

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

A Report on the Quality of Education in

**Barry Island Primary School
Clive Road
Barry Island
Barry
Vale of Glamorgan
CF62 5UZ**

School Number: 6732111

Date of Inspection: 17 June 2008

by

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

The inspection of Barry Island Primary School took place between 17/06/08 and 19/06/08. An independent team of inspectors, led by Stephen Dennett 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 Barry Island Community Primary School serves the community of Barry Island in the Vale of Glamorgan. The social and economic backgrounds of pupils are relatively disadvantaged (Barry Island is the 11th most deprived ward in the Vale of Glamorgan). Around 22% of pupils are eligible for free school meals, which is above the national average. Children's attainment on entry to the school is just above the local education authority (LEA) average and close to the national average.
- 2 The school provides education for pupils aged three to eleven. Around 17% of the pupils have been identified as having additional learning needs (ALN) and two pupils have statements of special educational need. No pupils speak English as an additional language (EAL) or speak Welsh as a first language. One pupil is 'looked after' by the local LEA and less than 1% of pupils are from ethnic minorities. At the time of the inspection, there were 148 pupils on the school's roll. In addition, 37 children attend the nursery for the mornings only and four attend during the afternoon. The number on roll has fallen since the school was last inspected in June 2002.
- 3 The school has achieved a number of awards, including the Basic Skills Award, the Healthy Schools Scheme and the Eco Schools Green Flag. The school has also been awarded the Diana Award for Anti-bullying.

The school's priorities and targets

- 4 The school's motto is '*Together – Learning and Being our Best*'. The school aims to make every pupil feel valued and to provide a happy, secure and welcoming learning environment. It also has high expectations of pupils' learning and behaviour. The school seeks to establish strong links with parents, the community and other schools. It actively promotes pupils' welfare and their spiritual, moral, social and cultural development.
- 5 The school has set a number of targets in its current improvement plan, which include:
 - continuing to build strong links with parents;
 - further raising standards and fully meeting the requirements of the new curriculum;
 - continuing to raise standards in Welsh as a second language;
 - developing outdoor learning;
 - achieving the BECTA ICT Quality Mark;
 - implementing the school council's playground plans; and
 - further developing the Foundation Phase.

Summary

- 6 Barry Island Primary School is a good school with many outstanding features. Pupils achieve very high standards in several subjects and they are making excellent progress overall from nursery to year 6. The school provides an outstanding learning environment, which produces pupils who are very keen to learn. The school's ethos is excellent and as a result, pupils make outstanding progress in their personal development.
- 7 The education the school provides meets the needs and range of pupils very well. Its promotion of pupils' well-being is outstanding.

Table of grades awarded

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

- 8 The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the desirable learning outcomes for children's learning.

Grades for standards in subjects inspected

Subject	Key Stage 1 Grades	Key Stage 2 Grades
English	2	2
Information technology	1	1
History	2	2
Geography	1	1
Art	1	1
Physical education	2	2

- 9 During the time of the inspection, standards of achievement in the 27 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
41%	59%	0%	0%	0%

