

**REPORT**

**on the**

**INSPECTION UNDER SECTION 10 OF  
THE SCHOOL INSPECTION ACT 1996**

**BRYNTIRION INFANT SCHOOL  
BRYNGOLAU  
BRYNTIRION  
BRIDGEND  
CF31 4DD**

School Number: 672/2090

Date of Inspection: 6<sup>th</sup> – 9<sup>th</sup> May 2003

**By**

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Registered Inspector W156/78144

Under Estyn contract number: T/193/02P

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## **GRADE DESCRIPTIONS**

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## 1. CONTEXT

### The school and its priorities

Bryntirion Infant School is situated on the north-western outskirts of the town of Bridgend and serves an area which the school describes as being neither prosperous nor economically disadvantaged. However, about one quarter of the pupils come from areas which are economically disadvantaged. Approximately 36% of pupils are entitled to free school meals. The school caters for pupils between three and seven years. There are 163.5 (full time equivalent) pupils on roll, including 30 full time nursery pupils and one who attends in the mornings only, and 7.5 (fte) special educational needs (SEN) pupils who are taught in an observation class. In total, 42 pupils are placed on the special educational needs (SEN) register. There are none for whom a statement of SEN has been made. Three pupils are looked after by a local authority. There are 10 pupil from ethnic minorities for whom English is a second language. These pupils receive no external support but are well supported by the school from the nursery class upwards.

The school aims to provide pupils with the kinds of experiences and opportunities which will enable them to grow as competent and confident individuals, able to think for themselves and having the freedom to make choices and to take increasing responsibility for their own learning. Among the school's priorities, which are identified in the school development plan, are the raising of standards of teaching and learning in literacy and mathematics and to develop key skills across the curriculum. It also intends to improve the provision for pupils with SEN.

The school was last inspected in October 1997.

## 2. MAIN FINDINGS

### The main findings of the report

- The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement in the six areas of learning are as follows:

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

- Standards of achievement were very good in 4% of the 47 lessons seen, good in 66% and satisfactory in 30%. Standards in all National Curriculum (NC) subjects and religious education are as follows:

<b>Subject</b>	<b>KS1</b>
English	Good
Mathematics	Good
Science	Good
Welsh second language	Satisfactory
Design and technology	Good
Information technology	Good
History	Good
Geography	Good
Art	Good
Music	Good
Physical education	Good
Religious education	Satisfactory

- In the 2002 NC assessment tests, the results for mainstream pupils in KS1 were above the average for Wales in English and mathematics and on a par with the national average in science. Results, when compared with similar schools in Wales, place the school in the fourth (top) 25% in English and in the third 25% in mathematics and science.
- Standards in key skills across the curriculum are good in speaking, listening, reading and information and communications technology (ICT). Standards are satisfactory in numeracy. Standards of writing are satisfactory; opportunities to develop writing skills across the curriculum are often missed because of the over-use of worksheets which do not require pupils to write at length and for a variety of purposes.

### **Ethos of the school**

- Pupils' spiritual, moral, social and cultural development are good. The school is a stimulating and happy community in which positive attitudes are fostered, and pupils are valued and respected. Through a variety of activities, pupils develop a sound knowledge and appreciation of the culture and heritage of Wales. Their awareness of other cultures is enhanced by visits from members of the community with diverse cultural backgrounds.
- Pupils' behaviour and attitudes are good. The school has high expectations of pupils' behaviour, all adults in the school provide good role models for pupils and relationships are warm and sensitive. Pupils' good behaviour makes a positive contribution to the very orderly and calm environment in the school. Pupils' attitudes to their learning are very good and have a positive impact on standards of achievement. They respond well to the supportive learning environment provided by teachers and classroom assistants.
- Pupils' attendance is satisfactory. Whole school attendance was consistently above 90% in the past three terms. Absence due to family holidays is an increasing feature and this accounts for a quarter of the total absences in the summer 2002 term. In general pupils' punctuality at the start of the school day is good and lessons start on time.

## Quality of Education

- The quality of teaching was very good in 4% of the 47 lessons observed, good in 58%, satisfactory in 36% and unsatisfactory in 2%.
- The quality of assessment, recording and reporting on pupils' progress is good. Pupils' achievements in the early years are assessed systematically using baseline assessments, in accordance with the Local Educational Authority (LEA) procedures. Good use is made of the results to identify the next steps in pupils' learning and a detailed on-going record of pupils' progress is maintained. Assessments for pupils in KS1 are comprehensive in the core subjects and assessment in the foundation subjects identifies progress and areas for development.
- The curriculum is appropriate and suitably broad, and meets the requirements of the NC and religious education. The curriculum for the under fives is good and promotes the desirable outcomes for children's learning. There is a clear curriculum policy statement which outlines the core values and principles which under-pin the curriculum and it is effectively implemented. Pupils with SEN, both in the observation class and in mainstream classes, are purposefully supported and the quality of the curricular provision is good. Older pupils in KS1 are encouraged to take part in extra-curricular activities. The range of activities provided by the school includes science, football, art, sewing and ICT. These activities enhance standards for those who attend.
- The quality of support and guidance provided for pupils is good. The school provides a caring and welcoming environment, with a calm and happy atmosphere for learning. Staff have a very good knowledge of the children and their families and have a strong concern for their well being. The pupils' achievements are celebrated and all pupils feel valued. The school responds positively to the principle of inclusion and ensures that all pupils have equal access to the NC.
- The school's provision for pupils with SEN is very good both in mainstream classes and in the Observation Class. The school effectively implements a detailed policy on the provision for pupils with SEN, with procedures which comply with the Local Education Authority (LEA) model. Communication between the special educational needs co-ordinator (SENCO) and the class teachers is very good. They work closely together to ensure early identification of pupils' needs and make appropriate provision for pupils with SEN. Communication between school, parents and external agencies is also very good. Parents are closely involved with the school in reviewing the progress of their children.
- Partnership with parents and community, schools and other institutions is good. The quality and range of information provided by the school for parents is very good. The headteacher and members of staff are readily available at the start and end of the school day to discuss pupils' progress or welfare. New parents are well prepared for their children's start in the school. A number of parents provide valuable assistance by listening to pupils read, helping with the preparation of teaching resources and helping to supervise pupils on educational visits. There are beneficial links with the community in a number of areas. The local vicar regularly visits and pupils visit the church to learn about important Christian celebrations. Members of the community visit the school to support pupils' studies. The school is also the venue for an important community computer club

for adults. There is a strong, beneficial partnership with other schools and arrangements for the transfer of Y2 pupils to the junior school are well organised. The school's partnership with industry is good.

