

INSPECTION REPORT

TREMAINS JUNIOR SCHOOL

Channel View
Brackla
Bridgend
CF31 2NL

Date of Inspection 24-28 September 2001

By

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Registered Inspector (W087/16248)

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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” ® 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 some 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

The school is situated in the large housing estate of Brackla on the northern outskirts of Bridgend. It occupies an attractive site surrounded by green fields and is adjacent to the infant school. About a third of all pupils attending the school come from outside the catchment area and at present there are 242 pupils at the school of whom 119 are girls and 123 are boys.

The school describes its intake as neither particularly advantaged nor disadvantaged and comprising the full range of ability. Twenty-four pupils (10%) are registered as being entitled to receive free school meals. English is the predominant language spoken at home and none of the pupils speak Welsh as a first language or to an equivalent standard. The school has identified 38 pupils (16%) as having special educational needs, of whom one has a statement for educational needs.

The aims of the school as set out in the school prospectus are encapsulated in its mission statement, which is to provide a happy, caring environment where every pupil is encouraged to do their best. The school aims to develop the whole child so that pupils become confident and independent members of society. The school was last inspected in May 1996.

2. MAIN FINDINGS

The main findings of the report

This is a very good school that successfully promotes high standards of both academic achievement and personal discipline. All pupils are valued and respected as individuals and the school is a happy and caring community. All staff, including the non-teaching staff work together effectively for the well-being of the pupils.

- Standards of achievement are always at least good, and are very good in the majority of National Curriculum (NC) subjects and religious education. They are very good in the core subjects of English, mathematics and science. There is no significant variation in achievement between groups of pupils.

In summary, standards are as follows.

Subjects	Standards of Achievement in Key Stage 2
English	Very Good
Mathematics	Very Good
Science	Very Good
Welsh (second language)	Good
Design & Technology	Very Good
Information & Communications Technology	Very Good
History	Very Good
Geography	Very Good
Art	Good
Music	Very Good
Physical Education	Very Good
Religious Education	Very Good

- Pupils of all ages have very well developed basic skills of literacy, numeracy and information and communications technology. Pupils listen attentively to their teachers and are eager to take part in classroom discussion. Pupils, of all ages, speak clearly, use words accurately and precisely. Written work is coherent, well presented and showing very good knowledge of spelling and punctuation. Pupils have very good reading strategies and read for pleasure and to find information.
- Pupils' numeracy skills are very well used across the curriculum and pupils' number work is accurate. Pupils can use, apply and interpret numerical and statistical data confidently and draw appropriate conclusions. They can represent their investigative findings using appropriate graphical and tabular methods. All pupils have very well developed information and communications technology skills and they use computers very effectively across the curriculum.
- The provision for pupils with special education needs (SEN) is very good and these pupils are fully integrated into the life of the school. They are very well supported both in class and through small group intensive teaching and are making very good progress. Class teachers, the special educational needs co-ordinator and support staff work together very effectively and parents are kept fully informed.
- Pupils' performance in the National Statutory Tests (SAT's) is well above national and local averages at the end of the key stage.
- Good and very good teaching is a feature of the school and is having a substantial and positive impact on pupils' achievements. During the inspection thirty-eight lessons were observed and in all instances the quality of the teaching was at least good. It was very good in approximately half of the lessons seen. This is substantially above national expectations. Pupils' standards of achievement reflect the quality of teaching and they are always at least good and very good in about half the lessons. Pupils of all ages and abilities are making good and often very good progress.

- The curriculum is broad and balanced and provides the pupils with a very good range of learning experiences. A very good range of extra-curricular activities is also available to the pupils. Lessons are planned in detail and the school has evolved comprehensive assessment procedures enabling pupils' progress to be accurately tracked and enabling teachers to plan work that is well matched to pupils' abilities. Reports to parents are informative, and comply with statutory requirements.
- The provision for pupils' spiritual, moral, social and cultural development is very good and is reflected in the caring ethos that is evident in all aspects of school life. The school's curriculum provides pupils with very good opportunities to acquire knowledge and understanding of their own values and beliefs and the daily life of the school includes opportunities for them to reflect on their own experiences. The school promotes values that form the basis of pupils' personal behaviour. A sense of fairness, consideration for others, honesty and respect for the truth permeate the whole school.
- Pupils have well-developed social skills. Relationships are characterised by mutual respect and all staff, including non-teaching staff, provide very good role models. Pupils accept and take on responsibilities and treat each other with respect. Pupils' knowledge of the culture and heritage of Wales is very well developed. Pupils also have a very good understanding of other cultures, traditions and beliefs. Acts of collective worship meet statutory requirements and provide pupils with a strong sense of belonging to a community.
- Pupils' behaviour and attitudes are very good. Pupils are fully aware of what constitutes appropriate behaviour. They know what is expected of them and act accordingly. Pupils collaborate and co-operate very well in lessons and respond readily to the challenge of tasks set for them. In general, very little time is wasted and pupils show high standards of self-discipline. The school has very effective procedures for supporting and guiding its pupils and to ensure their welfare.
- Attendance is good and the school keeps an accurate record of absenteeism. A small number of pupils tend to arrive late.
- The school is an integral part of the community and has evolved a very good partnership with parents and others in the community. Parents are kept fully informed about the life and work of the school and many contribute in a variety of ways to school life. Responses to the parents' pre-inspection questionnaire indicate that they give very good support to the school and all its activities.
- Links with local businesses are very good and contribute to pupils' understanding of the world of work.
- The school has successfully evolved a self-critical culture that has enabled it to improve substantially since the last inspection. Standards have been raised across the curriculum whilst maintaining the positive, caring ethos mentioned in the previous report.

