

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

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

**Bryn Teg Primary School  
Llwynhendy  
Llanelli  
Carmarthenshire  
SA14 9BT**

**School Number: 6692390**

**Date of Inspection: 06 March 2007**

**by**

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Bryn Teg 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 Bryn Teg Primary School took place between 06/03/07 and 08/03/07. An independent team of inspectors, led by Robert Stuart Wormleighton undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** 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. Ysgol Bryn Teg is a new school created in September 2005 from the amalgamation of Llwynhendy Junior School and Ysgol yr Ynys infant school. These schools were last inspected in October 1999 and May 2000 respectively. Bryn Teg presently operates on the Ysgol yr Ynys site, whilst awaiting a new build on the Llwynhendy Junior School site. There are currently 200 pupils on roll including six in the area Speech and Language Unit and 25 nursery children. Children are admitted to the school in the term they attain their third birthday. There are 10 full-time teachers and one part-time teacher at the school.
2. Bryn Teg is in a Communities First area and is described as being socially and economically disadvantaged. This is an area of high unemployment with many social problems. Nearly all pupils come from homes where English is the first language. Very few pupils speak English as an additional language and those who do have a good command of English. No pupils speak Welsh as their first language. Around 53% of pupils are entitled to free school meals, which is above the local education authority (LEA) and national averages. Eighty-four pupils (42%) are on the school's register of special educational needs (SEN), including 12 (6%) for whom a statement of SEN has been made. Seven pupils have National Curriculum (NC) disapplications. No pupils are looked after by the LEA.
3. The school has been awarded the Basic Skills Quality Mark, the Eco Schools Bronze Award and is entering the second stage of the Health Promoting Schools project.

### The school's priorities and targets

4. The school's mission statement is 'Reach for the Stars'.
5. The school's aims are to:
  - provide high quality learning and teaching;
  - develop an ethos that promotes achievement and attainment that is over and above expectation;
  - develop links between home, school and community and promote good relationships;
  - provide a broad and balanced curriculum for all;
  - provide a range of resources that supports the delivery of the curriculum;
  - monitor and evaluate the effectiveness of the work of the school; and
  - promote the social, physical and intellectual development of the individual.
6. The school's main priorities and targets are:
  - improving standards in language by developing pupils' ability to produce extended writing;
  - to further develop the school's subject monitoring programme for it to become more focused;
  - develop a homework policy;
  - embed assessment for learning into everyday learning and teaching;

- improve attendance through the new Attendance Policy strategies;
- to further promote thinking, investigative and problem-solving skills within the classroom environment;
- to work towards “silver status” with both the Eco-Schools and Healthy Schools initiatives; and
- in preparation for the new Curriculum 2008, ensure key skills are included in teachers’ planning and that children understand why these skills are important in their learning.

## Summary

7. Bryn Teg is a good school with no important shortcomings. The way pupils are cared for, guided and supported is an outstanding feature of the school. The school has outstanding features in many other areas including, aspects of how it meets the needs and interests of learners and the community, the leadership of the school and how it plans for improvement.
8. In Bryn Teg, pupils generally show high standards of achievement and succeed regardless of their social, ethnic, or linguistic background. This too is an outstanding feature of the school.

### 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?	1
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

### Standards

#### Areas of Learning for Under-fives

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

### Grades for standards in subjects inspected

9. In key stage 1 and key stage 2, standards in the subjects inspected are as follows:

	Key Stage One	Key Stage Two
English	2	2
Welsh second language	2	3
Mathematics	2	1
Science	2	2
Information technology	3	3
Design technology	2	2
History	3	3
Geography	2	3
Art	2	2
Music	2	2
Physical education	2	2
Religious education	3	3

10. During the time of the inspection, standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2.5%	74%	21%	2.5%	0%

11. Standards of achievement in the lessons observed are well above the Welsh Assembly Government (WAG) all-Wales targets, requiring that by 2007 65% of pupils should be achieving at least Grade 2 or better in lessons seen.
12. Children's attainment on entry to the school is well below the expected average. However, the overall quality of education for children under-five is good and they make good progress towards the Desirable Learning Outcomes for Children's Learning. By the end of the reception year children are well adjusted to school life, settle quickly to tasks and work hard with good levels of concentration.
13. All pupils make good progress as they move through key stage 1 and key stage 2. Pupils with additional learning needs, including those with SEN make good and often very good progress both in the Speech and Language Unit and in the mainstream school.
14. Overall pupils' achievement in key skills is good, in both key stages although there are some shortcomings in aspects of writing, information technology and bilingualism. The school has been awarded the Basic Skills Agency's award. Communication skills of speaking and listening are good and pupils' reading skills are developing well. The development of mathematical and numeracy skills, particularly with the older pupils of key stage 2, is an outstanding feature.
15. In key stage 1, in the 2006 teacher assessments, the percentage of pupils who attained level 2 or above was, 64% in English, 77% mathematics and 73% in science which, due mainly to the large numbers of pupils with additional learning needs, was below the national and LEA averages. However during each of the preceding four years the results for pupils have always been above those averages.

16. In statutory assessment at the end of key stage 2 in 2006, the percentage of pupils who attained level 4 or above was 82% in English, mathematics and science, which was above the LEA and national averages. However, standards in each of those core subjects for the preceding four years were always below those averages.
17. Although the school has only been open for one and a half academic years, emerging trends in performance confirm that even though there are shortcomings in certain subjects, the school is showing very good improvement in most areas with pupils making good and sometimes outstanding progress.
18. The development of pupils' personal, social and learning skills is good. Pupils have a good attitude to learning and show interest in their work. There has been a significant improvement in pupils' behaviour in key stage 2. Behaviour is good throughout the school and this is contributing effectively to pupils' good progress and development. Pupils' spiritual, moral, social and cultural development is good overall.
19. Although the school rigorously promotes the importance of regular attendance, the average attendance for the three terms prior to the inspection of 91% is below the national and LEA averages.
20. Pupils' independent learning skills are developing well throughout the school. Through environmental studies they have a good understanding of the locality and the community around the school and show sound knowledge of conservation and sustainability issues.

### **The quality of education and training**

21. The quality of teaching was judged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
7%	70%	18%	5%	0%

22. The quality of teaching in the lessons observed is similar to the averages for Wales as noted in Her Majesty's Chief Inspector's report for 2005 – 2006 which are that 79% of teaching is Grade 2 or better. However, the number of outstanding lessons is below the all Wales average of 17%.
23. In all lessons, good relationships exist between staff and pupils and all teachers make effective use of praise to motivate pupils. Where teaching is good, lessons are well-planned, objectives are made clear and previous knowledge is reinforced. Teachers explain tasks clearly and ensure pupils understand what they have to do, lessons proceed at a good pace and classroom organisation is good. However in a few cases tasks do not present appropriate challenge, sessions are over-long and pace is slow.
24. The school ensures that the needs of all pupils are met. This is a particularly strong feature in the provision for pupils with SEN for whom individual programmes are prepared which are implemented effectively. Teachers possess a good knowledge and understanding of the subjects they teach and use resources effectively. Teachers make very good use of places of interest in order to promote pupils' learning. The common requirements and key skills are consistently addressed throughout the school and teachers provide pupils with ample opportunities to develop and apply their bilingual skills across the

- curriculum. The use of incidental Welsh is good and all opportunities to develop pupils' bilingual skills are seized.
25. The overall quality of assessment, including the arrangements for assessing and recording the achievement of pupils with additional education needs (AEN)/SEN is good. Pupils' achievement in the core subjects is well understood by staff throughout the school and a manageable framework for assessment in the foundation subjects is being developed. Whole-school assessment data is used to set individual targets in English and mathematics, results of NC assessments are analysed and general school targets are set for improvement. The marking of pupils' work is good and often includes supportive comments for improvement. Pupils are actively involved with their assessment setting and reviewing their own targets.
  26. The way the school keeps parents informed about pupils' progress and achievement is an outstanding feature of the school. The school fully meets its statutory requirements for reporting to parents and annual reports to parents are of a very good quality.
  27. The overall quality of the educational provision for the under-fives is good. Progression in the case of children under five is very good from a low base and their learning experiences are meaningful to all children. The school is successful in providing a broad and balanced curriculum for all pupils which meets legal and course requirements. Pupils enjoy a broad and stimulating curriculum which ensures that their needs are well catered for, although on occasions insufficient time is allocated for some foundation subjects. The school has effective procedures to identify pupils who require additional support. Specialist support is provided for pupils with SEN and the more able pupils are identified and their needs are well addressed.
  28. An outstanding feature of the school's provision is the way in which teachers make optimum use of the immediate and wider environment. Pupils have access to a wide range of extra-curricular activities and Y6 pupils experience a residential visit to Pendine. These enhance the knowledge, interests and skills of pupils.
  29. The school provides many opportunities for the development of the common requirements of the NC. A policy for the development of pupils' basic and key skills is well implemented. Pupils of all ages receive many opportunities to develop their social skills. The development of entrepreneurial skills to support economic development is an outstanding feature.
  30. The way in which learning experiences are enriched by effective partnerships within the community is an outstanding feature of the school. The school, pupils and their families benefit from numeracy courses run by the Basic Skills Agency and an information technology course run by the school's ICT specialist. The school has been awarded the Basic Skills Agency Quality Mark. The school benefits from student placements and from good links with local colleges. Pastoral arrangements to ease the transfer of Y6 pupils to the secondary school are comprehensive and effective.
  31. Provision for pupils' spiritual, moral social and cultural development is good. The school encourages pupils to be self-disciplined and respectful. Adults provide good role models to develop a positive attitude towards learning and promoting

basic human values. The school addresses social disadvantage in a very positive manner and this is an outstanding feature of the school. Pupils are encouraged to believe that they can succeed regardless of personal circumstances. Spiritual development is well promoted during morning worship, which meets statutory requirements and provides opportunities for quiet reflection.