- 10 Pupils make outstanding progress in their learning and achieve high standards in relation to their prior attainment and underlying ability. Pupils achieve the learning targets set by teachers and by themselves. Pupils succeed regardless of their social, ethnic or linguistic backgrounds and make very good progress towards fulfilling their potential. They are very well prepared for the next phase of their education. However, more able pupils are not always consistently challenged to achieve the high standards of which they are capable in all subjects.
- 11 The school regularly meets its targets in English and usually exceeds them in mathematics and science at both key stages. It has set appropriately challenging targets for 2009. Pupils' key skills are outstanding overall. Pupils' competence in using bilingual skills is outstanding.
- 12 In the 2008 national assessments at key stage 1 standards were in the top 25% in mathematics and science compared with schools with a similar number of pupils eligible for free school meals. In English, standards were in the top 50%. The proportion of pupils achieving at least level 2 in English, mathematics and science (the core subject indicator) was in the top 50% nationally.
- 13 At key stage 2 in the 2008 teacher assessments, standards were in the top 25% in science compared with similar schools. In English and mathematics standards were in the top 50%. The core subject indicator shows the school to be in the top 50% compared with similar schools.
- 14 The overall trend at key stage 1 is significantly upward and over the past three years results have been in the top 50% nationally. At key stage 2, standards have been maintained at a high level and the three-year average shows standards to be in the top 25% nationally.
- 15 Pupils' personal, social and learning skills are outstanding. They are very well motivated in all classes and work productively at all times. Pupils behave very responsibly and behaviour is exemplary; this is an outstanding feature and contributes very effectively to their very good progress and development.
- 16 Pupils achieve good levels of attendance. The average attendance for the three terms before the inspection was 95%, which is above the national and LEA figure of 92%. Registration arrangements meet Welsh Assembly Government (WAG) guidelines. Pupils are punctual and the school day starts promptly.
- 17 Throughout the school, pupils have a very good capacity to work independently and are able to improve their own learning. Pupils have outstanding information and communication technology (ICT) skills to support their very good organisational, study, problem-solving and decision-making skills. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are very well prepared to play an active part in the workplace and local community. They are also developing a very good understanding of issues such as sustainability and recycling that affect their community, as well as a good understanding of global citizenship.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
74%	26%	0%	0%	0%

- 18 Some of the outstanding features of teaching are: teachers and support staff establishing a very effective mature working relationship with pupils; teachers employing a wide range of stimulating strategies and resources to engage pupils' attention; teachers making very purposeful use of varied questioning techniques and ambitious language to promote active learning and to extend pupils' knowledge; and the quality of teaching is consistently good or better throughout the school.
- 19 The school's assessment policy is clear and comprehensive, and assessment procedures are outstanding. Pupils' evaluation of their understanding in lessons, and of their learning both in lessons and in their written work is well established. The work of pupils in both key stages is assessed regularly in the core and foundation subjects. Annual reports to parents conform to statutory requirements.
- 20 Some of the outstanding features of the curriculum are: the relevance of the curriculum to the pupils of Barry Island School and the Barry Island community; very well-planned cross curricular links between subjects and carefully mapped progression in learning; the very effective development of pupils' key skills and of ICT skills in particular; the promotion of pupils' personal development as an integral part of their every day learning; and the provision of an inclusive ethos in which pupils from a wide range of backgrounds thrive and succeed.
- 21 The broad range of opportunities available for pupils to develop their knowledge, skills and understanding of work-related issues is an outstanding feature of the work of the school. The promotion of entrepreneurial skills across all year groups is also an outstanding feature. The school successfully promotes an ethos where all children, regardless of their background or circumstance, are encouraged to reach their potential. Education for sustainable development is an outstanding feature. Pupils gain good learning experiences ensuring they acquire a range of skills that enable them to develop positive and life-long attitudes.
- 22 Relationships with parents are very good and consistently positive responses were received at the meeting prior to the inspection. There are effective induction and support programmes in place that help pupils settle in quickly when entering nursery. There are very good procedures for monitoring pupils' punctuality, attendance behaviour and performance. Procedures to ensure pupils' safety and well-being are very well established.
- 23 The provision for ALN is good with outstanding features. Procedures for identifying individual learning needs are very thorough and effective. There is a comprehensive policy which complies with the requirements of the code of practice. The principle of early identification and intervention is very effective, identification being through a combination of teacher assessment, parental

observations and tracking data. The tracking system is an outstanding feature of the provision.

- 24 There is very good support for pupils whose behaviour could potentially impede their progress. Clear rules and consequences are understood by all pupils and applied consistently throughout the school by all staff.
- 25 The school has a notable record of participation in the 'Healthy Schools' project and is an outstanding feature. The personal and social education (PSE) programme is effectively used to promote a range of personal, health and welfare issues. Clear policies exist on race equality, equal opportunities and diversity. Multi-cultural themes are promoted effectively. The awareness of the importance of racial equality is developed through PSE, assemblies and the appropriate range of reading material.

