

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

A Report on the Quality of Education in

**Bryn Coch C.P.
Victoria Road,
Mold
Flintshire
CH7 1EW**

School Number: 6642062

Date of Inspection: 01/10/07

by

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

The inspection of Ysgol Bryn Coch C.P. took place between 01/10/07 and 05/10/07. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

- 1 Bryn Coch Primary School is situated on the eastern side of the market town of Mold. The school serves not only the town of Mold but also many villages in the surrounding area. Attached to the school there is also a Moderate Learning Resource Centre that provides education for pupils who have specific learning difficulties. Admission to the Resource Centre is determined by the Local Education Authority (LEA).
- 2 Children are admitted into the school full-time at the beginning of the term following their fourth birthday. There are currently 562 full-time pupils on roll together with 53 part-time nursery children. The school's teaching staff comprises twenty three full-time teachers, two Resource Centre teachers and one point five teacher covering planning, preparation and assessment (PPA) time.
- 3 All the pupils come from homes where the predominant language spoken is English. No pupils come from ethnic minority backgrounds nor from homes where Welsh is their first language.
- 4 According to the school, there is no significant degree of social or economic deprivation in the area. Approximately six percent of pupils are registered as being entitled to receive free school meals, which is substantially lower than the county and national averages.
- 5 Baseline information shows that pupils enter the school with a profile slightly higher than the LEA average with the vast majority of pupils able to cater for personal needs independently. Approximately 19% of pupils have additional learning needs (ALN) which is slightly higher than the national average. Eighteen pupils including those who attend the Resource Centre, have a statement of ALN. There are no pupils who 'looked after' by the local authority.
- 6 There have been no significant changes to the school since it was last inspected in November 2001.

The school's priorities and targets

- 7 The school's main priorities and targets for the 2006-07 period include to:
 - continue implementing aspects of the Thinking Skills Initiative;
 - complete the introduction of the Foundation Phase into key stage I; and
 - successfully implement the Curriculum 2008 Framework.

Summary

- 8 Bryn Coch is a good school that has many outstanding features.
- 9 The school's mission statement, 'To achieve the highest possible standards by creating a happy, nurturing environment' is at the heart of the ethos of the school and is clearly evident in its policies and practice.
- 10 The outstanding quality of the leadership provided by the head teacher, governors and school staff is a key factor in bringing about high standards of pupil achievement and school improvement.
- 11 The head teacher, together with the teaching and support staff, succeed in creating a happy, caring community, where all pupils are valued in a warm family atmosphere

Table of grades awarded

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

Standards

- 12 In the subjects inspected, standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	71%	0%	0%	0%

- 13 Standards of achievement in lessons observed are significantly higher than Welsh Assembly Government (WAG) targets and are also higher than the national picture published in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2005-06.
- 14 Standards in the lessons inspected are also significantly higher than those reported in the last inspection where 11% were judged very good (Grade 1), 72% good (Grade 2) and 17% satisfactory (Grade 3).

- 15 Standards of achievement in the areas of learning and the subjects inspected are as follows:

Subject	Key stage 1	Key stage 2
Welsh Second Language	Grade 2	Grade 2
English	Grade 1	Grade 1
Mathematics	Grade 1	Grade 1
Design and technology	Grade 2	Grade 2
Information technology	Grade 1	Grade 1
Geography	Grade 1	Grade 1

- 16 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
- 17 Pupils with ALN achieve their individual targets set for them and make outstanding progress in their work.
- 18 Pupils at every age make outstanding progress in the key skills of language and communication, mathematics and information and communication technology (ICT). They use these skills very effectively to further their learning across all areas of the curriculum.
- 19 Good progress is made in pupils' ability to use their oral, reading and writing skills in both Welsh and English in different curricular contexts.
- 20 In 2007 the number of pupils achieving Level 2 in English, mathematics and science at the end of the key stage 1 was on average higher than the 2006 national performance. Similarly at key stage 2 (which includes the LEA Resource Centre), the school performance exceeded the national attainment in all three subjects.
- 21 During the period 2004 - 2006, results at key stage 1 have tended to be in the best performing 50% of schools which have a similar percentage of pupils eligible to receive school meals. Results for Key Stage 2 have more often than not been in the bottom 50% of similar schools. This can be attributed to the inclusion of pupils from the Resource Centre in the Y6 cohort.
- 22 Pupils have exceptionally good attitudes to learning. They are well motivated and work hard in lessons but their ability to identify what they need to do to further improve their work, is not fully developed.
- 23 The development of pupils' personal, social and learning skills is an outstanding feature in the school. Pupils are extremely well behaved and know what is expected of them. They are friendly, polite and considerate demonstrating a high degree of self discipline and maturity.
- 24 Good progress is made in pupils' spiritual and moral development. Respect for other people and property, and appreciation of truth and charitable acts are held in high esteem.

- 25 Pupils make good progress in their ability to work independently. They organise their work and progress their own learning without much supervision. Equally they are able to work co-operatively within groups, and respect each others' views. They undertake responsibilities with eagerness and provide each other with good mutual support in all school activities.
- 26 Through collective worship and their classroom studies, pupils learn to understand other beliefs and cultures and demonstrate respect for those from other religious backgrounds.
- 27 Pupil's average level of attendance over the last three complete terms is approximately 95% which is higher than the LEA and national averages. Punctuality is good.

The quality of education and training

- 28 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
41%	57%	2%	0%	0%

- 29 This compares well with the national picture reported by HMCI's in her annual report for 2005-2006. Nationally, the quality of teaching in primary schools was good (Grade 2 or better) in 79% of lessons, with 17% of lessons having outstanding features (Grade 1).
- 30 The quality of teaching is substantially better than that reported in the last report where 11% of lessons were judged very good (Grade 1), 72% good (Grade 2) and 17% satisfactory (Grade 3).
- 31 Teaching in the Resource Centre classes is consistently outstanding. Thoughtful and stimulating teaching ensures that pupils are extremely well motivated and are confident learners.
- 32 Outstanding features in teaching across the school include:
- very effective use of the outdoor area to provide stimulating, exciting and challenging tasks for the under fives and key stage 1 pupils;
 - imaginative use of a wide range of resources including the interactive whiteboard; and
 - exciting lessons which succeed in catching pupils' attention.
- 33 All lessons are generally well planned with innovative and imaginative strategies used effectively to develop pupils' skills and knowledge. Firm and consistent behaviour management contributes towards promoting harmonious relationships in classrooms.
- 34 Support staff make an extremely valuable contribution to the quality of teaching and learning.