### **Management**

- The quality of school self-evaluation is good. The school has developed systematic procedures for evaluating its practice and provision. It uses the LEA's model to identify strengths and weaknesses. All staff are involved and a constructive analysis is undertaken of all aspects of school life. Areas covered include standards, teaching and learning, ethos, curriculum, support for pupils, resources and management. The results of internal and external tests are carefully analysed. School trends in NC assessment tests are represented graphically and compared with local and national figures. The information gained from the analysis of test results is used effectively to project end of key stage results and to set group targets.
- The school is well led. The headteacher gives the school a clear direction and sense of purpose. The headteacher and staff are successful in creating an ethos founded on sound values and an atmosphere which is conducive to effective learning. All co-ordinators have job descriptions and well defined management roles and they work effectively as a team. The school development plan (SDP) indicates clearly the school's priorities in the middle and long terms and the annual action plan is a structured document which is well costed. The governing body is supportive of the headteacher and staff; some governors visit the school regularly and some have been allocated link roles for NC subjects.
- Staffing and learning resources are good overall. The accommodation has some shortcomings. There is a sufficient number of well-qualified and experienced teachers who are deployed effectively and the nursery nurses and classroom assistants make a very valuable contribution to the quality of education provided. Good use is made of all available space within the school and time is well used throughout the day. The exterior of the building, in particular the window frames and surface of the school yard are in an unsatisfactory condition. Access to the building for pupils and adults with physical disabilities is inadequate. The whole site is not always secure throughout the day. The school is well resourced in all areas of the curriculum with the exception of outside play equipment for Early Years pupils.

### **School Improvement**

- The school has made good progress overall in addressing the key issues identified in the last inspection report of October 1997. Standards of achievement in information technology, art and English are now good. Standards in speaking and listening are good across the curriculum. Standards in a further six subjects have improved since the last inspection. KS1 teachers have high, but realistic, expectations of pupils which have a positive impact on standards. The curricular provision is socially inclusive and all pupils are given an opportunity to take part in all the school's activities. The quality of the presentation of pupils' work is variable, sometimes good but often marred by untidy handwriting. This remains an area for improvement. Schemes of work and regular monitoring by co-ordinators ensure that there is appropriate progression in each subject.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

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

- The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement are good in language and literacy, mathematical development, knowledge and understanding of the world, personal and social development, creative development and physical development.
- In KS1, standards of achievement are good in English, mathematics, science, design and technology, information technology, history, geography, art, music and physical education. Standards are satisfactory in Welsh as a second language and religious education.
- In the 2002 NC assessment tests, the results for mainstream pupils in KS1 were above the average for Wales in English and mathematics and on a par with the national average in science. Results, when compared with similar schools in Wales, place the school in the fourth (top) 25% in English and in the third 25% in mathematics and science.

#### **3.2 Standards achieved in key skills across the curriculum**

Standards achieved in speaking, listening, reading and ICT are good. They are satisfactory in writing and numeracy.

- Children in the Early Years have good opportunities to develop and apply skills of literacy, numeracy and the use of ICT fully throughout the day. Standards are good in all areas.
- Standards in speaking and listening are good throughout KS1. Pupils listen carefully and are confident speakers, joining in well during discussions and confidently offering their opinions. They comment clearly and sensibly on the work of others.
- Standards in reading are good. Pupils use their reading skills effectively to extend their learning, particularly through the use of reference books, non-fiction books and dictionaries.
- Opportunities to develop writing skills across the curriculum are often missed because of the over-use of worksheets which do not require pupils to write at length and for a variety of purposes.
- Pupils make satisfactory progress in developing their numeracy skills across the curriculum.
- Pupils apply their skills in ICT well. They use a wide range of computer programs competently to support their learning in many areas of the curriculum. In addition, they make good use of CD ROMS and the internet to search for information.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

Pupils spiritual, moral, social and cultural development are good. The school is a stimulating and happy community in which positive attitudes are fostered, and pupils are valued and respected.

- The pupils respond very well to teachers and other adults, they are very courteous and welcoming. The culture of respect, kindness and care which exists is a strong feature of school life.
- Relationships between pupils are good. They work and play together in harmony and respond effectively when given opportunities to take responsibility.
- Pupils know the school rules well and respond to the high expectations of teachers. They have a clear understanding of right and wrong and show respect towards each other and adults. They also respect each other's property and the environment of the school. Teachers are good role models.
- Pupils develop a good awareness of those less fortunate than themselves both in the local area and in the wider world. They make regular and generous contributions to many charitable causes.
- Close links exist between the school and local community and there is a wide range of visits and visitors to the school. Parents enjoy the use of the school's facilities, for example, to develop information technology skills. Pupils' experiences are enhanced as they take part in varied activities and celebrations in the locality.
- The school fully meets the statutory requirement to provide daily acts of collective worship and these make a valuable contribution to pupils' spiritual development. Whole school acts of worship are dignified and reverent occasions and pupils respond effectively when asked to contemplate and focus on values and moral issues.
- Appropriate emphasis is placed on Y Cwricwlwm Cymreig. Through a variety of activities, pupils develop a sound knowledge and appreciation of the culture and heritage of Wales. Their awareness of other cultures is enhanced by visits from members of the community with diverse cultural backgrounds.

### **4.2 Behaviour and attitudes**

Pupils' behaviour and attitudes are good.

- The school has high expectations of pupils' behaviour which are clearly expressed in the school's prospectus. The school's rules are simple and understandable for pupils of this age range and are prominently displayed around the school. In addition, at the start of the school year, pupils discuss with their teachers the need for rules and produce a set of classroom rules which effectively influences pupils' behaviour. Weekly achievement

assemblies are inspirational occasions which promote the importance of good behaviour and effort. Pupils respond with enthusiasm to the rewards and celebrations.