Leadership and management

- 26 The headteacher leads the school very effectively. An outstanding feature of the school is the very effective use of ICT to engage pupils in learning for themselves. Senior managers and curriculum co-ordinators provide very effective leadership, monitoring standards in their subjects and clearly identifying areas for improvement. The school takes appropriate account of national priorities. Performance management is conducted efficiently and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual. The governing body is very supportive of the headteacher and staff and highly effective in executing its duties. All statutory requirements are met.
- 27 Staff are very well informed about performance in their areas of responsibility. All those who provide education are actively involved in the self-evaluation process. Staff, pupils, parents and governors are consulted and their views sought and discussed fully. The school self-evaluation report is a well-researched document which effectively identifies its strengths and areas for development. The inspection team agreed with the school's evaluation in all seven key questions. The information gathered through self-evaluation is used very effectively to direct strategic planning. Areas identified as being in need of improvement are included as targets in the school improvement plan (SIP). The school has made outstanding progress since the last inspection.
- 28 Staffing, resources and accommodation are all outstanding. The provision of suitably qualified teachers to teach every aspect of the curriculum is sufficient, and is managed flexibly to ensure high quality learning experiences for all pupils. The school has sufficient teaching resources for every age and subject, and the purchase of resources is closely linked to priorities in the SIP. The quality of resources is very good, and consistent and very effective use is made of them in all lessons. The accommodation is very good and the way in which it is used is outstanding.
- 29 The headteacher manages finance very effectively with the support of the LEA officer and the school clerk. The governing body takes its responsibility to monitor spending seriously, and takes an active role in ensuring the efficient management of financial resources. The school provides outstanding value for money in managing its resources to produce confident pupils with very good

academic and personal skills, who are well prepared for the next stage in their education.

Recommendations

In order to further raise standards and improve provision, the school needs to:

- R1 Further develop provision for more able and talented pupils and ensure that they are challenged to reach the standards of which they are capable in all subjects.*

** The school has already identified aspects of the recommendation in its improvement plan.*

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

- 30 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 31 During the time of the inspection, standards of achievement in the 27 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
41%	59%	0%	0%	0%

- 32 The pupils' overall standards of achievement in the lessons observed are better than the WAG target for 2010 set out in 'Vision into Action' which states: *'the quality of learning assessed by Estyn to be grade 3 or better in 98% of classes'*.
- 33 The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the desirable learning outcomes for children's learning.

- 34 In key stages 1 and 2, standards in the subjects inspected are as follows:

Subject	Key Stage 1 Grades	Key Stage 2 Grades
English	2	2
Information technology	1	1
History	2	2
Geography	1	1
Art	1	1
Physical education	2	2

- 35 Pupils make very good progress in their learning and achieve high standards in relation to their prior attainment and underlying ability. Pupils achieve the learning targets set by teachers and by themselves. Pupils succeed regardless of their social, ethnic or linguistic backgrounds and make good progress towards fulfilling their potential. They are very well prepared for the next phase of their education. However, more able pupils are not always consistently challenged to achieve the high standards of which they are capable in all subjects.
- 36 The school regularly meets its targets in English and usually exceeds them in mathematics and science at both key stages. It has set appropriately challenging targets for 2009. There is no significant difference in the performance of boys and girls.
- 37 Pupils' key skills are good with outstanding features. Their speaking and listening skills are outstanding throughout the school. Their numeracy and ICT skills are also outstanding. Pupils' reading and writing skills are good at both key stages. Pupils' personal and social skills are outstanding. Their problem-solving and independent skills are developing very well. Pupils' creative skills are outstanding at both key stages. Pupils' ability to work with others is also outstanding.
- 38 Pupils' competence in using bilingual skills is outstanding overall. They listen carefully to instructions given in Welsh and follow them carefully. Pupils speak confidently in Welsh and engage in dialogues with each other and teachers. They have a good and growing vocabulary of Welsh words and phrases. Pupils read simple texts with confidence and their writing skills are developing well.
- 39 In the 2008 teacher assessments at the end of year 2, 84% of pupils achieved the expected level 2 in English. In mathematics, 95% of pupils achieved level 2 and in science, 100%. The number of pupils who achieved level 2 in English, mathematics and science (the core subject indicator) was 84%. This places the school in the top 50% nationally in comparison with schools with a similar number of pupils eligible for free school meals.
- 40 In the 2008 teacher assessments at the end of year 6, 84% of pupils achieved the expected level 4 in English. In mathematics and science, 88% of pupils achieved level 4 in mathematics and 96% science. In the core subject indicator, 80% of pupils achieved level 4, which places the school in the top 50% nationally and in comparison with similar schools.
- 41 The overall trend at key stage 1 is significantly upward and over the past three years results have been in the top 50% nationally. At key stage 2, standards