- 35 In very few instances the teaching lacks pace and pupils make very little progress in their learning.
- 36 Procedures for assessing and recording pupil progress is good with outstanding features.
- 37 The school has developed a comprehensive system of assessment that is used extremely well to match activities to individual pupils' needs. Pupils' progress is tracked extremely carefully to enable the school to see trends in performance and intervene if necessary.
- 38 Annual reports provide useful information for parents about their children's progress in all subjects and include helpful general comments about their personal and social development.
- 39 The overall quality and range of learning experiences provided for pupils are outstanding. The curriculum is broad and relevant ensuring continuity and progression in pupil's education. Their experiences are further enhanced by the provision of extra-curricular activities and a wide range of lunchtime and after-school clubs.
- 40 The provision for spiritual development is good. Daily collective worship offers pupils an opportunity to become aware of their own needs and that of others. However, time for personal reflection is too brief.
- 41 Provision for moral development is very good and is promoted well by a positive ethos with emphasis on strong values.
- 42 Provision for social development is outstanding with numerous opportunities across all subject areas for pupils to work collaboratively. The School Council has been instrumental in establishing a number of initiatives, which contribute significantly to the caring environment within the school.
- 43 The school's partnership with parents is outstanding. Responses to the pre-inspection questionnaires and in the meeting with parents were overwhelmingly positive.
- 44 There are good links with other primary schools within the town. Transition arrangements with the local secondary school are effective.
- 45 Partnerships with the community and industry are outstanding. Pupils benefit from working with professionals such as musicians, historians and artists and from visits by members of the community. There are very productive industrial links with a number of local and international companies.
- 46 The Cwricwlwm Cymreig and pupils' bilingual skills are promoted well across a range of curricular areas.
- 47 Pupils play a keen and active part in the life of the community. Their awareness of the international dimension and global citizenship is a strong feature within the educational programme.

- 48 The attention given to sustainable development has outstanding features. The school has been recognised as an Eco School, with an extensive range of activities which have significantly enhanced the curriculum.
- 49 There are many outstanding features in the school's arrangements for planning for the care and well-being of its pupils. Pupils are greatly appreciative of the care that teachers show towards them and feel happy and secure in the school environment.
- 50 Outstanding attention is given to the healthy development and well-being of pupils, particularly through the Healthy Schools Initiative.
- 51 The quality of provision for pupils with ALN including those in the two Resource Centre classes, is good with several outstanding features. Learning needs are diagnosed most effectively at an early stage and outstanding support is given, with the focus being on catering for pupils' individual needs.
- 52 Pupils in the Resource Centre classes are integrated into the life of the school in an outstanding way through joining mainstream classes for numerous activities which includes playing a prominent role in whole school collective worship.
- 53 There is equal access for all pupils to every part of the curriculum and all are treated fairly and consistently. They have very good awareness of the religious, cultural and economic diversity that exists in different parts of the world.
- 54 The school secures equal treatment for disabled pupils in all aspects of its work.

Leadership and management

- 55 The head teacher and the deputy are the driving force behind the school's success. They have a thorough knowledge of the school and share a clear vision for how it can be further improved and developed.
- 56 Senior management team (SMT) and subject co-ordinators make a key contribution to school improvement. Their contribution to self-evaluation and improving standards is outstanding.
- 57 Governors have a thorough understanding of the school's developmental needs and fulfil their monitoring responsibilities effectively.
- 58 The head teacher and senior managers of the school have an outstanding overview of the school and its work. A culture of systematic self-evaluation has been established, where the information gathered is used very effectively to identify and address aspects for improvement.
- 59 Outcomes from the self-evaluation process are translated directly into targets in the School development plan (SDP). All staff are actively involved in the process of planning for improvement.
- 60 Staffing levels are very good and all teachers are appropriately qualified and experienced to ensure that the curriculum is delivered most effectively. Outstanding use is made of staff expertise in subject specialist teaching sessions. Support staff make an outstanding contribution to standards achieved by pupils.

- 61 All subject areas have an abundance of good quality resources, and constant and effective use is made of them in all classes. Outstanding use is made of available accommodation to provide a suitable and stimulating setting for teaching and learning.
- 62 The school provides very good value for money.

Recommendations

- 63 In order to move the school forward, the governing body (GB) and staff need to:
- R1 further improve standards in Welsh Second Language and design technology by addressing the few minor shortcomings that have been noted in the report; and
 - R2 develop pupils' ability to come to realistic judgements about their work and identify what they need to do in order to improve.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

64 The inspection team's findings match the school's judgement in its self-evaluation report.

65 In the subjects inspected, standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	71%	0%	0%	0%

66 Standards of achievement in lessons observed are significantly higher than WAG targets stating that by 2007 98% of standards should be satisfactory or better (Grade 3+) with 65% being good or better (Grade 2+).

67 Standards are also higher than the national picture published in HMCI 's Annual Report for 2005-06, where overall standards in primary schools was Grade 2 in 65% of lessons and Grade 1 in 12%.

68 Standards in the lessons inspected are also significantly higher than those reported in the last inspection where 11% were judged very good (Grade 1), 72% good (Grade 2) and 17% satisfactory (Grade 3).

69 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

70 Pupils with ALN achieve their individual targets set for them and make outstanding progress in their work.

71 Standards of achievement in the areas of learning and the subjects inspected are as follows:

Subject	Key stage 1	Key stage 2
Welsh Second Language	Grade 2	Grade 2
English	Grade 1	Grade 1
Mathematics	Grade 1	Grade 1
Design and technology	Grade 2	Grade 2
Information technology	Grade 1	Grade 1
Geography	Grade 1	Grade 1

72 Pupils make outstanding progress in the key skills of language and communication, mathematics and ICT. They discuss their work knowledgeably and make informed contributions to class discussions using appropriate subject vocabulary. They use their reading and writing skills very effectively to gather, collate and record information.

