

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

A Report on the Quality of Education in

**Bryntirion Infants School
Bryngolau
Bryntirion
Brigdend
CF31 4DD**

School Number: 6722090

Date of Inspection: 6 October 2009

by

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Date of Publication: 7 December 2009

Under Estyn contract number: 1123808

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

The inspection of Bryntirion Infants School took place between 06/10/09 and 08/10/09. An independent team of inspectors, led by Jean Laura Hannam undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

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 Bryntirion Infants School was opened in 1956. It is situated on the north-western outskirts of the town of Bridgend and serves an area which the school describes as mainly economically disadvantaged but with some private housing. It has been designated a "Community First" area. Pupils live mainly in the area surrounding the school. Approximately 28 per cent of pupils, including those in the nursery, are entitled to free school meals (which is higher than the local and national average). The school admits pupils from the full spectrum of abilities and has a specialist "Observation Unit / Class" attached which caters for nine pupils with Global Learning Difficulties. They have just introduced a Nurture Group Facility within the Early Foundation Unit which caters for the needs of three children. At the time of the inspection there were three pupils needing support for learning English as an additional language and none who have a statement of Special Educational Needs (SEN). There are thirteen children on the School Action Plus Register. Twenty six per cent of the pupils are registered as requiring special educational needs.
- 2 The school caters for pupils, aged between three and seven years. At the time of the inspection there were 89 full time pupils on roll; 49 of which are boys and 40 girls. They are organised into five classes. The school provides Early Foundation Phase facilities for 30 three and four year olds who also attend school on a full-time basis. The admissions criteria for these children follows the Local Authority (LA) guidance. The school states that early assessments indicate that children enter the school with levels of attainment below those of similar schools within the Local Authority (LA) in their personal and social and communication skills. There are currently no asylum seekers or pupils attending with physical disabilities. However, three "looked after" pupils are registered with the school. In line with other local schools, Bryntirion has experienced falling rolls over the past few years.
- 3 Ninety-seven per cent of the school speak English as their first language. The remaining two per cent speak a variety of languages. There are none who speak Welsh as their first language at home. The national curriculum is not modified for any pupil and none are disapplied. There have been no exclusions over the past year.
- 4 The school was last inspected in May 2002. The newly appointed head teacher has been in post since September 2009 but was the acting head teacher for the previous academic year. As yet, the school does not have a deputy head teacher. At the time of the inspection, three full time members of staff were on long term leave of absence. Recent improvements have been made to the playground and school grounds and structural work carried out inside the building to provide a library and resource room to facilitate the Foundation Phase.

- 5 The school has been awarded the Basic Skills Quality Mark Award, the Silver Eco-Award and has Investor in People status.

The school's priorities and targets

- 6 The school's vision statement is "Living, learning and growing together". Its aims include the following:
- to create a welcoming and stimulating environment in which children feel happy and safe and are motivated to learn;
 - to provide relevant experiences which are matched appropriately to the child's interests and stages of development;
 - to foster self-esteem and respect for themselves and for others;
 - to nurture moral values and self-discipline;
 - to ensure that each child makes all round progress;
 - to develop links with the community.
- 7 The school's priorities for 2009/2010, as outlined in various pieces of documentation include the following:
- to improve standards across the curriculum, in particularly the development of the Welsh language;
 - to further develop classroom monitoring as an assessment tool ;
 - to implement the Foundation Phase and some aspects of multiculturalism;
 - to continue to develop the role of the senior managers;
 - to develop the strategic role of the governing body;
 - to review the self evaluation process;
 - to improve attendance and punctuality.

Summary

8 Bryntirion Infants School is a very caring school that aims to teach the pupils in its care to have respect and concern for others who live and work within the community. The school contributes effectively to the healthy eating and well-being of all and meets the needs of the full range of pupils on roll. The school's recent successes are built around the developing leadership of the newly appointed head teacher and senior managers and the dedication and enthusiasm of the Foundation Phase educators.

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

Table of grades awarded

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

10 The attainment of the children on entry is significantly below similar schools within the Local Authority (LA). By the time Baseline assessment takes place at the end of the second year results are similar to the LA average.

11 The results of end of key stage 1 teacher assessments in 2009 show pupils exceeding the local and national level in science, equalling in mathematics and below in English. The core subject indicator (the number of pupils reaching level two and over in all three subjects) is considerably below the local and national average. When compared to similar school across Wales the school, including the Observation Class, is in the upper 50 per cent in English, mathematics and the core subject indicator and below in science. Girls out-performed the boys, but to a lesser degree than in previous years. Rolling performance averages over the past three years vary according to individual cohorts; however, overall the school is drawing closer to the LA and national average. In 2009 the percentage of pupils at key stage 1 gaining a higher level three is above the local and national averages in English, mathematics and science.

12 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 Foundation Phase outcomes. They quickly acquire new knowledge and understanding and skills which they are beginning to transfer to other areas of

learning. Overall, the progress pupils make in key stage 1 has good features that out weigh shortcomings in the core and foundation subjects, where the majority of pupils reach their individual targets and goals.

- 13 Regardless of their social, ethnic or linguistic backgrounds, pupils including those with special educational needs, those in the Observation Class, Nurture Class and those requiring help with learning English as an additional language make good individual progress in acquiring new knowledge and skills. Overall the education the school provides meets the needs of the range of pupils on roll and caters well for their physical and emotional well-being.
- 14 Children in the Foundation Phase achieve a good level in their key and basic skills of reading, writing, numeracy, information, communication technology (ICT), creativity and problem solving. Overall, their speaking and listening skills are underdeveloped.
- 15 In their key and basic skills, pupils in key stage 1 achieve standards that have good features which outweigh shortcomings in reading, writing, speaking listening and numeracy. The skills associated with writing were a key issue for the last inspection. The skills relating to ICT and creativity have good features and no important shortcomings.
- 16 Throughout the Foundation Phase and key stage 1, pupils are confidently developing their bilingual skills in Welsh and English and achieve good standards throughout. They are also developing a good awareness of the language and culture of Wales through *Y Cwricwlwm Cymreig*.
- 17 Overall, pupils in the Observation Class achieve a good standard in their use of key and basic skills at a level appropriate to their abilities.
- 18 Attendance of compulsory school age pupils in the last reporting year was 92.3 per cent. This is broadly similar to local and national averages.
- 19 Overall, pupils reach a good level in their personal, social and learning skills. Most pupils have developed an appropriate level of self esteem, and show care and concern for others. In lessons, when moving around the school and outside at play the behaviour of many pupils is good.