have been maintained at a high level and the three-year average shows standards to be in the top 25% nationally.

- 42 Pupils' personal, social and learning skills are outstanding. Pupils are very well motivated in all classes and work productively at all times. Pupils behave very responsibly and behaviour is exemplary; this is an outstanding feature and contributes very effectively to their very good progress and development. There is great respect shown by pupils for their peers and all other age groups. The work of peer mediators in settling minor disputes between pupils is an outstanding feature. No pupils have been excluded in the past academic year.
- 43 Pupils achieve good levels of attendance. The average attendance for the three terms before the inspection was 95%, which is above the national and LEA figure of 92%. Registration arrangements meet WAG guidelines. Pupils are punctual and the school day starts promptly.
- 44 Throughout the school, pupils have a very good capacity to work independently and are able to improve their own learning. Pupils have very good ICT skills which they use effectively to support their very good organisational, study, problem-solving and decision-making skills. Pupils respond well to the 'carousel' style of learning and Assessment for Learning strategies, which actively promote pupils' learning development.
- 45 Pupils' spiritual, moral, social and cultural development is outstanding. Pupils have a very good understanding of their own Welsh culture and are developing a good understanding of cultural diversity. Pupils are very well prepared to play an active part in the workplace and local community. They are also developing a very good understanding of issues such as sustainability and recycling that affect their community, as well as a good understanding of global citizenship. Pupils very much enjoy coming to school and take a full part in learning activities. One pupil in year 4 said *'Learning makes people happy in the school because it is fun and there are many choices. Teachers tell you what to do and you go off to do it. This is good because later in life you won't get help.'*

The quality of education and training

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

Grade 1: Good with outstanding features

- 46 The findings of the inspection team match the judgement made by the school in its self-evaluation report. The quality of the teaching is an important strength of the school, and a key element in the progress that pupils make and in the very good standards that are achieved.
- 47 The quality of teaching in the lessons observed during the inspection was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
74%	26%	0%	0%	0%