- The school is very well led and managed. Staff and governors have a sense of purpose and this is evident throughout the life of the school. Expectations are high and these are largely realised. The governors are very supportive of the school and individual expertise is well utilised. Overall, the governors, headteacher and senior staff provide a clear direction to the life of the school.
- The school is very well managed and this enables all staff to fulfil their roles efficiently. The headteacher provides the school with very good professional leadership. She is ably supported by her deputy head and all staff, who work together very effectively as a team. Planning clearly focuses on pupils' needs and the best use is made of all available resources.
- The staff are suitably experienced and all have been allocated appropriate responsibilities. The school is well maintained and provides an attractive working environment for the pupils. All available space is well used. The school has a well-stocked centrally located library that is effectively used by pupils as a source of information and provides pupils with a good range of interesting books for reading. The recently established Information Technology suite is a notable feature of the school. It is having a very positive impact on standards and enables virtually all pupils to be confident and competent users of the technology.
- The school's financial resources are well managed and well used to support established educational priorities. The School Development Plan is a good working document and itemises spending priorities, monitoring procedures and success criteria. Administrative procedures are effective and the day-to-day running of the school is undertaken with the minimum of disruption to the teaching. School accommodation is based on the two parallel age classes occupying a large semi-open plan area. Whist teachers in these areas plan the work carefully to avoid unnecessary noise, some disruption is inevitable and this, at times, distracts some pupils.
- The school was previously inspected in May 1996. It has successfully addressed each of the key issues identified in the report.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- Standards of achievement in the subjects of the National Curriculum (NC) and religious education are as follows:

Subjects	Standards of Achievement in Key Stage 2
English	Very Good
Mathematics	Very Good
Science	Very Good
Welsh (second language)	Good
Design & Technology	Very Good
Information & Communications Technology	Very Good
History	Very Good
Geography	Very Good
Art	Good
Music	Very Good
Physical Education	Very Good
Religious Education	Very Good

- The progress made by all pupils, including those with special educational needs is always at least good and frequently very good.
- Pupils' performance in the National Statutory Assessment Tests (SAT's) is above national and local averages. The results are above those for similar schools based on the number of pupils identified as being entitled to free school meals.

3.2 Standards of achievement across key areas of the curriculum

- Pupils' achievement and progress in the key skills of literacy, numeracy and information and communications technology are very good.
- Pupils listen attentively to their teachers and fellow pupils and are eager to take part in classroom discussion. Pupils of all ages speak clearly and use words accurately and precisely. More able pupils adapt speech to a range of circumstances and display a vivid imagination when telling a story.
- Pupils' written work is coherent, well presented and shows a very good knowledge of spelling and punctuation. Most pupils read very well in relation to their age. Practically all pupils report that they read for pleasure as well as to find information.
- Pupils have a good Welsh vocabulary in relation to their age. All pupils can answer familiar questions when asked by their teacher and older pupils have an increasingly wide vocabulary. These older pupils can write simple sentences in the present and past tense. All pupils can read short texts, as in a dialogue based on a video they had observed. Their pronunciation is good and they understand the meaning of the words.
- Pupils have very well developed numeracy skills. They use, apply and interpret numerical and statistical data confidently and draw appropriate conclusions. Pupils can represent their investigative findings using appropriate graphical and tabular means. All pupils use computers confidently and competently and overall

use information and communications technology for a wide range of purposes.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The provision for pupils' spiritual, moral, social and cultural development is very good and reflects the school's caring ethos. Pupils respond very well to the school's provision.

- The principles and values expressed through the school's mission statement are evident in the day to day life of the school. Pupils have a clear view of what is expected of them. Pupils have opportunities to discuss their own values and beliefs and opportunities to reflect on their own experiences of life.
- Relationships are very good. A sense of fairness, consideration for others, honesty and respect for the truth permeate the whole school. Pupils are valued as individuals and their contributions are valued by their teachers. This effectively raises the pupils' self-esteem and their feelings of self-worth. Pupils display a calm confidence in their interactions with each other and their teachers.
- Pupils have well-developed social skills and accept and take on responsibility. They work together in small groups conversing freely and listening to each other's point of view. They show mutual respect. Pupils also respect the school and its surroundings.
- Pupils' knowledge of the culture and heritage of Wales is very well developed. Both within the curriculum and through other school activities, pupils come to understand their own culture and develop a very good understanding and respect for other cultures, traditions and beliefs.
- Acts of collective worship fully meet statutory requirements. All pupils participate enthusiastically in the singing of both Welsh and English songs and take an active interest in the stories told. School assemblies led by individual classes are a notable feature of the school's work. They allow pupils to develop their own views and are well attended by parents.

4.2 Behaviour and attitudes

Overall the behaviour and attitudes of the pupils are very good.

- Pupils are fully aware of what constitutes appropriate behaviour. They know what is expected of them and act accordingly. Parents report that they are very satisfied with the good standard of discipline in the school and the attitudes their children show towards the school and their work.
- Pupils collaborate and co-operate very well in lessons and respond readily to the challenge of the tasks set for them. They have very good attitudes to learning and

respond extremely well to the stimulating teaching.

- In general pupils show high standards of self-discipline, taking responsibility for their own actions. Pupils are courteous and relate well to each other and to adults in the school.
- During the inspection all pupils were unfailingly polite and courteous and supportive of younger pupils.

4.3 Attendance

Attendance is good.

- Attendance is consistently good with attendance rates at around ninety-five per cent.
- The school has well established routines that provide high levels of monitoring, good understanding of the difficulties of some parents, and a consequently low absence rate. Unauthorised absence is less than 0.1 per cent.
- A very small number of pupils arrive late at school and these incidents are monitored through the late book. During the day, lessons start on time.
- The school fully complies with the requirements of the National Assembly for Wales circular 3/99.