The quality of education and training

- 20 The quality of teaching in lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	82%	18%	0%	0%

- 21 These percentages are roughly in line with the figures published in the latest Annual Report by HMCI for 2007/8 where the quality of teaching is reported as being good or better (grade 1 and grade 2) in 83 per cent of lessons. No outstanding lessons were observed which is well below the 16 per cent grade1 lessons reported nationally.

- 22 Good features within teaching observed include well planned challenging activities which promote independent learning particularly in the lower Foundation Phase and good use of pace, time and resources. Shortcomings occur when activities are too structured and there is overuse of prepared worksheets.
- 23 Equal opportunities and racial equality are successfully promoted in all classes, irrespective of pupils' gender, background or ability. A respectful atmosphere prevails within the classrooms and overall an emphasis is placed on appropriate behaviour. Pupils' personal and social skills are consistently and skilfully developed throughout the day.
- 24 Overall, assessment arrangements are effective and meet statutory regulations. In the Foundation Phase assessment arrangements are good. The use of assessment to inform tracking and planning systems on a whole school basis is under developed.
- 25 Overall, planning is good throughout the school; the curriculum fully meets the statutory requirements of the Welsh Assembly Government and offers equality of access to all pupils. The quality and range of learning experiences has good features with no important shortcomings and is well matched to the interests and needs of all pupils. Foundation Phase curricular provision is strength of the school. The school's promotion of education for sustainable development has outstanding features.
- 26 Provision for pupils' moral, social and cultural development has good feature with no important shortcomings. Spiritual development has some shortcomings. Arrangements to manage the care and support provided for pupils are good. Provision to raise pupils understanding of healthy and safe lifestyles is good. Child protection procedures are known to all that work in the school.
- 27 Systems to monitor attendance, punctuality and behaviour are effective overall. On occasions positive behaviour is not always consistently promoted in mainstream school.
- 28 The provision for pupils with special educational needs (SEN), in mainstream, and those requiring help with English as an additional language is good and fulfils the requirements of the Code of Practice. Pupils in the Observation Class and Nurture Class make good progress. Their integration into mainstream is carefully organised in an ethos of total inclusion.
- 29 There are clear policies to promote gender and racial equality. There are appropriate arrangements to eliminate bullying, discrimination and any form of harassment. A suitable disability inclusion policy has been agreed. The school's accessibility plan lacks detail and clarity.

Leadership and management

- 30 The school is well managed by the newly appointed head teacher who is beginning to built a committed, hard working senior management team. A vast number of strategies have recently been introduced to raise standards but these are not fully embedded in the culture of the school. The quality of the leadership of the subject leaders is gaining strength as they develop their strategic role.
- 31 Overall, information from day to day assessment is used effectively to identify individual targets for improvement for all pupils, including pupils with SEN and English as an additional language. However, the school does not have a sufficiently established, robust method of critically analysing quantifiable data in order to facilitate early intervention, accurately forecast future trends or set realistic, challenging targets for whole school improvement.
- 32 The head teacher, governors and the senior managers are beginning to monitor the teaching and learning and assess the impact on standards. Effective whole school monitoring is under developed at the present time.
- 33 Governors are very knowledgeable about many aspects of the school life, fully understand their roles and responsibilities but as yet their strategic role is under-developed.
- 34 The school's self-evaluation report is based on a very wide range of supporting evidence and accurately summarises the school's main strengths and possible future actions. The inspection team matched the judgements of the school in five of the seven key questions.
- 35 The effectiveness for planning for improvement has good features which outweigh shortcomings. Most targets set in the action plan resulting from the last inspection have been successfully met. The standard of pupils' writing remains a shortcoming. The school has adapted the building to accommodate pupils and adults with physical disabilities and secured the site throughout the day.
- 36 The adequacy, suitability and use made of staffing, learning resources and accommodation is good. Overall, there are sufficient numbers of well-qualified teachers to provide for the needs of all pupils. The accommodation is more than adequate and supports the learning needs of the pupils on roll. Good use is made of available resources. The school grounds enriches pupils' experiences and is an outstanding feature of the school's provision. The school provides good value for money.

Recommendations

- 37 In order to develop and progress, the school should:
- R1 continue to implement strategies to ensure pupils independently apply their key skills across the curriculum, with particular reference to writing; this was a key issue for the previous inspection;*
 - R2 consolidate, monitor and evaluate all new initiatives to ensure they have a measurable impact on the teaching and learning and extend the existing system of monitoring to give a consistency of approach across all aspects of school life;
 - R3 establish a rigorous system of analysing data and tracking attainment linked to robust target setting procedures;*
 - R4 continue to refine existing assessment procedures to provide specific information on pupils' performance across the school;*
 - R5 develop the strategic role of the new governing body.*

* **Note:** The school has already identified R1, R3, R4 and R5 in its own self-evaluation report and associated documentation.

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 3: Good features outweigh shortcomings