32. *Y Cwricwlwm Cymreig* is well promoted through Saint David's Day celebrations educational visits and working with local artists. Pupils' knowledge and understanding of the richness and variety of other cultures is developed by bringing in visitors of different faiths.
33. The quality of the care, support and guidance provided for pupils is an outstanding feature of the school. Effective systems are in place to help new pupils settle in quickly to the nursery class and for admitting older pupils during the year. There is a caring ethos in the school where all pupils feel safe and respected. The school works in close partnership with parents and carers, listens to their opinions and responds to problems as soon as they arise. Excellent use is made of a wide range of support services.
34. The quality of provision and management for additional educational needs, within the speech and language support class and throughout the school, is an outstanding feature of the school. Pupils are identified at an early age. The school is inclusive, ensuring all who attend, no matter their degree of SEN, are challenged to do their best and are helped to succeed. Links with outside agencies are very good and effective use is made of additional support. The school maintains very good standards of behaviour as a platform for learning.
35. The staff follow a carefully structured and co-ordinated programme for personal, social and health education. The school council provides pupils with valuable opportunities to express their views and to influence some aspects of school life that affects them. The school has a clear and carefully constructed guidance programme for monitoring pupils' attendance, punctuality, behaviour and performance. Every member of staff and the governors are aware of the arrangements and procedures for implementing the child protection policy.
36. The school recognises the diversity of the pupils' backgrounds and provides a fully inclusive learning environment for all the pupils by promoting equality of access and successfully tackling social disadvantage. This is an outstanding feature of the school's provision. Racial equality and good relationships between people of different racial groups is promoted effectively in all aspects of the school's work.

### **Leadership and management**

37. The headteacher has high expectations of herself and of her members of staff. The clear direction she gives is an outstanding feature of the school. Well supported by the deputy head and the senior management team (SMT), she provides a framework of clear guidelines and procedures through which the school is made aware of its values, aims, objectives and targets. There is good communication and liaison within all areas of the school and this has been a key factor in the improvement of standards and educational provision, since the school was established in 2005.

38. The recently appointed subject leaders are developing a good overview of their subjects. All members of staff have clear guidance of their roles. The monitoring role of the headteacher, deputy headteacher and subject leaders is becoming more established. The school's self evaluation programme for all subjects has enabled subject leaders to gain a more objective view of standards within their respective areas and effective classroom observation, focussing on raising standards has been carried out in mathematics and English.
39. The school governors are well informed and are actively involved in the strategic development of the school. They are developing a good understanding of their roles and responsibilities. Many have a good working knowledge of the school, others are frequent visitors and are beginning to establish links with subject leaders in a more structured way. The governing body ensures statutory requirements are met through a range of suitably constituted committees and that the school is resourced and staffed sufficiently so as to meet the demands of the school development plan (SDP).
40. The effectiveness of planning for improvement is an outstanding feature of the school. The school has set out clear priorities and actions for school improvement and these have resulted in measurable improvements. In its self-evaluation report the school gave an accurate picture of its own performance the grades awarded by the inspection team match the school's grades in all seven key questions.
41. The outcomes of self-evaluation are built into the SDP giving a clear focus for self-evaluation and school improvement. The SDP is effective in moving the school forward and progress towards achieving targets is reviewed regularly. The school has made very good progress since the amalgamation of the infant and junior schools in establishing a primary school ethos and in improving key areas of the school life.
42. The school benefits from sufficient experienced and suitably qualified teachers and support staff. Learning resources are generally accessible to all pupils and match the demands of their learning experiences in most subjects.
43. Although there are strengths in certain aspects and the school utilises them well, the school buildings and grounds provide only adequate accommodation and there are many areas that are unsatisfactory.
44. The school manages its budget well in order to obtain optimum value for money. The head teacher regularly monitors budget spending and the school provides good value for money overall.

## **Recommendations**

- R1 Address areas of shortcomings identified in the subject areas.
- R2 Review the structure of the timetable and time allocation for the non-core subjects
- R3 Further develop the monitoring process to provide a sharper focus on standards.\*

\* This issue has already been identified for improvement in the SDP.

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

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

45. The findings of the inspection team match the judgement made by the school in its self evaluation report on this key question.
46. Pupils generally show high standards of achievement and succeed regardless of their social, ethnic, or linguistic background. This is an outstanding feature of the school.
47. During the time of the inspection, standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2.5%	74%	21%	2.5%	0%

48. Standards of achievement in the lessons observed are similar to WAG all-Wales targets, requiring that by 2007, 98% of standards should be Grade 3 or better, and above the target that 65% should be Grade 2 or better.
49. Children's attainment is measured on entry to the school at age three and is well below the expected average. Although there is a significant improvement in children's performance, baseline data at age four indicates that children are still scoring well below the LEA and national averages. However, they make good progress and the overall quality of education for children under-five is good and they are making good progress towards the Desirable Learning Outcomes for Children's Learning. By the end of the reception year children are well adjusted to school life, settle quickly to tasks and work hard with good levels of concentration.
50. The standards of achievement in the areas of learning for the under-fives are as follows:

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

51. In key stage 1 and key stage 2, standards in the subjects inspected are as follows:

	Key Stage One	Key Stage Two
English	2	2
Welsh second language	2	3
Mathematics	2	1
Science	2	2
Information technology	3	3
Design technology	2	2
History	3	3
Geography	2	3
Art	2	2
Music	2	2
Physical education	2	2
Religious education	3	3

52. All pupils make good progress as they move through key stage 1 and key stage 2. Pupils with additional learning needs, including those with SEN make good and often very good progress, both in the Speech and Language Unit and in the mainstream school. The targets set for pupils are realistic, but challenging, are based on the very good knowledge of the pupils' abilities and needs, and are mostly met by pupils.
53. Although there are some shortcomings in a few key skills, such as aspects of writing, information technology and bilingualism, pupils' achievement in key skills overall is good, at both key stages and the school has been awarded the Basic Skills Agency's award. Communication skills of speaking and listening are good. Pupils listen attentively and express themselves with increasing confidence. Pupils' reading skills are developing well and are used to good effect across the curriculum. The development of mathematical and numeracy skills, in different subject areas and learning situations, particularly with the older pupils of key stage 2 is an outstanding feature.
54. Statutory assessment results at the end of key stage 1 in previous years have been above the national and the LEA average in the core subjects of English, mathematics and science. However, in the 2006 teacher assessments, due mainly to the large number of pupils with SEN in the year group, results in each core subject were well below the national and LEA averages. The percentage of pupils achieving level 2 or above was 64% in English, 77% in mathematics and 73% in science, with girls performing significantly better than boys. Although the core subject indicator (CSI) for 2006, of level 2 in each core subject, was well below the average at 55%, results for each of the preceding four years were, however, above national and LEA averages.
55. Currently 53% of pupils receive free school meals, when attainment was measured against the benchmark for schools with a similar number of pupils eligible for free school meals, the school was placed in the third quartile (bottom 50%) in the core subjects, in 2006. However during each of the preceding four years the results for pupils at the end of key stage 1 have been in the upper quartile, the top 25% of schools.

56. In statutory assessment at the end of key stage 2, standards in each of the core subjects in 2006 were above the LEA and national averages. The percentage achieving level 4 and above was 82% in each of the core subjects of English, mathematics and science. In comparison with similar schools, the school's results were ranked in the upper quartile in English and mathematics, and in the second quartile for science. Seventy-three per cent of pupils attained the CSI of level 4 or above, which was close to the national average of 74%. With girls attaining 100% level 4 and above in English and science, performing better than boys. However during each of the preceding four years the results for pupils at the end of key stage 2 have nearly always placed the school in the lower quartile, the bottom 25%.
57. Although the school has only been open for one and a half academic years, from an analysis of current and previous results, from key stage 1, together with an analysis of recent attainment, and targets setting data from key stage 2, emerging trends in performance confirm that the school is showing very good improvement in most subjects, and outstanding improvement in mathematics. Good progress has been made in both key stages and in the education of the under-fives since the previous inspections.
58. Even though there are shortcomings in certain subjects, overall most pupils make good and sometimes outstanding progress. They acquire new knowledge and understanding and skills, both within their individual lessons and over time throughout each term and year.
59. Pupils are becoming increasingly involved in evaluating their own work and the work of others. They are beginning to analyse their own performance in both key stages, with older pupils recording their observations in their books and becoming more aware of what they need to do to improve their learning.
60. The development of pupils' personal, social and learning skills is good. Pupils have a good attitude to learning and show interest in their work. They join in well with what the school has to offer not only in their lessons but also through the range of extra activities they are provided with. There has been a significant improvement in pupils' behaviour in KS2. Behaviour is now good throughout the school and a developing ethos of self-discipline is evident and this is contributing effectively to pupils' good progress and development. Pupils' ability to work with increasing independence is improving throughout the school.
61. Although the school promotes the importance of regular attendance rigorously, the average attendance for the three terms prior to the inspection of 91% is below the national and LEA averages.
62. Pupils' spiritual, moral, social and cultural development is good overall.

## **The quality of education and training**

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

#### **Grade 2: Good features and no important shortcomings**

63. The findings of the inspection team match the judgement made by the school in its self evaluation report on this key question.