5. QUALITY OF EDUCATION

5.1 Teaching

- Good and very good teaching is a feature of the school and is having a substantial positive impact on pupils' high standards of achievement.
- The quality of teaching is never less than good and it was very good in about half the lessons. This is substantially above national expectations.
- All teachers have a very good knowledge and understanding of what they teach and use suitable teaching strategies to help pupils learn. Lessons are very well planned and the work is well matched to pupils' ability and prior attainment.
- Lessons invariably proceed at a good pace and tasks are well matched to the needs of all pupils, whatever their ability. The teaching also ensures that pupils' interest is maintained and through good use of questioning, all pupils are fully involved in lessons.
- All teachers have high expectations of pupils, both in terms of academic achievement and discipline and these are largely met. Regular feedback also helps pupils to make good progress. Relationships between teachers and pupils

are excellent and pupils know that their contributions are valued.

- Pupils' work is marked regularly and the marking encourages pupils to develop their ideas further and to take increasing responsibility for their own learning.
- Homework is set regularly and complements the work that is done in class.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is very good.

- There is a clear policy for assessment that is effectively implemented across the school. Teachers evaluate pupils' work accurately and consistently using clearly defined criteria. Challenging but achievable targets are set.
- In addition to the national end of key stage tests, the school administers a wide range of standardised tests in both English and mathematics as well as termly focused assessment tests in all subjects.
- The school analyses assessment data very well, the results are used to highlight strengths, to identify areas for development, to set targets for individual pupils and to inform teachers' short-term planning.
- The school conforms to the Special Educational Needs (SEN) Code of Practice. Arrangements for the assessment of pupils with SEN are very good. Pupils requiring additional support are identified at an early stage and their progress is very effectively monitored.
- Records of achievement documents are used effectively to record academic progress in all NC subjects together with pupils' personal achievements. There are portfolios of annotated work in all subjects.
- Work is marked regularly indicating to pupils how improvements could be made and termly targets are set for all pupils. The quality of oral and written feed-back is very good and helps pupils to improve the standard of their work.
- Annual reports to parents cover all the National Curriculum subjects and religious education. They indicate to parents what their child knows, understands and can do and what targets have been set for the future. Targets are discussed and reviewed each term with parents.

5.3 Curriculum

The quality of the curriculum is very good. It fully complies with statutory requirements and meets the needs of all pupils.

- The curriculum is broad and well balanced. It is thoroughly planned and organised so as to ensure continuity and progression. Each subject has an appropriate time allocation.

- The curriculum is equally accessible to all pupils and provides them with a very good range of learning experiences. The provision for the development of key skills and personal and social skills are very good.
- The school gives particular emphasis to developing the Cwricwlwm Cymreig and pupils have a very good knowledge and understanding of the Welsh heritage and culture.
- The school also provides pupils with a very good programme of extra curricular activities. Whilst the usual games clubs there are also science, computing and an environmental club. The “newshounds” meet weekly to gather school news and produce a regular publication. A notable feature of the school is the music composing club. All pupils can take part and a substantial number take advantage of the facility.

5.4 Support, guidance and pupils’ welfare

The school makes very good provision for supporting and guiding pupils and for their welfare.

- Pupils are taught in a very caring environment where they are valued and respected. The head and staff are fully aware of pupils’ individual strengths and weaknesses and provide constructive educational advice and guidance on ways in which pupils can improve and progress.
- Relationships throughout the school are excellent. Teaching and non-teaching staff are responsive to pupils’ needs and all, in their different ways, play their part and accept full responsibility for the pastoral care provided by the school.
- There are very good child protection procedures in place and they are fully understood by all staff. The school works closely with an appropriate range of outside agencies.
- The head, staff and governors ensure that health and safety guidelines and procedures are adhered to and that pupils are taught in a safe and secure learning environment.
- The provision for pupils’ personal development is very good. Staff know the pupils very well and a regular exchange of information informally and at staff meetings ensure that pupils’ personal development is effectively promoted and monitored. Circle time, assemblies and class discussions are effectively used to address issues pertaining to aspects of pupils’ personal development.
- The school incorporates sex education and personal and social education, including drug education, in the curriculum and uses outside expertise to supplement the teaching.

5.5 Provision for pupils with special educational needs

The school’s provision for pupils with Special Educational Needs is very good enabling pupils to make very good progress.

- The school has successfully implemented a very effective whole school strategy for pupils with special educational needs and fully complies with the recommendations of the Special Educational Needs Code of Practice.
- The school has very effective procedures for identifying pupils with special educational needs. All members of staff, including the special educational needs co-ordinator, class teachers and support staff work closely together to ensure that the needs of pupils are met and that their progress is closely monitored.
- Pupils with Special Educational Needs (SEN) are well integrated into the life of the school and have access to the full curriculum. Individual Educational Plans (IEP's) are of a very good standard. The IEP's identify specific targets and these are regularly reviewed and adjusted as pupils progress.
- All teachers are well aware of pupils' needs and suitably differentiated work is set that challenges pupils, including the more able. Pupils receive very good support from the learning support assistants both in class and during short withdrawal sessions.
- Parents are kept fully informed about their child's needs and progress and suggestions are made as to how parents might help at home.
- There are strong links with outside agencies and the school is well supported by the SEN sub-committee.

5.6 Partnership with parents and community, schools and other institutions

The partnership between the school, parents, teachers and the community is very good and is a notable feature of the school.