- 38 The findings of the inspection team do not match the judgement made by the school in its self-evaluation report as the strategies recently introduced by the new leadership have not yet fully impacted on standards throughout the school. The grade awarded is lower than that given to Key Question 7 as the funding to resource these strategies has already been acquired and they are firmly in place to support any future changes.
- 39 Overall, the children and pupils make good individual progress throughout their time at Bryntirion Infants School in acquiring appropriate knowledge, understanding and skills.
- 40 Assessment information collected in the first few weeks, indicates that the attainment of the children on entry is significantly below similar schools within the local Authority (LA). In particular their personal and social development is not yet age appropriate and they show a delay in their communication skills. The children settle quickly and acquire new knowledge and skills in all areas of learning. By the time Baseline assessment takes place at the end of the second year results are similar to the LA average. This highlights good individual progress and value added.
- 41 Results of end of key stage 1 teacher assessments in 2009, including the Observation Class, show pupils exceeding the local and national level in science equalling in mathematics and below in English. The core subject indicator (the number of pupils reaching level two and over in all three subjects) is considerably below the local and national averages. When compared to similar school across Wales (based on the number of pupils receiving free school meals) the school, including the Observation Class, is in the upper 50 per cent in English, mathematics and the core subject indicator and the lower 50 per cent in science. Girls out-performed the boys, but to a lesser degree than in previous years. The school has taken suitable action to address this problem. Good personal progress was made by many pupils despite the fact that 29 per cent per cent of this cohort were receiving help for special educational needs.
- 42 Rolling performance averages over the past three years vary with individual cohorts but indicate that overall the school is drawing closer to the LA and national average. In 2009 the percentage of pupils at key stage 1 gaining a higher level three is above the local and national averages in English, mathematics and science.
- 43 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 Foundation Phase outcomes. In the Foundation Phase the good quality

interaction between children and adults in classes ensures that all children enjoy their learning, are enthusiastic, persevere and overall, work hard at their tasks. They concentrate for appropriate periods of time and are beginning to work independently on a variety of structured and self-selected tasks.

- 44 Overall, the progress pupils make in key stage 1 has good features that outweigh shortcomings in the core and foundation subjects as the majority of pupils achieve their individual targets. Overall, the more able and talented are provided with stimulating tasks to encourage them to reach their potential.
- 45 Pupils with special educational needs, those in the Observation and Nurture Classes and those requiring help with learning English as an additional language make good progress towards their set targets. They achieve good standards relative to their age and abilities. These pupils make particularly good progress in their communication and ICT skills, often achieving in line with their mainstream peers. Overall the education the school provides meets the needs of the range of pupils on roll. The school caters well for their physical and emotional well-being.
- 46 The school is just beginning to analyse available data in greater detail and with a more focused understanding. The yearly variations in results are predicted in advance and the school has recently been able to take suitable action to address issues such as the under achievement of boys at key stage 1. As a result their speaking and listening skills have increased and the standards in science overall have risen considerably.
- 47 Overall, children in the foundation Phase and pupils in key stage 1 achieve standards that have good features which outweigh shortcomings in their use of key and basic skills. Although they have good basic strategies in these skills, they are not yet able to apply them consistently and independently across the curriculum.
- 48 The majority of children in the Foundation Phase classes use their key skills of reading and writing well. They appreciate books and listen to the reader attentively when engaged in story time activities. They also use both their numeracy and information and communication technology skills competently at an appropriate level across all areas of learning. Most children are developing good problem-solving and decision making skills as they take part in stimulating outdoor activities. Their creative skills are good and they are sufficiently confident to add their own creative input to their work.
- 49 The speaking and listening skills of many children have good features which outweigh shortcomings. By the end of their first year they are able to discuss events in their daily lives during "circle time" and ask questions of their peers.
- 50 In their use of key skills, not all pupils in key stage 1 are able to build on the solid foundation acquired in previous years. However, overall, their progress has good features that outweigh shortcomings in the application of their speaking, listening, reading, writing skills, number and decision-making and problem-solving skills. Their ICT and creative skills are developing well.

- 51 Throughout key stage 1 most pupils are beginning to speak confidently about their learning experiences and ask and answer appropriate questions. Around half are able to use extended vocabulary, offer opinions and give honest evaluations of tasks undertaken. Overall, pupils throughout the school listen carefully to their teachers, other adults and each other but tend to be restless in larger groups. In the key skill of reading pupils make steady progress. By the end of key stage 1 pupils' writing skills and their application to a variety of context is not sufficiently developed for their age and ability. This was also an issue in the previous inspection.
- 52 Overall, pupils are beginning to independently use their numeracy skills as they take part in activities linked to the broader curriculum. Most pupils apply their ICT skills competently across the curriculum to re-enforce their learning. A significant minority are beginning to apply their problem solving and decision making skills as they take part in number and science investigations.
- 53 Throughout the school most pupils make good progress in bilingual competence and the delivery of Welsh second language is effective overall in promoting pupils' skills in speaking, reading and writing. Year 2 pupils select Welsh reading books, effectively furthering their reading skills. They are beginning to write for different purposes showing some progression. They are also developing a really good awareness of the language and culture of Wales through *Y Cwricwlwm Cymreig*.
- 54 Overall pupils in the Observation and Nurture Classes, with quality support, achieve a good standard in their use of key and basic skills at a level appropriate to their abilities.
- 55 Regardless of their social, ethnic or linguistic backgrounds, all pupils make good individual progress in acquiring new knowledge and understanding and skills.
- 56 Many are able to discuss their work and a minority are beginning to review their strengths and weaknesses as they progress towards fulfilling their potential. A growing proportion of pupils are beginning to work independently, concentrate, are self-motivated when interested and make good use of their time in school. A significant minority understand how they are progressing and what they need to do to improve. Most ask for help when required and are able to persevere through their tasks for an appropriate length of time. In general, pupils are prepared and ready to move on to the next stage of their learning.
- 57 In lessons, when moving around the school and outside at play the behaviour of many pupils is good. Many demonstrate they know what is expected of them and are developing good self-discipline. Many understand the need for simple rules and the consequences if they are broken. However, for a significant minority of pupils, their behaviour during lessons and assemblies is often restless and there is low-level chatter and disruption. On occasions this interrupts the flow of learning. There have been no exclusions in the last twelve months.