64. The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
7%	70%	18%	5%	0%

65. The quality of teaching in the lessons observed is similar to the averages for Wales as noted in Her Majesty's Chief Inspector's report for 2005 – 2006 which are that 79% of teaching is grade 2 or better. However, the number of outstanding lessons is below the average of 17%.
66. In all lessons, good relationships exist between staff and pupils. As a result of this, behaviour is consistently good. All teachers make effective use of praise to motivate pupils and encourage them to give of their best and to evaluate their own work and that of others.
67. Where teaching is good, lesson objectives are made clear, previous knowledge is reinforced and extended and teachers interact well with pupils to support their learning while on task. Lessons are well-planned, have a clear structure and learning objectives are shared with pupils. Teachers explain tasks clearly and ensure pupils understand what they have to do, lessons proceed at a good pace and classroom organisation is good. Other good features are the time which pupils are given to think before they formulate an answer and the effective support given to pupils on task.
68. In a few lessons where there are shortcomings, tasks do not present sufficient challenge, work is not well-matched to pupils' abilities, sessions are over-long and pace is slow. Teaching is over-directed and extended and open-ended questioning is under-developed.
69. Teachers possess a good knowledge and understanding of the subjects they teach. Resources are used effectively and teachers make very good use of places of interest in order to promote pupils' learning. Where teaching is very good, tasks are well-matched to pupils' abilities and there are high expectations of pupils. In the early years, very effective questioning is used to promote and extend children's learning and teachers use a wide range of strategies to engage all children. The common requirements and key skills are consistently addressed throughout the school and teachers provide pupils with ample opportunities to develop and apply their bilingual skills across the curriculum. The use of incidental Welsh is good and all opportunities to develop pupils' bilingual skills are seized.
70. Teachers use schemes of work to support planning and teaching. These ensure that planning is clear and consistent. The school ensures that the needs of all pupils are met regardless of gender, race or ability. This is a particularly strong feature in the provision for pupils with SEN. Teachers consider carefully the needs of individual learners with SEN. Individual programmes are prepared which are implemented effectively and pupils' progress is monitored.
71. The overall quality of assessment is good. Children's attainment is measured on entry to the school at age three and at the statutory age of four baseline data is used to good effect to raise standards. Pupils' achievement in the core subjects is well understood by staff to ensure progression throughout the school. In the core subjects, pupils' work is evaluated carefully using NC criteria. The school is developing a manageable framework for assessment in the foundation subjects.

72. Teachers analyse whole-school assessment data and use it to set individual targets in English and mathematics. The results of NC assessments are analysed and general school targets are set for improvement and teachers have used this assessment information in areas of the curriculum such as reading and numeracy skills to raise standards.
73. The arrangements for assessing and recording the achievement of pupils with AEN/SEN are very good and have full regard for the Code of Practice 2002, they are regularly monitored and findings are effectively used to identify learning targets.
74. Teachers strive to ensure that lessons have clear learning objectives, appropriate pupil activities and effective plenary sessions. Learning support assistants (LSAs), AEN/SEN support teachers, basic skills teachers and 'athrawes fro' work effectively within and outside the classroom taking a meaningful role in planning, preparing and assessing progress.
75. The marking of pupils' work is good. Work is marked regularly and positively and often includes supportive comments for improvement. Pupils are involved in setting and reviewing their own targets and have booklets which will move them on from year to year. Pupils are actively involved with their assessment and are keen to improve their performance.
76. The way the school keeps parents' informed about pupils' progress and achievement is an outstanding feature of the school.
77. Through their 'Open Door Policy' for parents and regular parent/teacher consultations the school is developing well its links with hard to reach parents. Regular meetings with parents of pupils with AEN/SEN ensure that they also have many opportunities to discuss their children's progress.
78. Annual reports to parents are of a very good quality. They give clear information about pupils' strengths and areas for development and progress. There are good opportunities for parents to comment or to attend the school to discuss the report. The school holds two parent consultation sessions during the academic year and readily responds to concerns raised. The school fully meets its statutory requirements for reporting to parents.

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

<b>Grade 2: Good features and no important shortcomings</b>
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79. The findings of the inspection team match the judgement made by the school in its self evaluation report on this key question.
80. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. Progression in the case of children under five is very good from a low base and their learning experiences engage them fully and are meaningful to all children. There has been considerable investment in the outdoor curriculum in preparation for the Foundation Phase for which the school is well prepared.
81. The school is successful in providing a broad and balanced curriculum for all pupils which meets legal and course requirements. As a result of the interesting

learning experiences provided by visiting places of interest, pupils enjoy a broad and stimulating curriculum which ensures that their needs are well catered for, although on occasions insufficient time is allocated for some foundation subjects. Schemes of work have been recently written or revised to ensure progression, coherence and flexibility. The school has effective procedures in place to identify pupils who require additional support in literacy and provides a structured programme which meets their needs well. Specialist support is provided for pupils with SEN according to their needs and the more able pupils are identified and their needs are well addressed.

82. The school, pupils and their families benefit from numeracy courses run by the Basic Skills Agency and an information technology course run by the school's ICT specialist. The school was awarded the Basic Skills Agency Quality Mark in its first year and an LEA advisory teacher, funded by the agency also supports the school. There are good links with a teacher training establishment and students are accepted on placement from this and from two other colleges where they are pursuing non-vocational courses. The mentor in the school provides good support and the school benefits from these partnerships.
83. An outstanding feature of the school's provision is the way in which teachers make optimum use of the immediate and wider environment in order to provide pupils with stimulating experiences which make their learning more meaningful. Pupils have access to a wide range of extra-curricular activities including rugby, cricket, netball, rounders, homework, reading, a music club, school choir, a Bible Club and *Y Clwb Siarad* and Y6 pupils experience a residential visit to Pendine. These enhance the knowledge, interests and skills of pupils and add a valuable dimension to their learning experiences. Teachers demonstrate enthusiasm and commitment when leading these.
84. The school provides many opportunities for the development of the common requirements of the NC. A policy for the development of pupils' basic and key skills is well implemented and these are identified in both mid and short term planning. Pupils of all ages receive many opportunities to develop their social skills; the older look after the younger while all demonstrate the ability to understand the impact of their behaviour on others and to take responsibility for their actions.
85. The school addresses social disadvantage in a very positive manner and this is an outstanding feature of the school. Pupils are encouraged to believe that they can succeed and adults actively encourage all pupils, regardless of personal circumstances, gender, ethnic background or ability, to participate in all the school's activities. As a result, pupils demonstrate respect for one another, towards visitors and for all adults who contribute to the life of the school.
86. Provision for pupils' spiritual, moral social and cultural development is good. The school encourages pupils to be self-disciplined and respectful; this enhances the quality of school life. Adults provide good role models and set a good example encouraging pupils to develop a positive attitude towards learning and promoting basic human values which they consider essential to the development of character.
87. Spiritual development is well promoted during morning worship and opportunities for quiet reflection are provided. Pupils thoughtfully discuss such issues as looking after their world and are well aware of the needs of others.

- Collective worship meets statutory requirements; acts of worship are broadly Christian in nature but pupils learn to respect the other main religious traditions.
88. *Y Cwricwlwm Cymreig* is well promoted through Saint David's Day celebrations which include a concert, educational visits to the Museum of Welsh Life, St Fagan's, the local church, Parc Howard and its museum, a farm in Carmarthen and the local wetlands area. Pupils have benefited greatly from working on a project about the story of a local saint with a local artist. Teachers develop pupils' knowledge and understanding of the richness and variety of other cultures by bringing in visitors to talk to pupils about their faith and culture. Teachers promote bilingual skills well using Welsh naturally and consistently. Pupils use Welsh daily when answering the register, for example and make daily use of incidental Welsh in both key stages.
  89. The way in which learning experiences are enriched by effective partnerships with parents, the community and other schools and colleges is an outstanding feature of the school.
  90. The partnership with parents is good and during the pre-inspection consultation parents expressed satisfaction with the quality of communication with the school. The school keeps parents well informed about its life and work by sending out newsletters once a term. Parents organise many activities to raise money for the school and give help when it is needed. Governors are involved in the day to day life of the school and some parents help on a regular basis.
  91. The local community supports school events such as concerts and the Christmas Fayre and pupils go out into the community, for example to give a carol concert at Christmas and for fundraising activities. The school has benefited from its close links with the Communities First organisation, who have given grants for the school to develop the garden and the Carmarthenshire Youth and Children's Association who run the after-school playgroup four times a week.
  92. Pastoral arrangements to ease the transfer of Y6 pupils to the secondary school are comprehensive and effective. Teachers from the secondary schools come in to teach key stage 2 pupils in, for example, music. Year 6 pupils spend several days at the secondary school before leaving transfer. There are good partnerships with the local chapel and church and the vicar and local minister regularly visit and take assemblies and the vicar takes the Bible club. Links with the community police service are strong and pupils benefit from the input of the police liaison officer who visits the school regularly to give lessons across the year groups, for example on road safety, bullying and substance misuse, and supports well the school's personal and social education (PSE) programme.
  93. The school's work and efforts to ensure that pupils have a wide range of experiences relating to the world of work, entrepreneurship, pupils' understanding of sustainable development issues and tackling stereotyping and social disadvantage have some outstanding features.
  94. Each year group benefits from work-related activities and they visit several local shops and businesses linked to curriculum topics. Pupils in KS1 gain a good understanding of workplace activities through role play associated with running a snack café, pet shop, travel agent and recycling centre. In addition the visits made by representatives of the world of work contribute towards pupils' learning

and understanding. Pupils and the school also benefit from donations made by businesses towards school events and resources.