- 73 Pupils use and apply their mathematical skills confidently, especially when undertaking practical tasks. They use a wide range of ICT equipment and software very proficiently to support their work across all areas of the curriculum.
- 74 Pupils of all ages make good progress in their bilingual competence. By the beginning of Key Stage 2, they use their oral, reading and written skills in Welsh with increasing confidence and purpose.
- 75 In 2007 the number of pupils achieving Level 2 in English, mathematics and science at the end of the key stage 1 was on average 8% higher than the 2006 national performance. On average, over one third of pupils achieved Level 3 in the three subjects.
- 76 At key stage 2 the school performance (which includes the LEA Resource Centre) exceeded the national attainment in all three subjects with almost half of the cohort achieving L5 in all three subjects.
- 77 During the period 2004 - 2006 results at key stage 1 have tended to be in the best performing 50% of schools which have a similar percentage of pupils eligible to receive school meals. Results for Key Stage 2 have more often than not been in the bottom 50% of similar schools. This can be attributed to the inclusion of pupils from the Resource Centre in the Y6 cohort.
- 78 There is little or no gender difference in pupil attainment.
- 79 Pupils have exceptionally good attitudes to learning. They are generally well motivated and sustain high levels of concentration for prolonged periods. They work hard in lessons and use their time effectively.
- 80 Pupils generally come to realistic judgements about their performance, but are not always able to identify what they need to do to improve.
- 81 The development of pupils' personal, social and learning skills is an outstanding feature in the school. Pupils are extremely well behaved and know what is expected of them. They are friendly, polite and considerate demonstrating a high degree of self discipline and maturity. This contributes substantially towards creating a pleasant ethos which is conducive to learning.
- 82 No pupils have been excluded from school during the last two years.
- 83 Pupils make good progress in their spiritual and moral development. Respect for other people and property, and appreciation of truth and charitable acts are held in high esteem. Pupils of all ages are caring of each other and display a responsible attitude.
- 84 Pupils make good progress in their ability to work independently. They are able to organise their work sensibly and progress their own learning without much supervision. Equally they are able to work co-operatively within groups and are respectful of each others' views. They make good progress towards developing the skills required for life-long learning.

- 85 Pupils' awareness of equal opportunities is good. They are particularly good at sharing. They take considerable pride in their home town and are very happy to discuss and to contribute to a wide range of events and activities within the local community.
- 86 Through collective worship and their classroom studies, pupils learn to understand other beliefs and cultures and demonstrate respect for those from other religious backgrounds.
- 87 Pupil's average level of attendance over the last three complete terms is approximately 95% which is higher than the LEA and national averages. Punctuality is good.

The quality of education and training

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

Grade 1: Good with outstanding features

- 88 The inspection team's findings match the school's judgement in its self-evaluation report.
- 89 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
41%	57%	2%	0%	0%

- 90 This compares well with the national picture reported by HMCI in her annual report for 2005-2006. Nationally, the quality of teaching in primary schools was good (Grade 2 or better) in 79% of lessons, with 17% of lessons having outstanding features (Grade 1).
- 91 The quality of teaching is substantially better than that reported in the last report where 11% of lessons were judged very good (Grade 1), 72% good (Grade 2) and 17% satisfactory (Grade 3).
- 92 Teaching in the Resource Centre classes is consistently outstanding. Thoughtful and stimulating teaching ensures that pupils are extremely well motivated and are confident learners. Tasks are challenging and very well matched to each pupil's ability and needs. Outstanding use is made of the interactive whiteboard and other teacher-prepared ICT resources.
- 93 Outstanding features in the teaching throughout the school include:
- very effective use of the outdoor area to provide stimulating, exciting and challenging tasks for the under-fives and key stage 1 pupils;
 - high expectations with regard to pupils' achievements, attitudes and behaviour;
 - skilful questioning which challenges pupils' thinking;
 - imaginative use of a wide range of resources including the interactive whiteboard, to stimulate and develop pupils' knowledge, understanding and skills;

- effective assessment, which is matched to pupil targets and lesson objectives; and
 - imaginative lessons, which succeed in catching pupils' attention and sustaining their concentration and involvement for extended periods of time.
- 94 Good features, which are common to all the teaching, include:
- firm and consistent behaviour management which promotes positive, harmonious relationships in classrooms;
 - the use of innovative and imaginative strategies to develop pupils' skills and knowledge;
 - consistent emphasis on the importance of independence in learning;
 - clear and appropriate time limits to complete tasks which ensures that lessons progress at a good pace.
 - sensitive intervention to support and encourage pupils in their work;
 - good subject expertise, which is used well to promote effective teaching and learning; and
 - well planned lessons that have a clear structure and purpose.
- 95 Teachers have high aspirations for all pupils in their care and actively seek to help them to reach their full potential whatever their gender, race or disability. They listen to pupils' views and are keen to take their opinions into account. Appropriate attention is given to developing their bilingual competency.
- 96 Support staff make an extremely valuable contribution to the quality of teaching and learning. They work closely with teachers and intervene sensitively to move pupils on in their learning.
- 97 Teachers are fully committed to equal opportunities and plan meticulously to ensure that all groups of pupils in their care have equal access to all aspects of the life and work of the school.
- 98 In very few instances the teaching lacks pace and pupils make very little progress in their learning.
- 99 Procedures for assessing and recording pupil progress is good with outstanding features.
- 100 Early years children are assessed thoroughly in the six areas of learning at regular intervals and the information is used very effectively to monitor their all-round development and to plan for their needs.
- 101 In key stages 1 and 2 the school has developed a comprehensive, rigorous but manageable system of assessment that is used extremely well to match activities to individual pupils' needs. Information is gathered from a wide range of sources which include teacher assessments and standardised tests. Assessment outcomes are used very effectively to inform teaching and learning.
- 102 Pupils' progress is tracked extremely carefully in English and mathematics which enables the school to see trends in performance and to intervene as necessary.