- 58 Attendance of compulsory school age pupils in the last reporting year was 92.3 per cent. This is broadly similar to the LA and all Wales average. Overall rates for children in the Foundation Phase for the three terms prior to the inspection were affected by the phased entry arrangements to the youngest age classes, as well as children's susceptibility to early childhood illnesses. Almost all pupils are punctual at the start of the school day.
- 59 Around half the pupils in key stage 1 lack the confidence to work independently at an appropriate level. The good practice established in the Foundation Phase in this area is not always continued through to the upper school. A majority are beginning to stay on task throughout the sessions, as they become more self-motivated. This represents good personal progress when viewed along-side their levels on entry. With help, they enthusiastically solve problems. The more able act as group leaders to develop their decision-making skills and those needed to improve their own learning. Nearly all are quickly developing a very positive attitude to learning that will maintain lifelong learning.
- 60 Overall, pupils throughout the school reach a good level in their personal, social and learning skills. Most have developed an appropriate level of self-esteem and are becoming more willing to take on the responsibility for their actions and work.
- 61 Overall pupils make good progress in their moral development as they work well together in an ethos that values individuals and promotes honesty and fairness. They show great care, respect and concern for others and their environment. A strength of the school is the pupils' involvement in taking long-term care of their immediate environment as well as our planet in general. They have a strong sense of what is right and wrong, a good regard for the views of others and are able to discuss such topics as friendship and bullying, during "circle time" activities.
- 62 During whole school assembly time the children contribute to prayers but do not spend time reflecting or refining their spiritual understanding. They appreciate the natural world and display a pride in being members of the school community. They are establishing good healthy living skills that include valuing their physical and emotional well-being.
- 63 Pupils are developing a very responsible approach to life in school and the wider community. They treat everyone equally regardless of their background or circumstance. Pupils have a good sense of responsibility and an innate understanding of equal opportunities. They nurture a healthy respect for the diversity of beliefs, attitudes and cultural traditions that are an integral part of modern society in Wales today. Pupils are beginning to act as good citizens and recognise the role the community plays in their well-being. Pupils re-enforce these skills as they become involved in the work of the Eco committee and school council.

- 64 Pupils are very well prepared for effective participation in the community. A whole range of outside organisations and individuals visit and contribute to the life of the school. Pupils take part in community activities and visit the locality regularly to support their learning in many areas of the curriculum. Their preparation for participation in the work place is less well developed.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

66 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	82%	18%	0%	0%

67 These percentages are roughly in line with the figures published in the latest Annual Report by HMCI for 2007/8 where the quality of teaching is reported as being good or better (grade 1 and grade 2) in 83 per cent of lessons. This exceeds percentages given at the previous inspection. No outstanding lessons were observed which is well below the 16 per cent grade1 lessons reported nationally.

68 Good features within teaching observed include:

- well planned challenging activities which promote independent learning particularly in the lower Foundation Phase;
- good use of time, pace and change of activity throughout the session so that pupils' interest is maintained;
- key workers are clear regarding the planned objectives of the lessons;
- effective use of resources both inside and outside.

69 Shortcomings in lessons observed include:

- activities are too structured and there is overuse of prepared worksheets;
- learning support officers do not fully support the learning;
- poor classroom organisation does not promote learning.

70 Overall, teaching in the Foundation Phase is stimulating and consistently good, ensuring that children have a positive start to their school life. Support staff and teachers work effectively as a team to plan and deliver lessons that are fun and interesting.

71 Teachers have established reassuring, warm and supportive relationships with their pupils and there is effective use of praise and encouragement. A respectful atmosphere prevails within the classrooms and generally an emphasis is placed on appropriate behaviour. Support staff work closely with the teachers. Pupils' personal and social skills are consistently and skilfully developed throughout the day.

- 72 Most teachers have a good subject knowledge and are familiar with recent developments in Primary/Foundation Phase education. Staff are keen to update their knowledge and to incorporate new initiatives in their work.
- 73 Although teachers and support staff employ a range of strategies which help enhance the learning of many pupils, in the lessons where there are some shortcomings they do not always sufficiently cater for the differing needs of all pupils; nor do they develop independence of learning.
- 74 However, in most classes teachers set tasks which match pupils' age and ability and stage of development. Most classroom organisation is effective and teaching focuses on the teaching point which is made clear to all pupils at the start of each session. The majority ensure pupils are kept on task throughout as they work individually, in pairs, groups or as a whole class. Their expertise in monitoring systematic tracking of individual pupil progress to enable them to review attainment and link with challenging target setting procedures is underdeveloped.
- 75 Overall, planning is good throughout the school. It is particularly well structured in the Foundation Phase, covers all statutory requirements and is based on whole school topics which cover all areas of learning. All staff have total involvement in the whole planning process. It is divided into focussed, enhanced and continuous activities and is sufficiently flexible to cope with teacher led and child initiated tasks.
- 76 Key stage 1 planning is effective and beginning to incorporate elements of the Foundation Phase.
- 77 Equal opportunities and racial equality are successfully promoted in all classes, irrespective of pupils' gender, background or ability. Teachers encourage boys and girls to work together and fully include pupils with special educational needs in the life and work of the school.
- 78 Staff successfully use a wide range of resources that stimulate pupils' interests and curiosity and help them learn. In all classrooms, the interactive whiteboard is used well to illustrate key points and help pupils' understanding. Homework and home school tasks contribute effectively to pupils' learning; this is well embedded in the culture of the school.
- 79 The school successfully recognises the language needs of the learners. Teachers, support staff and outside agencies, provide support in classes to ensure that generally all needs are met appropriately. In a community where few people speak Welsh, many members of staff use the language frequently during the day with positive results.
- 80 Arrangements for assessment, recording and reporting have good features that out weigh shortcomings. The current policy has recently been refined in line with changes within the assessment process and the school is piloting the use of a computer assessment system to replace their paper records.

- 81 The school meets statutory requirements for assessing recording and reporting. Good records are kept of individual pupil's progress throughout their time in Bryntirion and there is a good flow of assessment information within the school and with the receiving the junior school.
- 82 The quality of baseline assessment undertaken in the Foundation Phase is appropriate and used effectively to meet children's needs. Assessment procedures and the use made of assessment in planning and improving learning in the foundation phase is consistently good and very effective use is made of child observations. The comprehensive nature of the records gives a clear picture of the level of skill achieved by each individual and the next steps in the learning continuum are planned appropriately.
- 83 In key stage 1 the quality of assessment has good features which outweigh shortcomings. The core and foundation subjects are assessed regularly and a range of standardised tests are used to support the process of identifying pupils' strengths and weaknesses.
- 84 The school is in the process of refining its assessment and tracking systems, in line with Foundation Phase principles, to provide more detailed and specific information on pupils' performance across the school. This is beginning to influence future planning, act as an early intervention tool and facilitate the setting of more rigorous individual targets for improvement.
- 85 In most classes pupils' individual targets are regularly reviewed by all concerned, but pupils' engagement in their own assessment process is underdeveloped. A significant proportion of pupils in key stage 1 are unsure of how they can improve their work. Pupils work is marked regularly and in the best examples, teachers give useful comments on how well pupils have achieved and how work can be improved. Oral feedback is good across the school.
- 86 Annual reports to parents comply with statutory requirements and provide useful information on standards of achievement. These reports give clear guidance on ways for all interested parties to help their children. Parents/carers are invited to meet with staff each term to discuss progress.