95. There are well planned and co-ordinated activities organised by the staff to ensure that learners' entrepreneurial skills are developed. This is an outstanding feature of the work of the school. Pupils in every class design, make, market and sell a range of products in school fairs. When appropriate, effective use is made of key stage 2 Dynamo materials to introduce an entrepreneurial element into pupils' project work. Through young enterprise, pupils have developed and made construction safety calendars and Y5 have made healthy eating pizzas and the proceeds donated to Children in Need appeal.
96. Very good efforts are made by the school through the personal and educational programme, school council and a wide range of charitable fund raising events to raise pupils' awareness of social disadvantage issues and ensuring equality of access to school provision. There is a clear equal opportunities policy that deals with aspects of stereotyping and the policy is effectively implemented in many aspects of school life such as class work tasks, extra-curricular activities, community initiatives, performances and games.
97. The school has a comprehensive policy relating to recycling, supporting healthy lifestyles and the use of energy. The provision made for raising pupils' awareness of sustainable development across the school and within subject areas, topic related environmental visits, organisation of recycling activities linked with Corus and the work in the habitat area as well as the contribution of the school council and Eco committee are outstanding features of the work of the school. The school is currently working towards the Eco-Schools' silver award.
98. The school's activities takes very good account of national priorities and initiatives, particularly in relation to equality of opportunity, tackling social disadvantage, diversity, disability, sustainable development, and healthy eating.

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

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

<b>Outstanding features</b>
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100. There are several outstanding features, among them are:

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| <ul style="list-style-type: none"><li>• the quality of the care, support and guidance provided for pupils;</li><li>• providing high quality personal support for learners and ensuring their well being. The school has developed processes to ensure that it has very good outcomes from the practical experience of dealing with child protection issues;</li><li>• the quality of provision for additional learning needs;</li><li>• the high quality of the provision for equal opportunities, measures to eliminate oppressive behaviour respecting diversity within society.</li></ul> |
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101. The quality of the care, support and guidance provided for pupils is an outstanding feature of the school. There is a caring ethos in the school where all pupils feel safe and respected and where they know that notice will be taken of any concerns they have. Excellent use is made of a wide range of support services. Parents are full of praise and appreciation for the care and guidance the school provides for their children. The school works in close partnership with parents and carers, listens to their opinions and responds to problems as soon as they arise.
102. Effective systems are in place to help new pupils settle in quickly to the nursery class and for admitting older pupils during the year. The home-school agreement and the Handbook for Parents are useful documents that meet the statutory requirements.
103. The school successfully identifies each pupil's needs and progress and makes very good use of professional support both from within the school and from specialist services.
104. The staff follow a carefully structured and co-ordinated programme for personal, social and health education. The school council provides pupils with valuable opportunities to express their views and to influence some aspects of school life that affects them.
105. The school has a clear and carefully constructed guidance programme for monitoring pupils' attendance, punctuality, behaviour and performance. There are very good relationships with external agencies that develop an awareness of vulnerable families.
106. The school makes the well being of its pupils a priority and through its day to day procedures has suitable arrangements in place to promote this.
107. Every member of staff and the governors are aware of the arrangements and procedures for implementing the child protection policy. The deputy head, along with others responsible for supervising this aspect, ensure that they carry out their duty effectively and conscientiously.
108. The school successfully identifies each pupil's needs and progress and makes very good use of professional support both from within the school and from specialist services. The quality of provision and management for additional educational needs, within the speech and language support class and throughout the school, is an outstanding feature of the school and reflects the recommendations of the Code of Practice 2002. Pupils are identified at an early age. The school is inclusive, ensuring all who attend, no matter their degree of SEN, are challenged to do their best and are helped to succeed. The very good liaison between AEN/SEN Co-ordinator and class teachers, parents and carers produce good quality individual education plans (IEPs) and individual behaviour plans (IBPs), which are regularly reviewed, to support pupils' learning. Learning support staff work effectively with pupils with SEN, they are aware of pupils' targets, respond effectively to their needs and have well organised routines. Links with outside agencies are very good and effective use is made of additional support and guidance. Parents/Carers are involved at all stages of the identification process and are encouraged to take an active role in supporting their children's progress and achievements. This is good practice.

109. Pupils on the AEN/SEN register receive a mixture of in class support and withdrawal, which is well organised by the special needs teacher employed through the RAISE grant. She provides very effective support in well structured sessions and the work is well monitored and pupils' progress is suitably recorded.
110. Links with outside agencies are very good and effective use is made of additional support and guidance. The advisory teacher funded through the Basic Skills Agency to target under attaining pupils in literacy with emphasis on reading provides excellent support for pupils and they make very good progress.
111. The support for pupils in the LEA designated Primary Speech and Language Unit is an outstanding feature. The quality of teaching of pupils in the class is very good and the Teacher and Teacher Aid work well together to provide purposeful and dedicated support. Pupils settle into school routines quickly and confidently. They are clear about the progress they are making and are actively involved in evaluating and setting their targets. This helps promote their self esteem and enables them to cope well in mainstream activities. Pupils make very good progress in their learning.
112. The school maintains very good standards of behaviour as a platform for learning. Effective measures are in place should unacceptable behaviour or incidents arise. Pupils who do experience problems in controlling their behaviour are given appropriate additional support.
113. Suitable arrangements are made for pupils with disabilities to ensure that they are not being treated less favourably than other pupils. There is an access and disability policy in place. Accessibility plans are formulated and monitored by the governing body.
114. The school recognises the diversity of the pupils' backgrounds and provides a fully inclusive learning environment for all the pupils by promoting equality of access and successfully tackling social disadvantage. This is an outstanding feature of the school's provision. Racial equality and good relationships between people of different racial groups is promoted effectively in all aspects of the school's work.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

115. The findings of the inspection team match the judgement made by the school in its self evaluation report on this key question.
116. The headteacher has high expectations of herself and of her members of staff. The clear direction she gives is an outstanding feature of the school. She provides a framework of clear guidelines and procedures through which the school is made aware of the school's values, aims, objectives and targets which are understood and acted upon by pupils and nearly all of those involved in providing education within the school.
117. The headteacher is well supported by the deputy head and the newly appointed members of the senior management team (SMT). There is good communication

- and liaison within all areas of the school and this has been a key factor in the establishment of good working practices and the improvement of standards and educational provision, since the school was established in 2005.
118. The recently appointed subject leaders are developing a good overview of their subjects; considerable progress has been made in re-writing policies, schemes of work and reviewing and evaluating their subjects as part of a rolling programme of subject review.
  119. All members of staff have clear guidance of their roles. Through annually negotiated staff guidelines and job plans, areas for specific school developments are identified to improve standards and provision.
  120. The monitoring role of the headteacher, deputy headteacher and subject leaders is becoming more established as the newly amalgamated school moves forward with its well thought out development plan. Although effective classroom observation, focussing on raising standards has been carried out in mathematics and English, it is not yet established for other subjects. However the school's self evaluation programme for all subjects has enabled subject leaders to gain a more objective view of standards within their respective areas.
  121. The appraisal system and performance management procedures meet statutory requirements. They are carried through a rigorous and comprehensive system of teachers' continuing professional development that identifies the training needs of individual staff linked to the demands of the SDP.
  122. The school has responded well to WAG initiatives and priorities. The school has the Basic Skills Agency award, is a 'Health Promoting School' and has the Eco-School's Bronze award. Managers and leaders also work well with the local secondary school and its 'feeder' primary schools, working in partnership on assessment portfolios to moderate standards within the catchment area.
  123. The school governors are kept well informed by the headteacher and are actively involved in the strategic development of the school. They are developing a good understanding of their roles and responsibilities having carried out a self review, with the school link officer, to identify areas for their further development. Many have a good working knowledge of the school, which they use to good effect. Others are frequent visitors to the school and are beginning to establish links with subject leaders to monitor provision in a more structured way.
  124. The governing body ensures statutory requirements are met through a range of suitably constituted committees and that the school is resourced and staffed sufficiently so as to meet the demands of the school development plan.

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

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

125. The findings of the inspection team match the judgement made by the school in its self evaluation report on this key question.
126. The effectiveness of planning for improvement is an outstanding feature of the school. The school has set out clear priorities and actions for school

- improvement and these have resulted in measurable improvements, such as in the areas of pupil behaviour, mathematics and Welsh.
127. The school has undertaken a thorough frank and open audit of its strengths and areas for improvement. It draws on first hand evidence from a range of sources. All those involved share their perceptions of the priorities for improvement. The self evaluation report is thorough and perceptive.
  128. In its self-evaluation report the school gave an accurate picture of its own performance. The grades awarded by the inspection team match the school's grades in all seven key questions.
  129. The head, senior managers and curriculum leaders are well informed about performance in the core subjects and standards have significantly improved in these areas. Curriculum leaders in foundation subjects, however, are less informed, although the SDP identifies and schedules the introduction of monitoring and assessment in the foundation subjects together with portfolios to aid assessment moderation.
  130. All members of the senior management and all members of staff are very clear about their duties and responsibilities. Very effective communication systems ensure that required information is passed on to those who need it. As a result the school runs smoothly on a day to day basis.
  131. There is a strong commitment on the part of governors, head teacher and staff to raising standards and improving the schools performance. While some formal aspects of self-evaluation have been recently developed by the new governing body, the school has since the previous inspection, consistently planned and pursued strategies for improvement. A self critical structure has been established among staff and governors over the last two years. They have agreed values and norms about all aspects of school life, particularly pupils' learning and behaviour.
  132. Learning support assistants, pupils and parents are encouraged to make suggestions for school improvement. Pupils have an influential voice through the school council and this has a positive impact on the school's self evaluation process.
  133. Outside agencies and the local community also provide input into the school's self evaluation procedures. The school values the views of the LEA. The contributions of the advisory teachers for mathematics and literacy, the school's educational psychologist and the school improvement officer has had a positive impact on raising awareness.
  134. The outcomes of self-evaluation are built into the SDP giving a clear focus for self-evaluation and school improvement. The SDP is effective in moving the school forward and progress towards achieving targets is reviewed regularly. The plan identifies costing, timescales, responsibilities, success criteria and it is supported by well resourced strategies. All staff are involved in the construction and implementation of the plan and the headteacher reports to governors on the plans progress.
  135. The staff development aspect of the school's work is very good. The staff job descriptions reflect the leadership roles and are also a basis for performance

management. This has a positive effect on the school and on pupils' achievements.