- 103 Pupils' work is marked regularly. Encouraging comments are linked to the aim of the task and when necessary, steps for improvement are noted. In all classes, there is effective use of informal oral assessment and feedback during lessons.
- 104 Annual reports to parents meet statutory requirements. They provide useful information for parents about their children's progress in all subjects, including their targets for improvements in the core subjects, together with helpful general comments about their personal and social development. Parents appreciate the opportunities they have to discuss their children's progress with teachers.

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

Grade 1: Good with outstanding features

- 105 The inspection team's findings match the school's judgement in its self-evaluation report.
- 106 The overall quality and range of learning experiences provided for pupils are outstanding and are equally accessible to all.
- 107 The curriculum is broad and relevant, complies with legal requirements and meets the needs of all pupils. Clear policy documentation and good schemes of work for each subject help ensure continuity and progression. Short term planning is very well focused and includes clear aims for teaching sessions. Activities for each year group offer rich opportunities, which make the curriculum interesting and appropriately challenging to both girls and boys.
- 108 Planning for pupils' development across the curriculum in communication skills, numeracy, creative skills and problem solving is good. Planning for the use of ICT to support learning is outstanding.
- 109 Standards and pupils' experiences are enhanced by the provision of extra-curricular activities, both sporting and cultural. A wide range of lunchtime and after-school clubs for sports and arts are offered by staff and other providers for both pupils and adults. A range of off-site visits and residential events are organised for pupils in Y5 and Y6.
- 110 The homework which is set regularly is well supported by both pupils and parents. The tasks set are both interesting and purposeful and support well work which has been carried out in class.
- 111 Provision for spiritual development is good. Daily collective worship of a Christian nature offers pupils an opportunity to become aware of their own needs and that of others. However, time for personal reflection is too brief.
- 112 Provision for moral development is very good and is promoted well by a positive ethos with emphasis on strong values.
- 113 Provision for social development is outstanding. Opportunities to work collaboratively are provided regularly across all subject areas. The School Council has been

instrumental in establishing a number of initiatives, which contribute significantly to the caring environment within the school.

- 114 The school's partnership with parents is outstanding. A significant group is active within the school and during educational visits. The overwhelmingly positive responses to the pre-inspection questionnaires and during the parents' meeting with inspectors are clear evidence of this high standard. Parents are clearly supportive of the Home-School Agreement, which, together with the Prospectus and the Governors' Annual Report to Parents, complies with the statutory requirements.
- 115 There are well-established arrangements with the local high school to ensure a smooth transition with minimum disruption to flow of learning. Links with other primary schools within the town and with local educational institutes are also good.
- 116 The quality of the partnerships with the community and industry is outstanding. Visitors from the community and carefully planned educational visits, develop pupils' understanding of the world of work. Pupils are involved in industrial links with a number of local and international companies. Throughout the school they benefit from working with professionals such as musicians, historians and artists.
- 117 The Cwricwlwm Cymreig is promoted well across a range of curricular areas. Opportunities are also provided for pupils to learn about Welsh heritage and culture through a broad range of interesting school visits and visitors. The learning experiences for promoting pupils' bilingual skills are also very good.
- 118 There are effective policies and procedures in place to promote equal access and opportunity for all. Pupils show great respect for each other in their work and play.
- 119 Pupils play a keen and active part in the life of the community. Their awareness of the international dimension and global citizenship is a strong feature within the educational programme, as evidenced through international contacts and class based activities.
- 120 The attention given to sustainable development has outstanding features. The school has been recognised as an Eco School with an extensive range of activities which have significantly enhanced the curriculum. Environmental studies, audits, energy efficiency awareness, composting and re-cycling projects, as well as environmental improvements to the school grounds, demonstrate well the school's commitment to this aspect.
- 121 Good opportunities are provided for pupils to develop the skills required to support economic development. Key stage 1 pupils are involved in running mini-enterprise initiatives whilst key stage 2 pupils undertake responsibility for organising seasonal fairs the Tuck Shop and many other small scale enterprises.

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

Grade 1: Good with outstanding features

- 122 The inspection team's findings match the school's judgement in its self-evaluation report.

- 123 Pupils are cared for, guided and supported extremely well, and care arrangements are very well planned and managed. All pupils are valued and there is a warm family atmosphere. There are many outstanding features of the provision, one of which is the head teacher's significant contribution to the care that is provided for pupils. The school liaises closely with the LEA and efficient use is made of specialist support for pupils with specific needs.
- 124 Induction programmes that help pupils settle quickly and easily in their new environment are outstanding in quality. Highly effective procedures ensure that children under five settle quickly in school. They feel safe and receive very good support from teachers, support staff and older pupils. Transfer from nursery to reception classes is also very effective, as is transfer of pupils from Y2 to Y3 where the 'Pals' initiative is used to excellent effect.
- 125 The pastoral care of pupils is outstanding and is one of the strengths of the school. Pupils are greatly appreciative of the care that teachers show towards them. The head teacher together with the teaching and support staff, succeed in creating a happy, caring community and teachers are very aware of vulnerable children.
- 126 There are clear procedures to eliminate undesirable behaviour. The 'Buddy System' and the 'Friendship Stop' on the playground are examples of several strategies used to ensure that pupils do not feel lonely or unwanted.
- 127 Personal and social education (PSE) is very well integrated into all aspects of the school's activities. Pupils can air their feelings and discuss their problems by using the 'worry box,' by raising matters during circle time or by informing members of the School Council which meets regularly and is a successful way of involving pupils in decision making. Council members take their responsibilities seriously.
- 128 The school monitors learners' punctuality, attendance, behaviour and performance very effectively. Good behaviour attitudes are monitored carefully and are promoted in positive and outstanding ways through a variety of reward systems and behaviour plans.
- 129 Outstanding attention is given to the healthy development and well-being of pupils. The school promotes the Healthy Schools Initiative most effectively through encouraging healthy snacks. Procedures for caring for pupils, who feel ill, have been injured or are a cause of concern, are outstanding.
- 130 The recently constructed climbing wall and other adventure facilities contribute well towards developing pupils' physical skills and general fitness.
- 131 Visits by members of the community such as the police and the nurse, contribute to the healthy development and well-being of pupils. Risk assessments are undertaken for all main school activities, including educational visits.
- 132 All members of staff know about the detailed guidelines on child protection and systems for implementation are well established.

