and conscientiously. Overall, the school provides good value for money.

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

Grade 2: Good features and no important shortcomings

126. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
127. The headteacher, deputy headteacher, governors and staff are committed to maintaining and further improving standards.
128. In judging success and evaluating its own performance, the school uses a developing range of strategies. Senior management undertakes formal observation of lessons while governors also contribute to the process and pupils make their views known through questionnaires.
129. Subject co-ordinators undertake annual audits, however, monitoring and evaluation of their areas of responsibility by regularly sampling pupils' work, gathering portfolios of pupils' levelled work and observing the quality of provision in classrooms are at an early stage of development. This has been identified by the school as an area for development.
130. The LEA, through focussed visits, other initiatives and a range of statistical data and information, helps the school to evaluate the quality of education. It provides an objective view of standards of achievement and the education provided.
131. The SDP is a detailed plan clearly setting out the school's priorities in the short, medium and longer term. Appropriate time schedules, success criteria and costings are identified. Priorities are very well supported through adequate allocation of resources.
132. A detailed analysis is made of a wide range of assessment and test results including baseline tests in reception and teacher assessment at the end of KS1 and KS2. The school makes good use of this analysis to identify strengths and weaknesses. Effective use is made of benchmarking information with detailed analysis undertaken on trends over time.
133. Performance management procedures are impacting well on staff development. Annual interviews and monitoring of performance are undertaken by senior managers; they contribute effectively to the identification of professional needs of all staff.
134. The self-evaluation report, produced by the school before the inspection, is comprehensive. It identifies strengths and areas for improvement supported by a wide range of documented evidence. Overall, the inspection team agree with the school's identification of its strengths and areas for improvement and with the judgements made by the school in all of the seven key questions.
135. The school has made good progress since the last inspection. New assessment, recording and reporting procedures have been recently

implemented and overall, the good practice identified in the last inspection report has been maintained.

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

Grade 2: Good features and no important shortcomings

136. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
137. There is sufficient well-qualified and experienced staff to provide for the educational needs of the pupils. Class teachers and classroom assistants work effectively together. The school also makes good use of external support agencies as and when needed.
138. Resources in the school are well matched to the learning needs of the pupils, and are very good for children in the early years. All learners have access to the appropriate resources that match the demands of their learning experiences.
139. The school possesses an excellent ICT suite which is well utilised although insufficient use was made of ICT resources within the classrooms during the inspection.
140. The staff in both key stages provide suitable differentiated materials and resources for pupils of varying abilities. The library is well-resourced but under-utilised to develop pupils' personal research and investigative skills.
141. Classrooms and other areas of the school are bright and well organised and contain stimulating displays, exhibiting pupils' work and contributing to the enhancement of learning experiences.
142. The school building although over a hundred years old, is in good condition, having been extensively re-designed and re-furbished. It is well maintained by the caretaker and other staff. The mobile classroom housing a Y5 class has been re-decorated internally through parental and community involvement. However, parts of the building remain in a dilapidated condition. Markings on the hard surfaced play areas are colourful and encourage pupils to play contentedly.
143. The school's annual budget efficiently addresses pupil/teacher ratios, building and maintenance priorities, learning resources and nationally driven initiatives. Expenditure is well matched to the targets established within the SDP and is regularly reviewed to ensure value for money. The school makes good use of community support and additional funds to enhance the provision for its pupils.

School's response to the inspection

The school was invited to provide a response to the inspection report but in this case, declined to do so.

Appendix A

Basic information about the school

Name of School	Brynnau Primary School
School type	Community
Age-range of pupils	3-11
Address of school	William Street Brynnau Pontyclun Rhondda Cynon Taff
Post-Code	CF72 9QJ
Telephone Number	01443 237828

Headteacher	Mrs Vanessa McCarthy
Date of appointment	April 2001
Chair of Governors	Councillor R K Turner
Registered Inspector	Mr Jeffrey Harries
Dates of inspection	14-16 March 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	30	25	30	21	36	27	21	29	219

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	0	9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	27:1
Pupil: adult (fte) ratio in nursery classes	15:1
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2004	90.4	92.2	92.8	92
Summer 2004	94.5	94.6	93.5	94.2
Autumn 2004	92.7	94.4	93.5	93.5

Percentage of pupils entitled to free school meals	15%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results

End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:		34			
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	3	9	76	12	0
		National	0	4	13	63	20	0
En: reading	Teacher Assessment	School	0	3	9	55	33	0
		National	0	4	14	55	27	0
En:writing	Teacher Assessment	School	0	3	21	64	12	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	6	91	3	0
		National	0	3	11	63	23	0
Mathematics	Teacher Assessment	School	0	0	6	64	30	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	0	70	30	0
		National	0	2	10	66	22	0