- The information provided by the school for parents is very good. It includes the school's prospectus, the governors' annual report, regular newsletters, and pupils' progress reports. Parents are invited to three consultation evenings each year to discuss their children's progress. All parents responding to the pre-inspection questionnaire survey state that they are kept well informed about their children's achievements.
- Parents readily support the school and its work and, without exception, agree that the school encourages them to play an active part in the life of the school. Many parents attend class assemblies which each class presents on a termly basis.
- There is an energetic Parent Teacher Association (PTA) which raises funds for the school by organising social and fundraising events, such as after school discos. The "Helping Hands" parent group works in school regularly and supports teachers by preparing materials and photocopying. Parents also help on visits and a governor and a parent assist during swimming lessons. The school library is well managed by parents who have recently introduced a reading book monitoring programme. Several parents support pupils' reading in school having received

appropriate training from the literacy co-ordinator.

- The school has very good liaison arrangements with other schools. There are extensive academic and pastoral links with the neighbouring infant school and the secondary school to which most pupils transfer. Pupils from the secondary school are welcomed each year to undertake work experience programmes at the school. The school has a partnership with a local university to provide classroom experience for teachers in training.

5.7 Partnership with industry

The school has very effective links with industry that provide pupils with an insight into the world of work.

- Year 4 pupils have studied building and allied businesses within a project concerning “The house of the future”. Visits to a local building site enable pupils to understand the scale of house building projects and the effect of such projects upon the community and the environment. At the local college, pupils undertook the practical aspects of building such as bricklaying, carpentry and plumbing, whilst visits to school by an architect and an estate agent provided pupils with an insight into the skills associated with the building industry. The project was linked to a number of curriculum areas, notably, mathematics, science, and design technology.
- Staff development has been enriched through teacher placements in a building society and an estate agents office. This culminated in the production of a mathematics topic pack which has been made available and used by pupils and staff in the other schools involved in the Education Business Partnership initiative.
- The school has very good links with the Education Business Partnership (EBP) which facilitates most of the school’s study of industry and commerce. The school has recently achieved the Investors in People award in recognition of its staff development programme.
- The school receives support from a large number of local businesses that help to fund the school minibus.
- Each year, pupils visit Techniquest and Year 3 pupils have successfully competed in a science challenge sponsored by an international company.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is very good.

- The school displays a self-critical culture and the school staff and governors are continually working to maintain, and where possible, raise pupils’ standards of achievement.

- The school has well-established procedures for self-evaluation that take into account the views of pupils, parents, staff and governors. In its school Development Plan, the school sets out its priorities and any changes that are introduced are effectively monitored against success criteria.
- National and local data are used to compare aspects of the schools performance against that of other schools. This data, together with the results of school assessments, enable challenging but realistic targets to be set for all pupils. The data is used effectively to track and monitor pupils' progress.
- Staff meet on a fortnightly basis to review pupils' progress and to plan ahead. Daily staff meetings before school enable issues that arise to be addressed promptly.
- The School's Development Plan is an effective management tool that includes clear strategies for maintaining and raising standards where possible.
- Since the last inspection the school's self-evaluation procedures and future planning have been effective in raising standards, whilst maintaining the essential good features identified in the last report.

6.2 Leadership and efficiency

The quality of leadership is very good and the school is very efficiently managed.

- The headteacher provides the school with very good professional leadership. The school is very well managed and this enables all staff to fulfil their roles efficiently.
- The headteacher and senior staff give a clear direction to the work of the school. A sense of purpose is evident in all aspects of school life and the aims and work of the school are focused precisely on pupils' needs. Teamwork involving all staff, including non-teaching staff and the opportunity to discuss issues as they arise are essential ingredients of the school's management.
- Communication within the school and with parents is very good. Parents report that all staff are friendly and approachable and are fully supportive of their children. The headteacher makes herself available to meet parents informally before and after school.
- Curriculum co-ordinators are very effective in supporting colleagues and in monitoring the taught curriculum. They also have an overview of resources and ensure that all subjects have the necessary materials and equipment to deliver a good quality curriculum.
- School governors are fully supportive of the school and their individual expertise is well used. They are fully conversant with the school's activities and regularly visit the school. Governors also have an overview of the financial resources and ensure that they are managed to meet the priorities identified in the school

development plan.

- The school budgets systematically for new expenditure and evaluates the outcomes to ensure best value for money.
- Routine administration of the school is undertaken efficiently and the school runs smoothly on a day to day basis.

6.3 Staffing, accommodation and learning resources

The school's provision, including staffing, accommodation and learning resources is good.

- Staff are appropriately qualified and experienced to effectively teach the curriculum. All teaching staff are also involved in extra-curricular activities. Classroom support assistants make an important contribution to pupils' learning.
- Staff regularly attend INSET courses as part of their continuing professional development. New staff are very well supported by their colleagues, particularly in curriculum planning.
- The school occupies an attractive location and the recently established nature reserve is a very useful teaching facility. There are attractive displays of pupils' work in the classroom, corridors and other areas of the school. The displays encourage pupils to observe carefully and are examples of work of a high standard. Pupils in the paired year group classes, occupy adjacent spaces in large semi-open plan areas. Whilst every effort is made by the teachers to minimise noise, there are occasions when pupils in one class are distracted by the adjacent class.
- The school is well resourced to deliver the National Curriculum. The recently established information technology room is well used and has enabled pupils to acquire very good information and communications technology skills and to become confident users of the technology. The library is well positioned and promote a valuable teaching resource that contributes to pupils' high standards of achievement.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

English

Standards of achievement are very good. The results of the National Curriculum Assessment Tests indicate that pupils achieve standards that are well above national and local averages by the age of eleven. Overall pupils of all abilities are making very good progress.