- All adults in the school provide good role models for pupils and relationships are warm and sensitive. Pupils' good behaviour makes a positive contribution to the very orderly and calm environment in the school. Lunch times are periods when pupils develop their social skills very well in response to the attractive environment created for them in the dining area.
- Pupils' attitudes to learning are very good and have a positive impact on standards of achievement. They respond well to the supportive learning environment provided by teachers and classroom assistants.
- Pupils enjoy their lessons and respond positively to their teachers. They listen well, co-operate with their teachers and support their fellow pupils. Pupils approach the tasks they are set with enthusiasm and persevere and concentrate well.
- There are, in some classes, one or two pupils who are excitable. However, teachers' good management of these pupils ensures that learning is not unduly affected.
- The school has a firm anti-bullying policy. All members of staff are vigilant in monitoring pupils' behaviour and ensure that no bullying takes place. The school is an inclusive community where the positive celebration of the diversity provided by the pupils from different ethnic minorities ensures that no discrimination takes place in the school.

### **4.3 Attendance**

Pupils' attendance is satisfactory.

- Whole school attendance was consistently above 90% in the past three terms. Attendance of early years pupils is relatively high and there is little difference in the attendance of boys and girls throughout the school. Absence due to family holidays is an increasing feature; for example, this accounts for a quarter of the total absences in the summer 2002 term.
- In general there is little unauthorised absence. However, some individuals have extended periods of unauthorised absence and this significantly raised the percentage above 1% in the reception class in two of the last three terms.
- The school does not set itself numerical targets for the improvement of attendance. However, there is effective close monitoring of individual pupil's attendance which is designed to effect improvement. The monitoring system involves the close scrutiny of registers by class teachers, the school secretary, the headteacher and, on a monthly basis, the Education Welfare Officer. Where there is cause for concern, the school has good links with pupils' homes which, in most cases, effectively improves the attendance of individual pupils.

- The school's attendance registers comply with the requirements of National Assembly for Wales (NafW) Circular 99/3.
- In general, pupils' punctuality at the start of the school day is good and lessons start on time.

## 5. QUALITY OF EDUCATION

### 5.1 Teaching

The quality of teaching was very good in 4% of the 47 lessons observed, good in 58%, satisfactory in 36% and unsatisfactory in 2%.

#### **On most occasions, where teaching is good or very good:**

- teachers have sound subject knowledge;
- teachers have high, but realistic, expectations of pupils which have a positive impact on standards;
- sessions are well-structured and learning objectives are clearly identified;
- there is frequent use of praise and encouragement;
- there is effective interaction between teacher and pupils which enhances pupils' learning;
- there is good use of language, and a broad range of questioning techniques is effectively employed;
- sessions proceed at a good pace and pupils' attention is constantly engaged;
- work is appropriately matched to pupils' abilities.

#### **On occasion, where teaching has shortcomings:**

- key teaching points are not always consolidated sufficiently and pupils' understanding is not ensured;
- work is not matched to pupils' abilities;
- the pace of teaching is slow.

### 5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting on pupils' progress is good.

- Pupils' achievements in the early years are assessed systematically using baseline assessments, in accordance with the Local Educational Authority (LEA) procedures. Good use is made of the results to identify the next steps in pupils' learning and a detailed on-going record of pupils' progress is maintained.
- Assessments for pupils in KS1 are comprehensive in the core subjects and, in the foundation subjects, assessment identifies progress and areas for development.

- In KS1, class teachers keep careful records of assessment which provide a clear indication of pupils' progress in the core and foundation subjects. A range of commercially produced tests is also used in order to monitor the progress of each pupil.
- Procedures for assessing pupils with SEN are good, with appropriate records kept of their progress. Individual Education Plans (IEPs) for pupils on the SEN register include specific targets which are reviewed regularly.
- School assessment data is analysed and used to compare the progress of boys and girls. It also provides information on which to base targets both for school improvement and for individual pupils.
- Pupils receive good oral feedback from teachers about their work. Pupils' work is marked regularly, but the quality of marking is not consistent across KS1. Constructive comments on how to improve on the quality and content of work are not included on a regular basis. The setting of personal targets is inconsistent in Y2 and does not sufficiently influence the development of pupils' work.
- Detailed records are kept of the progress made by those pupils for whom English is an additional language. These are well used to plan work at an appropriate level.
- Some subject co-ordinators keep portfolios of annotated examples of pupils work which helps to monitor curriculum coverage and progress across the key stage.
- Annual reports issued to parents are informative and comply with statutory regulations. They provide information on standards which pupils have achieved and indicate the next steps in their learning.
- Formal arrangements are made for parents to discuss their child's progress with class teachers, with additional opportunities being given for informal discussion as and when required.

### **5.3 Curriculum**

The curriculum is appropriate and suitably broad, and meets the requirements of the NC and religious education.

- The curriculum for the under fives is good and promotes the Desirable Outcomes for Children's Learning. Curriculum planning is good in both nursery and reception. The planning provides detailed guidance for the nursery nurses and classroom assistants, who provide excellent support for the class teachers. Planning provides a good balance of teaching activities and structured, individual practical activities.
- All NC subjects and religious education are taught but there is no document which identifies the total available teaching time each week for KS1.
- The school has appropriate policies and schemes of work for all NC subjects and religious education.

- There is a clear curriculum policy statement which outlines the core values and principles which under-pin the curriculum. It addresses issues such as breadth, balance, progression, organisation and differentiation, all of which are appropriately addressed through teachers' short term planning.
- Pupils with SEN, both in the observation class and in mainstream classes, are purposefully supported and the quality of the curricular provision is good.
- There is a policy and scheme of work for Personal and Social Education which are effectively implemented and these aspects of pupils' education are appropriately promoted across the curriculum.
- The school has no formal plan for developing key skills across the curriculum but, in practice, most are developed well.
- The school has recently been awarded the Quality Mark of the Basic Skills Agency.
- Homework is set as necessary. Usually, it includes tasks which support class work but the amount of homework set is at the discretion of individual teachers. Some parents feel that too much is given in Y2.
- The curricular provision is socially inclusive and all pupils are given an opportunity to take part in all the school's activities. Pupils from ethnic minorities are well integrated and valued members of the school community. The school, in all facets of its daily life and through its teaching, raises pupils' awareness of cultural differences and promotes racial harmony.
- The school makes good use of the local environment as well as undertaking visits further afield which enrich pupils' learning and raise their awareness of the unique characteristics of Wales and its culture.
- Older pupils in KS1 are encouraged to take part in extra-curricular activities. The range of activities provided by the school includes science, football, art, sewing and ICT. These activities enhance standards for those who attend.
- There are no pupils for whom the curriculum is disapplied or modified.

