

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

A Report on the Quality of Education in

**Brynteg County Primary School
Brynteg
Wrexham
Clwyd
LL11 6NB**

School Number: 6652176

Date of Inspection: 18th June 2007

by

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Brynteg Community Primary 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 Brynteg Community Primary School took place between 18/06/07 and 20/06/07. An independent team of inspectors, led by Peter Mathias 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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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. Brynteg Community Primary School is situated three miles west of Wrexham, which is the Unitary Authority (UA). It is in the village of the same name. The surrounding area attracts Urban 2 funding and the majority of the school's catchment area is within a Communities First ward. There are 136 pupils on roll, between the ages of five and eleven, with 7.5 full time equivalent nursery children who attend on a part time basis. Pupils come from a range of backgrounds. A high proportion of pupils are from socially and economically disadvantaged homes.
2. On entry, most children have below average levels of basic skills. The school reports that 35% of pupils are eligible for free school meals, which is above the average for primary schools in the UA and the all-Wales average for primary schools.
3. About 28% of pupils have some degree of special educational needs (SEN). No pupil has a statement of SEN. No pupil was excluded in the last school year. No pupil has the National Curriculum (NC) disapplied. There are no pupils who are 'looked after' by the UA.
4. English is the predominant language of all pupils. No pupil has Welsh as a first language. About 66% of pupils are of Welsh extraction and nearly all of the remainder are of English backgrounds. No pupil has support in English as an additional language.
5. The school was last inspected in the summer term 2001, when the current headteacher was in post.
6. The school holds the Basic Skills Quality Mark.
7. The school's aims are wider and appropriate. They include the objective of providing a high quality education for all pupils regardless of ability, ethnicity and social backgrounds.

The school's priorities and targets

8. The school's priorities for 2006/2007 are: -
 - improvements to assessment and target setting;
 - strengthening pupils' understanding of equality issues and pupils' sense of responsibility; and
 - arranging additional support for pupils identified as part of a national initiative to raise standards in primary schools.

Summary

9. Brynteg County Primary School is a good school with some outstanding features. It has made very good progress since its last inspection. It is well led.
10. The inspection team agrees with all of the seven judgements made by the school about the standards pupils achieve and about other areas of its work.

Table of grades awarded

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

11. Overall, the standards of achievement in subjects and areas of learning inspected are as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	17%	83%	0%	0%	0%

12. Standards of achievement in lessons are above the Welsh Assembly Government (WAG) all-Wales target of 98% to be at least Grade 3 and 65% to be grade 2 or better.

Subjects and areas of learning for under fives

	Nursery	Reception
Language, literacy and communication	2	2
Personal and social development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	2
Creative development	2	2
Physical development	2	2

13. The curriculum for children under five is appropriate to their needs and meets the Desirable Learning Outcomes for Children's Learning.

Grades for standards in subjects inspected

Inspection Area	KS1	KS2
	Grade	Grade
English	2	2
Music	2	2
Physical education	2	2
Religious education	2	2
Information technology	2	2

14. Children generally begin school with below average basic skills. They make good progress in all areas of learning and are ready to begin the next phase of their education. Pupils with SEN achieve well and make good progress.
15. In the 2006 KS1 national assessments for seven year olds, starting from a lower than average base, the proportion of pupils achieving at least the expected level (Level 2) in English, mathematics and science was below the local and national averages. When the results are combined, these results were also below the local and national averages. In these assessments, boys achieved slightly better than girls. In the last three years however the performance of boys and girls has improved. When these results are compared to schools in the UA with a similar proportion of pupils entitled to free school meals, results were below most of these similar schools in English, mathematics and science and in line with most of these schools when the results were combined.
16. In the end of KS2 national assessments for eleven year olds in 2006, the proportion of pupils reaching or exceeding the expected level (Level 4) was well above the UA and national averages. In mathematics results were just below the UA and national averages. The combined results were just below the local and all-Wales averages. Girls out performed boys in these assessments.
17. When these results are compared to schools in the UA with a similar proportion of free schools meals, the results were very high in English and science and above most of these similar schools in mathematics. The combined results were also above most of these similar schools. Since 2004, standards in English when compared to these similar schools have been very high. In science results have been considerably above the average for these schools. In mathematics in 2004 results were below most of these schools and have improved since. Many pupils achieved well, bearing in mind their low starting points and their performance when they were assessed at seven years of age. Since 2004, the targets agreed with the UA have been met or exceeded.
18. Pupils' standards and progress in the key skills are Grade 2(Good features and no important shortcomings).
19. In communication skills in English in both key stages standards are Grade 2. Pupils speak, listen, read and write well in other subjects. Pupils' achievements in communication skills in Welsh are also Grade 2 as they are in their bilingual skills.

20. In both key stages, pupils' mathematical skills in other subjects are Grade 2. Pupils use and apply these skills well to order, sequence and to compare. They recognise patterns in the information they collect and know about the probability of finding an accurate answer or the likelihood that an event will or did occur.
21. Pupils' skills in information and communications technology (ICT) are Grade 2. Pupils across the school use computers confidently to write, to find out information and to make multimedia presentations. They draft edit and print their work accurately.
22. Pupils' understanding of the significant features of their Welsh heritage is Grade 2. While there are some strengths in this aspect, for example pupils have a very good understanding about their local history and traditions and Welsh folk tales and legends, pupils have only a limited understanding of the achievements of Welsh artists, crafts-people, musicians and composers.
23. Pupils' problem solving skills are also Grade 2. However, pupils' personal and social education skills, their ability to work with others and their creative skills are all Grade 1 (good with outstanding features). These are all particularly strong features across the school.
24. Pupils are well motivated and show a positive attitude to their life in school. Pupils are well behaved, considerate and courteous. They live up to the high expectations in their work and in their play, which their teachers hold for them. Attendance at 92.4% is close to the UA average and above the all-Wales average.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	86%	0%	0%	0%

25. In the lessons seen, the percentage of Grade 1 and Grade 2 lessons is above the national picture reported by Her Majesty's Chief Inspector (HMCI) in her Annual Report (2005/06). Nationally the quality of teaching is at least good in 79% with 17% having outstanding features.
26. In the nursery and reception, teachers understand how to plan and organise for children to receive a good range of appropriate experiences.
27. Across the school, in the best lessons, strong features include: -
 - very high expectations of pupils;
 - good support and encouragement promoting confidence and enthusiasm in pupils;
 - positive working relationships between pupils and teachers;
 - teachers' very good subject knowledge;
 - careful planning and clear descriptions of what teachers expect of their pupils to achieve in the time available;
 - clever questioning, encouraging all pupils to express their ideas freely;

- expressive and lively presentations, very well supported by interesting and relevant resources and artefacts;
 - skilful development of pupils' understanding of the diversity in the cultures of the world; and
 - careful reviews which are well used of what has been achieved in the lessons;
28. Arrangements to monitor pupils' long-term progress and achievements are good and meet statutory requirements in full. As part of this process, pupils are carefully assessed in English, mathematics and science each term. The school makes very good use of these results to establish ways of teaching and to ensure that pupils make the progress they should at least make.
29. There are detailed and effective procedures to set targets for individual pupils to achieve which are well understood by those pupils involved. Pupils' work is regularly marked in encouraging and helpful ways. Reports to parents are thorough and are of a good quality. They meet statutory requirements.
30. The curriculum is broad and balanced and meets the needs of all pupils including children under five in the nursery and in reception. It also meets the legal requirements of the National Curriculum (NC) and the locally agreed syllabus in religious education. The curriculum is well planned so that pupils build systematically on what they know and can do. All pupils have equal access to what is taught. Support for pupils with SEN and with other additional learning needs is good.
31. Arrangements to promote pupils' spiritual, moral, social and cultural development are good. Acts of collective worship meet statutory requirements and give pupils appropriate opportunities to reflect. There are good arrangements for pupils to take on responsibility. Pupils are successfully encouraged to see that they themselves have a responsibility to care for the environment. Pupils' cultural development is promoted through a wide range of activities. However, insufficient emphasis is given in them to the work of Welsh artists, craftspeople, musicians and composers.
32. There is a wide range of out of school activities and after school clubs. The school places a significant emphasis on sporting activities and in encouraging pupils to recognise the benefits of a healthy lifestyle which includes regular physical exercise.
33. Links with industry are underdeveloped. There are very few partnerships or formal links with employers or local industry. Two teachers have recently undertaken day visits to other organisations. However, none have been involved with industrial or commercial placements for longer periods.
34. The school strongly promotes equal opportunities and positively discourages stereotyping of pupils or cultures. Pupils develop a good understanding of sustainability and conservation issues. Pupils have a growing awareness of global citizenship. Pupils' entrepreneurial skills are developing extremely well through a dedicated 'entrepreneurial club' and through the work of the school council. Links with parents are very effective and parents are well informed

about their children's progress. There is a very wide range of local initiatives focused through the 'Communities First' project, in order to promote the school as an important partner in the local community.