- 133 The quality of provision for pupils with ALN including pupils in the two Resource Centre classes is good with several outstanding features. It complies with statutory requirements.
- 134 Learning needs are diagnosed most effectively at an early stage and outstanding support is given, with the focus being on catering for pupils' individual needs. Pupils' individual educational plans (IEP) and personal targets are used most effectively by teachers and support staff to ensure that provision fully addresses pupils' individual needs.
- 135 The quality of support provided by the ANL Coordinator both in withdrawal groups and mainstream classes, is outstanding.
- 136 Parents are fully involved in the process of assessing, target setting and reviews of pupils with ALN and the designated governor for the field is knowledgeable and interested in the progress of the pupils.
- 137 Pupils in the Resource Centre classes benefit greatly from a broad and balanced curriculum based on mainstream themes. They are integrated into the life of the school in an outstanding way through joining mainstream classes for numerous activities, which includes playing a prominent role in whole school collective worship.
- 138 Teachers and support staff work very closely with parents to provide individual inclusion plans, which cater specifically for the needs of each pupil. The importance placed on raising the self-esteem of pupils and the highly effective behaviour reward system results in them concentrating on tasks and being well motivated.
- 139 Throughout the school, there is equal access for all pupils to every part of the curriculum and they are treated fairly and consistently. The school actively promotes multicultural understanding and tolerance through cross-curricular links and role play.
- 140 The school secures equal treatment of disabled pupils in all aspects of its work. There is a very good Disability Equality Scheme, which promotes disability equality for pupils, employees and service users.

Leadership and management

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

Grade 1: Good with outstanding features

- 141 The inspection team's findings match the school's judgement in its self-evaluation report.
- 142 The school's mission statement, 'To achieve the highest possible standards by creating a happy, nurturing environment,' is at the heart of the ethos of the school and is clearly evident in its policies and practice.
- 143 The outstanding quality of the leadership provided by the head teacher, governors and school staff are key factors in bringing about high standards of pupil achievement

and school improvement. High standards are promoted and there are shared values about learning, behaviour and relationships.

- 144 The head teacher and the deputy are the driving force behind the school's success. They have a thorough knowledge of the school and a clear vision for how it can be further improved and developed. A collaborative approach is adopted with responsibility for leadership being delegated at every level in the school. Equal opportunity is ensured for all members of staff and their views are valued.
- 145 Members of the SMT play a vital role in strategic management. They reflect critically upon current practices, identify areas for improvement and work closely with staff to bring about change and progress.
- 146 All teachers have a clear understanding of their roles and are given very good opportunities to undertake leadership responsibilities and to work alongside more senior members of staff. Support staff also contribute significantly to school improvement and pupil progress.
- 147 National and local priorities are fully integrated into the school's development programme. Recent successes in regaining the Investors In People (IIP) award and the IIP Leadership and Management award demonstrate the school's commitment to effective leadership and strategic management. Advantage has been taken of adult literacy and Language and Play (LAP) programmes funded by The Basic Skills Agency and the school has been awarded the Quality Mark on three occasions. Work is still in progress on the Eco Schools and Healthy Schools initiatives.
- 148 Processes for setting end of key stage targets in Y2 and Y6 are rigorous and effective. All staff are involved and every effort is made to ensure that the targets are both challenging and achievable.
- 149 There are effective systems for identifying teachers' continuous professional development needs and ensuring they have appropriate support and training to meet their individual objectives.
- 150 The quality of support provided for newly qualified teachers is outstanding. They are mentored by a senior member of staff who guides them through a carefully structured induction programme and ensures ample opportunities are provided to develop their professional skills and expertise.
- 151 Performance management processes are thorough and involve both teaching and support staff. They contribute substantially to the consistency of approach in both teaching and learning that is seen throughout the school. This is an outstanding feature.
- 152 The school has responded fully to the requirements of workforce remodelling and for reducing teachers' workload.
- 153 Governors have a detailed understanding of the school's developmental needs and by working closely with the head teacher and staff are very influential in setting the strategic direction of the school. Individual governors are all members of a range of committees which play an important role in supporting school development. They

fulfil their duties conscientiously and appreciate the importance of their role as critical friend to the school.

- 154 Governors ensure that, in all school environments, the school ethos supports a good quality of life for all staff and pupils. They fulfil their monitoring responsibilities effectively by undertaking subject responsibilities and regularly reviewing teachers' plans, inspecting pupils' work and observing teaching in the classrooms. This is an outstanding feature of their work.
- 155 Regulatory and legal requirements are fulfilled meticulously.

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

Grade 1: Good with outstanding features

- 156 The inspection team's findings match the school's judgement in its self-evaluation report
- 157 Senior managers and subject co-ordinators have an outstanding overview of the school and its work. A culture of systematic self-evaluation has been established for some time where the views of staff, governors, parents and pupils are taken into account.
- 158 Leaders and managers gather first-hand evidence of performance in those areas for which they are responsible through regular monitoring exercises. They also use information from measurable performance data to augment their knowledge and understanding of how well the school is performing. They use the information gathered from a variety of sources highly effectively to identify and address aspects for improvement.
- 159 The school's judgements in its self-evaluation report match the inspection team's findings in all seven key questions.
- 160 Subject co-ordinators' contribution to self-evaluation and improving standards is outstanding. They have a thorough knowledge of their subject responsibilities and provide a high level of support and training to colleagues. They produce very effective action plans, which focus very clearly on improvements in their subjects.
- 161 Governors contribute effectively to the self-evaluation process by discussing and amending issues brought before them.
- 162 There are formal arrangements for canvassing the opinions of parents and the views of the School Council are also considered when priorities are being set. The school takes account of these views and takes positive action where necessary.
- 163 The self-evaluation report is a comprehensive and thorough document based on a sound and rigorous process. It is produced to a high standard providing an informed view of strengths and indicates clearly where improvements can be made. An outstanding feature is how the outcomes identified in the report are translated directly into targets in the SDP. Staff contribute actively to the formulation of both documents and participate fully in the process of planning for improvement.