#### **5.4 Support, guidance and pupils' welfare**

The quality of support and guidance provided for pupils is good.

- The school provides a caring and welcoming environment, with a calm and happy atmosphere for learning. Staff have a very good knowledge of the children and their families and have a strong concern for their well being. The pupils' achievements are celebrated and all pupils feel valued.
- Personal and social skills are developed well across the curriculum. Arrangements for the supervision of pupils during lunchtime and break times are good. The dining area is used effectively to promote social skills during lunch breaks.

- Good arrangements are in place to support all children when they start school and also when they transfer to a Junior School.
- The school responds positively to the principle of inclusion and ensures that all pupils have equal access to the NC.
- There is good support for pupils who speak English as an additional language. The school makes good arrangements for assessing pupils' level of language skills and provides appropriate support for each pupil. Class teachers plan effectively for their pupils who are integrated into all aspects of school life.
- An effective Health and Safety Policy is in place and risk assessments are carried out on a regular basis. There are well-established arrangements for first aid and the care of pupils when they are feeling unwell. The school has a named person with responsibility for first aid and all staff, including midday supervisors, have received first aid training.
- The school's arrangements for child protection are good. The Policy follows the LEA guidelines and the headteacher is the named person. All staff have received appropriate training and are aware of the school's procedures and their obligations in this area. There is effective liaison with outside agencies.
- The school is fully involved with the appropriate authority to ensure that necessary support is provided for children who are looked after by the LEA.

## **5.5 Provision for pupils with special educational needs (SEN)**

The school's provision for pupils with SEN is very good both in mainstream classes and in the observation class. Pupils make good progress.

- 42 pupils are identified as requiring SEN support. Currently no pupil has a statement of SEN and there are no disapplications. Provision includes additional language support for some pupils in Y2 on a withdrawal basis.
- The school has a detailed policy on the provision for pupils with SEN, with procedures which comply with the LEA model. This has been updated in line with the new Code of Practice and disability discrimination requirements. The policy includes clear guidance on roles and responsibilities, and is effectively implemented.
- The role of the special educational needs co-ordinator (SENCO) is carried out by a senior member of staff. She provides very good leadership for all staff and a high level of expert support.
- Communication between the SENCO and the class teachers is very well organised. They work closely together to ensure early identification of pupils' needs and make appropriate provision for pupils with SEN.
- Each pupil on the SEN register has a current Individual Education Plan (IEP) which contains clear and specific targets to support improvement. Pupils make good progress

towards the targets set for them. IEPs are reviewed each term and targets revised as appropriate.

- Pupils with SEN receive very good support from class teachers and classroom assistants. The Language Support Teacher works closely with class teachers to ensure careful planning of teaching and learning activities.
- Provision for pupils in the Observation Class is of a very high standard. Staff have very good working relationships with the full range of outside agencies with whom they work closely.
- Pupils in the Observation Class and in mainstream classes make good progress and achieve good standards commensurate with their ability.
- Communication between school, parents and external agencies is very good. Parents are closely involved with the school in reviewing the progress of their children.
- The school has effective procedures for identifying gifted and talented pupils and makes appropriate provision for them.
- The governor with responsibility for SEN is closely involved in school matters.

## **5.6 Partnership with parents and community, schools and other institutions**

Partnership with parents and community, schools and other institutions is good.

- During the pre-inspection consultation, approximately half of the parents returned questionnaires and their responses expressed a general strong approval of the quality of the communication between the school and parents.
- The quality and range of information provided by the school for parents are very good. There are frequent letters, parent consultation evenings twice each year, and a useful statement from each class teacher outlining themes of study in each term. The school also provides guidance leaflets for parents on reading, spelling, homework and mathematics. The headteacher and members of staff are readily available at the start and end of the school day to discuss pupils' progress or welfare. New parents are well prepared for their children's start in the school.
- The school prospectus is a well presented, easily-read document which meets the recommendations of the NAFW, as does the governing body's annual report for parents. The home-school agreement meets statutory requirements.
- Parents are welcome to be involved in the daily life of the school. A number of parents provide valuable assistance by listening to pupils read, assisting with the preparation of teaching resources and helping to supervise pupils on educational visits.
- There are many beneficial links with the community. The local vicar regularly visits and contributes to the school's collective worship. Pupils visit the church and learn about

important Christian celebrations. Members of the community visit and contribute to the younger pupils' theme, 'people who help us.' Pupils' studies in art have benefited greatly from the guidance of a local artist and they have produced attractive work using a range of media. A member of the local community regularly helps pupils with gardening projects. The school is also the venue for an important community computer club for adults.

- There is a strong, beneficial partnership with other schools, including the local junior school. Headteachers, deputy headteachers, SENCOs and subject co-ordinators co-operate in important areas such as transition arrangements, early years curriculum, assessment and moderation of work. Arrangements for the transfer of pupils to the junior school are well organised.
- Pupils benefit from the additional support they receive when students from local tertiary colleges attend the school for extended work experience.
- No students have been received from initial teacher training institutions within the past year.

## **5.7 Partnership with industry**

Partnership with industry is good.

- The school has beneficial links with Education Business Partnership (EBP) which have positively influenced pupils' learning and staff development.
- Members of staff are benefiting from attendance at ELWA sponsored courses in drama, literacy and management issues.
- Pupils are made aware of the work of local craftspeople and, under their guidance, design and create art work in a range of media.
- The school is alert to the opportunities provided by commercially sponsored competitions and pupils' learning in literacy, science, design and technology and art is enhanced by such involvement. Pupils of all age groups visit local shops, supermarkets and the post office whenever these are relevant to the current themes of study.
- Y2 pupils benefit from an after-school science club which follows a science scheme sponsored by EBP.