136. The school has made very good progress since the amalgamation of the infants' and junior schools in establishing a primary school ethos and in improving key areas of the school life. Having identified the need to improve pupils' behaviour and their enjoyment of school as the precursor to raising achievement, the staff have begun to set individual personal and learning targets with pupils to very good effect.
137. The school has made very good progress since the previous inspection of the infant school (2000) and the junior school (1999). The success in making progress on the key issues for action and the effectiveness of the school's strategies for improvement in raising pupils' standards and attitudes to school is an outstanding feature. Bryn Teg Primary School has made very good progress since its inception largely through much hard work.

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

<b>Grade 2: Good features and no important shortcomings</b>
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138. The findings of the inspection team match the judgement made by the school in its self evaluation report on this key question.
139. The school benefits from sufficient experienced and suitably qualified teachers and support staff who possess appropriate expertise to teach all aspects of the curriculum. There are very good relationships between teachers and the Nursery Nurses and LSAs and between all staff and the children.
140. As a result of a recent and comprehensive restructuring exercise, all staff have clearly defined roles and responsibilities and the headteacher deploys them efficiently in order to make the best use of time, expertise and experience and to best meet the needs of pupils. The school has effective procedures in place for promoting staff development. Teachers' individual needs are addressed through performance management and the needs of the school are determined by the priorities in the SDP.
141. Learning resources are generally accessible to all pupils and match the demands of their learning experiences in most subjects. The range of resources has recently been reviewed in order to ensure that it is appropriate to pupils' age and needs. Recent investment has been made in the purchase of software and hardware to promote and support the development of ICT skills and this is having a positive effect on standards. There is no library, however, and, as a result, pupils' development of information retrieval skills is restricted. There are also insufficient attractive books of different genres to further develop a love of reading and, in key stage 2, higher order reading skills. The school intends to wait for the new building to open before purchasing further resources in order that a clearer picture of priorities is obtained.
142. The school manages its budget well in order to obtain optimum value for money. The SEN budget is well used to support targeted pupils. The Better Schools Fund (GEST) is monitored carefully and spending reflects the priorities in the SDP and those noted through performance management. The headteacher

regularly monitors budget spending and the school provides good value for money overall.

143. Although there are strengths in certain aspects such as the outside play areas and the spacious hall and classrooms which the school utilises well, the school buildings and grounds provide only adequate accommodation and there are many areas such as the toilets and the overall fabric that are unsatisfactory.
144. The attention to detail by the caretaker and cleaners is evident in the cleanliness of the school building whose appearance is further enhanced by attractive displays of pupils' work. The school secretary ensures effective day-to-day administration of the school and carries out her duties efficiently.

## **Standards achieved in subjects and areas of learning**

### **Under 5s**

145. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's learning.

### **Language, Literacy and Communication Skills**

#### **Grade 2: Good features and no important shortcomings**

##### **Good features**

146. As a result of the clear language model presented by adults, children develop good language from a low base. By the time they reach the reception class, they express themselves with growing confidence. They develop good listening skills and an increasing vocabulary which they use effectively to express themselves. Older children are able to retell the story of Goldilocks expressively and demonstrate good prediction skills. All children contribute well to discussion and are eager to express their opinions. From the time they enter school, children enjoy numerous opportunities to engage in mark-making using a range of implements. A good feature is the variety of opportunities they have, both indoors and outdoors, for mark-making which engage their attention for extended periods. As a result, they have a good understanding of the purposes of writing. All children can read their names and older children can read simple words. They display enthusiasm for books and stories and enjoy browsing through them in the book corner. Children can choose their favourite story books and talk about the main character and the story outline. They enjoy saying a wide range of rhymes and singing songs in both English and Welsh.

##### **Shortcomings**

147. There are no important shortcomings

### **Personal and Social Development**

#### **Grade 2: Good features and no important shortcomings**

##### **Good features**

148. Nursery children respond well to routines and make good progress in becoming independent members of the class. Children are confident, well-motivated and eager to participate in all activities. They enjoy new experiences and engage in

them enthusiastically. As a result of the opportunities they receive, children are learning to take responsibility for their actions. They ask for information when necessary and are quick to help their friends. Children understand that living creatures must not be hurt. They wash and dry their hands before snacks and meals and demonstrate good table manners when eating breakfast with their friends and adults. They play well together and learn to take turns and to share during activities and older children co-operate well on task. They learn quickly to behave towards adults and other children with respect and are very courteous. Children persevere with experiences which capture their interest and maintain their concentration well for extended periods.

### **Shortcomings**

149. There are no important shortcomings

### **Mathematical Development**

#### **Grade 2: Good features and no important shortcomings**

##### **Good features**

150. Children possess a growing mathematical vocabulary which includes comparative language which they use when they talk about what they are doing. They are developing concepts of size, length and capacity through the range of practical activities they experience in sand and water play. For example, they describe bottles as being 'small', 'big', 'huge' and 'full' and 'half full'. They understand the purpose of money from their role play in the shop. Older children enjoy exploring numbers in the course of their mark-making and count and match them from one to 20 in English and in Welsh and can count backwards from 20. Older children are developing well the concept of addition by counting on one and two using objects. All have a good knowledge of number up to 10 and the older to 20 and all enjoy engaging in mathematical activities. All children are developing well the concept of time in the context of their daily lives.

##### **Shortcomings**

151. Children's experience of different ways of recording requires further development before they engage in the formal recording of number using mathematical symbols.

### **Knowledge and Understanding of the World**

#### **Grade 2: Good features and no important shortcomings**

##### **Good features**

152. Children know the days of the week, the seasons and how to describe the weather from pictures they are shown in both English and Welsh. They demonstrate awe and wonder when they find a centipede in the grass which they handle gently and observe before replacing. They talk with interest about their homes and families. They understand that certain everyday equipment requires electricity to make it work, for example, the 'kettle' in the role play area. Children understand where food comes from and that they must eat good food in order to grow, for example, they know it is important to eat breakfast to give them energy throughout the day. They are learning how to care for living things by helping to look after the fish in their aquarium. From the nursery upwards they can identify many animals and name their young accurately.

### **Shortcomings**

153. There are no important shortcomings.

### **Physical Development**

#### **Grade 2: Good features and no important shortcomings**

##### **Good features**

154. Children's fine and gross manipulative skills are developing well as a result of the range of opportunities they receive. They enjoy playing with large apparatus outdoors and their fine motor skills are developing well through modelling with clay, drawing, cutting, gluing and painting. Children move their bodies confidently and demonstrate good control, balance and co-ordination. They have a good understanding of positional language and handle both large and small equipment with confidence. They enjoy physical activities and engage in them whole-heartedly.

### **Shortcomings**

155. There are no important shortcomings.

### **Creative Development**

#### **Grade 2: Good features and no important shortcomings**

##### **Good features**

156. Children enjoy role play in the Tŷ Bach Twt and the shop. The younger children's role play is beginning to develop well with good adult interaction and the older children engage in more elaborate, co-operative role play. They make sense of their world by taking on different roles whilst at play and their conversation demonstrates that they understand such things as the role of the shop assistant and that food is scanned for price. All children enjoy music and sing a variety of songs well in both English and Welsh. They enjoy using percussion instruments to accompany these and learn quickly how to keep a steady rhythm. They enjoy moving to music and interpret it sensitively with their bodies by moving in different ways to impersonate animals, for example, on tip-toe and by taking long strides. Children's art is a strong feature and they enjoy many opportunities to engage in this. Even the youngest children make good representational drawings while engaging in mark-making and their drawing develops well in the reception class. They enjoy painting, modelling and printing and produce work of a good standard. Older children have listened to music and interpreted it through mixing different colours and finger painting attractive pictures of the sky. Children enjoy chalking on the ground outdoors to make representational images and using rollers, large brushes and paint to make marks and images on lengths of paper. This is a very good feature.