35. The quality of care, guidance and support is good. The school provides a welcoming, happy, safe, secure and caring environment for pupils to learn. The school has a very positive ethos and all pupils including those with SEN are equally valued and included. Induction arrangements for the early years are carefully planned and effectively put into practice. There are well-established arrangements for transfer from KS1 to KS2 and to secondary education. The school makes good provision for pupils with additional learning needs. These meet the requirements of the code of practice for SEN.
36. Overall, the school makes a significant contribution to secure the well being of all of its pupils. There are sound policies and arrangements in place to review pupils' attendance, punctuality, behaviour and performance. The provision for ensuring pupils' well being include child protection arrangements which are comprehensive. The school successfully promotes and encourages pupils to live healthily. The school has well organised policies and procedures for dealing with race equality, disability, discrimination and equal opportunities. The school promotes diversity and equal opportunities well. There is an accessibility plan in place based upon a thorough survey of the site to assess the ease of access for the disabled.

Leadership and management

37. The school is well led. The headteacher and deputy headteacher, working closely as a senior management team have achieved much since the last inspection. The school has very successfully raised standards in the national assessments for eleven year olds. There is a very strong commitment from all staff to have the highest aspirations and expectations of all pupils in all aspects of the school's life. All staff follow a very positive lead to ensure that all pupils are treated equally and are fully included in all aspects of school life.
38. There is a strong sense of teamwork amongst the teaching and non-teaching staff who share expertise and ideas willingly. A particular strength is the way in which the senior management team and teachers use information from regular assessments to help pupils achieve more and to work to their full potential.
39. The school takes careful account of national priorities and local initiatives. There are well-supported breakfast and after school clubs. There are extensive links with the local community which is a strength of the school. These include the creation of a centre for the general support of children and their families on the school site. The school council is active. Preparations for the introduction of the foundation phase are well advanced. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are effective and are well managed. There are also effective arrangements to promote pupils' bilingual skills. Pupils are regularly made aware of the importance of healthy lifestyles and physical activity. Environmental issues are given appropriate emphasis. There are strong links with the local secondary school and with schools and educational institutions in the area.

40. There are well established and carefully thought out arrangements for co-ordinators and the senior management team to evaluate teaching and the strengths and areas of development within subjects.
41. Links with the governing body are strong. The chair of governors is very experienced and is very well informed. He provides a purposeful and positive lead to governors. However, not all governors have a good understanding of the progress the school is making and the standards the school is achieving.
42. There are long established procedures which are used effectively by governors to determine and to judge the progress of the long-term strategic needs of the school. The governing body holds the professional leadership of the school properly to account and acts effectively as a supportive yet challenging friend of the school. The governing body meets all of its statutory duties in full.
43. The process of self-evaluation is thorough and rigorous. It is firmly based on first hand evidence and includes the views of all those involved in the life of the school as well as other stakeholders. The self-evaluation report is closely linked to other documentation and processes. It provides an accurate and detailed analysis of the school's strengths and weaknesses. There are close links between the school self-evaluation process, the school development plan (SDP) and the school's procedures for performance management. The overall synthesis of the documents involved provides an effective working tool for school improvement. Since the last inspection in April 2001, the school has made very good progress. The key issues of that inspection have been thoroughly addressed.
44. There are sufficient, well-qualified teachers and support staff to meet the needs of all pupils. There is an advantageous ratio of teachers to pupils. The professional development of teaching and support staff and their deployment are strong features. The school buildings and grounds are in a very good condition and are well used. The school is well cared for and is clean and well maintained. The accommodation is suitable for the number of pupils on roll. Resources for teaching and learning are of a good quality and quantity and are readily available. Day-to-day administration is cheerful, efficient and effective.
45. Bearing in mind the standards and progress made by many of the pupils by the age of eleven, often from, a below average base and the quality of education provided, the school gives good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to: -

- R1 strengthen further the links between subject leaders and individual governors, so that all governors are well informed of the standards being achieved and of the progress being made; *
- R2 give greater emphasis to the work of Welsh artists, craftspeople, musicians and composers; and

R3 promote further pupils' understanding of the world of work through links with industry and commerce.

* Which the school has identified as a priority.

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.

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.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

46. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
47. Pupils' standards of achievement in the lessons observed were as follows

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	17%	83%	0%	0%	0%

48. Pupils' standards of achievement in lessons seen are above the WAG all-Wales target of 98% to be at least Grade 3 and 65% to be Grade 2 or better.
49. Generally children begin school in the nursery with below average basic skills. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.

	Nursery	Reception
Language, literacy and communication	2	2
Personal and social development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	2
Creative development	2	2
Physical development	2	2

Grades for standards in subjects inspected

50. In KS1 and KS2 in the subjects inspected, standards of achievement are as follows: -

Inspection Area	KS1	KS2
	Grade	Grade
English	2	2
Music	2	2
Physical education	2	2
Religious education	2	2
Information technology	2	2

51. In the 2006 national assessments for seven year olds in English, mathematics and science, results were below the local and national averages for the proportion of pupils reaching or exceeding the expected level (Level 2). When these results are combined, the results were also below the local and national averages. In these assessments, boys achieved slightly better than girls. However the performance of boys and girls has improved over the last three years, often from below average starting points. When the results of these pupils are compared to schools in the UA with a similar proportion of pupils

entitled to free school meals, the results in 2006 were below most of these similar schools in English, mathematics and science. They were in line with most of these schools when the overall results were combined. Since 2004 overall results have improved although in mathematics and science results have been consistently below most of these similar schools.

52. In the end of KS2 national assessments for eleven year olds in 2006 the proportion of pupils reaching or exceeding the expected level (Level 4) in English and science was above the local and national averages. In mathematics, results were just below the UA average and just above the national average. When these results are combined, the overall results were just below the UA and all-Wales averages. In these assessments girls outperformed boys.
53. When the results of eleven year olds are compared to schools in the UA with a similar proportion of pupils entitled to free school meals, results in English and science were very high. In mathematics, results were above most of these similar schools. When the results in English, mathematics and science are combined, the overall results were above most of these schools. Since 2004 results in English have been very high when compared to these similar schools. Since 2004 in science, results have been above and well above most of these schools. In mathematics results in 2004 were well below these similar schools. Since then they have improved significantly and overall standards have improved also.
54. Bearing in mind the performance of these pupils when they were seven years of age, many pupils achieved very well and made much better progress than it would be reasonable to expect of them. Since 2004, the targets agreed with the UA have been met or exceeded. There is evidence to suggest that the most recent national assessments carried out in 2007 indicate that pupils have continued to achieve well.
55. Pupils' overall development of key skills is Grade 2 (good features and no important shortcomings).
56. In KS1 and KS2, pupils' standards and progress in English in the key skills of speaking, listening, reading and writing are Grade 2. Pupils are successfully encouraged to discuss and to make decisions through debate. Pupils write well for a wide range of reasons, for example in history, geography and science. Pupils in both KS1 and KS2 are making good progress in developing their reading skills. They use dictionaries, reference books and the Internet readily and effectively to find out information.
57. Pupils' achievements in communication in Welsh are Grade 2. Incidental Welsh is regularly used across both key stages. Pupils speak and listen in Welsh confidently and respond to questions in Welsh. Pupils' reading and writing skills in Welsh are developed well and pupils use their skills informally across the curriculum. Pupils' bilingual skills are also Grade 2.
58. In both KS1 and KS2, pupils' mathematical skills in other subjects are Grade 2. Pupils use and apply their mathematical skills well to order, sequence and

compose, for example in music. They recognise patterns, for example in geography. They measure accurately in design technology and make judgements about probability, for example in religious education. They interpret information they collect in a range of graphs.