Good features

- All pupils have a very good command of language in relation to their age and a growing awareness of how language is used in different contexts. Overall pupils' linguistic skills are an outstanding feature of the school.
- Pupils listen purposefully to their teachers and to each other when engaged in classroom discussion. Their responses are well considered and they communicate their views clearly and confidently. Older pupils can sustain discussions and justify their points of view.
- Older pupils engage confidently in role-play and interact with their colleagues showing imagination, a wide and extensive vocabulary and the ability to tell a story in a way that holds their audience.
- Pupils' reading skills are very well developed. All pupils read very well in relation to their age and ability. They are able to read texts fluently and most do so with appropriate expression. Pupils have a clear understanding of what they read, can re-tell the story and predict likely outcomes.
- Pupils can recall books they have read and talk about their favourite authors. They have well developed library skills and are able to locate relevant information in library books and other texts they use as part of their class work. Older pupils become increasingly aware of the implicit and explicit meaning of what they read.
- Pupils write for a wide range of purposes. They use an increasingly complex vocabulary and have very well developed spelling and punctuation skills. They are aware that different styles of writing are used in formal and informal situations. A number of pupils show a vivid imagination in their writing, but also the ability to write accurately and concisely when the occasion demands.
- Pupils have very well developed presentation skills. They revise and re-draft their writing using information and communication skills appropriately and are increasingly able to reflect on what they have written, particularly when prompted by their teacher's critical marking of the work.
- Pupils' literacy skills, particularly their writing, are well developed across the curriculum. Pupils have the ability to write accurately and concisely, as when giving factual accounts of work they have done in science and geography, whilst writing with imagination and flair when describing what life might be like for children in Victorian times.

Shortcomings

There are no significant shortcomings.

Mathematics

Standards of achievement are very good. The results of the National Curriculum Assessment tests indicate that pupils achieve standards that are well above national and local averages by the age of eleven.

Good features

- All pupils make very good progress across all strands of the mathematics curriculum and by the end of the key stage they show very good mental abilities. The most able pupils in Year 6 answer questions quickly, correctly and confidently, and use a range of alternative strategies to reach solutions and to check their answers.
- Younger pupils in Year 3 show very good understanding of place value up to one thousand and their estimation and approximation skills are well developed. They have a good grasp of number patterns and sequences, including odd and even numbers and can undertake multiplication and division calculations competently and confidently using a range of strategies, such as, doubling and halving. Pupils have a very good understanding of inverse operations and apply their knowledge appropriately to real-life situations including money. Pupils can recognise common two and three-dimensional shapes and can identify all the symmetries of two-dimensional shapes .
- Pupils in Year 3 can classify two and three-dimensional shapes using appropriate mathematical properties, including reflective symmetry. Pupils recognise right angles. They use non-standard measures and standard metric measures accurately when measuring length, weight and capacity in a range of contexts, such as, measuring body parts to make a paper “skeleton” to scale. They organise and interpret data and present the information in Venn and Carroll diagrams.
- By the end of year 4 pupils use an increasing range of mental calculating strategies and written procedures accurately and explain their methods orally and in writing. They use metric measures effectively and record results to a suitable degree of accuracy using fraction and decimal notation.
- Year 5 pupils can convert fractions to decimals and understand remainder as number, fractions and decimals. They calculate perimeter and area of simple shapes and recognise time in analogue and digital modes. They understand and use the mode and median.
- Pupils become increasingly competent at using and applying their mathematical knowledge. By Year 6 most pupils can identify and obtain necessary information when solving problems. They can devise their own strategies for solving problems and describe them mathematically using words and symbols. These older pupils can break down complex problems into smaller and more manageable tasks.
- By the end of the key stage pupils use their understanding of place value to multiply and divide whole numbers and decimals by ten, hundred and thousand

and use all four number operations with decimals to two places. They order and subtract negative numbers in context. They recognise and use properties of numbers including multiples, factors and prime factors. They calculate fractional or percentage parts of quantities and measurement using a calculator where appropriate. Pupils' mental agility and ability to tackle mathematical problems are an outstanding feature of the work.

- By the end of Key Stage 2 pupils can measure and draw angles accurately to the nearest degree and name different angles based on their dimensions. Pupils can find areas and perimeters of regular shapes and the volumes of cuboids. These pupils can convert one metric unit to another and know the approximate equivalent Imperial Unit.
- Pupils in Year 6 can interpret graphs and diagrams and derive appropriate conclusions. They understand the meaning of probability and have a well-developed mathematical vocabulary.

Shortcomings

There are no significant shortcomings.

Science

Standards of achievement are very good. The results of the National Curriculum Assessment Tests indicate that pupils achieve standards that are above national averages by the age of eleven. Pupils of all ages and ability are making very good progress.

Good features

- Pupils have well-developed skills of scientific enquiry and can apply their understanding in both familiar and unfamiliar situations. Pupils generally draw realistic conclusions based on the available evidence, and communicate the information clearly and concisely, using text, tables and diagrams.
- Pupils can plan their investigations and carry out experimental work purposefully. Older pupils in particular, have a very good understanding of the concept of fair testing and can recognise which variables need to be kept constant. Their ability to tackle problems logically and to present their findings is an outstanding feature of the work.
- Pupils have a very good knowledge and understanding of life processes and how animals and plants are adapted to different habitats. They also study the practical applications of science. In their own life they know the effects of exercise on the body and the importance of exercise in maintaining a healthy life style.
- Through the study of materials, pupils know that their properties determine the use that can be made of them. They also know that the discharge of material waste into the environment might cause pollution and that this might adversely affect living organisms. Older pupils explore some of the dilemmas caused by technological developments, such as the pollution of the environment.