# **6. MANAGEMENT**

## **6.1 Quality of self-evaluation and planning for improvement**

The quality of school self-evaluation is good.

- The school has developed systematic procedures for evaluating its practice and provision. It uses the LEA's model to identify strengths and weaknesses. All staff are involved and a

constructive analysis is undertaken of all aspects of school life. Areas covered include standards, teaching and learning, ethos, curriculum, support for pupils, resources and management.

- Curriculum co-ordinators monitor their subjects, focusing on the implementation of schemes of work and standards achieved. They identify strengths and weaknesses and draw up action plans for improvement which include targets and criteria for evaluating success. The school recognises that self-evaluation is central to the school improvement cycle.
- The results of internal and external tests are carefully analysed. School trends in NC assessment tests are represented graphically and compared with local and national figures. The information gained from the analysis of test results is used effectively to project end of key stage results and to set group targets. Targets are set for each year group at the beginning of each year. The school compares the performance of boys and girls and notes that, over the past five years, the gap between girls and boys has narrowed.
- The school has monitored carefully the progress of the post-inspection action plan and produced a comprehensive report detailing actions taken and evidence of success.

## **6.2 Leadership and efficiency**

The school is well led. The headteacher gives the school a clear direction and sense of purpose.

- The headteacher and staff are successful in creating an ethos founded on sound values and an atmosphere which is conducive to effective learning. They work effectively as a team.
- The headteacher leads by personal example and sets the tone for staff and pupils by her professional manner, commitment and high expectations of all. Decisions taken, procedures to be followed and the school's progress towards school improvement targets are effectively recorded.
- All co-ordinators have job descriptions and well defined management roles. They have compiled policies and schemes of work in subjects for which they have special responsibility.
- The SDP indicates clearly the school's priorities in the middle and long terms and the annual action plan is a structured document which is well costed. Teachers have a significant input into the construction and monitoring of the plan.
- The governing body is supportive of the headteacher and staff. The governors have adopted an effective committee structure to conduct their business and all recommendations are brought to the whole governing body. The finance committee meets termly and its priority is to maintain adult-pupil ratios at their current favourable level for as long as possible. Some governors visit the school regularly and some have been allocated link roles for NC subjects.

- The most recent auditor's report of January 2001 found procedures to vary from very good to commendable. Five recommendations were made and, in response, the school produced an action plan which was implemented with immediate effect.
- The school secretary makes a significant contribution to the school's effective organisation and administration.

### **6.3 Staffing, accommodation and learning resources**

Staffing and learning resources are good overall. The accommodation has some shortcomings.

- There is a sufficient number of well-qualified and experienced teachers who are deployed effectively. The school makes full and effective use of the nursery nurses and classroom assistants. They make a valuable contribution to the quality of education provided.
- Arrangements for the professional development of staff are good. Teachers have attended a suitable range of in-service training. Professional development has been particularly effective in ensuring that staff are secure in their roles as Curriculum Co-ordinators. The school recently qualified for the Investors in People award.
- Good use is made of all available space within the school. There are attractive displays of good quality around the school which are informative and celebrate achievement. Time throughout the day is well used.
- The recent improvements to the outdoor play area for nursery pupils has provided a safe and attractive surface.
- The exterior of the building, in particular the window frames and surface of the school yard are in an unsatisfactory condition. The whole site is not always secure throughout the day.
- The school is well resourced in all areas of the curriculum with the exception of outside play equipment for Early Years pupils. Resources are stored efficiently and are easily accessible and well used. The suitability of resources to support equal opportunities is carefully considered.
- Specific learning resources are also provided for pupils for whom English is an additional language.
- The non-teaching staff, including midday supervisors, provide very effective support and the caretaker and cleaning staff maintain the accommodation to a high standard.
- At the beginning and end of the school day there is considerable traffic on the main road on the eastern side of the school campus adjoining the main entrance. The absence of a crossing patrol officer, despite the presence of road signs indicating the school site, makes negotiating the road hazardous for parents and pupils. Parents and pupils are seen to have to wait a considerable time to cross the road.
- Access to the building for pupils and adults with physical disabilities is inadequate.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement are good overall and the children in both nursery and reception are making good progress in all six areas of learning.

#### **Good features**

#### **Nursery (3-4 year olds)**

- Nursery children listen attentively and respond appropriately to their teacher and other adults. The majority talk confidently and communicate their personal needs effectively. They enjoy listening to a story read by the teacher and contribute readily to discussion. When reading books independently, children hold books correctly and can discuss their favourite stories. Most children recognise their own name and some are able to write it. They enjoy making marks on paper and use emergent writing with confidence. More able pupils are developing an awareness of initial sounds.
- Children make good progress in developing their mathematical skills. They can sort objects into two sets and count carefully to six. They order according to size, using appropriate mathematical language. Most children recognise simple two-dimensional shapes such as circles, triangles, rectangles and squares. During their play activities they are beginning to use money with some understanding.
- Children's personal and social development is good. The routines in nursery are well established and children confidently move around the classroom selecting their own activities and resources. Children play harmoniously together; they take turns and co-operate well during activities. All children take responsibility for their own belongings and seek help when needed, for example to put on coats or painting aprons.
- Nursery children make good progress in gaining a knowledge and understanding of the world. Most children name some parts of a flower and they use a magnifying glass with care to observe the petals. They are developing their understanding about different places such as the town and the country. They are beginning to develop their appreciation of a range of materials through their play in the sensory area.
- Children's physical development is good. They balance well on the balance beam and show good landing skills when they dismount. Children control the speed and direction of wheeled toys competently and show a good awareness of other pupils during these activities. They assemble constructional apparatus confidently and competently.

- Children's creative development is good. They paint and draw using a good range of media and tools. They mix their own colours and have some idea of what colour they will make. They handle play dough creatively and use paste with care when sticking. They respond well to musical activities, many singing clearly and in tune.