59. Pupils' skills in ICT are well developed and are Grade 2 in both key stages. Pupils in KS1 use simple programs to enhance their work in other subjects. They use ICT to draw pictograms. They use the 'mouse' and keyboard well when using art packages. Within KS2, pupils use ICT effectively to search the Internet for information. They make multimedia presentations about their work in history. They draft, edit and print their work accurately when composing in English and in music.
60. Pupils' understanding of the richness of Welsh culture is Grade 2 overall. Pupils have a very good understanding of their local history and traditions. They are familiar with a wide range of Welsh folk tales and legends. They visit places of interest locally and further afield. However, insufficient emphasis is placed in this key skill on the achievements of Welsh artists, craftspeople, musicians and composers whose achievements are comparatively under represented.
61. Pupils' personal skills are Grade 1 and are a major strength of the school. Pupils work very willingly in pairs and groups. Pupils help each other sensibly. Older pupils are very successfully encouraged to help and support younger pupils, for example through regularly held and effective shared reading sessions. Across the school, pupils are very well mannered and very polite. They show high levels of respect for each other, adults and their surroundings.
62. Pupils' creative skills are Grade 1. They express themselves very well in art, music and dance. They use a wide range of media very well to illustrate their work. They copy the styles of different artists, working very creatively in music in both composition and in their performances. Many older pupils show imagination and a well-developed sense of empathy when creating stories and plays.
63. Pupils work together very willingly and very effectively. Boys and girls co-operate regularly and always treat each other with respect. They share resources and ideas enthusiastically and sensibly bring out the best in each other. Pupils are made very aware of what the school expects of them in general and what they need to do to improve their work. They know their targets in the longer and shorter term.
64. Pupils are well motivated and show a good level of enthusiasm for their schoolwork and related activities. They have positive attitudes to learning and show a good interest in their work with nearly all pupils maintaining concentration in lessons. This has an advantageous effect on the standards they achieve and the quality of life in school.
65. Pupils are well behaved, considerate and courteous. This contributes positively and constructively to the quality of life in the school. They demonstrate respect for each other, all members of staff and the school environment. Pupils enter

and move around the school in a quiet, orderly and purposeful manner settling into their classrooms quickly. Their developing self-confidence helps them take an increasing degree of responsibility for their own attitudes and behaviour.

66. In discussion, pupils indicate they understand what standard of behaviour is expected of them and agree that good behaviour is promoted, recognised and regularly rewarded. They respond positively to these expectations. There are extremely few reports of recent incidents of bullying or inappropriate behaviour with no pupil exclusions during the last year.
67. The average level of attendance has improved over recent years and for the last three full terms the average is 92.4%. This is better than the national average for similar schools (based upon free school meals entitlement), similar to the national average but below the local authority average for all schools. There are no significant or unexplained variations in attendance levels across the school or throughout the year. The main cause of pupil absence is holidays being taken during term time – a practice not condoned by the school. Punctuality is good at the start of the day allowing sessions to start promptly without interruption or delay.
68. The school takes appropriate account of the requirements of WAG Circular 3/99 that sets out the requirements for recording absence.
69. Pupils have many good opportunities to work individually, in pairs and co-operatively as part of a group and increasingly develop their decision making and problem solving skills.
70. Pupils make good progress in developing their moral, social and cultural skills. The very good relationship between pupils and adults helps pupils become secure and confident in their learning. Through the school council, pupils develop a good understanding of the democratic process and how to improve the school community. They respect the views of others and accept that people from all groups have equal rights.
71. Pupils enthusiastically support a number of local, national and international charities. They are sensitive to the needs of others and to the need to care for those that are less fortunate. Pupils develop an understanding of right and wrong. Taken together, these involvements promote pupils' positive attitudes to local and world citizenship.
72. Nearly all pupils show a good awareness of the diversity of beliefs, religions and cultures present in today's society. During discussion, they adopt mature attitudes and recognise the need to treat everyone fairly and without discrimination. Pupils show consideration for others and have good moral values.
73. The initial development of pupils' knowledge and understanding of the workplace and the local community is helped by occasional visits to the school by police community liaison officers and the local vicar. However, pupils' understanding of the workplace is underdeveloped. Pupils' visits to places of

interest in the local community enhance their learning and increase their understanding of the community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

74. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.

75. The quality of teaching was judged as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	86%	0%	0%	0%

76. The quality of teaching is good or better, that is Grade 1 and Grade 2 in 100% of lessons. The quality of teaching is outstanding, that is Grade 1 in 14% of lessons. These figures compare well with the national picture reported by HMCI in her Annual Report 2005/2006. Nationally, the quality of teaching in primary schools is good in 79% of lessons with 17% having outstanding features.

77. In the nursery and reception classes, teachers and their assistants show a good understanding of how to plan and teach an appropriate curriculum for these children and to provide a good range of learning experiences.

78. Across the school, teachers have high expectations of their pupils. They plan very carefully in both the shorter and longer terms so that the objectives of the lessons are made very clear at the beginning of lessons. Teachers help pupils effectively by positive support and by encouraging pupils warmly. As a result, pupils approach their work with confidence and enthusiasm. Across the school there are positive working relationships between teachers and their pupils. Pupils wish to please their teachers and know that their efforts are highly valued.

79. In the best lessons, teachers plan carefully so that the lessons have a clear sense of purpose. Teachers discuss the objectives in detail with their pupils so that pupils have a clearer understanding of what they need to do. Pupils start their tasks eagerly. All pupils are successfully encouraged to express their ideas freely. Teachers question cleverly in order to encourage pupils to think things out for themselves and to find answers to problems logically. They make their lessons come to life, for example by reading very expressively. This has the effect of holding the attention of all pupils for longer periods. The lessons are very well supported by the use of high quality artefacts which are introduced at the best possible opportunities to emphasise a point, for example in a story from Africa.

80. Issues of diversity and difference between cultures are explained very succinctly and effectively. Teachers show very good subject knowledge and pass this on very successfully to their pupils, for example in a music lesson

where the teaching very successfully promoted pupils participation in a very well organised series of activities relating to composing and performance.

81. In the best lessons, teachers demonstrate very well what pupils should aim to achieve. They encourage their pupils to review their own performance and that of others sensitively and constructively. They make good use of the information they gain from these reviews to plan for future learning.
82. The school has a clear policy for assessing pupils' achievements, progress and attainment. The school's well-planned strategies and procedures ensure that pupils are assessed at the end of each term to establish how they are progressing in English, mathematics and science. These tests indicate the level of progress made by pupils. The school makes very good use of these results to establish ways of teaching and to ensure that pupils, who may need extra help, receive support on a regular basis. The school also matches pupils' work against examples expected at each level of the NC to decide how well they are progressing, and to track progress in all subjects.
83. The school makes an early systematic assessment of children under five years of age. The results of these assessments are used to identify targets for them. Their progress is monitored on a regular basis through careful observation and through recording the skills they are developing.
84. Teachers make sure that all the pupils know what they are being taught in each lesson. They check pupils' work during the lessons to see if they have understood their tasks and discuss aspects of them with the pupils. At the end of the lessons, the teachers discuss the work and evaluate pupils' knowledge of the subject.
85. Teachers provide the pupils with a series of targets, which are intended to help them to improve their work. They display these targets on classroom walls and pupils refer to them to check how well they are progressing.
86. Teachers mark pupils' books regularly and write encouraging and helpful comments. Pupils are aware of these comments, which help them improve their work. However, they are not fully aware on how to choose for themselves, the methods or materials needed to develop their own learning techniques independently.
87. There are detailed targets for all pupils with SEN. These are found in their Individual Education Plans (IEPs) along with useful suggestions on to use appropriate materials and methods of teaching. The teachers include these targets well in their lessons. The support assistants regularly check pupils' progress against these targets as a means of identifying their progress. The support assistants provide good information to the teachers on how well the pupils are progressing, and on any areas in which they may need further help.
88. The reports to parents are thorough and of good quality. They outline the progress made by the pupils in each subject. In English, mathematics and science, the reports contain more details and also suggest ways of improving.