- Pupils know that light can appear from different sources. They know that the sun is one such source and that the movement of the earth relative to the sun, brings about day and night as well as seasons of the year. Work on electrical circuits enables pupils to appreciate some of the uses of electricity in the home. Pupils can construct complex electrical circuits and use them to investigate the different light intensity when bulbs are linked in series and in parallel.
- Pupils' understanding of different aspects is suitably reinforced by the use of IT. The technology is also used to collect, sort and present information. Computers are very well used and are an outstanding feature of the work.
- The school has developed an environmental area comprising a range of habitats. Overall this is a useful resource, particularly in view of its proximity to the school that has made a significant impact on pupils' knowledge and understanding of living organisms in their habitats.

Shortcomings

There are no significant shortcomings.

Welsh second language

Standards of achievement are good.

Good features

- Pupils are accustomed to hearing Welsh used incidentally in the classroom and respond appropriately with short words and phrases. Older pupils can talk about their experiences, ask questions and reply in complete sentences when engaged in small group discussion. They take part in role-play activities showing good understanding of what they read.
- Pupils' pronunciation is generally good, both when speaking and when singing Welsh songs. Older and more able pupils are beginning to engage in group discussion about familiar topics, such as their likes and dislikes.
- Pupils can read simple text and dialogue. They understand the main ideas presented including those on video. Older pupils read independently from books made available to them in the classroom and in the library. They can read their own work with understanding and with appropriate expression.
- Pupils have a well-developed idea of sequences of words in sentences. Older pupils select appropriate words and phrases from an increasing list of alternatives and show some variation in their sentence construction. Spelling of those words within their experience is generally good. Pupils use punctuation appropriately.
- The school displays a positive attitude towards the Welsh language. All teachers use Welsh incidentally in their teaching, particularly when engaged in daily activities, such as registration and selecting dinner options. Welsh words and phrases are prominently displayed in classrooms and around the school and Welsh

songs are part of the pupils' repertoire.

- Pupils' knowledge and understanding of the Welsh heritage and culture are also very effectively developed. The curriculum is suitably enriched by the inclusion of examples and occurrences that highlight Welsh heritage and culture. This, together with a very good range of visits and other extra curricular activities, such as concerts, result in pupils acquiring very good knowledge and understanding of the culture and heritage of Wales.

Shortcomings

There are no significant shortcomings.

Design and technology

Standards of achievement are very good and pupils of all abilities are making very good progress.

Good features

- An outstanding feature, is pupils' very good understanding of the designing and making processes. Pupils of all ages plan carefully using annotated diagrams and evaluate their products and think about the needs of people that might use them.
- Younger pupils learn how mechanisms fit together and how the movement is produced. They make simple labelled sketches to illustrate their designs and are able to select materials based on their suitability. Pupils are developing the necessary skills for cutting, shaping and joining materials. They talk confidently about their models and suggest ways in which they might refine their work.
- By the end of the key stage pupils have well-developed skills and use a wide range of tools and materials safely and with increasing precision and control. Prior to designing their models, they examine a variety of artefacts and books for ideas and develop their own ideas through discussion and drawing.
- Pupils use the knowledge and skills they have acquired in other subjects to good effect as when using their knowledge of electrical circuits and motors when making "Burglar Alarms" .
- Pupils record their observations using an established format and record their design with increased accuracy. Finished products are of very good quality and well matched to the purpose for which the product was intended.

Shortcomings

There are no significant shortcomings.

Information technology

Standards of achievement are very good and pupils of all ages and ability are making very good progress.

Good features

- Pupils display confidence and competence in the use of information and communications technology and apply their skills to their work and these are an outstanding feature of the school. All pupils are able to load, save and print information. By the end of the key stage they work independently and achieve high standards in their presentation. Pupils have a wide variety of experiences across the curriculum and experience of information and communications technology in the designated computer suite greatly enhances their learning.
- Pupils develop the skills, knowledge and understanding needed to use a variety of desk-top publishing software packages. As they progress through the school they are able to combine text and pictures, change the layout of documents and ultimately present information in a variety of forms and styles.
- Pupils learn to handle data as part of their work in other subjects. They present information in graphs and tables and they develop increasing competence in entering information into data files. As they progress through the school they are able to search a database and make decisions about arranging and interrogating data and sorting information. The most able pupils are able to enter formulae into a spreadsheet to calculate the total cost such as when budgeting for a school trip.
- Pupils are able to input simple step by step instructions to make a floor robot move in a particular way and to reproduce mathematical shapes on screen. This is further developed where more sophisticated programmes are designed by pupils to enable shapes of specific sizes and patterns to be produced.
- By the end of the key stage pupils are able to control external features of models by designing and modifying a variety of inputs and procedures, such as, buzzers and small motors; they accurately record procedures.
- Pupils develop the ability to use spreadsheets to explore mathematical models, changing data and formulae. They use Internet sites to search large databases to interpret the information and use computers as part of their research.
- Pupils use computers to support their work in subjects across the curriculum, including using graphic packages to support their work in art and design.

Shortcomings

There are no significant shortcomings.

History

Standards of achievement are very good and pupils of all abilities are making very good progress.

Good features

- Pupils have a clear chronological awareness and an increasing knowledge and understanding of how the past has contributed to the present.
- Pupils have a very good awareness of the characteristics of different periods in the past and how they differ from each other. Pupils have a very good understanding of the way of life of different people in these periods of history and of how moral and social issues affected their life style.
- Pupils know the history of the local area and that of Wales in recent times. They know how life style has altered and how their own daily life compares with children in the past.
- As they mature, pupils show an increasing ability to share ideas and to realise that there are often different interpretations of events in the past. They make use of primary and secondary sources of evidence.
- Older pupils make effective use of their information and communications technology skills to find and collect information and evidence relevant to their studies. They use the technology to communicate their findings.
- Visits, visitors to the school and the wide range of artefacts made available for pupils to observe and study, make a big impact on pupils' learning and standards of achievement.
- Good opportunities are provided for pupils to develop their enquiry skills. Pupils examine historical artefacts at first hand and use computers as part of their research into life in the past.