### **Reception (4-5 year olds)**

- Reception children listen attentively and offer opinions, frequently speaking in full sentences. They answer questions confidently and most speak clearly. Children enjoy sharing their reading books. They read the text carefully, tracking as they read and making good use of picture clues within the story. They make good progress in more formal writing with many of their letters clearly shaped and formed correctly. Pupils answer the register in Welsh and sing simple Welsh songs and rhymes.
- Most children at this stage recognise and count numbers to 10 and some beyond. They demonstrate a clear understanding of mathematical concepts such as 'more than' and 'less than' and use mathematical language to compare objects by size. They are beginning to understand the mathematics of money and most recognise the differences between various coins. They make effective use of apparatus to create patterns.
- Children's personal and social development is good. They co-operate well when working in groups and on the computer. Most reception children concentrate well on tasks given. They take responsibility for tidying the classroom after practical activities and do so quickly.
- Reception pupils show a very good awareness of the world around them. They talk about their homes and where they live. They show good observational skills when taking rubbings in the school play area. They are beginning to develop their understanding of time through playing with old toys and placing them on a time line. The children are enthusiastic in their use of the computer and their ICT skills are developing well.
- Children's physical development is good. They are developing a good awareness of their own bodies during physical education lessons. They walk, jog and run with control and use different parts of their bodies to travel. Their fine motor skills are well developed. They manipulate pencils, colouring materials, paintbrushes and scissors with increasing control.
- Children's creative development is good. They show a good level of creativity and imagination when playing in the pet shop. They use small construction apparatus effectively to build models and they enjoy creating pictures with paint and chalk. Children select their own materials and handle glue carefully when sticking objects on paper to create patterns. They enjoy musical activities and many children maintain a steady beat using their hands and their feet.

### **Shortcomings**

There are no significant shortcomings.

## **English**

Standards of achievement are good overall in KS1. They are good in speaking, listening and reading and satisfactory in writing.

### **Good features**

- Standards of listening in KS1 are good. Pupils listen carefully and follow instructions quickly. They listen very attentively to stories and poems read by the teacher.
- Pupils of all abilities are confident speakers. The majority express themselves clearly and speak well, particularly when sharing their work with the class and in drama situations. Pupils respond well to drama activities and enjoy acting elements of a story with a partner. They are eager to respond in class when questioned and contribute well to class discussions. They ask pertinent questions of pupils in the 'hot seat'.
- Standards of reading are good. Younger pupils are developing a sound knowledge of phonics and other strategies to support their reading. They willingly express their likes and dislikes of a range of literature and understand the different features of a book.
- More able pupils use phonic skills successfully to tackle unfamiliar words. They read with clarity, confidence and increasing expression. They discuss text with enthusiasm and their comprehension skills are developing well.
- Pupils write for a wide variety of purposes in response to a good range of stimuli. Some pupils write good quality poems and descriptive pieces with imaginative use of language and good use of descriptive words. Most pupils have a good understanding of basic punctuation and the development of their spelling skills is satisfactory.

### **Shortcomings**

- A significant number of pupils do not produce written work of a satisfactory standard and pupils generally do not make good progress in developing their handwriting skills.
- Older pupils in KS1 do not revise their work and re-draft it sufficiently to ensure higher standards.

## **Mathematics**

Standards of achievement are good in KS1.

### **Good features**

- In KS1, pupils count forwards and backwards up to 100, count to 100 and beyond in 10s and fives and count forwards from a given number in twos and threes.
- They have good knowledge of addition and subtraction facts up to 20 and they use these accurately and confidently in mental arithmetic.

- They accurately place units of time, from one second to one year, in order.
- They understand well the value of coins and suggest different combinations of coins to make a sum of money up to 20p.
- Pupils in KS1 read and order numbers up to 1000 and they have a good understanding of place value.
- They identify odd and even numbers and count accurately and confidently in both.
- Pupils use symbols accurately when making calculations and in number sentences.
- They identify two and three-dimensional shapes well; they name them and list their features.
- Pupils use and apply their knowledge to solve real-life problems. For example, they calculate the change they receive when spending a sum of money up to a pound.
- They understand and use the terms 'heaviest, lightest, tallest and shortest' and use an increasing range of mathematical vocabulary correctly.
- Pupils handle data competently; they compile tally charts and interpret bar graphs accurately.

### **Shortcomings**

- Pupils do not apply their numeracy skills sufficiently across the curriculum.

### **Science**

Standards of achievement are good in KS1.

### **Good features**

- Younger pupils name the external parts of the body and recognise similarities and differences between themselves and other pupils.
- They develop an understanding of physical processes through experimenting with sound. They investigate the sounds which can be heard in and around the school and sort musical instruments according to the way sound is produced.
- Pupils further develop their skills of scientific investigation and increase their knowledge of physical processes by investigating how long batteries will last. They record their results and present these in the form of graphs.
- They understand how simple electrical circuits work and draw diagrams of these.

- Pupils have a developing understanding of forces and the application of these in everyday life.
- Pupils explore the properties of materials and sort them according to different criteria. They identify those which are natural and man-made.
- Older pupils in KS1 describe in detail their investigations into materials and how they tested different types of paper for strength.
- They develop their knowledge and understanding of physical processes by building electrical circuits with switches. They describe accurately how a circuit works and the function of the switch.
- Pupils further develop their understanding of forces by conducting investigations into how far vehicles will travel when rolled down a ramp. They understand that different results are achieved when the surface of the ramp is changed.
- Pupils make good predictions and record their observations well, as when investigating changes in materials.
- They further develop their understanding of life processes when they group foods accurately into groups according to given criteria, for example fat or sugar content. They understand the need for a balanced diet in order to promote good health.

### **Shortcomings**

- Pupils' knowledge of plants and animals is underdeveloped.

### **Welsh second language**

Standards of achievement are satisfactory in KS1.

#### **Good features**

- Pupils read sentences from a class text and understand the meanings well.
- Pupils know everyday greetings such as '*Bore da*' and '*Prynhawn da*' and use them appropriately.
- They know the names of parts of the body and can insert these into sentences describing how they feel. They respond to teachers' questions by saying '*Mae bola/ pen/ braich tost da fi.*'
- They know quite well a number of basic sentence patterns in the form of questions and answers, for example, '*Beth mae Jane yn gwisgo?*' '*Mae Jane yn gwisgo het.*' They use these confidently.