At the end of the key stages, the school provides the parents with a full report on their pupils' progress in all subjects and provides suggestions on how they might to improve in all subjects.

89. The reports provided for children under five contain detailed information on their progress towards the Desirable Learning Outcomes for Children's Learning in all the six areas of learning for these children.
90. The school offers the parents good opportunities to comment upon, and discuss their child's progress with the staff. The school's arrangements for assessing and reporting on pupils' progress are met in full.

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

Grade 2: Good features and no important shortcomings

91. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
92. The school provides a broad, and balanced curriculum, which meets the needs of all its pupils. It meets the statutory requirements of the locally agreed syllabus in religious education. The curriculum is adapted to meet the wide and varied abilities of the pupils including the more able and talented as well as those pupils who may need extra support.
93. The curriculum for the under fives is well planned to meet the learning areas of the Desirable Learning Outcomes for Children's Learning and is adapted well to meet the interests and abilities of the children.
94. Teachers' lesson plans show a continuous link from one learning stage to another. They take account of previous topics, which relate to a common theme or topic, and form part of a progressive series of lessons. Teachers lesson planning makes good reference to the role of additional adults in the classroom, and how they may effectively support specific pupils.
95. The teachers make every effort to include relevant and appropriate aspects of key skills within the lessons. These skills ensure that pupils make good progress in areas of communication and mathematics. The pupils receive a variety of appropriate learning strategies as well as individual and group learning experiences. These procedures help them to learn in different ways.
96. The school provides a wide range of good out-of-school and after-school activities. The school's excellent breakfast club facility for the pupils, and the after-school clubs enhance pupils' opportunities to further develop their social and personal skills through a variety of sporting, leisure, and IT opportunities.
97. The school has also established links with the children's university, which gives recognition for their participation in out-of-school activities. The pupils receive accreditation from the university for their involvement within out-of-school and community activities
98. The school uses its minibus to good effect. Many out-of-school visits are arranged. Visits to local historical sites together with field trips and residential visits extend the pupils understanding of various topics.
99. A very good range of team games in physical education ensures pupils' social interaction with pupils from other schools. The school's behaviour code supports the pupils in developing their personal skills and to adopt good behaviour in different situations.

100. The school is heavily involved in promoting healthy living and makes every effort to involve the pupils in improving their health and fitness. Some displays of pupils work indicate the importance of healthy eating and the nutritional value of various foods. Pupils are given the opportunity to attend a fitness gymnasium at a nearby sports centre and much emphasis is given to appropriate warming up activities in physical education and games lessons. The pupils are fully aware of the benefits of a healthy lifestyle and many of them take part actively in a number of local sports clubs within their community, on a regular basis.
101. The provision for pupils' moral and spiritual development is good. The school's collective acts of worship meet statutory requirement and provide opportunities for pupils to consider various values and beliefs. Pupils are given time or personal reflection. There are good opportunities for pupils to take responsibilities in the classes, through their role as Helpwr Heddiw. The school's eco club provides pupils with a greater understanding of moral aspects of caring for the environment. The pupils' roles in the well-established school council provide them with good opportunities to consider their social and community responsibilities.
102. Pupils' cultural development is promoted well through the study of various ways of life in different parts of the world as well as understanding the history and development of their own local cultures. The pupils show good awareness of, and respect for, different religions through their studies of Hinduism and Judaism in their religious education lessons.
103. The school has made much effort to involve the parents in the life of the school. The Communities First Initiative and the Integrated Children's Centre provides opportunities for parents to get a better understanding of their children's learning experiences at school. The Welsh classes for adults and the basic literacy and numeracy classes are good examples of the way in which the school reaches out to parents and helps them to support their children at home. The school's parent teacher association (PTA) has been instrumental in obtaining funds to purchase a minibus for the school. This enables the pupils to extend their learning and social opportunities beyond the classroom.
104. Various members of the community help the school in various activities, such as organising an after school dance club for the pupils. A member of the governing body listens to pupils read. This helps to improve the standard of reading at the school.
105. There are good and effective links with students from the North East Wales Institute, and Bangor University visit the school on teaching practice and placements. There are strong and good effective links with the local high school.
106. The school plans appropriately for the provision and promotion of bi-lingual skills within the pupils. Examples of useful Welsh vocabulary and phrases are displayed prominently in the classes and the use of Welsh is used during registration times. Staff make appropriate use of Welsh in the lessons. The school promotes an awareness of Welsh culture in many lessons, but there is

insufficient reference to Welsh artists, craft-people, musicians and composers their contribution to the heritage and culture of the arts within Wales.

107. A few vocational topics contained in the schools' personal and social education (PSE) programme helps provide pupils with some work-related education. Overall, there are very few partnerships or formal links with employers or local industry and the current provision of effective work related education experiences is limited. Two teachers have recently undertaken one day visits to other organisations, but none have been involved with industrial or commercial placements for longer periods.
108. The school has high expectations of its pupils and strongly promotes equality of access to everything it offers. Any incident of stereotyping is appropriately challenged. Policies for promoting and practising equality of access, equal opportunity and racial equality are formally adopted and effectively implemented. No pupil is barred from any of the schools activities and clubs.
109. Sustainable development and global citizenship are enthusiastically promoted. Many practical examples of promoting sustainable development are visible in and around the school. Through these initiatives, links with a local Partnership Boards' Environment Working Group and relevant curriculum subject lessons for example, in geography, the pupils develop an increasing awareness and understanding of this area. Recycling, waste minimisation, composting and energy conservation are promoted and practised. The school has submitted a planning application to erect a wind-propelled generator on the school site. Through the eco committee and eco-monitors in each class pupils have become part of the eco schools' initiative.
110. Pupils' understanding of global citizenship is well developed. The school, together with its links with the local farmers' market, promotes healthy eating and is part of the Healthy Schools initiative.
111. Aspects of sustainable development and global citizenship, including participation in World Day, are appropriately contained in the schools' PSE programme.
112. Pupils' entrepreneurial skills are developing extremely well with pupils involved with several initiatives including the entrepreneur club and the school council. The entrepreneur club is an outstanding feature of the school.
113. Many aspects of the schools PSE programme help pupils' understand and appreciate the importance of adaptability, co-operation and flexibility. In conjunction with the 'Communities First' initiative the outstanding and exceptional range of parents' workshops, classes, curriculum events and after school clubs helps significantly to promote many aspects of community regeneration. This provides a very good foundation for lifelong learning. Pupils, parents and grandparents are actively and enthusiastically involved in supporting a range of local and worldwide charities.
114. A large number of community groups regularly use the school facilities.