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

Grade 2: Good features and no important shortcomings

- 87 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 88 Overall the education the school provides meets the needs of the range of pupils on roll. The school caters very well for their physical and emotional well-being.

- 89 The curriculum fully meets the statutory requirements of the Welsh Assembly Government including those for religious education and collective worship. It contributes to and benefits from national and local initiatives and uses many outside agencies effectively to supplement the curriculum. The school has addressed the issue of underachieving boys through an innovative use of the RAISE grant.
- 90 The curriculum is broad and balanced and accessible to all. Learning experiences are well matched to the needs and interests of all pupils. The school successfully meets the needs of all pupils including those with additional learning needs within an ethos of inclusion.
- 91 The overall quality of educational provision in the Foundation Phase is appropriate to their needs and the children are making good progress towards Foundation Phase outcomes. Foundation Phase provision is strength of the school. The children benefit from an enriched, exciting programme of work and learn through well planned, structured activities which successfully promote the development of skills across all areas of learning.
- 92 In key stage 1 long and short term planning ensures that lessons are well prepared and these provide effective guidance for teachers and support staff.
- 93 Schemes of work are prepared, which identify knowledge, understanding and skills in all subjects and areas of learning. These are regularly reviewed to reflect new developments. Overall, detailed plans build progressively on previously acquired skills.
- 94 The school plans well for the coverage of key and basic skills throughout the curriculum. But as yet this planning is not progressive across the age range.
- 95 A wide range of extra-curricular activities and visits enrich the curriculum and this is a strong feature of the school. These are pleasurable occasions which add a valuable dimension to personal and social development and complement other aspects of the curriculum. Gardening, science and art clubs offer practical activities that enrich pupils' knowledge and understanding in a range of areas and subjects.
- 96 Visitors to the school and visits to places of interest broaden the learning experiences and enhance pupils' knowledge and understanding of the culture and heritage of Wales and their local community. Visitors include story tellers, local artists, music makers and sports coaches.
- 97 The overall provision for learners' spiritual, moral social and cultural development is good with no important shortcomings. A recently up-dated personal and social education policy and guidelines ensures that all aspects of the framework for personal and social education are covered in 'circle time', assemblies and in the day to day work of the school. Regular 'award assemblies' celebrate pupils' achievements effectively and help to develop their self-esteem.

- 98 A range of experiences enhance the development of pupils' spiritual, moral, social and cultural development. Pupils are provided with opportunities to become mature and considerate by discussing issues such as recent earthquakes and floods and how these affect people's daily lives. Daily acts of collective worship are broadly Christian in character; they promote the sense of the school as a community and enable pupils to develop their understanding of moral issues. Pupils are not often encouraged to contemplate and reflect on key messages during assembly and quiet times. Opportunities to develop a sense of wonder through involvement in classroom activities are often missed.
- 99 Pupils are encouraged to think about the difference between right and wrong. They understand the school and class rules and consider how their own actions might affect others.
- 100 From a low baseline on entry, pupils are developing good social skills. This reflects good value added by the school. They are keen to be the daily helper in the classroom and are enthusiastic members of the school council and the ECO committee. Through charity work they are helping to support those who are less fortunate than themselves. Throughout the school, good opportunities are offered for pupils to co-operate in their work and play.
- 101 Pupils' awareness of their own and other cultures around the world are developed effectively through topics such as Celebrations, Chinese New Year and special events such as "Welsh Week".
- 102 The curriculum takes good account of Welsh Assembly Government and local Authority guidelines and meets legal requirements.
- 103 There is no planned strategy or policy to develop pupils' awareness of the working world. However, pupils are exposed to an appropriate range of experiences that raise their understanding of business and commerce. Staff placements to industry and business do not form part of the school's professional development programme for staff.
- 104 The school has no written policy for bilingualism, but a good range of learning experiences in Welsh and the use of incidental Welsh throughout the day are having a positive impact on pupils' success in developing bilingual skills. Displays of familiar target-phrases in classes and around the school, the use of Welsh in morning assemblies and participation in annual Saint David's Day celebrations contribute to creating a Welsh ethos in the learning environment. Many of the staff make very positive efforts to use Welsh as an integral part of the school life. Overall most instructions and praise are given in Welsh and English throughout the day.
- 105 Welsh culture and heritage are promoted well through the *Y Cwricwlwm Cymreig*. Experiences in subjects such as history, geography and art, including visits to places of interest and visitors to the school, ensure that pupils develop a good awareness of Wales in current and past times.

- 106 The quality of partnership with parents, the community and other schools and colleges is good; these help to broaden the learning experiences and raise standards. There is a good partnership with the junior school and transition arrangements are effective. The school is at the heart of the community and close and effective links are maintained with a range of community groups. There are particularly effective links with the local special schools and the charity Elite. As a result young people with additional learning needs are regularly able to take up assisted work placements in the school. This has a positive affect on pupils' attitude to diversity and is a strength of the Bryntirion Infants.
- 107 The school is committed to working with parents as partners and operates an open door policy. Parents and members of the community are regularly welcomed into school to support and enrich the curriculum. They appreciate the way that the newly appointed head teacher encourages them to be part of their children's education.
- 108 The school seeks out and uses parent views and these are beginning to influence school policies. Regular information sheets and newsletters keep parents informed. Parents state they are very well supported by early years staff that help them understand the new curriculum and explain how they can help their child at school.
- 109 The school's curriculum has outstanding features in helping pupils develop their understanding and knowledge of sustainable development. The school as a whole recycles and composts as much waste as possible and all are frugal with fuel and water consumption. Even the younger pupils are able to explain why we must look after our planet's limited resources. The older pupils undertook a project during the last academic year which monitored the use of water and electricity throughout the school. As a result they were able to establish their actions had saved one week worth of power and water. The school has a well organised Eco-committee which oversees successful recycling projects. Pupils' awareness of global citizenship issues is developing appropriately.
- 110 The development of pupils' entrepreneurial skills is promoted well through various practical activities in the Foundation Phase. Children are encouraged to participate in role play in the Market Garden and have various opportunities to solve problems and make decisions. Key stage 1 pupils are sometimes provided with experiences to further develop these skills in subjects such as science and ICT; but on occasions in number work and outdoor activities, opportunities for pupils to become independent learners and make their own decisions and mistakes are missed.
- 111 The breadth and quality of the curriculum and the extra-curricular opportunities ensure that learning experiences reflect the national priorities and lay firm foundations for lifelong learning and community regeneration.