- Pupils have a reasonable vocabulary, for example, terms associated with the weather, and make accurate responses when questioned. They also ask one another ‘*Sut mae’r tywydd?*’
- Pupils complete written work to reinforce common sentence patterns and vocabulary.

### **Shortcomings**

- Pupils’ ability to engage in dialogue, using familiar sentence patterns and consolidating these, is limited.
- Many pupils are hesitant in their responses and have an insecure grasp of basic sentence patterns and are unsure how to respond to simple questions.

## **Design and technology**

Standards of achievement are good in KS1.

### **Good features**

- Pupils use a variety of materials and techniques to produce a good range of finished products.
- They demonstrate a range of skills when designing and making model boats and puppets. They plan their work carefully and evaluate its effectiveness. Pupils are able to select from a range of material to effectively complete their planned designs and use a range of joining techniques appropriate to the finished product.
- Older pupils evaluate commercially produced packaging and discuss their fitness for purpose. They plan their work thoughtfully, before using food technology to make pizzas.
- Pupils explore how boxes are constructed when they make a ‘net’ for constructing their own box.
- Pupils handle tools with control and with an appropriate regard for safety.

### **Shortcomings**

There are no significant shortcomings.

## **Information technology**

Standards of achievement are good in KS1.

### **Good features**

- Pupils throughout the key stage are confident in their use of computers. They make good progress in developing their skills and understanding across all strands of the subject.

- All pupils are developing appropriate word processing skills. The pupils type with increasing speed and confidence. They alter the size of font and to edit their work. They access the printer effectively and print out a document. Pupils confidently save and retrieve their work.
- They develop good control of the tools of information technology, for example when using the mouse they accurately move images across the screen and reposition them.
- Pupils are beginning to learn how to successfully enter information into a database using relevant keys on the computer keyboard and to print out an appropriate graph..
- Pupils use a range of CD-roms and the internet to explore and search for information. They produce good examples of computer-generated art by selecting and using appropriate programs.

### **Shortcomings**

There are no significant shortcomings.

### **History**

Standards of achievement are good in KS1.

### **Good features**

- Younger pupils develop a good sense of chronology through producing a timeline of smoothing irons. They compare old and new household objects and Victorian sculleries with modern kitchens and utility rooms.
- They further develop their understanding of the past through comparing modes of transport today with those of years gone by. They produce a timeline of trains from Stephenson's rocket to the Inter-city 125 and trace the development of road transport from horse-drawn vehicles to the modern car.
- Older pupils understand how schools have changed over the years and list the main differences between schools today and those in the past.
- They know that early man was a cave dweller and they produce art work in the style of early cave drawings.
- Pupils note how houses have changed through the ages from Celtic huts to modern houses.
- They have a good knowledge of the development of air transport, including the pioneering exploits of Montgolfier and the Wright brothers. They are also aware how space travel has developed since the first moon landing in 1969.
- They know that the Bible was translated into Welsh by William Morgan.

## **Shortcomings**

- There are no significant shortcomings.

## **Geography**

Standards of achievement are good in KS1.

### **Good features**

- Younger pupils know that plans are views of objects from above and they draw plans of their classroom and bedrooms indicating the location of furniture.
- Pupils visit the surrounding area and the park and recognise features such as road signs, traffic lights and a shop. They draw plans indicating what they would like to see in the park.
- They identify features in and around the school and use symbols to represent these.
- Pupils say what they like and dislike about the school buildings and suggest changes which they would make in order to improve the school environment.
- Older pupils further develop their geographical skills when they study aerial photographs. They know that these are views from above and show the location of many natural and man-made features.
- They draw a plan showing Rosie's walk and plan a route to school and, as their skills develop, they draw maps of Bridgend town centre, inserting symbols and a key. They devise their own symbols to denote features in the nearby town of Porthcawl and describe the things they like best about the town.
- Pupils compare their local area with Bridgend and note their preferences. They suggest ways in which Bridgend could be improved and how they would make the town a nicer place.
- They have also visited another locality which contrasts with their own, visiting the village of Newton and following a village trail. They note its prominent features and make a photographic record.
- They use atlases to identify land masses such as Wales and they locate Bridgend on a map of Wales.

### **Shortcomings**

- Pupils' knowledge and use of co-ordinates to locate features on a map are underdeveloped.

## **Art**

Standards of achievement are good in KS1.

### **Good features**

- Displays within the school show that pupils use a wide range of materials to make paintings, drawings and collages of a good standard. Good progress is made in two-dimensional and three-dimensional work.
- Younger pupils produce imaginative drawings in response to the story of ‘The Rainbow Fish’. A high level of detail is included in the drawings, and they use a range of media creatively to decorate these.
- When using illustrations of flowers as a basis for their work, older pupils show that their observational skills are well developed. Their drawings are carefully executed and show that their control of line and shading is developing. Pupils reflect upon the quality of their work and suggest improvements.
- Pupils mix their own paint carefully to obtain a required shade or colour. They handle paintbrushes with increasing skill and control.
- Pupils confidently use art programs on the computer to produce pictures and patterns of a good standard.
- Pupils have worked with an artist to produce attractive ceramic tiles depicting local industry.

### **Shortcomings**

- Pupils’ knowledge of the work of other artists, including Welsh artists, is underdeveloped.

## **Music**

Standards of achievement are good in KS1.

### **Good features**

- Pupils know a wide range of songs, rhymes and hymns and sing them tunefully and with expression. Many pupils are confident to sing a solo, both in front of their own class and the whole school. On these occasions, pupils perform confidently, with or without accompaniment.
- Pupils understand pitch and illustrate it physically with hand movements. They have a good awareness of basic rhythm and enjoy composing, when they play a range of untuned instruments correctly and with a good sense of timing.
- They name a wide range of instruments and know how they should be played.

- Pupils are familiar with different types of music from around the world and identify many individual pieces.
- Pupils listen carefully to the performance of others and express their opinions on parts or aspects of the music.
- Pupils use the computer competently to compose their own tunes.

### **Shortcomings**

There are no significant shortcomings.

### **Physical education**

No games lessons were observed, but standards of achievement are good in dance and gymnastics in KS1.