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

Grade 2: Good features and no important shortcomings

115. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
116. The school provides a welcoming, happy, safe, secure, and caring environment for pupils to learn. Pupils are well cared for, guided and supported. In their responses, parents consider that their children are happy in school. They are satisfied with the help and guidance provided for their children.
117. Teachers identify and react constructively to each individual pupil's needs and the deployment of available support staff is organised effectively to meet these needs and requirements. The wide range of available external support services is used appropriately and effectively.
118. Relationships between pupils, staff, parents and members of the local community are strong and constructive. The school has an 'open door' policy and parents are invited to attend two formal parents' meeting per year to discuss their child's progress and any other matter related to their education. A good number of parents and grandparents help with school activities on a regular basis. The very supportive parent teacher association raises valuable funds for the school, mainly through successful grant applications.
119. The brief newsletters, issued twice each term to parents, inform them mainly about the dates for school events and activities. The school has a good home-school agreement for its pupils. Overall, the schools involvement with local employers is underdeveloped.
120. The positive ethos, the family atmosphere and the established and effective induction arrangements for pupils help them settle into school life and routines quickly and happily.
121. The good links with the high school and the transfer arrangements for pupils moving from Y6 to Y7 are very effective. As part of the process pupils undertake curriculum link assignments which are beginning in Y6 and are completed in Y7.
122. School support staff work effectively to identify and satisfy the individual needs of pupils. Health education related topics are contained within the schools' PSE programme, which is based on the required guidelines.
123. The school makes good use of all available specialist services, when appropriate. For example, the Educational Welfare Officer (EWO), the Educational Psychologist, the Health Visitor, the School Nurse and the Deaf Association are involved, at different times.

124. The detailed daily monitoring of attendance and punctuality and associated follow-up procedures are an outstanding feature of the school.
125. Pupils and parents clearly understand that all pupils are expected to attend school regularly and punctually. The system for recording attendance is robust and accurate.
126. Registers are completed appropriately and quickly at the start of the morning and afternoon sessions. Late arrival is recorded appropriately and accurately. Procedures for monitoring and following up lateness or unexplained absence are extremely thorough. The school deals promptly and effectively with cases involving pupils who are persistently late or absent.
127. The school expects and encourages high standards of behaviour and does not tolerate bullying or inappropriate behaviour. All staff consistently implements the behaviour and anti-bullying policies. The schools' positive system for recognising, rewarding and celebrating good standards of attendance, punctuality, achievement and behaviour is very effective and encourages regular attendance, good punctuality and appropriate behaviour.
128. In discussion, pupils refer to the very small number of incidents of bullying or inappropriate behaviour and the sanctions that are used to prevent recurrence. Incidents of inappropriate behaviour and bullying are appropriately recorded. Parents indicate that behaviour and bullying are not seen as a problem in the school.
129. The school has clear and well-documented arrangements which appropriately contribute to pupils' well-being. Risk assessments, including fire risks and safety audits, are undertaken regularly and are appropriately documented.
130. All members of the school staff are trained in emergency first aid. The schools PSE programme contains appropriate 'health and safety' related topics. Pupils have an appropriate awareness of health and safety- Good procedures are in place to meet in full the needs of pupils who are unwell or who have suffered an injury whilst in school.
131. Child protection arrangements meet recommended good practice with designated named persons and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must closely follow. Complaint and appeal procedures are in place.-
132. The very small number of pupils from minor ethnic groups attending school are fully integrated and accepted without question. No animosity or indifference is shown towards any of these pupils. The school has an effective race equality policy and pupils' multi-cultural education is developing well.
133. The school successfully ensures that boys and girls from all backgrounds are given equal opportunities and actively encourages pupils to participate in all activities. All pupils are treated as individuals who are strongly encouraged to consider every other person as equal regardless of race, religion or nationality.

134. Teachers effectively encourage pupils to report any incident of oppressive or inappropriate behaviour straight away. Both parents and pupils are confident that should any matter of bullying be made known to the school then the matter will be dealt with quickly and fairly.
135. There are appropriate arrangements to integrate pupils with mobility and other disabilities into the school. An accessibility plan has been completed and many of the recommendations have been implemented. The school makes good provision to ensure the inclusive education of all pupils, regardless of their background and ability. The school complies with the WAG guidance on pupils' support and social inclusion.
136. The school provides a suitable range of activities which enables pupils to develop a good understanding of diversity within society. The school frequently recognises respects and celebrates diversity.
137. There is good provision for pupils with additional learning needs. The pupils' needs are well met, and relevant resources and support are identified to help these pupils. These arrangements meet the requirements of the Code of Practice for SEN in Wales.
138. Each pupil has a series of personal targets, which are clear, specific and relevant. The class teachers write these IEPs and they review them at the end of each term. The pupils discuss their targets with their teachers before new targets are set.
139. The school adapts work well for the pupils so that they understand their work. The support assistants are very effective in helping the pupils and they are aware of their needs. Each support assistant reports on the progress made by the pupils and provide relevant information to the teachers at the end of lessons. This is used to establish further ways of teaching and to identify small targets within lessons, which help the pupils towards improving their abilities. The support assistants provide excellent help to enable pupils with SEN to achieve their targets.
140. The school makes effective use of tests to see how pupils have improved over each term. The school makes very good use of this information to plan for support for those pupils who may still have difficulties in some aspects of reading, writing, spelling and mathematics. The school makes good use of additional funding to provide additional support for identified groups of pupils who need some specific help. These contribute well towards improving pupils with particular aspects of their reading. Results of tests indicate that pupils with SEN make very good progress in their reading skills.
141. The school make sure that parents are regularly informed of their children's developments and they are invited to discuss progress towards their children's IEP targets at the end of each term.
142. The school special educational needs co-ordinator (SENCo) is given time, as required, to monitor SEN issues, and receives good support from various UA

Officers and other people involved in supporting pupils with SEN. The SENCo ensures that all relevant information is passed on to all members of staff.

143. The school has a clear policy for teaching the more able and talented pupils. These pupils have a personal Individual Action Plan. This identifies suitable teaching methods so that they may develop their potential to the full. The school co-coordinator for the more able and talented pupils effectively monitors this provision.
144. The school's designated governing body member with responsibility for SEN makes a valuable contribution to school life and regularly helps out by listening to pupils read. The school appreciates this input. The school's governing body is kept fully informed of all aspects of SEN matters.
145. The school has a clear policy with regard to behaviour. Pupils are aware of school rules and show very good discipline throughout the day. All staff have attended training on how to use effective and appropriate strategies to promote good behaviour. Staff and pupils are aware of the established procedures. These are effective and contribute greatly to a smooth learning environment within the school.

Leadership and management

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

Grade 2: Good features and no important shortcomings

146. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
147. The school is well led. The headteacher, working closely and effectively with the deputy headteacher has achieved much since the last inspection, not least in the very effective way standards in the national assessments for eleven year olds have improved. There is a very strong commitment from all staff which emanates from the senior management team to have the highest aspirations and expectations of all pupils. All staff work very hard together to achieve the best for all their pupils in all aspects of their life in school. There is a strong commitment to ensure that all pupils have equal access to what is taught. There are rigorous procedures in place to confirm that this occurs in practice. All professional staff work hard to give a positive lead to their subjects. They are well informed and use their knowledge well to contribute to the overall process of improvement.
148. There are very detailed and effective arrangements in place to assess pupils' longer-term progress and to judge whether or not pupils are making the progress of which they are capable. A particular strength of the leadership and management is the way in which this information is utilised to focus additional support to those pupils who need it. This is a key factor in understanding how the school successfully ensures that many pupils achieve well from often below average starting points.
149. The school takes careful account of national priorities and local initiatives. There are very well supported breakfast and after school clubs. The headteacher working with the governing body has achieved much in developing many meaningful links with the local community. The school has been closely involved with other partners in converting part of the school to form a successful centre for the general support of children in the area and their families. The school council is active and helps pupils to have a strong sense of responsibility and citizenship. Preparation for the introduction of the foundation phase is well advanced. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are effective and well managed. There are effective strategies in place to promote pupils' bilingual skills. Pupils are made well aware of the importance of living healthily and taking part in physical activity. Pupils are also aware of the importance of looking after the local and wider environment. Older pupils have a growing understanding of sustainable development and of ecological issues. There are strong links with the secondary school and other schools in the area which includes other providers of education and training such as universities.
150. There are effective arrangements in place for the senior management team and subject co-ordinators to look first hand at teaching and at learning and to

evaluate the success of initiatives which the school is pursuing. The system is carefully arranged and is consistently applied across the school. Subject coordinators work constructively with other colleagues who share their expertise and ideas. Performance management procedures are well established across the school and are rigorously managed. These arrangements help to identify individual targets, actions for development, training and funding needs as well as procedures to track their progress. There are detailed arrangements to support newly qualified teachers and teachers who are new to the school.