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

Grade 2: Good features and no important shortcomings

- 112 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 113 Arrangements to manage the care and support provided for pupils are good. Pupils, including the most vulnerable, are well cared for by all adults who work in the school, and receive good support from a range of external agencies. The school works well with parents and carers. Wherever possible they are consulted about the care required for their children.
- 114 A school council has recently been formed and pupils are enthusiastic about the opportunities they have had to express their opinions. The Eco committee is very well established and provides pupils with the opportunity to influence the work of the school concerning matters of the environment and sustainability.
- 115 Arrangements to settle children into the Foundation Phase are good. Parents are encouraged to be fully involved in the process by taking part in the language and play sessions organised during the term before their children start school. Arrangements to ensure pupils settle into school life at a later stage of their education are equally well managed.
- 116 Circle time provides good opportunities for staff to offer personal support and guidance for pupils. Provision to raise pupils' understanding of healthy and safe lifestyles is good. "Fruity Friday" is well established, all pupils are encouraged to bring water bottles to school and to have a healthy choice of food in their lunchbox. The school has recently begun to introduce a fruit co-operative with the local community to promote the use of local produce (including that grown in the school garden) and encourage parents to follow a healthy shopping routine. Outdoor areas have been developed to encourage physical play and exercise at break and lunchtime.
- 117 There are clear policies and appropriate procedures to ensure everyone's health, safety and well-being. Child protection procedures are known to all that work in the school and training is regularly updated. Arrangements and policies are being further reviewed by the new head teacher.
- 118 Attendance and punctuality are closely monitored. The support of external agencies is sought if pupils' attendance gives rise for concern. Systems to monitor and address any concerns related to pupils' behaviour are good overall. However, on occasions positive behaviour is not always consistently promoted in mainstream and established strategies to meet the needs of pupils who have challenging behaviour are not always rigorously followed.

- 119 Planning for children with special educational needs is thorough and the arrangements for learning support are well embedded in the culture of the school.
- 120 The provision for pupils with special educational needs (SEN) and those requiring help with English as an additional language is good and fulfils the requirements of the Code of Practice. The school has adopted good procedures for the early identification of pupils with additional needs and their requirements are effectively addressed with individual and small group support in class. These pupils receive good support from their class teachers, learning support officers and outside agencies.
- 121 The Special Educational Needs Co-ordinator (SENCo) is supported by the experienced head teacher who is well informed about pupils' requirements. Both works effectively to provide clear, positive guidance to class teachers.
- 122 Clear Individual education plans and individual behavioural plans are in place. These are reviewed regularly with all relevant parties and resourced appropriately. Attitudes to all pupils with additional needs are positive and constructive. Consequently, they are well integrated into the life of the school and make good progress at their individual levels of development. The identification and provision for the needs of more-able pupils are effective in practice but processes need to be more formalised.
- 123 Pupils with special educational needs are managed sensitively, consistently and effectively. Overall, the school ensures that all pupils have the opportunity to learn effectively without interference or disruption. The support the school provides for pupils with behavioural problems is good and the care taken to ensure the integration of these pupils is effective. The use of appropriate praise permeates through all areas of school life ensuring that there is a positive and happy atmosphere throughout.
- 124 Pupils in the Observation Class make good progress in their learning and respond well to specialist staff who show a good level of understanding of their needs. Staff are highly skilled in facilitating access to a well differentiated curriculum and providing appropriate in-class support. Pupils are confident participants in all of areas of class and school life. The needs of the children in the newly created under-fives Nurture Class are met appropriately and early evaluations suggest this new initiative will be a valuable tool in the early intervention process.
- 125 There are clear policies to promote gender and racial equality. There are appropriate arrangements to eliminate bullying, discrimination and any form of harassment. A suitable disability inclusion policy has been agreed. The school's accessibility plan lacks detail and clarity; the school acknowledges the need to address this issue. Provision to develop pupils' knowledge of diversity within society has good features that outweigh shortcomings. The school has identified the need to extend its arrangements to develop pupils understanding of life in a multi ethnic Welsh society.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 126 The findings of the inspection team do not match the judgement made by the school in its self-evaluation report as the strategies recently introduced by the new leadership have not yet fully impacted on standards throughout the school. The grade awarded is lower than Key Question 7 as the funding to resource these strategies has already been acquired and they are firmly in place to support any future changes.
- 127 The school is well managed by the recently appointed head teacher who is a committed professional that provides purposeful leadership, good organisational skills and a clear sense of strategic direction as she strives to move the school forward at pace. High expectations for all are implicit in her newly introduced culture of change. In the short time since her appointment she has endeavoured to make many strategic changes without destroying the spirit and ethos of the school community.
- 128 The head teacher has begun to build a committed, hard working senior management team who are working closely together on management issues.
- 129 The quality of the leadership of the subject leaders is gaining strength. In some areas, learning support officers also take on responsibilities and are diligent in carrying out management tasks.
- 130 The school's vision is "Living, learning and growing together" within a close-knit community where all children are valued as individuals. There is a shared understanding of this vision which is reflected in all practical aspects of the school's work. The aims and values are fully understood by the whole school community and clearly promote equality of opportunity for all.
- 131 The school takes a good account of national priorities and local partnerships agreements. The head teacher has introduced important initiatives that have improved the quality of education. These include the Eco Schools Project, the Healthy Schools Initiative, and the development of the outdoor classroom. The school has also achieved the Investors in People and Basic Skills awards.
- 132 Links with the Early Years Development and Childcare Partnerships and Sure Start have a very beneficial impact on standards of learning in the early Foundation Phase. The school is taking part in transition initiatives with the local cluster group of schools. Pupils identified as more able and talented work with the junior school staff on set projects. The school takes an active and enthusiastic part in the Physical Education and Sport in Schools Project. The school is aware that they now need to carefully evaluate the merits of each new initiative before implementing further changes.