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

In the school	88	In Wales	80.1
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004			Number of pupils in Y6:		25							
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	8	24	36	32	0
		National	1	0	0	1	1	4	13	42	37	0
	Test/Task	School	0	0	0	0	0	8	16	28	48	0
		National	1	1	0	0	0	4	13	42	37	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	4	28	36	32	0
		National	1	0	0	0	1	3	17	46	31	0
	Test/Task	School	0	0	0	0	0	8	20	40	32	0
		National	1	1	0	0	0	3	17	46	31	0
Science	Teacher Assessment	School	0	0	0	0	0	4	16	36	44	0
		National	1	0	0	0	0	1	8	51	39	0
	Test/Task	School	0	0	0	0	0	0	12	32	52	0
		National	1	1	0	0	0	1	8	51	39	0

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

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	68	In the school	68
In Wales	72	In Wales	72

Appendix D

Evidence base of the inspection

The inspection was carried out by a team of three inspectors who spent a total of seven inspector days at the school.

Before the inspection:

- meetings were held with the headteacher and staff, the governing body and 15 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 61 completed questionnaires were analysed and the inspection team took note of the results; 99 per cent of the responses were positive, and
- school documentation was examined.

During the inspection:

- evidence was gathered based on the inspection of classes in a total of 34 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunch-times;
- discussions were held with pupils about aspects of their life and work in the school;
- inspectors listened to a representative sample of pupils read;
- inspectors undertook a scrutiny of pupils' work from each year group, as well as work in the classrooms and on display around the school, and
- 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
Mr J Harries, Rgl	Context Summary and recommendations Key Questions 1, 2 and 5
Mr G Griffiths, Team	Key Questions 3, 6 and 7
Mrs J Chesterfield, Lay	Key Question 4 and contributions to key questions 1 and 3.
Mrs V McCarthy	Nominee

Acknowledgement

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

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

A SUMMARY REPORT FOR PARENTS

**BRYNNAU PRIMARY SCHOOL
WILLIAM STREET
BRYNNAU
PONTYCLUN
RHONDDA CYNON TAFF**

School Number:674/2061

Date of Inspection: 14-16 March 2005

by

**Mr Jeffrey Harries
W246/78220**

Date: 19 May 2005

Under Estyn contract number T/149/04P

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Brynnau Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Brynnau Primary School** took place between **14 - 16 March 2005**. An independent team of three inspectors, led by **Mr Jeffrey Harries** undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Basic information about the school

Name of School	Brynnau Primary School
School type	Community
Age-range of pupils	3-11
Address of school	William Street Brynnau Pontyclun Rhondda Cynon Taff
Post-Code	CF72 9QJ
Telephone Number	01443 237828

Headteacher	Mrs Vanessa McCarthy
Date of appointment	April 2001
Chair of Governors	Councillor R K Turner
Registered Inspector	Mr Jeffrey Harries
Dates of inspection	14-16 March 2005

Context

The nature of the provider

1. Brynnau Primary School lies at the heart of a long-established, stable village community, in the semi-rural area of Brynnau. It was built of traditional design in 1904 and is situated in the extreme south west corner of the borough of Rhondda Cynon Taff, in close proximity to the M4. The school states that the majority of pupils come from an area which is neither prosperous nor economically disadvantaged, however, around a third of pupils come from an economically disadvantaged area. A small number of pupils come from outside the school's traditional catchment area.
2. At the time of the inspection there were 219 pupils on roll, including 30 full-time children who attend the nursery. Pupil numbers have remained constant since the last inspection. They are taught in eight classes, five of which are single age. The entry of children into the nursery is controlled and administered by Rhondda Cynon Taff, the local education authority (LEA). Around 96% of the children have attended the school's recently established playgroup, which is situated adjacent to the nursery class.
3. Approximately 15% of pupils are entitled to free school meals, a figure well below the county average of 27%, and slightly below the all-Welsh average of 18.5%. All pupils are from English speaking homes and none are from ethnic minority backgrounds or speak Welsh as a first language. Attainment on entry to the school is broadly average. Twenty-five pupils (11%) have been identified by the school as having special educational needs (SEN) one of whom carries a statement of SEN.