151. Links between the governing body and the school are strong. The chair of governors is very experienced and very well informed. He provides a purposeful and positive lead to governors. However, while some governors have a good understanding of the progress the school is making, links between the school and some governors are less effective, which the school has identified as a priority to improve. Currently links between some governors and subject leaders are not based around clear understanding of the standards being achieved and what needs to be put in place to continue to raise standards further. However, there are long established procedures which are well used for governors to determine and judge the progress of the longer term strategic decisions which are made, for example in assessing the success of the 'children's centre'. The governing body holds the professional leadership of the school properly to account and generally governors act effectively as a supportive and challenging friend. The governing body meets all of its statutory duties in full.

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

Grade 2: Good features and no important shortcomings

152. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
153. The process of gathering together information about the performance of the school and in the identification of the school's strengths and weaknesses is rigorous. The headteacher, deputy headteacher and professional staff are very well informed about the performance of the areas for which they are responsible. They use this information very effectively to move the school forward. A strong feature in this is the detailed study by all teachers of the information which is available to them through their regular use of national and other reliable tests and assessments. This information is very well used to identify strengths and areas for improvement particularly in English, mathematics and science. The views of pupils, parents, governors and other interested parties are carefully considered. Considerable time has been spent in discussing with staff and governors in order to complete the process. This is clearly linked to the school's well-established performance and improvement cycle.
154. The school's self evaluation document is succinct and closely linked to other extensive school improvements which are in place. For example, there is an annual school review which is completed in the summer term. This is in turn linked to the detailed SDP which is brought up to date in the autumn term and evaluated in detail at the end of the spring term. Priorities for improvement are set out clearly in the school's detailed quality development statement. The arrangements to judge the success of actions planned are comprehensive and include clear measurable criteria. These interlinked procedures ensure that school improvement is accurately focused on the needs of the school. It is carefully costed and linked to the school budget. There has also been effective provision of time for teachers during the taught week to plan, prepare and assess.
155. The inspection team agrees with the school's identification of its strengths and weaknesses. The inspection team also agrees with all of the judgements made by the school in its self-evaluation.
156. Since the last inspection, the school has made outstanding progress in addressing the key issues of that inspection. Provision for children under five is now consistently of a good quality and is well planned. Standards in English and mathematics in KS1 have improved, as have the standards in those subjects which were inspected where they were previously Grade 3. Now arrangements to assess pupils' achievements and progress are very comprehensive and are very well used to promote high standards across the school. There are now very robust and very well used procedures in place to review the success of teaching and learning and the progress pupils make throughout the school

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

Grade 2: Good features and no important shortcomings

157. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
158. Teaching staff are well qualified, knowledgeable and experienced and are effectively deployed. With small class sizes the ratio of pupils to teaching staff is advantageous.
159. The number of suitably qualified classroom support staff is an outstanding feature of the school. These skilled, enthusiastic and well-trained classroom support staff work closely with the teachers to plan and deliver national curriculum objectives.
160. All staff receive regular updates to their training and are appropriately developed through performance management. The sharing of staff's knowledge and expertise is excellent. There are appropriate arrangements in place which are well used for teachers to plan, prepare and assess during the school week.
161. Effective administrative support is provided which ensures that the life of the school runs smoothly. All staff are valued members of the overall school team and make an important and valuable contribution to the ethos of the school. Job descriptions, available for every member of staff, are reviewed regularly. The school is currently without a caretaker.
162. The school has adequate learning resources to meet the needs of the curriculum and all pupils. The school library is well stocked with carefully selected books, which cover an appropriate range of subjects and provide for the needs of pupils. The books are in very good condition and are maintained in an organised manner. Many of the books are new.
163. The pupils benefit from a dedicated IT suite and a specialist maths room which also contains the schools' fixed interactive whiteboard. Classrooms each have several computers, which contribute to improving quality and standards of learning.
164. Pupils make good use of available off-site facilities, for example, museums and places of scientific, historic and cultural interest, to support the curriculum and enhance their learning experiences. The school minibus, funded by the PTA, is used extensively for this purpose.
165. Overall, the school building is in very good condition and the classrooms provide a suitable setting for good teaching. The inside of the building is cared for, very clean and well maintained. Throughout the school the many displays in classrooms and shared areas celebrate pupils' achievements and provide a colourful and stimulating learning environment. Overall, classrooms provide

adequate space for the effective teaching of the number of pupils currently on roll in each class.

166. Outdoor accommodation is secure and well equipped. There is a fenced play area for the under-fives which is very well equipped and used. Pupils benefit from the extensive, secure grassed and hard surface playing areas. The wildlife and meadow areas significantly enhance the external learning resources.
167. The school makes good and effective use of its accommodation. There is a well-used school hall, and good provision for an ICT Suite, and a Mathematics room. There are a variety of attractive displays in the corridors and classroom walls. These help to motivate the pupils to reach good standards in their lessons, and create a good learning environment.
168. The school makes good use of learning resources within the immediate environment to enhance pupils learning.
169. The school manages its learning resources well. There is a range of materials to meet the varying needs of pupils across all abilities and age ranges. Each classroom is well stocked with appropriate and sufficient resources. Computers are managed well giving all pupils good access during lessons and at other times. The resources are regularly reviewed and the need of new resources is checked against the school's priorities and its budget.
170. The school ensures that the staff receive their full planning, preparation and assessment time. These procedures are effective in maintaining standards of teaching and achievement in the pupils. The school provides opportunities for all members of staff to attend relevant INSET courses, and also arranges its own appropriate training courses. These address areas of priorities identified in the SDP. They are particularly useful in making sure that support assistants receive further training on many aspects of their work. This contributes greatly to the high quality of support they provide throughout the school. The school has targeted the younger pupils to practice as much incidental Welsh as possible. The provision of a Welsh speaking support assistant helps them greatly towards meeting this objective.
171. The school makes effective use of grants for specific purposes, such as to improve pupils skills in reading and numeracy. These grants support the school's budget, and help pupils' ability in the key skills.
172. Subject leaders undertake effective monitoring and auditing of resources used in their subject area. The governing body ensures effective monitoring of the school's budget and supports the SDP through careful allocation of its budget in priority areas.
173. Bearing in mind the standards and progress made by many of the pupils by the age of eleven, often from a below average starting point and the quality of education provided, the school gives good value for money.

Standards achieved in subjects and areas of learning

Under 5s

174. In the nursery and reception classes the overall quality of education provided for children under five is appropriate to their needs and pupils make good progress towards the Desirable Learning Outcomes for Children's Learning.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

175. In the nursery and reception, children carry out simple instructions, listening carefully. They speak confidently discussing what they did at home over the weekend. They remember and recite their favourite rhymes and in simple terms retell their favourite stories. They count in Welsh within 10 and are beginning to have a basic vocabulary of Welsh words to describe how they feel. They make sensible suggestions when sorting materials by different criteria. In the reception, children are beginning to understand that it is very important to concentrate hard when remembering a message so that it is passed on accurately.

176. Children in the nursery know how to hold a book correctly and how to follow a story from left to right. In the reception, children are beginning to recognise the sounds which letters make. They match words to pictures and know how to blend some simple sounds together to read new and unfamiliar words. They write carefully, showing increasing skills in following the patterns letters make.

Shortcomings

177. There are no important shortcomings.

Personal and social development

Grade 2: Good features and no important shortcomings

Good features

178. In the nursery and reception, children achieve good standards and make good progress in developing their personal and social skills. The progress they make in showing care, respect and concern for others is an outstanding feature in this area of learning.