Shortcomings

There are no significant shortcomings.

Geography

Standards of achievement are very good and all pupils of all ages and ability are making very good progress.

Good features

- Pupils have very well developed geographical skills of enquiry. They use maps confidently, interpret symbols correctly and understand the idea of scale. They can work out ground distances from map measurements.
- Pupils can relate what is seen in aerial photographs to features on the ground and map symbols. They understand and can follow directions and locate places in atlases. Pupils know the relevance of latitude and longitude in relation to places in Wales and the United Kingdom.

- Pupils can collect and record data about climatic variations and can compare weather data for different localities in Wales and in different parts of the world. They can suggest the relative merits of different locations for tourism.
- Through their studies of two contrasting localities in Wales, pupils develop a knowledge and understanding of the relationship between people and the environment and different areas. They have a very good knowledge of their own locality and a good understanding of the character and identity of Wales.
- Pupils know that people affect their environment and that different people will view the environment from different perspectives. In general, all pupils have a very good geographical vocabulary and can discuss and write about change and responsibility with increasing precision.
- Pupils' study of a less economically developed country enables them to understand how climate affects peoples' lives. They are able to compare and contrast their own life style with that of children in another country.
- Through visits, pupils have a very good understanding of their local environment. An outstanding feature of the work involved is a study of pollution of the local river including the sources of pollutants and the possible effect on wildlife and the aesthetic quality of the environment.

Shortcomings

There are no significant shortcomings.

Art

Standards of achievement are good and pupils of all ages and ability are making good progress.

Good Features

- Pupils use a good range of media including pencil, crayon and paints and experiment with tone, texture and colour in the style of famous artists. Pupils make comparisons between the work of different artists.
- By the end of the key stage pupils discuss their ideas and feelings imaginatively and clearly. Particular emphasis is given to Welsh artists and the feelings their paintings depict. Pupils begin to appreciate how their work reflects the community from which they came and how colour and texture represent mood and feelings.
- As they mature pupils show increasing confidence in the use of materials to display visual qualities in their illustrations. They record images and develop ideas from observation and memory.

- Pupils have suitable opportunities to investigate the natural and man-made environment and record their observations during field visits.
- Pupils make good use of their information and communications skills and use graphics packages to support their learning.
- Pupils make three-dimensional models using waste materials and make clay models linked to their work in other subjects, such as in history to depict historical artefacts.

Shortcomings

There are no significant shortcomings but pupils' skills and techniques are not developed sufficiently progressively.

Music

Standards in music are very good and pupils of all ages and ability are making very good progress.

Good features

- The standard of singing is very good. Pupils sing tunefully and enthusiastically and show a very good sense of rhythm. Pupils' singing is a notable feature of collective worship. Pupils can sing in harmony and maintain their parts well.
- Younger pupils sing a wide repertoire of unison and simple part songs in English and Welsh and develop an increasing understanding of harmony. They use tuned and untuned instruments appropriately to accompany their songs.
- Composition skills become increasingly well developed. Pupils use their own poems, choose instruments, record their performance and modify and improvise their compositions. Musical vocabulary is very well developed in school. Pupils talk about "steady beat, "ostinato" and the Pentatonic scale. Pupils enthusiastically discuss music from a wide range of styles and cultures and are able to describe many salient features.
- Compositions are recorded on audio-tape and video tape and this allow pupils to appraise and improve their work. There is an after-school club where pupils can write their own musical composition.
- Performance skills are very good. They use body-percussion, tuned and untuned percussion instruments confidently. All pupils have the opportunity to receive additional tuition for a range of instruments
- Pupils have opportunities to perform publicly in school and in the local community such as in the Christmas concert. They have performed with other

groups including the local comprehensive school.

- An outstanding feature is the opportunities given to pupils to listen and appraise the work of well-known composers, both during school assemblies and in music lessons.

Shortcomings

There are no significant shortcomings.

Physical education

Standards of achievement are very good and pupils of all ages and ability are making very good progress.

Good features

- Pupils work with an obvious sense of enjoyment and engage in different activities with an increasing sense of confidence and control as they mature. They show very good body control, both during floor exercises and on apparatus.
- Pupils work safely and co-operate well when working in small groups. They understand the need to practise in order to refine their skills and make suggestions as to how their performances might be improved.
- Older pupils respond well to challenges set for them and can plan and perform gymnastic activities to incorporate a series of linked movements. They show very good control, fluency and accuracy in their movements and are supportive of one another.
- Pupils are well aware of the importance of exercise in maintaining a healthy life style and of the importance of warm-up and cool-down activities when engaged in energetic activities.
- All pupils have opportunities within the curriculum to learn to swim and the school reports that by the age of eleven practically all pupils are proficient swimmers.
- The school provides pupils with a very good range of extra curricular activities, including outdoor activities. During the inspection it was apparent that a substantial number of pupils took part in these after school team games and standards observed in these games sessions were very good.

Shortcomings

There are no significant shortcomings.

Religious education

Standards of achievement are very good and pupils of all ages and ability are making very good progress.

Good features.