### **Shortcomings**

157. There are no important shortcomings.

<b>English</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

**Key Stage 2: Grade 2: Good features and no important shortcomings**

**Good features**

158. By the end of key stage 1 pupils' standards of oracy are good. Pupils listen attentively and although many are initially taciturn and lack the confidence to talk freely, most pupils are now beginning to express themselves with more confidence and pupils' speaking is good. They respond well to structures that are in place to improve their oracy skills such as 'hot-seating' and being given time to collect their thoughts and reply. They cooperate well and listen to each other and adapt their replies in responses given.
159. Within the constraints of the accommodation and resources there is a book rich environment within the classes which is impacting positively on standards. Pupils' reading skills are developing well; they are of a good standard. They read with fluency, understanding and confidence, at levels appropriate to their age and ability. Younger pupils use phonics to help them decode unfamiliar words. Whilst older ones identify and speak dialogue that is appropriate to characters they read about.
160. There is a good range of writing from emergent to independent and pupils are beginning to write for a variety of purposes and through a range of genre. They write imaginative poetry about the 'Commotion in the Ocean' and are beginning to self-evaluate their work.
161. Cross-curricular links are used to good effect with pupils developing their reading, writing and research skills, through their environmental project 'Get off Our Train'. In other lessons, good literacy skills are being developed when for example work is linked to geography. Pupils listen with interest to a story about elephants and then retell aspects, then research facts about animals and write accurately about them.
162. Handwriting and presentation is improving. Pupils' independent writing is emerging, they are beginning to write using dictionaries to support their spelling and write from another's viewpoint.
163. In key stage 2, literacy standards overall are developing well and are of a good and improving standard. The good role model for language by the staff allows the pupils to use and practice good vocabulary when speaking and pupils show good oracy skills.
164. The younger pupils are beginning to read a range of more advanced text fluently and accurately. They read with increasing independence, and enjoyment, using a range of appropriate strategies of contextual, phonetic and visual clues. Most read with understanding and interest. Standards of reading progress further in the upper key stage with pupils using a wide variety of text fluently, with intonation, confidence and greater understanding. They are able to predict with increasing confidence.
165. Throughout the key stage, pupils knowledge and use of different aspects of grammar is improving. They know the role of adjectives and adverbs and use them to good effect, but also know that for example in instructional writing that

the role of descriptors is not relevant. They understand sequencing and chronological order and are starting to organize information into appropriate paragraphs. Pupils' punctuation and sentence composition shows progression, they are beginning to produce a good range of written work linked to other curriculum areas. There is good use of dictionaries, reference books and thesauruses to support their work.

166. Older pupils have an impressive knowledge and recall a of wide range of different forms of poetry including kennings and haiku and produce their own imaginative poems. Pupils produce writing of many genres, factual, creative and plays with good vocabulary, dialogue and appropriate punctuation. For example, when they retell the story of the Pied Piper or produce public information leaflets. Younger pupils show good progression in their handwriting skills. The standard of written work presented is improving; it is good in the majority of cases and sometimes very good in final draft form. Pupils' evaluation of their writing is becoming more objective.

### Shortcomings

167. Extended writing is underdeveloped.

### Welsh second language

#### Key Stage 1: Grade 2: Good features and no important shortcomings

#### Key Stage 2: Grade 3: Good features outweigh shortcomings

168. Only one Welsh lesson was observed during the inspection due to time-tabling restrictions. Judgements are also based on scrutiny of pupils' work, display work and discussions with pupils.

#### Good features

169. In key stage 1, younger pupils are able to follow instructions when an art lesson is conducted in Welsh. They sometimes respond in Welsh appropriately.
170. Pupils at the top end of key stage 1 can name a number of animals in both singular and plural such as '*mochyn*' / '*moch*' and '*ia*' / '*ieir*'. They enjoy singing Welsh songs and demonstrate good pronunciation.
171. They are able to form simple sentences accurately such as '*Mae'r mochyn yn byw mewn twlc*' and '*Mae'r fuwch yn byw yn y beudy*'.
172. Pupils in Y2 are able to read simple Welsh words and captions displayed in the classroom.
173. All pupils respond to the register in Welsh and make good use of incidental Welsh throughout the day.
174. Pupils in lower key stage 2 have written in different forms for different audiences and purposes. They have produced writing about their summer holiday and festivals such as the Harvest, Halloween and Christmas. They have labelled diagrams and completed worksheets on creatures and they have produced short pieces of writing using writing frames about a witch, growing and non-growing things, and what they had for Christmas.
175. At the upper end of the key stage, pupils have produced a simple dialogue, recipes, labelled diagrams of their favourite pizzas and a time graph.

## Shortcomings

176. Pupils' knowledge of language patterns in key stage 2 is insecure and they are unable to sustain a simple conversation.
177. Reading is under-developed in key stage 2 and pupils cannot read back their own writing.

## Mathematics

**Key Stage 1: Grade 2: Good features and no important shortcomings**

**Key Stage 2: Grade 1: Good with outstanding features**

### Good and outstanding features

178. Even though pupils enter the school with limited skills and experience in numeracy they make rapid progress with their understanding of mathematical ideas during their time at school and by the end of Y6 they have good and sometimes very good knowledge of most key mathematical concepts.
179. National assessment results and the school's own assessment procedures show the very good progress pupils make. A significant proportion attain levels higher than the national benchmark and this demonstrates good standards of achievement, considering the low starting point. This is an outstanding feature.
180. Pupils throughout the school use mathematical terms correctly when explaining their work. From an early age, they show enthusiasm for the subject when they are actively involved in demonstrating their knowledge of number work and their problem solving skills. Their enthusiasm for mathematics has a positive impact on standards in both key stages.
181. In all classes, pupils use mathematical terms correctly and apply their understanding of mathematics to work in other subjects of the NC. All pupils, including those with AEN make very good progress in mathematics and are confident in using and applying their skills across the curriculum in different situations.
182. Pupils in key stage 1 measure using non standard and standard units and can make sensible estimates. They are able to name two-dimensional shapes. They have good knowledge and understanding of number bonds and patterns. They can identify odd and even numbers up to 20.
183. By the end of key stage 1, pupils demonstrate very quick mental agility. They answer a range of questions quickly, accurately and confidently, using a range of different strategies to reach solutions and to check answers. Pupils interpret simple data to produce graphs and charts. They tally accurately. Pupils use and interpret simple fractions and solve money problems within £5. Older pupils have a very good understanding of place value beyond a hundred.
184. In key stage 2, pupils make very good progress in all aspects of mathematics especially number, shape, space, measure and problem solving.
185. By the end of key stage 2, pupils have a very good knowledge of number, such as multiplication patterns, they answer questions about graphs and charts well and have a secure knowledge of the relationship between fractions, decimals

and percentages. Pupils' ability to explain and use a range of mathematical strategies is an outstanding feature.

186. Effective use is made of information technology to support mathematical work in key stage 2. Pupils make good use of the computer to collect and represent data using a variety of graphs and diagrams. They are able to interpret the data well.
187. Older pupils in key stage 2 mentally add and subtract two and three digit numbers, use their tables to 10 times 10 in multiplication and division and can add and subtract simple decimal numbers. In their written work, they show a secure understanding and application of a range of number operations and strategies.
188. Pupils have good understanding and knowledge of time, both analogue and digital. They have good understanding of symmetry and angles. Pupils confidently tackle problem solving. Their use of mental mathematical skills is an outstanding feature. Calculations are used proficiently when checking answers. By the end of key stage 2 the majority of pupils apply their knowledge of place value confidently in calculations, involving whole numbers, decimal fractions and standard measures of length, weight and capacity.

### **Shortcomings**

189. There are no important shortcomings.

<b>Science</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

**Key Stage 2: Grade 2: Good features and no important shortcomings**

### **Good features**

190. The scheme of work provides a very good range of work and standards in all attainment targets are mostly good and are improving in both key stages. An approach based on scientific enquiry is developing well throughout the school.
191. Standards in key stage 1 are good overall. Pupils carry out a range of investigations. Pupils' thinking skills are a focus for development and standards are improving; they are encouraged to ask questions and to record and communicate their findings in a variety of ways, orally, pictorially and through ICT.
192. Pupils' research skills are improving, imaginative use is made of books and the Internet and pupils are becoming more independent in their learning, for example when they research the life cycle of the frog.
193. Standards in key stage 2 are improving and are good overall. Younger pupils can group and classify animals into those that can or can't fly and those that live above or below water.
194. Younger pupils and those in the speech and language unit have a good recall of previous work on what plants need to grow and carry out investigative work to discover what happens if plants are deprived of these elements. They choose resources for the investigation and know the importance of a fair test, and the need to control variables and record their results. Good links with other subjects and key skills are being developed.

195. There is good progression of skills throughout key stage 2. Work with the older pupils is developed further, for example they are aware that plants take in carbon di-oxide and give out oxygen. They know about favourable conditions, seed dispersal and can draw accurate, well labelled diagrams showing the parts of a plant. They show good investigative skills when examining and dissecting flowers.
196. Pupils understand the water cycle; many older pupils have very good scientific knowledge for example, they know and understand the concept of soluble and insoluble materials. They are aware that solids can be evaporated from a solution and that saline solutions can produce crystals. They understand a fair test and use scientific language and vocabulary, to good effect. They interpret data accurately with good use of mental maths to find averages.
197. Building on their previous knowledge that flames need oxygen too, good standards are further enhanced through extra experiments to stretch the more able, measuring the percentage of oxygen and nitrogen in the air.

### **Shortcomings**

198. There are no important shortcomings.

## **Information technology**

### **Key Stage 1: Grade 3: Good features outweigh shortcomings**

### **Key Stage 2: Grade 3: Good features outweigh shortcomings**

#### **Good features**

199. Throughout the school, standards in information technology are average. This is a substantial improvement since the last inspection particularly at key stage 2. The achievement of pupils is now improving and basic skills are well established.
200. The installation of a 'computer suite' allowing all pupils to have greater access to computers to both practise skills and use these to support learning across the curriculum, has enhanced pupils' learning. Pupils' information technology skills have also improved due to the very good support of a part-time specialist teacher.
201. In key stage 1 most pupils are already proficient in basic procedures, logging on independently and opening programs. In Y1, all of the class use the interactive whiteboard and my 'Magic' pen in order to do simple tasks and complete work as and when appropriate. In Y2, the majority of pupils have knowledge on how to click onto the Internet Explorer for access to the web.
202. Younger pupils in key stage 2 further develop their word processing skills. The majority of Y3 pupils are able to transfer a picture created in 'Paint' into 'Word' and give a brief description of what the picture consists of. Most Y4 pupils are able to use 'PowerPoint', to the extent of making a five slide presentation using background colours and slide transitions.
203. Older pupils in key stage 2, in some lessons, are able to make effective use of specific programs to reinforce aspects of their learning. They are also beginning to make use of the web to access information and to print text relevant to work studied in other subjects. In Y5, the majority of pupils are able to use

'PowerPoint' to the extent of making a seven slide presentation using background colours and slide transition, using custom animations. Most pupils can open and amend a database and know what uses there are for a database.