179. Nursery children settle quickly into school routines and respond well to the expectations of behaviour which teachers and their helpers have for them. From an early stage in their education in the nursery, children are encouraged successfully to be independent when choosing an activity or resource. They put

out and put away resources independently. They dress themselves competently.

180. In the reception, children show a well developed understanding of how to care for each other. They make friends easily and take turns willingly. They share their equipment and toys happily. They sit quietly and concentrate well when it is appropriate.
181. In the reception children take increasing responsibility for their own personal hygiene. They know that it is important to eat 'the right' foods. They carry out tasks willingly and are eager to help and to take on responsibilities. They know that there are different cultures and celebrations as part of these different ways of life.

Shortcomings

182. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

183. In the nursery, children know the names of numbers up to 10 and count confidently in rhymes and songs. They count on and back accurately. In the reception, children combine small numbers together. They are able to use the language or size appropriately. They make collections of objects according to their size and colour. They recognise and use simple two-dimensional and three-dimensional shapes. They copy and repeat simple patterns and sequences. They match shapes together. They know how to use money when buying and selling in the shop. They measure ingredients carefully when making cakes. In the reception, children are beginning to appreciate that clocks tell the time.

Shortcomings

184. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

185. In the nursery, children know that they have changed a lot since they were small. They know the important events in the lives of their families and in their own. They have a clear understanding of the routes they take to school. They talk about where they live and the immediate area. They know that the seasons change and recall enthusiastically when it last snowed.

186. In the reception, children know that it will soon be mid summer. They are busy preparing a party to celebrate its arrival.
187. Nursery and reception children are developing a good understanding of how to use the 'mouse' when using the computer. They use it accurately to navigate through a range of simple programs. They are beginning to understand the importance of taking care of their world. They have a good understanding of what plants need to be healthy.
188. In the reception, children have an increasing awareness of the different ways of life of pupils in other countries and cultures. They arrange holidays through their 'travel agency'. They play a range of untuned instruments; they explore the range of sounds which instruments make.

Shortcomings

189. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

190. Children in the nursery have a good understanding of how to play outside safely. They use climbing equipment capably. They walk, climb, pedal, run, balance, hop and jump showing well-developed co-ordination and confidence.
191. In both the nursery and reception, children make good progress in using tools, showing well-developed control over small movements in planting seeds. They throw and catch large and smaller balls with increasing accuracy and co-ordination.
192. In the reception, children know that exercise is good for them and try hard when balancing, climbing and swinging.

Shortcomings

193. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

194. In the nursery and reception, children achieve good standards and make good progress in the wider range of creative activities. They use a variety of tools and media to produce good quality work in art.

195. In both the nursery and reception, children confidently use a range of paintbrushes to explore paint. They experiment with paint mixing and painting techniques. They develop their cutting skills well and use glue and a range of materials to make attractive collages.
196. Children achieve good standards in their musical development, singing a variety of songs and rhymes enthusiastically. They repeat clapping patterns and copy the same rhythms when using untuned percussion. Reception children know the names of some of the instruments.
197. In both the nursery and reception, children enjoy opportunities to take on different roles. They make good progress in developing their imaginative and expressive skills. For example, older children in reception become bus drivers, bus passengers and tour guides, when going on their holidays. They know that the 'Bureau de Change' is the right place to get holiday money.

Shortcomings

198. There are no important shortcomings.

English

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

199. In KS1, pupils listen carefully to instructions and to the views of other pupils. They wish to contribute to discussions. They speak clearly and confidently and show a good vocabulary. They talk sensibly about the story they are studying. They use a wide range of descriptive language to explain the feelings of the characters in the story.
200. Within KS2, pupils read well bearing in mind their different starting points. Many pupils correct themselves when they make mistakes, using the sounds that letters make systematically in order to read the words accurately. They know how to read with expression. They talk enthusiastically about the characters and the plots of the books they are reading. They know the main parts of a reference book and are beginning to use them to find out information for themselves. They know how to 'scan' a piece of writing to find out information.
201. Pupils in KS1 write well for their ages and abilities. They form their letters neatly. They write in a logical order. They take simple notes from a non-fiction book. They understand how to write a plan for a story and then use it to write longer imaginative stories for example, 'A Disaster at the supermarket'. They write poems using a template and enjoy using and inventing language as part of their 'nonsense' poem. They are increasingly aware of how to add colour and interest to their writing by using adjectives and adverbs.

202. Across KS2, pupils listen carefully and quickly answer questions. They recall previous work they have been involved in clearly. They use words and phrases carefully to convey meaning, for example when describing flowers 'as colourful as a rainbow'.
203. Within KS2, pupils read well. They sort information well when using factual books. They use dictionaries accurately. They have a good understanding of the parts of a book. They know the purpose of the glossary and of the index. They recognise effective features in a leaflet and point out where it could be improved. For example, they know that 'there is too much text' and 'no bullet points'. Across the key stage, pupils read a wide range of fiction accurately and are familiar with many authors and some poets.
204. Pupils in KS2 write very well. This is a particular strength amongst older pupils in this key stage. Younger pupils in KS2 know the different styles when writing a formal letter compared to a more informal note. They have well-developed, neat handwriting when writing formally. Across the key stage, pupils are developing a good understanding of the main parts of speech and recognise different linguistic devices such as alliteration.
205. Older pupils in KS2 show a very well developed understanding of how to organise their writing into paragraphs. They use direct and indirect speech well. They compose a detailed argument in order to support or reject the proposition. For example, they write very lively reasons why 'children should be allowed to go on holiday during term time'. Within KS2, pupils write empathetically around the theme of a mistreated horse, including a play about 'Black Beauty.'
206. Older pupils in KS2 write detailed biographies of well-known writers such as Dick King-Smith. They copy the style of some of these writers very effectively, such as that of Jacqueline Wilson's 'Cliffhanger' and Beverley Naidoo's African story 'The Other Side of Truth'. They have a very well developed sense of audience and what makes for effective writing.

Shortcomings

207. There are no important shortcomings.

Information technology

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

208. Pupils in KS1 show good organisation qualities when gathering information to use as a source for input into a database. They confidently identify specific terminology such as 'field', 'text', or 'number' and can input their data into these specific areas. They show confidence when extracting information from computer database.

209. Pupils in KS1 use their created databases competently to present their information and data in various graphic forms, and interpret this information correctly. They use a variety of graphs to present and record information such as the way pupils travel to school in the mornings. They also record weather conditions over a period of a week and record these in graphic form on their databases.
210. Pupils show good creative ability to create abstract patterns involving squares, circles, rectangles and a variety of colour. They also use these techniques to create simple pictures and show good understanding of keyboard skills.
211. Pupils in KS2 use the shift key confidently to include characters in their texts. They record and present specific information through using spreadsheets, such as indicating particular ingredients to be used to bake a cake. Most pupils in KS2 plan and outline in sequence, a series of instructions to obtain specific information. They also use the Internet confidently to research and to find specific information on particular topics.
212. They show confidence when using an art package to create colourful posters and informative booklets on specific topics, such as the importance of Snowdonia as a National Park. Many pupils state correctly the characteristics of a CD-Rom, and compare their effectiveness to other means of communication such as e-mail, a letter, the telephone or a fax.
213. Pupils in KS2 evaluate each other's work confidently and write suggestions on how they may improve each other's presentation of work using IT

Shortcomings

214. A small number of pupils in KS2 are uncertain on how to input characters into their text.

Music

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

215. KS1 pupils sing confidently in English and in Welsh. They sing in tune, with clear diction and appropriate attention to how to breathe correctly and how to improve the quality of the sounds they make. Within KS2, pupils sing well in a variety of settings. They perform complex rounds about 'cats' and about 'mice', keeping time very well and modifying their tone very effectively to match the message in the lyrics. They phrase their performance very clearly and show good intonation. They understand how to 'count in' and 'count out' to start and end a performance. Older pupils in KS2 follow notation and keep time well when practising a 'rap' they have composed.