- 133 Overall, information from day to day assessment is used effectively to identify individual targets for improvement for both pupils and individual members of staff. This includes children with SEN and English as an additional language. However, the school does not have a sufficiently established, robust method of critically analysing quantifiable data in order to facilitate early intervention, accurately forecast future trends, set realistic but challenging targets for whole school improvement or accurately judge the impact of its actions on standards.
- 134 The school has a system for monitoring the performance of all members of staff and teams linked to regular reviews. Performance management arrangements and staff appraisal are successful in identifying and meeting the professional development needs of all staff and are linked overall to priorities in the school development plan. Individual targets for improvement are set and appropriate training arranged. Training opportunities include school-based training and externally organised courses. Some staff are taking part in longer term professional development initiatives leading to further accreditation.
- 135 Most subject leaders are beginning to effectively monitor and evaluate their areas of responsibility and have just produced action plans which will be updated throughout the year. The head teacher, governors and the senior managers are beginning to monitor teaching and learning and assess the impact on standards. Effective whole school monitoring is under developed.
- 136 In-house training has ensured that pupils' work is generally moderated consistently across the school by all educators.
- 137 The relatively new governing body is fully supportive of the head teacher, staff, pupils and the aims and objectives of the school. The governors form a dedicated, well balanced management team who meet regularly and are supplied with detailed reports about the life of the school by the head teacher.
- 138 Governors are very knowledgeable about many aspects of the school life, fully understand their roles and responsibilities but as yet their strategic role is under-developed. Appropriate and effective sub-committees are established to review areas of learning and resources. Key governors monitor provision in the areas of finance, SEN and health and safety. Governors are also beginning to monitor standards.
- 139 The governing body is gradually becoming involved in the preparation of the school development plan and the self-evaluation report and is diligently reviewing all policies. It is beginning to work on a clearer approach to the analysis of formal data and setting rigorous targets for whole school improvement. All governors regularly attend update training.
- 140 The governing body has begun to refine practices to evaluate the impact of its actions on standards and provision. The school has relevant complaints policy which is comprehensive, up to date and fit for purpose. Governors meet their regulatory and legal requirements.

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

Grade 2: Good features and no important shortcomings

- 141 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 142 The newly appointed head teacher is committed to developing a culture of self-evaluation in the school. She acknowledges that the school has experienced some middle management difficulties.
- 143 The school has recently appointed a small senior management team who are developing their role as strategic leadership partners. This team is beginning to work effectively and has a good understanding of what needs to change but the planned strategies for actions have not, as yet, been embedded sufficiently to impact on standards. They are fully aware that embedding the processes for evaluating the quality of provision and standards is an ongoing process and must be consistent across the school.
- 144 The school's self-evaluation report prepared before the inspection carefully addresses each of the seven key questions of the Estyn inspection framework. It is based on a very wide range of supporting evidence and accurately summarises the school's main strengths and possible future actions in detail. However, the school is only just beginning to include measurable performance data to identify trends over time and prioritise areas for development.
- 145 All staff, governors and parents were involved in the compilation of the report and the inspection team matched the judgements of the school in five out of the seven key questions. In key questions 1 and 5 the team awarded a lower grade than the school.
- 146 As part of the self-evaluation process the views of parents have been sought both informally and formally through the use of questionnaires. The views of the community are voiced through the governing body. The views of all parties are carefully considered and are beginning to be used to inform future developments in the school.
- 147 All members of staff are involved in the process of school review and in identifying whole school priorities as set out in the school development plan. Leaders and managers are generally well informed about the performance of the areas for which they are responsible and they use an extensive range of approaches to gather information.
- 148 Subject leaders have compiled useful portfolios of pupils' work of moderated work for each subject, in order to inform themselves of standards in their allocated subjects. They scrutinise the planning of lessons and pupils' work and observe teaching. They produce annual reports which identify strengths and areas for development. This information is used effectively on the whole, to

inform future planning and training in the areas of learning. Monitoring the impact of these action plans is under-developed.

- 149 The effectiveness for planning for improvement has good features which outweigh shortcomings.
- 150 The school development plan is initially prepared by the head teacher and staff on an annual basis and then shared with members of the Governing Body. The Senior Management Team is beginning to plan strategically on a three year cycle but this has not, as yet, been discussed with all stakeholders. The current plan is a comprehensive document which focuses on improving standards and is firmly based on the school's self-evaluation process. Targets are prioritised and actions are set out with staff responsibilities, time scales, costs and success criteria. The school has identified the need to make targets more challenging as the monitoring and evaluation processes are refined.
- 151 The school has ensured that adequate resources are allocated to meet the priorities identified.
- 152 The school has succeeded in addressing areas for improvement in many aspects. For example, work undertaken to improve provision within the Foundation Phase has impacted strongly on outcomes. In science, it can demonstrate a measurable improvement in standards achieved at the end of key stage1 in 2009 as a result of actions taken by the school in the past year. However, overall, the subject leaders and the head teacher are often unable to show that their actions have led to measurable improvements in standards or performance.
- 153 Most targets set in the action plan resulting from the last inspection have been successfully met and overall the school has made progress that has good features that outweigh any shortcomings in addressing previous shortcomings in standards. However, the standard of pupils' writing remains a shortcoming. The school has adapted the building to accommodate pupils and adults with physical disabilities and secured the site throughout the day.

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

Grade 2: Good features and no important shortcomings

- 154 The findings of the inspection team agree with the judgements made by the school in its self-evaluation report. It does not, however, match the lower grade for Key Questions 1 and 5 as the head teacher has been in post for a very short period of time and the strategies introduced to raise standards have not yet impacted throughout the school. However, the funding to resource these strategies has already been acquired and they are firmly in place to support any future changes.