The school's priorities and targets

4. The school's mission statement is ' Helping each other to succeed-helpu'n gilydd i lwyddo'.
5. The school's aims include:
 - encouraging high standards of achievement and behaviour in a well-ordered environment;
 - working in partnership with parents and the wider community;
 - ensuring equality of opportunity for all pupils;
 - ensuring a relevant programme of staff development, and
 - establishing organisational systems that translate its aims into practice.
6. The school major priorities and targets for 2004-2005 include:
 - raising standards in English;
 - maintaining standards in information and communications technology (ICT);
 - refining the marking of pupils' work and ensuring the outcomes of assessment inform future planning;
 - further developing the roles of curriculum co-ordinators;
 - refining target setting and tracking of pupils' progress;
 - improving the quality of early years outdoor provision;

- involving pupils in decision making by setting up a School Council, and
 - developing the strategic role of the governing body.
7. A number of significant changes have occurred since the last inspection in June 1999. Five of the current nine full-time teaching staff have been appointed since then, including the headteacher in 2001, and the deputy headteacher in 2004. A new computer suite and accommodation for the playgroup and nursery children have been established.

Summary

8. Brynnau Primary School is a good school with some outstanding features. It has continued to make good progress since the last inspection. It is managed by a supportive governing body. The headteacher and staff work conscientiously to fulfil the school's aims and objectives. The inspection team agreed with the judgement made by the school in all of the seven key questions. The school's leadership, the learning experiences provided for pupils, their enthusiastic approach to learning and the strong links the school has fostered, are outstanding features.

Table of grades awarded

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

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

Standards

10. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
11. Pupils with SEN make good progress towards achieving the targets set for them. Their progress in reading is consistently good.
12. In the early years, nursery and reception age children listen attentively to their teacher and support staff. Reception age children's skills in speaking, reading and writing develop appropriately.
13. In KS1 and KS2, pupils' standards and progress in the key skills of speaking and listening are good. Standards in reading are good, however, pupils do not use the library sufficiently for research and investigation. Standards in writing are very good in both key stages.
14. In KS1 and KS2, standards and progress in the use of numeracy and ICT across the curriculum are good. The development of pupils' research, investigative and problem

solving skills are underdeveloped. Pupils' creative skills are good. Their skills in bilingual competence show some progress from a low base on entry to the school.

15. At the end of KS1, in 2004, pupils' attainment according to teacher assessment in the National Curriculum (NC) core subjects of English, mathematics and science was above local and national averages. When compared with similar schools across Wales, school performance is in the top 50% but below the best performing 25%.
16. At the end of KS2, in 2004, standards of attainment in English was below national average but above the LEA average. In mathematics and science, NC test results were below local and national averages. The number of pupils attaining level five was above national and local averages. The school states that over a third of the pupils in this age group were identified on the SEN register. When compared with similar schools across Wales, school performance is in the bottom 50% but above the lowest performing 25%.
17. Pupils make good progress irrespective of their academic or social background.
18. Pupils' enthusiastic approach to learning is an outstanding feature. Pupils make very good progress in their personal, social and moral development.
19. Pupils' behaviour is very good; relationships between them and staff are good and this has a positive impact on their learning and to the overall work of the school as a community. They display high levels of self-discipline and support for each other.
20. Pupils' attendance across the school is satisfactory. Most absence is caused by illness, although holidays taken during term-time are increasing. Punctuality is good and registration complies with statutory requirements.
21. Pupils have very good understanding about the world of work as a result of the school's exciting links with the local Education Business Partnership.
22. The school is at the centre of the community with pupils playing a full part in village events. They participate in a range of valuable services including wraparound childcare.

The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	62%	18%	2%	0%

23. The proportion of grade 2 and grade 1 exceeds the Welsh Assembly Government's target of 65% of lessons being good or better by 2007.
24. Teachers have a very good relationship with pupils. They use effective strategies to ensure that pupils apply themselves to work with purpose and self-confidence.
25. In all classes, lessons are well planned with clear learning objectives which are always shared with pupils. Teachers' planning for the development of key skills across the curriculum is good overall. However, planning for the development of pupils' investigative, research and problem solving skills is less well developed.
26. Teachers have good subject knowledge and use a good range of teaching strategies and resources. Challenging tasks are set for pupils of all abilities, and relevant conclusions to lessons reinforce new learning in all classes.
27. In the small number of lessons judged to be less effective, overuse of worksheets inhibits opportunities for pupils to record their work on an extended basis. Imparting knowledge and facts allows insufficient opportunity for pupils to develop their enquiry and problem solving skills and there is limited use of computers to support learning.