216. Pupils in KS1 and KS2 perform well, using untuned percussion instruments and body parts. Within KS1, pupils know that a guitar is played with the fingers. They know how to play 'long' and 'short' notes. They follow a beat accurately, for example when accompanying the song 'Sally Go Round'. They know how to hold their instruments correctly to achieve the best results.
217. Within KS2, pupils perform rounds well, exploring the dualities of different sounds. They use their bodies to create a range of different effects by 'clicking', 'patting' and 'clapping'. They maintain a complex series of beats well.
218. In both key stages, pupils compose well. By the end of KS2, many pupils work very willingly collectively in order to put together complex pieces of their own music and to record them in a simple score. Within KS2, pupils recognise that instruments can be used to tell a story such as that of 'Peter and the Wolf' and compose their own 'sound stories' effectively.
219. Pupils in KS1 recognise how their own performance can be improved, for example by having a conductor. They know how an individual might modify a performance to improve it. Within KS2, pupils regularly review how different groups within the class could strengthen their composition. They make positive suggestions and use specific specialist terms such as 'pitch' and 'tempo' accurately, when doing this.

Shortcomings

220. There are no important shortcomings

Physical education

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

221. Pupils at both key stages understand the importance of warming up before undertaking activity and realise that physical exercise can affect changes to their bodies. They show a good understanding of ensuring that areas for physical activities should be free from any hazards. All pupils wear appropriate clothing for their activities, and show good self-discipline in all activities observed during the inspection.
222. Pupils in KS1 show good awareness of jumping techniques in athletics. They comfortably jump over short distances, and balance well when landing. They set targets for themselves against which they attempt to improve upon their previous achievements. Pupils also show good balancing positions when standing on one leg and when undertaking hopping movements within a given amount of time.

223. Pupils at KS2 show good techniques when striking tennis balls accurately towards given targets. They show appropriate techniques when holding a racquet and hold their bodies in the correct position so as to ensure maximum accuracy in their actions. They evaluate each other's performances and suggest ways of adapting techniques so as to improve their accuracy.
224. KS2 pupils show good style and technique when swimming, using the breaststroke. They use their legs to good effect to maximise power. Pupils who are beginning to master swimming techniques use appropriate basic swimming strokes to move over short distances in the water. Most pupils hold their heads in an appropriate manner so as to ensure that they are able to breathe comfortably when swimming. Pupils who are new to swimming show increased confidence in the water and are competent in floating using floats to good effect.
225. The gymnastic skills of pupils in KS2 are good. They show very good discipline when executing various balancing movements. They work together effectively to initiate and create a series of sequenced balancing movements. They make good and effective use of various apparatus and show good co-ordinated and mirrored movements when working in pairs on two parallel beams. Pupils work together impressively when undertaking a series of co-ordinated floor movements and show good jumping and landing techniques when vaulting a box.

Shortcomings

226. There are no important shortcomings.

Religious education

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

227. Pupils in KS1 show good awareness of Christian concepts such as the names of items found within the Church. They know the names and understand the importance of major Christian festivals and their association with stories from the Bible.
228. KS1 pupils show a good understanding of the story of Noah and the Ark. They arrange the main points of the story in correct sequence and use appropriate words to describe key elements in Noah's story.
229. Pupils in KS1 demonstrate a good understanding of the concept of friendship and compare the qualities of their own friends with the friends that Jesus had in Bible stories. Many pupils in KS1 understand the importance of making promises in a Christian wedding ceremony and identify correctly the various roles adopted by people in a wedding. Pupils in KS2 show awareness of the concepts of good and bad and relate these to values contained within religious

faiths and teachings. They identify elements of goodness and bad within friendships, and relate these to their everyday lives. Many pupils explain the differences between symbols and signs and relate these to signs and symbols seen in their everyday lives, and explain their significance.

230. Pupils in KS2 show a good awareness of various aspects of Hinduism and Judaism. They understand the four stages in a Hindu life and relate these to their own development and to members of their families. They compare similarities between Christianity and Hinduism as well as noting differences. Younger pupils in KS2 describe correctly the various items, which can be found in a Synagogue. Most pupils knew and explained the key elements, which can be seen in a Jewish wedding. They also show a good understanding when comparing and contrasting how Christians and Jews of celebrate Easter and the Passover.

231. Many pupils in KS2 explain clearly the main concepts and meanings relating to a Harvest Festival, and successfully compare the manner of celebrating Harvest today and in the past.

Shortcomings

232. There are no important shortcomings.

School's response to the inspection

The school wishes to thank the inspection team for their courtesy and the professional manner in which they conducted the inspection.

We are pleased that the inspection findings recognise that Brynteg is recognised as a good school with many outstanding features. The report highlights that in most respects we have improved standards significantly since the last inspection, particularly in the early years and English. This reflects the commitment and hard work of all the staff, parents, governors and children.

We are particularly pleased that the quality of teaching was judged to be good or better, achieving at least Grade 2 or higher. The team's assessment of Key Skills also highlighted significant strengths, in particular, pupil's creative and personal and social skills, which were judged to be outstanding.

The school has always placed a strong emphasis on self-discipline and manners. We were pleased that the team highlighted this as an area of strength at the school.

An action plan to address the report's recommendations will be incorporated into our School Development Plan. A copy of this will be sent to parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Brynteg County Primary School
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	Maesteg Brynteg Wrexham
Postcode	LL11 6NB
Telephone number	01978 756398

Headteacher	Mr Dafydd Ifans
Date of appointment	1 st September 2000
Chair of governors/ Appropriate authority	Councillor Neil Rogers
Registered inspector	Mr Peter Mathias
Dates of inspection	18 th – 20 th June 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	7.5	15	24	23	19	23	15	17	136

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	4	8.67

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15.7:1
Pupil: adult (fte) ratio in nursery classes	1:7.5
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22:1
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summery 2006	74.2	89	90.9
Autumn 2006	87.4	92.6	93.2
Spring 2007	86.2	96.3	92.9

Percentage of pupils entitled to free school meals	35
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		18
Percentage of pupils at each level					
			1	2	3
English:	Teacher assessment	School	22.2	50	27.8
		National	0	62.7	20.3
En: reading	Teacher assessment	School	22.2	44.4	33.3
		National	14	56	26
En: writing	Teacher assessment	School	22.2	44.4	33.3
		National	14	69	12
En: speaking and listening	Teacher assessment	School	11.1	55.6	33.3
		National	11	64	23
Mathematics	Teacher assessment	School	16.7	55.6	27.8
		National	0	63.9	23.2
Science	Teacher assessment	School	16.7	50	33.3
		National	0	65.5	23.9

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	77.8	In Wales	80.6

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		15
Percentage of pupils at each level					
			3	4	5
English	Teacher assessment	School	13.3	60.0	26.7
		National	15	47	32
Mathematics	Teacher assessment	School	20	53.3	26.7
		National	15	47	32
Science	Teacher assessment	School	6.7	66.7	26.7
		National	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment			
by teacher assessment		by test	
In the school	73.3	In the school	N/A
In Wales	74.3	In Wales	N/A

Appendix 4

Evidence base of the inspection

- A team of three inspectors, including a peer assessor, were present in the school for seven inspector days. They carried out the inspection with a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school. A pre-inspection meeting for the team was also held.
- Forty-five questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Thirty-five 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 from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 Early Years English Music
Mr Kerry Jones (Lay Inspector)	Contributions to Key Questions 1, 3, 4 & 7
Mr Glyn Griffiths (Team Inspector)	Contributions to Key Questions 2, 3, 4 & 7 Information and communications technology Physical education Religious education
Mrs Susan Prosser (Peer Assessor)	Contributions to all Key Questions
Mr Dafydd Ifans (Headteacher/Nominee)	Contributions to all Key Questions

Acknowledgement

The inspectors wish to thank the management group, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.

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