- 164 The SDP is a robust document which gives a clear sense of direction for the school's work. It identifies the priorities to be addressed and to details of the tasks to be completed and it describes the monitoring methods to be employed. Sufficient human and financial resources are earmarked for implementing the priorities.
- 165 The school has made very good progress in addressing all the four Key Issues identified in the 2001 Inspection.

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

Grade 1: Good with outstanding features

- 166 The inspection team's findings match the school's judgement in its self-evaluation report.
- 167 Staffing levels are very good and all teachers are appropriately qualified and experienced to ensure that the curriculum is delivered most effectively. Outstanding use is made of staff expertise in subject specialist teaching sessions, for example, in the teaching of physical education. The head teacher contributes very effectively to the teaching programme.
- 168 The outstanding effects of continuing professional development are evident in many subject areas, for example, in the teaching and learning of ICT and Welsh. The employment of staff members and their professional development is clearly linked to whole school priorities. Visiting teachers such as peripatetic instrumental tutors and the athrawes fro, make a significant contribution to pupils' learning.
- 169 Under the careful guidance of teachers, support staff work very effectively to plan, teach, assess and record pupils' progress. They show a sensitive appreciation of the needs of pupils and make an outstanding contribution to teaching and learning.
- 170 The school uses competent administrative staff, students and volunteers to very good effect. The school buildings and grounds are well maintained by the caretaker and cleaning staff, and the canteen manager, canteen staff and lunchtime helpers contribute very well to pupils' well-being.
- 171 The outstanding way in which the school implements and organises PPA time for teachers ensures that efficient use is made of teachers' time, expertise and experience.
- 172 All subject areas have an abundance of good quality resources, and constant and effective use is made of them in all classes. The three libraries are well stocked and highly organised and extensive use is made of ICT equipment, especially the ICT suite, and the interactive whiteboard in each classroom. The school is well equipped with tools and materials for practical and creative work. Resources are well matched to school priorities for development and are regularly reviewed by subject co-ordinators.
- 173 Outstanding use is made of available accommodation to provide a suitable and stimulating setting for teaching and learning. Colourful displays in classrooms and

around the school create a tasteful ethos in the building and are used most imaginatively as teaching and learning resources.

- 174 Pupils of all ages benefit substantially from the recent development in the outdoor environment. The secure area provided for the under-fives is an outstanding resource for developing children's personal, physical and intellectual abilities.
- 175 Finances are very well managed and resources are under constant review. Budgetary control is stringent, and the GB monitors all expenditure rigorously to ensure cost effectiveness. Spending decisions are well matched to the school's priorities, as identified in the SDP.
- 176 An outstanding feature is the enterprise scheme, which provides the school with additional funding and ensures that there are finances to buy extensive extra resources that enhance education within the school.
- 177 The school has taken over the provision of its own mid-day meals. This is an outstanding way of providing the school with the opportunity to develop the Healthy Schools initiative, as well as being a further avenue for generating income for the benefit of pupils and staff.
- 178 The school provides very good value for money.

Standards achieved in subjects and areas of learning

English

Key stage 1: Grade 1 – Good with outstanding features

Key stage 2: Grade 1 – Good with outstanding features

Outstanding features

- 179 Standards of oracy and writing are outstanding at both key stages.
- 180 Key stage 1 pupils speak clearly, participate intelligently in class discussions and activities and express themselves well, varying the use of vocabulary and the level of detail.
- 181 Across key stage 2 pupils speak in an extended manner giving reasoned explanations. In discussion they pay close attention to what others say, ask pertinent questions to clarify their understanding and by Y6 are beginning to vary their expression and vocabulary.
- 182 The more able writers at both key stages write in a wide range of styles producing interesting and coherent work which shows an outstanding awareness of audience and style. Story writing in key stage 2 is of a particular high quality.

Good features

- 183 Pupils in both key stages talk and listen confidently in a range of contexts and communicate their ideas using an increasingly varied vocabulary. They show a clear understanding of what is required of them.
- 184 Key stage 1 pupils are confident readers. Younger pupils discuss their favourite characters, using a range of vocabulary and are able to express their opinions and explain feelings. By the end of the key stage, pupils understand what has been read and make sensible predictions. The most able read with expression.
- 185 Key stage 2 pupils read with increasing fluency and accuracy. Their understanding of significant themes, events and characters in stories enables them to write imaginatively based on the text. Many pupils speak knowledgeably about their favourite author.
- 186 Key stage 1 pupils write independently and with confidence. By the end of the key stage they write for a variety of purposes with the great majority organising their writing well, using appropriate punctuation.
- 187 In key stage 2 pupils show a sound understanding of genre and write in many different forms. A good majority of the pupils have a secure understanding of punctuation, spelling patterns and paragraphing. The content of their writing is coherent and most interesting.
- 188 Overall, written work is presented well in both key stages and handwriting is at a good standard.

Shortcomings

- 189 There are no important shortcomings.

Welsh second language

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

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

Outstanding features

- 190 One group of Y6 pupils speaks confidently with outstanding enunciation of words, phrases and sentences. They read with good understanding and lively characterisation and are able to adapt sentence patterns from one theme to another.

Good features

- 191 In key stage 1 pupils listen attentively and use simple phrases and greetings confidently. They take part effectively in simple activities using appropriate vocabulary correctly. They understand and obey instructions well and sing Welsh songs enthusiastically with good recall of words and correct enunciation. They count to twenty with confidence, know the names of colours, and give positive and negative responses to questions about feelings.