### **Good features**

- Pupils concentrate hard and put a great deal of effort into their movements.
- Pupils have good control over their bodies; they have a good sense of balance and form attractive shapes.
- Pupils move easily around the hall; they are light on their feet and use space effectively.
- They perform imaginative gymnastic movements on the floor and on low apparatus.
- Pupils co-operate well in dance lessons; they mirror one another's shapes closely. They interpret music sensitively and their movements are expressive and graceful.
- They perform traditional Welsh dances, executing some difficult steps quite competently.
- Pupils effectively evaluate their own work and that of others.

### **Shortcomings**

There are no significant shortcomings.

### **Religious education**

Standards of achievement are satisfactory in KS1.

### **Good features**

- Pupils understand that the Bible is a holy book for Christians. They know about the childhood of Jesus and can name some of his disciples.

- Pupils have a good knowledge of a range of Bible stories. They recall them in detail and say whether they are found in the Old or New Testaments.
- They have a good understanding of the main Christian festivals such as Christmas, Easter and Harvest.
- They are aware of the reasons why people pray, and have written their own prayers.
- They know that churches are places of worship, and describe some of the ceremonies that take place there, such as weddings and baptisms.

### **Shortcomings**

- Pupils' knowledge of other faiths is limited. They are not able to describe the similarities and differences between the faith they have studied and Christianity.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The school has made good progress overall in addressing the key issues identified in the last inspection report of October 1997.

#### **1. Raise standards of achievement in information technology, art and spoken English and address shortcomings in other subjects.**

Standards of achievement in information technology, art and English are now good. Standards in speaking are good across the curriculum. Standards in a further six subjects have improved since the last inspection.

#### **2. Increase teacher expectation in KS1 and ensure that more able pupils are extended.**

KS1 teachers have high, but realistic, expectations of pupils which have a positive impact on standards, and pupils of all abilities are appropriately challenged.

#### **3. Secure parity of opportunity for all pupils.**

The curricular provision is socially inclusive and all pupils are given an opportunity to take part in all the school's activities.

#### **4. Improve the quality of presentation of work in pupils' books.**

The quality of the presentation of pupils' work is variable, sometimes good but often marred by untidy handwriting. This remains an area for improvement.

## **5. Ensure progression in all subjects within a whole school topic.**

Schemes of work and regular monitoring by co-ordinators ensure that there is appropriate progression in each subject.

## **8.2 Key issues for action**

In order to build upon its many strengths, the school needs to:

- raise standards in KS1 by addressing shortcomings in subjects judged to be satisfactory and give appropriate attention to all other shortcomings identified in the report;
- improve the quality of pupils' writing and its use across the curriculum;
- improve the quality of pupils' handwriting and the presentation of work;
- ensure that the whole site is secure throughout the day;
- make modifications to the building to cater adequately for pupils and adults with physical disabilities.

## APPENDIX

### A. Basic information about the school

Name of School	Bryntirion Infant School
School type	LEA maintained/ Community
Age-range of pupils	3 – 7 years
Address of school	Bryngolau Bryntirion Bridgend
Post-Code	CF31 4DD
Telephone Number	01656 766227

Headteacher	Mrs Margaret Morris
Date of appointment	1 February 1997
Chair of Governors/ Appropriate Authority	Mr Alwyn David
Registered Inspector	Mr Robert Jones
Dates of inspection	6 – 9 May 2003

### B. School data and indicators

<i>Number of pupils in each year group</i>					
Year group	N (fte)	R	Y1	Y2	Total
Number of pupils	30.5	35	43	55	163.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0	8

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil : adult (fte) ratio in nursery classes	15:1
Pupil : adult (fte) ratio in special classes	4:1
Average class size, excluding nursery and special classes	25
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>			
	R	KS1	Whole school
Term 1	90.66	93.83	92.98
Term 2	90.00	93.00	91.5
Term 3	91.00	94.00	92.5

Number of pupils excluded during 12 months prior to inspection.	0
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## C. Results of National Curriculum assessments and public examinations

### END OF KEY STAGE 1: 2002

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 32					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	3	0	12	63	22	0
		National	0	4	13	63	20	0
EN: Reading	Teacher Assessment	School	3	6	10	56	25	0
		National	0	4	14	54	28	0
EN: Writing	Teacher Assessment	School	3	6	7	75	9	0
		National	0	5	13	71	10	0
EN: Speaking and listening	Teacher Assessment	School	3	0	0	69	28	0
		National	0	2	11	64	22	0
MATHEMATICS	Teacher Assessment	School	3	0	6	66	25	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	3	0	9	60	28	0
		National	0	2	10	68	20	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	85	In Wales:	80

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

## **D. Evidence base of the inspection**

The inspection team included three inspectors who were present for a total of 10 inspection days. During the period:

- pre-inspection meetings were held with the Headteacher, teachers, parents and the Governing Body to discuss the life and work of the school;
- 62 questionnaires were completed by parents and they were carefully analysed;
- the school policies and documents were studied before the inspection;
- discussions were held with the Headteacher and the curriculum co-ordinators;
- 47 sessions or parts of teaching sessions were observed;
- pupils were listened to when reading and their work was discussed with them as part of a study of standards in NC subjects;
- examples of pupils' work in each classroom were studied;
- attendance registers, pupils' records and the teachers' planning files were studied;
- the inspectors were present at each whole school worship session;
- post-inspection meetings were held with the staff and the Governing Body.

## E. Composition and responsibilities of the inspection team

<b>Inspector</b>	<b>Type</b>	<b>Aspect Responsibilities</b>	<b>Subject Responsibilities</b>
Mr R Jones	Rgl	1. Context 2. Main findings 3.1 Educational standards achieved in the subjects and learning areas 4.3 Attendance 5.1 Teaching 5.3 Curriculum 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 Key issues for action	Mathematics Science Welsh second language History Geography Physical Education
Mrs J Williams	Team	3.2 Standards achieved in key skills across the curriculum 5.2 Assessment, recording and reporting 5.4 Support, guidance and pupils' welfare 5.5 Provision for pupils with SEN; 6.3 Staffing, accommodation and learning resources	Children under 5 English Design and Technology Information Technology Music Art Religious Education
Mr E James	Lay	4.1 Pupils' spiritual, moral, social and cultural development 4.2 Behaviour and attitudes 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	

**The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.**