204. Older pupils in key stage 2 have the opportunity to attend an ICT extra-curricular club led by the specialist teacher. This is well attended and successfully enhances pupils' computer skills. The majority of Y6 pupils have good knowledge and understanding on how to use the Internet for research and using the advanced search tool. Most pupils are able to use file management, creating their own folders and sub folders for various work. Pupils make good use of the digital camera as a means of enhancing their work across the curriculum.
205. When pupils in both key stages, including those with AEN are provided with opportunities to use and develop their information technology skills, they demonstrate good attitudes to learning. They treat equipment well and there is good co-operation working in pairs or threesomes.

### **Shortcomings**

206. Pupils' ability to use computers to make things happen using control mechanisms is underdeveloped.
207. In key stage 2 pupils do not sufficiently develop independent skills for using ICT effectively without structured support and guidance.
208. The use of computers to solve problems, to research information, to communicate information or practice, reinforce and develop skills in other subjects is underdeveloped throughout the school.

## **Design 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**

209. A limited range of activities was seen during the inspection, but there was sufficient evidence to show that pupils achieve well in lessons and make good progress as they move up through the school. The implementation of the comprehensive scheme of work provides suitable progression in a wide range of activities, in both key stages and standards of achievement in the skills of designing and making are good. Pupils' knowledge and understanding of design and technology is good and appropriate to each key stage. Pupils use this to good effect in their activities
210. In key stage 1, pupils design and make hand puppets, an activity carried out mainly through the medium of Welsh. Pupils talk about their ideas, make relevant suggestions and put their thoughts into practice to produce, paint and embellish well made figures. The finished items which are of a good quality and show care and attention to detail. A process that is adapted and then repeated for other design technology activities carried out throughout the key stage.
211. Pupils in key stage 2, show further progression in their skills and knowledge as they become involved in more complex design technology tasks.
212. The younger pupils carry out a design and making brief to produce a range of chairs. This 'Take a Seat' project is linked to pupils' art work based on Van

- Gogh's 'Chair' painting. The pupils research types of chairs from pictures and catalogues, investigate suitable materials, the make their own model chairs which are evaluated and displayed.
213. Older pupils link their work to the school's Health Promoting School's project and the world of work. They further extend their skills and understanding, researching and designing and evaluating pizzas, some of which are made during a visit to a local pizza restaurant, others that are made and then sold in school for a charitable event.
214. Pupils' range of information technology and design technology experiences are enhanced further through a computer aided design and manufacturing project working in partnership with the local secondary school to produce key rings. Links with the high school also provide the pupils with the concept of designing and making of a suitable sports bag to use in Y7.

### **Shortcomings**

215. Standards of work in upper key stage 2 are variable.

### **History**

**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

#### **Good features**

216. In key stage 1, pupils acquire a satisfactory historical vocabulary and are beginning to develop an understanding of how the past is different to the present.
217. Younger pupils in key stage 1 develop their concept of old and new by examining toys and pupils understanding of change is enhanced as they reflect on and compare their toys with those of their teacher and their parents and grandparents.
218. In key stage 2, pupils have a good sense of chronology. They make good use of timelines of different scales and show their understanding through their use of vocabulary related to the passing of time.
219. Younger pupils in key stage 2 study everyday life in the past through observing old photographs of the locality. They make valid comparisons about lifestyles now and in the past.
220. Older pupils in key stage 2 use role play and drama activities to enact their knowledge and understanding of what working conditions were like in the coal industry when they examine the plight of Susan Rees, the Pit Girl, working in the South Wales coalfield in Victorian times. They demonstrate good knowledge of travel and communication in Victorian Britain.
221. In both key stages, pupils' social, moral and cultural development is enhanced through their work in history. Pupils understand that history can be found in written records but they also know that people in the community have valuable knowledge about life and events in the past. They have developed their understanding of local history through visitors to the school having good local knowledge.

222. Pupils' understanding of local and national history is enhanced by visits to places of historical interest such as the Museum of Welsh Life, St Fagan's, Swansea Museum, for the Second World War experience and Parc Howard.
223. Pupils make effective use of opportunities to handle artefacts and participate in living historical events and this makes an important contribution to the development of their historical knowledge and understanding.

### **Shortcomings**

224. Pupils' skills in historical enquiry and their use of ICT as a tool for historical research are underdeveloped.
225. The good standards achieved in oral work are not always reflected in the quality of the written tasks.

## **Geography**

**Key Stage 1: Grade 2: Good features and no important shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

226. Throughout key stage 1 pupils are developing a good awareness of their local area and of the wider world. There are some examples of very good work, particularly when it is linked to the environment, such as when they take part in a visit to the dairy farm, Allt-y-fyrddin. Pupils are developing their geographical vocabulary, enquiry and mapping skills well as they follow the route the milk takes from farm to supermarket via the local creamery.
227. Their knowledge and understanding of contrasting areas is being developed through cross-curricular work on language development where they research aspects of the continent of Africa and the sub-continent of India, using atlases and the Internet.
228. Relevant studies of the weather are carried out to extend their geographical knowledge and understanding of their locality further.
229. Younger pupils in key stage 2 build on the experiences of key stage 1 and there is good progression in their geographical skills and knowledge. For example, when they carry out investigative work in the immediate environment to suggest ways in which the school grounds can be improved.
230. Mapping skills and environmental understanding are developed further through visits to the local shops. Whilst their understanding of contrasting and less economically developed localities are enhanced through studies of Snowdonia and India respectively.
231. The well planned and detailed scheme of work allows for the further development of the pupils' enquiry skills and their knowledge and understanding of places and environmental change. Pupils are beginning to achieve higher standards as they study more complex issues regarding their local area, Snowdonia, and relevant environmental issues.

### **Shortcomings**

232. Overall presentation, particularly in KS2, is variable.

233. Pupils' understanding of how physical and human processes can change environments and the lives of people is under developed in upper KS2.
234. There is currently a lack of progression in older pupils' ability to use a wide range of geographical vocabulary and ask geographical questions to investigate environmental issues.

<b>Art</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings.**

**Key Stage 2: Grade 2: Good features and no important shortcomings.**

**Good features**

235. Pupils in Y1 have explored colour, form and texture to create attractive representational images of underwater creatures in order to produce a striking collage using a variety of materials.
236. Year 1 pupils have looked at the work of Tim Pugh, a Welsh artist, and used line and shade to make observational drawings of the natural objects he portrays.
237. Year 1 and Y2 pupils have investigated printing using a variety of objects at increasing levels of complexity exploring pattern and colour to produce attractive designs.
238. Year 2 pupils have investigated the work of Tim Pugh by researching it on the computer and studying it on the interactive whiteboard with their teacher and the ICT specialist. This has been developed into a project using the artist's techniques by collecting leaves and exploring form, colour and texture to create attractive designs. They have produced an effective display of work in the style of the artist.
239. Pupils in Y2 have enjoyed working with the artist in residence and have made effective collections of natural objects which they have arranged to make sculptures. Through drawing these they have explored texture, line and form and have used these techniques effectively in their work.
240. Pupils at the top end of key stage 2 have attended a workshop at Parc Howard to observe a local potter at work. Following this, they have worked with him to produce attractive plates and have explored line, pattern and colour in order to decorate them very effectively.
241. At the top end of key stage 2, pupils have used a wide range of media including charcoal, oil and chalk pastels and drawing pencils to investigate line, tone, texture, shape and form on a large scale. They have used these techniques effectively when producing representational images in their work.
242. All key stage 2 pupils have benefited greatly from their involvement in a project with a local artist in residence based on a local Welsh story during which they explored and enjoyed a variety of different processes. They have acquired good skills and techniques in design and making as a result, together with good observation and investigative skills. Pupils have also developed well their ability to critically evaluate their own work and that of others. They investigated the natural objects found on a local beach and used them effectively to produce pieces of art work and as a stimulus for representational images.

243. As a result of the project, Y3 pupils have produced attractive, large-scale weavings made from natural materials. They have used different media and explored line, tone, colour and pattern to create very original designs for stained glass windows which were incorporated into one large framed piece displayed outdoors as an attractive piece of sculpture.
244. Pupils in Y4 and Y5 investigated the effects of the atmosphere on different materials and selected copper, which they embossed with their own designs using line, pattern and texture and then combined with natural objects such as driftwood to make a striking collage.
245. Year 5 pupils have investigated Aboriginal art and have used colour, texture and pattern to produce effective images in this style. They have also learned how to weave in different ways with a variety of materials and produced attractive work.
246. Following their observational drawings of natural objects found, Y6 pupils have proceeded to look at the work of Cezanne and have investigated line, tone, form, colour and texture to produce still life images of a good standard of fruit using chalk and oil pastels in the style of the artist.