- 192 Reading skills progress well in key stage 1 with pupils reading labels, flashcards and words on the interactive whiteboard accurately. They are familiar with and recognise the majority of words in their class reading books.
- 193 The written work of key stage 1 pupils is good. They express their likes and dislikes competently and label pictures correctly. They produce lively invitations to a party and their work based on the weather is of a high standard.
- 194 Key stage 2 pupils listen carefully and speak clearly and confidently, with good enunciation. As they move through the key stage, they make good progress in their ability to respond accurately to questions, use prepositions effectively and use the imperfect and past tenses correctly.
- 195 Key stage 2 pupils read their own work effectively with good understanding. They are able to explain the meaning of stories they have read and they voice their opinions capably.
- 196 Pupils in the younger classes of key stage 2 use a wide vocabulary and a variety of sentences to create dialogues about the fair and the shop. They write instructions correctly and use a variety ways of starting sentences in their free writing. Older pupils produce book reviews, letters and dialogues of a good standard and use interesting adjectives in their written work.

Shortcomings

- 197 Although there are no major shortcomings, pupils' responses are sometimes restricted during the ten minute session of oral work each day.

Mathematics

Key stage 1: Grade 1 – Good with outstanding features

Key stage 2: Grade 1 – Good with outstanding features

Outstanding features

- 198 In both key stages, pupils achieve outstanding standards and progress very well in their knowledge and understanding of mathematics. They respond very well during oral and mental mathematical sessions participating purposely in lessons and demonstrating an outstanding knowledge of mathematical language.
- 199 Throughout the school standards in investigative mathematics are outstanding. Pupils work very confidently on problem-solving activities and make very effective use of ICT to reinforce, consolidate and extend their mathematical understanding.
- 200 Pupils are confident in using co-ordinates and quadrants. Their recall of key information in using co-ordinates in the fourth quadrant is exceptional.

Good features

- 201 Key stage 1 pupils remember well a wide range of previous work, understand important concepts and recall key facts quickly and accurately. They explain their work logically and have a good understanding of money and fractions.
- 202 Key stage 1 pupils demonstrate a good understanding of shape and space and use standard units accurately.
- 203 In key stage 2 pupils demonstrate good mental recall of number facts. They recognise and explain patterns and relationships when carrying out a mathematical investigation and use the four operations of addition, subtraction, multiplication and division with increasing accuracy.

Shortcomings

- 204 There are no important shortcomings.

Information technology

Key stage 1: Grade 1 – Good with outstanding features

Key stage 2: Grade 1 – Good with outstanding features

Outstanding features

- 205 The ability of pupils throughout the key stages to use a range of information technology tools and equipment independently and competently to support their work is an outstanding feature. As they mature, they become more discerning users of information technology and are able to select the most appropriate software and equipment to suite their needs.
- 206 Pupils use data handling packages very skilfully to organise, reorganise, analyse and interrogate information they have collated themselves. This is done very effectively at the end of key stage 2.
- 207 Key stage 2 pupils make very effective use of database they have compiled themselves. They create their own formulae and are able to predict the outcomes of different decisions.

Good features

- 208 Key stage 1 pupils use a word processor skilfully varying the size and colour of the print and make effective use of software to produce intricate pictures. A good number of pupils save, access and print their work independently. They use the mouse confidently to control the on-screen cursor to make useful choices.
- 209 Key stage 1 pupils make appropriate use of graphical programmes to collate, organise and record their findings and to produce a variety of graphs.
- 210 Key stage 2 pupils make good use of their word-processing skills to generate and produce their ideas in a variety of different forms including text, pictures and tables. They edit and improve their work independently by using different effects, such as

downloading pictures and controlling the size and location of a picture on the page. They use the Internet confidently to search for information and can program a series of commands to produce specific shapes on screen.

- 211 By the older end of the key stage 2 pupils use a range of software skilfully to create their own multimedia presentations, demonstrating a good awareness of audience. They learn how to create their own web page and to make links between different pages.

Shortcomings

- 212 There are no important shortcomings.

Design technology

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

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

Good features

- 213 Key stage 1 pupils make detailed observations of finished products before proceeding to make their own designs. The information gathered on features such as structures and ways of joining materials is applied effectively in their own designs. The requirements of the tasks are defined carefully and the steps to be taken, equipment to be used and the materials required are all identified clearly. Their designs are of good quality with all components labelled.
- 214 Key stage 1 pupils choose suitable materials for the task in hand which include card, food, paper, textiles and wood. When required, they measure, mark out, cut and shape a range of materials and join them by using different techniques such as gluing and stitching. They use simple mechanisms, structures and axles effectively in their products and apply good finishing techniques. They can note the main strengths of their work as well as identify how to make improvements.
- 215 Key stage 2 pupils have a thorough understanding of materials and components and take this into account when matching the working characteristics of the materials to the requirement of the task at hand. They know how simple mechanisms can be used to produce movement and that electrical circuits can be used to achieve a specific result. They use their ICT skills very effectively to store instructions to control events, for example when using construction kits.
- 216 Key Stage 2 pupils investigate the construction and purpose of their product in detail before making their own plans. They have a clear understanding of the requirements of a task and they make a number of rough sketches or prototypes before selecting the one most appropriate for the task.
- 217 Key stage 2 pupils' designing skills are generally good. They give careful consideration to appearance, function and reliability when developing ideas for products. They evaluate their ideas and design as the work progresses and make adaptations as necessary.

- 218 When measuring, marking, stitching, cutting and shaping, key stage 2 pupils use a wide range of materials effectively and safely. They find alternative ways of making if the first attempt is unsuccessful.

Shortcomings

- 219 Although there are no important shortcomings, the ability of pupils in both key stages to combine their designing and making skills with knowledge and understanding in order to make consistently good quality products, is not fully developed.

Geography

Key stage 1: Grade 1 – Good with outstanding features

Key stage 2: Grade 1 – Good with outstanding features

Outstanding features

- 220 Key stage 1 pupils have a thorough understanding of how localities relate to other places. They select information correctly to identify differences between their home town and a location further afield and they respond intelligently to questions about both locations. They show awareness of places beyond their locality and use a globe to name countries.
- 221 Pupils at the older end of key stage 2 demonstrate a mature understanding of sustainable development and global citizenship when comparing and contrasting social and environmental issues and discussing fair trade. They develop a good knowledge of locations on a map of the world and make outstanding use of research skills to complete projects on chosen countries.