- 155 The adequacy, suitability and use made of staffing, learning resources and accommodation is good.
- 156 Overall, there are sufficient numbers of well-qualified teachers who possess a good range of specialist knowledge to provide for the needs of pupils, including those with additional learning needs and those under five years of age. However, recent changes have required all staff, including senior managers, to take on additional training. This process has not yet been completed. Overall, learning support officers successfully support teachers and pupils throughout the school day and are valued members of the school community. However, there is scope to develop the role of all support staff in the planning process to further build on the good practices established in the Foundation Phase.
- 157 The school has effectively used the process of workforce remodelling to extend the management roles of senior teaching and support staff. This has already had a positive influence on the standards throughout the school.
- 158 Good use is made of available resources. Pupils have ready access to a range of good quality resources appropriate to their age and needs. Considerable investment has been made in ICT. The computers and interactive whiteboards in each classroom are well used to support pupils' learning. The library area has just been refurbished to accommodate the requirements of the pupils presently on roll. The use made of the outside learning environment including the school grounds enriches pupils' experiences and is an outstanding feature of the school's provision. At the present the Nurture Class is funded entirely by the school and reflects their commitment to developing the pupils at Bryntirion with learning difficulties.
- 159 The accommodation is more than adequate to support the learning needs of the number of pupils on roll and is kept clean and well maintained. The head teacher and staff make imaginative use of the building to provide a welcoming and secure environment for all pupils. Quality displays throughout the school are used well to celebrate pupils' achievements and as an aid to learning.
- 160 The school consists of two blocks of buildings divided by the playground. This has been utilised by the school to incorporate good practice in the provision for outdoor learning. This area has been well developed with local funding and the co-operation of The Princes' Trust.
- 161 Overall, staff experience and expertise are used well for the benefit of pupils. Appropriate appraisal and staff development programmes enable teachers and non-teaching members of staff to keep up to date with current educational initiatives and new ideas in their areas of responsibility. Teachers also make good use of their planning, preparation and assessment time to develop work for their own classes and for their subject responsibilities.

- 162 The school's administrative staff ensure the efficient day to day running of the school. Other support staff, such as the caretaker, mid-day supervisors, canteen staff and cleaners are valued for their contribution to the life of the school.
- 163 Spending decisions relate directly to the school priorities as set out in the school development plan. Expenditure is monitored closely by the Governing Body. The school has worked hard to fund many of new initiatives from outside the delegated budget. The school gives good value for money.

School's response to the inspection

The inspection has been a positive learning experience for the school where it has identified its strengths and confirmed the plans already made to move forward and improve standards.

We are pleased that our school is recognised as a very caring school that aims to teach the pupils in its care to respect and care for others in the community.

We are pleased that the inspection recognises that the school is an inclusive school, that the Foundation Phase curriculum is a strength and that the school's promotion of education for sustainable development has outstanding features. These achievements are down to all the hard working staff who work together as a team.

We find the report is an accurate reflection of our school and acknowledge the recommendations made. All staff governors and the wider school community will work together to address the recommendations of the report. We would also like to thank the inspection team for their professional, rigorous and thorough inspection process and for their courtesy and sensitivity whilst with us.

Appendix 1

Basic information about the school

Name of school	Bryntirion Infants School
School type	Infants inc. Foundation Phase
Age-range of pupils	3-7years
Address of school	Bryngolau Bryntirion Brigden
Postcode	CF31 4DD
Telephone number	01656 815860

Head teacher	Kathryn Foster
Date of appointment	September 2009
Chair of governors/ Appropriate authority	Ian Griffiths
Registered inspector	Jean Laura Hannam
Dates of inspection	6/10/09-8/10/09

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	30	35	25	29	0	0	0	0	119

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	3	6.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	27:3
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	4.5:1
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	27:5

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 08	90%	88.3%	91.4%
Spring 09	91.3%	88%	91.7%
Summer 09	87.4%	89.9%	94.3%

Percentage of pupils entitled to free school meals	24%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1: Including pupils in the Observation Class

National Curriculum Assessment KS1 Results 2008-2009*			Number of pupils in Y2:				24
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	4	17	58	21
		National	0	4	14	63	19
En: reading	Teacher Assessment	School	0	4	21	50	25
		National	0	4	15	55	26
En: writing	Teacher Assessment	School	0	13	13	63	13
		National	0	5	16	68	11
En: speaking and listening	Teacher Assessment	School	0	4	0	71	25
		National	0	2	11	63	24
Mathematics	Teacher Assessment	School	0	4	8	58	29
		National	0	2	11	65	22
Science	Teacher Assessment	School	0	4	0	63	33
		National	0	2	9	66	23

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

* Benchmarking Data 2008

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

1. Three inspectors spent a total of six inspector - days in the school and met as a team before the inspection.
2. The head teacher was the nominee and played a supporting role throughout the inspection.
3. These inspectors visited:
 - 17 sessions or part sessions;
 - all classes and withdrawal groups;
 - acts of collective worship;
 - a range of activities;
 - extra-curricular activities.
4. Members of the inspection team had meetings with:
 - staff, governors and parents before and after the inspection;
 - senior managers, LEA officers, teachers, support and administrative staff, community members and groups of pupils during the inspection.
5. The team also considered:
 - the school's self evaluation report;
 - 31 responses to parents' questionnaires;
 - comprehensive documentation provided by the school before and during inspection;
 - a wide range of pupil's past and current work from across the complete age-range.
6. The inspection team also:
 - listened to pupils and observed their behaviour throughout the day;
 - held discussions with pupils about their work and play.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jean Hannam Registered Inspector	Context, Summary, Recommendations, Appendices. Key Questions 1, 4, 5 and 7. Contributions to Key Question 3. Foundation Phase.
Alyson Roberts Team Inspector	Key Questions 2, 3 and 6.
Denise Shields Lay Inspector	Supporting Key Questions 1, 3 and 4.
Kathryn Foster Nominee	Supporting all Key Questions.

Contractor

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Acknowledgements

The inspection team would like to thank the governing body, head teacher, staff, parents and children for their courtesy and co-operation throughout the inspection.