28. The school meets statutory requirements for assessing and reporting on the NC.
29. Recording of pupils' achievements is systematic and manageable. The moderation of pupils' work by the staff and the gathering of portfolios of annotated and levelled work are at a developmental stage. This has led to some inaccuracies in teacher assessment in KS2. Annual written reports to parents are of good quality and meet statutory requirements.
30. The school provides a broad and balanced curriculum which meets statutory requirements. The school provides an excellent range of out-of-school activities.
31. The spiritual, moral, social and cultural development of pupils is very well promoted within the school. Collective worship meets legal requirements, and is broadly Christian in character.
32. Links with parents and other partnerships with the school are very good. Parents are overwhelmingly positive about the school and its ethos. The Home/School agreement conforms to statutory requirements.
33. Links with the community are very good, helping to give pupils a sense of identity and belonging. The school has very good links with local businesses and has received the Education and Business Partnership 2004 'Best Practice Award' in recognition of the support for business education links. Good provision is made for promoting pupils' awareness of sustainable development and global citizenship.
34. The curriculum offered at the school reflects aspects of Welsh life and culture, however, in discussion with pupils, they do not retain a wide knowledge of *Y Cwricwlwm Cymreig*.
35. The school pays good attention to the care and welfare of its pupils. Provision for personal and social education in the school is outstanding. The school council is developing very well as a forum for gathering pupils' ideas and getting them involved in improving their school. Procedures for child protection are good and meet legal requirements.
36. The provision for learners with SEN is good and adheres to the Code of Practice. Support staff work effectively with class teachers to support the needs of individual pupils. Individual education plans are of good quality.
37. The school has a clear anti-bullying policy and this is applied well. The emphasis placed on recognising and valuing diversity and countering oppressive behaviour is an outstanding feature.

Leadership and management

38. The quality of leadership shown by the headteacher is very good. She has clarity of vision for improving and developing the school and possesses the managerial skills needed to plan programmes of improvement and see that they are carried through. She is ably supported by the deputy headteacher and senior management team.
39. The school development plan (SDP) is a detailed plan clearly setting out the school's priorities in the short, medium and longer term. Priorities are very well supported through adequate allocation of resources.
40. Governors undertake their duties conscientiously, have a good awareness of their responsibilities and are very supportive of the school. They are involved in setting the strategic direction of the school; their role in monitoring the quality of provision is developing with close links fostered with some curriculum co-ordinators. The enhancement of their monitoring role is a priority identified in the SDP.

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43. In judging success and evaluating its own performance, the school uses a developing range of strategies. Subject co-ordinators undertake annual audits however, monitoring and evaluation of their areas of responsibility by regularly sampling pupils' work, gathering portfolios of pupils' levelled work and observing the quality of provision in classrooms are at an early stage of development. This has been identified by the school as an area for development in the SDP.
44. The LEA, through focussed visits, other initiatives and a range of statistical data and information, helps the school to evaluate the quality of education. It provides an objective view of standards of achievement and the education provided.
45. The self-evaluation report, produced by the school before the inspection, is comprehensive. It identifies strengths and areas for improvement supported by a wide range of evidence. Overall, the inspection team agrees with the school's identification of its strengths and areas for improvement and with the judgements made by the school in all of the seven key questions.
46. The school has made good progress since the last inspection. New assessment, recording and reporting procedures have been recently implemented and overall, the good practice identified in the last inspection report has been maintained.
47. There is sufficient well-qualified and experienced staff to provide for the needs of the pupils. Class teachers and classroom assistants work effectively together.
48. Resources in the school are well matched to the learning needs of the pupils, and are very good for children in the early years. The school possesses an excellent ICT suite which is well utilised although insufficient use was made of computers within the classrooms during the inspection. The library is well-resourced but under-utilised to develop pupils' personal research and investigative skills.
49. Classrooms and other areas of the school are bright and well organised and contain stimulating displays, exhibiting pupils' work and contributing to the enhancement of learning experiences.
50. The school building is in good condition, having been extensively re-designed and refurbished. It is well maintained by the caretaker and other staff. However, parts of the mobile classroom remain in a poor condition. Markings on the hard surfaced play areas are colourful and encourage pupils to play happily.
51. The school runs effectively and efficiently on a day-to-day basis. The full-time school clerk carries out her duties efficiently and conscientiously. Overall, the school provides good value for money.

Recommendations

The school needs to:

- R1 maintain and further improve standards of achievement and educational provision and address identified shortcomings;
- R2 develop further pupils' personal research, investigative and problem solving skills;
- R3 develop further the role of curriculum co-ordinators in monitoring provision and levelling pupils' work as identified in the SDP, and
- R4 ensure the school prospectus and governors' annual report to parents meet Welsh Assembly Government's requirements.

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.

Acknowledgement

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