### **Shortcomings**

247. There are no important shortcomings.

<b>Music</b>
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**Key Stage 1 – Grade 2 Good features and no important shortcomings.**

**Key Stage 2 – Grade 2 Good features and no important shortcomings.**

### **Good features**

248. A limited range of activities was seen during the inspection, but there was sufficient evidence to show that pupils achieve well in lessons and extra-curricular activities and make good progress as they move up through the school.
249. Pupils in key stage 1 sing with clear diction and can identify the difference in pitch when listening to a piece of music, noting when it moves up or down. They keep a steady beat when clapping to accompany a piece of music. They know the term 'pitch' and understand what it means.
250. They sing a range of songs tunefully and select chime bars to keep a steady beat, identifying whether or not the pitch is high or low. They can replicate short musical patterns and listen attentively to their own and others' music.
251. At the lower end of key stage 2, pupils play simple tunes on chime bars using the pentatonic scale.
252. Pupils at the upper end of key stage 2 have composed a piece of music for a computer game and performed it. They select original sounds demonstrating a good sense of rhythm to accompany the cars represented by the music thoughtfully.

### **Shortcomings**

253. 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

254. Pupils across the school have a good understanding of the way their bodies respond to exercise. They know the importance of warming up, cooling down and stretching out. Pupils are aware of the benefits of exercise and healthy eating for fitness.
255. Pupils' response is good in both key stages. They listen carefully and respond quickly to instructions. They are keen to improve their performance and are always ready to listen to ideas and advice from adults and their peers.
256. Pupils in key stage 1 are developing good body control. They can travel confidently at different levels, create a sequence of movements and hold a well-balanced finishing position. Pupils make steady progress in learning how to plan, perform and evaluate their work.
257. In key stage 2 pupils further develop their body control and make good progress in developing their skills working on small and large apparatus in gymnastics.
258. Pupils' understanding of the importance of body posture and shape is developing appropriately. They show good basic gymnastic shapes such as 'tuck', 'pike' and 'dish'. Standards in gymnastics and dance are enhanced by pupils receiving the support of a physical education teacher from the neighbourhood secondary school.
259. In key stage 2, pupils make good use of evaluation to find ways of improving their work and they learn how to handle equipment safely. By the end of key stage 2, the great majority of pupils show increased independence of action and take more responsibility for their learning.
260. Across the school, boys and girls have equal access to all elements of the physical education curriculum and there are no marked differences in their attainment.
261. Pupils with AEN make good progress similar to that of their peers. With the support of adults they perform well in all aspects of the subject.
262. Swimming is successfully emphasised and a significant majority of older pupils are able to swim at least 25 metres unaided. Pupils achieve well when they take part in the Llanelli Schools' Gala.
263. Individual pupils successfully participate in representative sport outside school. Three pupils have been selected for Llanelli Schools under 11's, a pupil has been awarded a black belt in Karate, another pupil has taken part in the UK Dance Championship at Blackpool and another has achieved well in the Carmarthenshire Indoor Athletics Championship in the shot putt. Their successes are celebrated by the school and used as an incentive for others.
264. Year 6 pupils attend a residential outdoor pursuit centre when they involve themselves in a range of activities which include canoeing, orienteering,

abseiling and rock climbing. They enjoy the challenges and problem solving exercises and catering for their own and others' needs.

265. Pupils value the opportunities given to them by extra curricular clubs which include Dragon Sports, netball, football, cricket, athletics, rugby and rounders. Older pupils, both boys and girls play rugby for the school and a local rugby club. Key stage 2 pupils participate in a number of team sports and this develops their sense of fair play and sportsmanship.
266. Physical education makes a significant contribution to pupils' personal and social development.

### **Shortcomings**

267. A few pupils in key stage 1 do not sustain their efforts, nor evaluate their own and their peers' performance to improve and make progress.

<b>Religious education</b>
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**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

268. At the lower end of key stage 1, pupils know that God created the world and all living things. They understand that living things are precious and must be respected and cared for.
269. Pupils in Y2 can identify things which harm the world such as pollution and those which conserve it, for example, recycling. They understand that they have an important part to play in taking care of the world and that it belongs to everyone. They talk about their feelings openly and confidently regarding these issues.
270. Pupils at the top of the key stage know that Christmas is a celebration of Jesus' birth.
271. At the lower end of key stage 2, pupils have looked at the way in which people of different faiths celebrate. For example they know that Christians celebrate the Harvest to thank God for food and that the Jews celebrate Sukkot.
272. Pupils can identify the Torah, Kippah, Yad, Siddur and Tefillin and know the purposes for which they are used. They understand the significance of the ceremony of Bar Mitzvah and Bat Mitzvah for Jewish boys and girls.
273. Pupils have visited the local church and have attended a 'Christening' conducted at the church by the vicar which has given them a good understanding of the ceremony and its significance for Christians. They understand that Jesus is God's son and that Christmas is a celebration of his birth and an important Christian festival.
274. Pupils have studied the celebration of the Passover and know its Jewish name is 'Seder'. They know that families celebrate this with a special family meal and can name some of the foods eaten at this meal.
275. Pupils at the upper end of the key stage have looked at stories of the creation from different cultures and some can point out the differences and similarities between the Christian and Hindu stories.

276. At the upper end of key stage 2, pupils have studied the life and work of Mother Theresa. They know she was a nun who spent her life helping poor and sick people and that she was a Christian.
277. They have looked at other faiths namely Buddhism, Judaism and Islam and know that each has its own God.
278. Pupils in the speech and language unit know the significance of the Bar Mitzvah and Bat Mitzvah for Jewish boys and girls. They enjoy examining a number of artefacts and such as the Tallit, Kippah and Torah and talk about them with the visitor.

### **Shortcomings**

279. Pupils' knowledge of and ability to retell Bible stories is under-developed in both key stages.
280. There is insufficient progression of skills and concepts and pupils' knowledge of the work covered is insecure.
281. Pupils in key stage 2 do not have a secure understanding of the differences between the different faiths they study.

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

We are proud that the findings of the Inspection team, led by Mr Stuart Wormleighton, concur with the school's own self evaluation of the seven key questions, and that they recognise that Bryn Teg is a good school with some outstanding features. We thank them for the professional way the inspection was carried out.

It is rewarding and gratifying to be acknowledged for the exemplary level of care and support we give our children and for our extremely successful equal opportunity strategy which encourages every child to succeed.

The headteacher, staff and governors are delighted that the inspection report recognises that the school has made very good progress, since the amalgamation of the infant and junior schools, in establishing a primary school ethos and in improving key areas of school life.

A copy of the school's action plan, in response to the inspection recommendations will be sent to all parents. The governors annual report to parents will inform on the progress we are making on these recommendations.

## Appendix 1

### Basic information about the school

Name of school	Bryn Teg Primary
School type	Nursery and Primary
Age-range of pupils	3 - 11 years
Address of school	Llwynhendy Llanelli Carmarthenshire
Postcode	SA14 9BT
Telephone number	01554 776168

Headteacher	Mrs. Delyth Williams.
Date of appointment	1 <sup>st</sup> September 2005
Chair of governors	The Reverend W Chapman
Registered inspector	Stuart Wormleighton
Dates of inspection	6 <sup>th</sup> March – 8 <sup>th</sup> March 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	25	23	20	25	21	18	31	29	200

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18;1
Pupil: adult (fte) ratio in nursery classes	9:1
Pupil: adult (fte) ratio in special classes	2.5:1
Average class size, excluding nursery and special classes	21.2
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	91	92.3	93.5
Summer 2006	87.4	86.5	91.0
Spring 2006	91.4	89.3	89.5

Percentage of pupils entitled to free school meals	53
Number of pupils excluded during 12 months prior to inspection	1

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		22		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	18	27	50	5
		National	0	4	12	64	20
En: reading	Teacher assessment	School	0	23	18	50	9
		National	0	4	14	56	26
En: writing	Teacher assessment	School	0	22	14	64	0
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School	0	18	27	50	5
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	14	9	77	0
		National	0	2	10	63	24
Science	Teacher assessment	School	0	18	18	64	0
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	71	In Wales	81

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		11						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	9	9	73	9
		National	0	0	0	0	1	4	15	47	32
Mathematics	Teacher assessment	School	0	0	0	0	0	0	18	64	18
		National	0	0	0	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	18	73	9
		National	0	0	0	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	73	In Wales	74

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

## Appendix 4

### Evidence base of the inspection

A team of four inspectors spent a total of 10 inspector days in the school. A peer assessor also formed part of the inspection team, spending three days in school and the headteacher acted as nominee and provided additional information as required.

- A team meeting was held prior to the inspection.

Inspectors visited and observed:

- 44 lessons
- all classes
- acts of collective worship
- lunch times and break times
- extra-curricular activities

Members of the inspection team had meetings with;

- staff, governors and parents before the inspection began;
- senior managers, teachers, support and administrative staff, the school council, the Eco-Schools Committee and groups of children during the inspection:
- The school link officer.

The team also considered:

- the school's self evaluation report;
- nine responses to the parents'/carers' questionnaire;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- samples of pupils' work from across the age and ability ranges were scrutinised.

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

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Stuart Wormleighton Registered Inspector	Key Questions 1 and 5 English, science, design technology, geography.
Gwynoro Jones Lay Inspector	Key Questions 3.8 – 3.14 4.1 – 4.9, 4.13 – 4.18 7.3
David Morgan Team Inspector	Key Questions 2.9 – 2.12 4.10 – 4.12 6.1 – 6.7 SEN, mathematics, information technology, history, physical education.
Branwen Llewellyn Jones Team Inspector	Key Questions 2.1 – 2.8 3.1 – 3.7 7.1 – 7.2, 7.4 – 7.7 under-fives, music, Welsh, art, religious education.
Wynne Griffiths Peer Assessor	Contributions to judgements for all Key Questions
Delyth Williams Nominee	Contributions to team meetings

### *Acknowledgement*

*The inspection team would like to thank the governors, headteacher staff and pupils at Ysgol Bryn Teg for their co-operation throughout the inspection.*

### **Contractor**

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