Good features

- 222 Pupils in both key stages have very good knowledge and understanding of places. Work on physical and human geography gives them a good insight into geographical effects on both local and contrasting communities. Geographical skills show good progression and continuity from Y1 onwards.
- 223 Key stage 1 pupils successfully identify on a map where they live and draw their route to the local chapel. They discuss and draw different types of homes and are able to use weather symbols on weather graphs correctly. By the end of the key stage they are able to draw detailed maps and use directions based upon the four points of the compass correctly.
- 224 Younger pupils in key stage 2 use plans and maps well and they make good use of their understanding of keys and co-ordinates to enhance their knowledge and understanding of physical features related to their own locality. Comparisons are also made with a contrasting locality in another country. From their study of maps and routes they develop an appreciation of why maps are produced and used and they can successfully describe how places fit into a wider geographical context.

225 Pupils at the older end of key stage 2 study in detail their own locality and consider the impact and importance of tourism. Good comparisons are made between parts of North Wales and other regions in the United Kingdom. Through study of a South American country, pupils have been able to explain environmental change and how it can lead to similarities and differences between places.

Shortcomings

226 There are no important shortcomings.

School's response to the inspection

227 We are very pleased and proud of the results of our recent Inspection. The inspection findings confirm that Bryn Coch Primary School is a good school with many outstanding features and provides very good value for money. We are delighted that so many of the aspects of the work of the school have been acknowledged as good with outstanding features. It was particularly important for us that the contribution of all stakeholders within school were recognized, some of these being that:

- pupils have exceptional good attitudes to learning and that they are friendly, polite and considerate;
- pupils of all ages including those with additional learning needs, make outstanding progress in many aspects of the curriculum;
- support staff make an extremely valuable contribution to the quality of teaching and learning;
- teaching in the resource classrooms is consistently outstanding which ensures that pupils are extremely well motivated and are confident learners.
- the outstanding quality of leadership provided by the head teacher, governors and school staff is a key factor in bringing about high standards of pupil achievement and school improvement;
- the school's partnership with parents, the community and industry are all outstanding;
- the valuable contribution made by all auxiliary staff contribute very well to pupils' well being.

228 We are pleased that the schools judgements were confirmed as accurate in all the seven key questions with our Self-evaluation document based very firmly on 'first hand experience'.

229 The role of the Nominee in the inspection process was very positive and offered opportunities for additional evidence to be sourced and also counted as excellent professional development for the nominee.

230 Whilst celebrating a very positive report, we recognise that there is always the opportunity for further improvement. The governing body and headteacher accept the recommendations relating to further improving standards in Welsh Second language and Design and Technology and the pupils' ability to come to realistic judgments about their work and identify what they need to improve.

231 We very much welcome the report and consider that it reflects well the good work being accomplished at this school.

Appendix 1

Basic information about the school

Name of school	Ysgol Bryn Coch C.P.
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Victoria Road, Mold. Flintshire
Postcode	CH7 1EW
Telephone number	01352 752975

Headteacher	Mr R Cledwyn Ashford
Date of appointment	May 1987
Chair of governors	Mrs Merril Nicholas
Registered inspector	Wil Williams
Dates of inspection	1 – 5 October 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	28	72	89	71	70	79	77	87	573

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	24		24

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil: adult (fte) ratio in nursery classes	9:1
Pupil: adult (fte) ratio in special classes	5:1
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	87%	92%	96%
Spring 2007	84%	92%	94%
Summer 2007	87%	94%	95%

Percentage of pupils entitled to free school meals	6%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1(as compared with 2006 national results):

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		66		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	3	5	61	32
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	3	5	53	39
		National	0	4	14	55	27
En: writing	Teacher assessment	School	0	3	6	83	8
		National	0	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	3	5	55	38
		National	0	2	10	63	24
Mathematics	Teacher assessment	School	0	3	5	55	38
		National	0	2	10	64	23
Science	Teacher assessment	School	0	2	3	58	38
		National	0	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	90.9	In Wales	80.6

D disapplied from the statutory arrangements
W working towards level 1

National Curriculum Assessment Results

End of key stage 2 (as compared with 2006 national results):

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		96					
Percentage of pupils at each level										
			D	N	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	7	47	46
		National	0.3	0.1	0.5	0.6	3.9	15.9	48.2	30.4
Mathematics	Teacher assessment	School	0	0	0	0	0	10	33	59
		National	0.3	0.1	0.5	0.5	3.2	14.4	47.5	33.4
Science	Teacher assessment	School	0	0	0	0	0	5	49	46
		National	0.3	0.1	0.5	0.3	1.8	11.5	51.8	33.8

Percentage of pupils attaining at least level 4 in mathematics, science, and English			
In the school	87%	In Wales	74%

D excepted under statutory arrangements from part or all of the National Curriculum
A failed to register a level for reasons other than absence
W working towards level 1

Appendix 4

Evidence base of the inspection

Five inspectors spent a total of twenty inspector days in the school and met as a team before the inspection. The deputy head teacher undertook the role of nominee.

These inspectors visited:

- 80 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 130 parents' questionnaire of which 97% of responses were positive;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Wil Williams Registered Inspector	Context, Summary, Recommendations, Annexes, Key questions 1 and 5. Information technology, design and technology
Mrs Zhorah Evans Team Inspector	Key questions 4 and 7. Welsh second language
Mr Stuart Telling Team Inspector	Key question 3. English, geography
Mr Alun Williams Team Inspector	Key question 2 and 6. Mathematics
Mr Wil Owen Lay Inspector	Contributions to key questions 1, 3, 4 and 7
Mrs Lynne Williams Nominee	Provision of information Contributions to all key questions

Acknowledgement

The inspection team would like to thank the governors, staff and pupils for their co-operation and courtesy during the inspection.

Contractor

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