- Pupils have a very good knowledge and understanding of the beliefs and practices of Christianity and other major faiths represented in Britain. The school meets the requirements of the Locally Agreed Syllabus.
- Through visits to local churches and chapels and through visitors to the school, pupils have a thorough understanding of the importance to Christians of specific days in the Christian calendar and the significance of church artefacts.
- Pupils can recall a number of New Testament stories that Jesus told and appreciate their significance. Pupils can recall the major events in the life of Jesus and know that Jesus spoke in parables. Pupils can relate the deeper meanings of some of these parables to their daily lives.
- Pupils have a very good understanding of major world faiths and the key figures in those faiths, such as Abraham to Jewish people. Pupils' knowledge and understanding of faiths, including their own, is an outstanding feature of the work. They understand some of the traditions and customs associated with different beliefs and how they shape people's lives. Pupils become increasingly aware of the use of symbolism in religion.
- Pupils are well aware of how beliefs shape peoples' lives, as for example their customs and diet.
- The older pupils are becoming increasingly aware of the questions and issues raised by their experiences of human relationships and the ways in which religious beliefs address these issues. Pupils are able to articulate their views in a reasoned and logical manner.

Shortcomings

There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The following key issues were identified in the last report.

The school needs to:

- maintain the present high quality planning and systems of communication;
- maintain and further improve present standards of achievement;

- improve the arrangements for teaching and learning where three or more subjects are undertaken concurrently, in order to increase teacher input, to reduce noise levels and, consequently, to enhance the quality of teaching and learning at these times;
- ensure that the criteria against which the success, or otherwise, of the actions taken in the school development plan are clearly specified and capable of accurate evaluation;
- ensure that the general budget plan and the school development plan cohere as an integrated whole, to show how total finances are used to secure improvement and development.

The school has successfully addressed all of the key issues.

- It has maintained the high quality planning and systems of communication.
- Standards of achievement have been improved in all instances and are now generally very good.
- Teaching and learning arrangements have been improved. Planning is detailed and supported by curriculum co-ordinators and the quality of teaching is now at least good and very good in about half of the lessons seen during the inspection.
- The School Development Plan is now an efficient working document. School finances are now directly linked to educational priorities and success criteria enable accurate evaluations to be made.

8.2 Key issues for action

The school needs to maintain and refine current practice so as to sustain the present good and very good standards of academic and personal development of the pupils and raise them where possible.

Appendix

A. Basic information about the school

Name of School	Tremains Junior School
School type	Junior
Age -range of pupils	7-11
Address of school	Channel View Brackla Bridgend
Post-Code	CF31 3NL
Telephone Number	01656 645353

Headteacher	Mrs E J Williams
Date of appointment	30 April 2001
Chair of Governors/ Appropriate Authority	Mrs E M Dodd, Bridgend County Borough
Registered Inspector	Eifion R Morgan
Dates of inspection	24-27 September 2001.

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils					67	64	56	55	242

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	Nil	9

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	30.3 :1 26.9 :1
Pupil : adult (fte) ratio in nursery classes	N/A :1
Pupil : adult (fte) ratio in special classes	N/A :1
Average class size, excluding nursery and special classes	30.3
Teacher (fte) : class ratio	1 :1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1			95.44	95.44
Term 2			94.57	94.57
Term 3			92.54	92.54

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

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2: 2001

National Curriculum Assessment KS 2 Results: 2001							Number of pupils in Y6:58					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School							3	67	29	
		National	0	0	2	1	1	6	21	48	21	0
	Test/Task	School		3				3		34	59	
		National	0	2	2	0	0	5	17	48	26	0
Welsh	Teacher assessment	School										
		National										
	Test/Task	School										
		National										
Mathematics	Teacher assessment	School							7	48	45	
		National	0	0	2	0	1	5	22	47	23	0
	Test/Task	School		3				2	5	31	59	
		National	0	2	1	0	0	5	22	44	25	0
Science	Teacher assessment	School							3	57	40	
		National	0	0	2	0	0	4	17	52	25	0
	Test/Task	School		3					5	55	36	
		National	0	2	0	0	0	3	14	55	26	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	93.1	In the school:	84.5
In Wales:	63	In Wales:	63

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

D. The evidence base of the inspection

The inspection was carried out by a team of three inspectors over a four day period. The report was based on evidence from:

- the observation of 38 lessons or sessions;
- listening to a representative sample of pupils reading;
- discussion with groups of pupils to ascertain their knowledge and understanding of subjects and to seek their views of the school;
- the scrutiny of teachers' plans, assessment records and co-ordinators' documents;
- the scrutiny of other school documents;
- interviews with the teaching staff about their roles and responsibilities;
- discussion with the headteacher;
- pre-inspection meetings with staff, governing body and parents;
- attendance at a staff meeting;
- the analysis of questionnaires returned by parents;
- the observation of pupils' behaviour in lessons, in and around the school at break times, lunch times and before and after school;
- attendance at school assemblies and acts of collective worship;
- the observation of a range of extra-curricular activities;
- a tour of the school building and grounds.

E. Composition and responsibilities of the inspection team

Team Member	Aspect	Subject
Mr Eifion R Morgan Registered Inspector	The school & its Priorities Main Findings Standards achieved in subjects & areas of learning Standards achieved in key skills across the curriculum. Pupils' spiritual, moral social & cultural development. Behaviour & Attitudes. Quality of teaching Curriculum Quality of Self-evaluation & planning for improvement. Leadership & Efficiency Staffing, accommodation and learning resources. Progress since last inspection. Key Issues for Action	Welsh (second language) English Science History Geography Art Physical Education
Mrs Joan Stevens Team Inspector	Assessment, recording and reporting. Support, guidance and pupils' welfare. Special Educational Needs.	Mathematics Design & Technology Information and Communications Technology. Music Religious Education
Mr Bernard Harrington Lay Inspector	Attendance Partnership with parents and community, schools and other institutions. Partnership with industry.	

The inspection team would like to thank the headteacher, staff, governing body, parents and pupils of the school for their hospitality, courtesy and co-operation throughout the inspection.