- 48 These figures are much higher than the national picture in Her Majesty's Chief Inspector's report for 2005/6. Nationally, the quality of teaching in primary schools was grade 2 or better in 79% of lessons with 17% grade 1. These figures also exceed the 2010 WAG target, which states: '*the quality of teaching assessed by Estyn to be graded 2 or better in 80% of lessons*'.
- 49 Consistently outstanding features include:
- teachers and support staff establishing a very effective mature working relationship with pupils;
 - teachers employing a wide range of stimulating strategies and resources to engage pupils' attention;
 - teachers making very purposeful use of varied questioning techniques and ambitious language to promote active learning and to extend pupils' knowledge; and
 - the quality of teaching is consistently good or better throughout the school.
- 50 Teachers' subject knowledge is secure, and lesson plans are well thought out, detailed and focused clearly on learning objectives. Activities are very well structured to give consistent opportunities to all pupils for collaborative and independent learning. Pupils are encouraged to work in pairs, in groups and as individuals, and intervention to support or to extend learning is well timed. The quality of teaching of pupils with ALN is consistently good and effective support is given for those who are withdrawn from lessons.
- 51 The pace of all lessons is managed very skilfully. Presentations link to previous work and are lively and dynamic. Teachers make ambitious use of language and convey high expectations of pupils' attainment. Clear and concise instructions are given to inspire pupils to do their best.
- 52 Lesson aims are shared clearly with pupils and they are encouraged constantly to evaluate their learning during the lesson and in the plenary session. Teachers take every opportunity to develop pupils' ability to appraise their own work and that of their peers.
- 53 Teachers and support staff have high expectations of pupils' behaviour. Their consistent praise for pupils' work and effort has a very positive effect on pupils' progress and development. Boys and girls are treated equally without stereotyping. The level of challenge in classroom tasks is very well matched to meet the needs of pupils of different age and ability, including those pupils with ALN. The school has identified the further development of strategies to extend the learning of more able and talented pupils as a priority. Access to bilingual teaching is well developed throughout the school, and pupils are encouraged to use incidental Welsh throughout the school day.
- 54 The school's assessment policy is clear and comprehensive, and assessment procedures are very effective. Work is marked regularly against learning objectives, and positive and evaluative comments are made about pupils' effort. In the best practice comments give detailed guidance for the improvement of specific aspects of the work.
- 55 Pupils' evaluation of their understanding in lessons, and of their learning both in lessons and in their written work, is well established. They play an active role

with their teachers in setting targets for improvement. Individual target-setting sheets are placed inside pupils' books alongside literacy targets.

- 56 The work of pupils is assessed regularly in all subjects. Samples of work in each strand are levelled and annotated according to National Curriculum (NC) criteria, and the levels recorded on tracking sheets. Information from these tracking sheets is used very effectively to identify those pupils who may need support in numeracy and literacy skills. Standardised tests in mathematics, reading and non-verbal competence are used annually to add to the school's information about pupils' development. These are recorded on tracking sheets and used very effectively to monitor progress and to identify pupils who may need support in basic skills. Information from Fischer Family Trust data in year 2 is used to predict levels of attainment at the end of key stage 2, and compared with teacher assessments of pupils' work, in order to refine the target setting process further and make teachers' moderation more secure.
- 57 Annual reports to parents conform to statutory requirements and give very detailed information about achievement and standards of work in all subjects. Parents have appropriate opportunities to give written comments and to visit the school to discuss their children's progress in open evenings.

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
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- 58 The findings of the inspection team match the judgement made by school in its self-evaluation report. The school provides a wealth of learning experiences which meet the needs of learners and the wider community. Curriculum provision for the areas of learning and the national curriculum is broad, balanced and relevant. It has many outstanding features and is a strength of the school.
- 59 Particularly outstanding features include:
- the relevance of the curriculum to the pupils of Barry Island School and the Barry Island community;
 - very well planned cross curricular links between subjects and carefully mapped progression in learning;
 - the very effective development of pupils' key skills and of ICT skills in particular;
 - the promotion of pupils' personal development as an integral part of their every day learning; and
 - the provision of an inclusive ethos in which pupils from a wide range of backgrounds thrive and succeed.
- 60 Policies and schemes of work are carefully devised to ensure the development both of subject-specific skills and of key skills across the curriculum. Teachers' awareness of the importance of language across the curriculum results in very good standards in pupils' speaking and listening skills. Constant use of the

interactive whiteboard and laptops in all classrooms, and the strategy of integrating computing experiences into all activities promote very high standards in ICT. Pupils' bilingual skills are actively developed across the curriculum and in the incidental aspects of the school day. Pupils in key stage 1 use the '*cwtch Cymraeg*' to speak Welsh to each other and to adults. The organisation of learning tasks in a 'carousel' ensures that pupils have consistent opportunities to work together and independently.

- 61 Provision for spiritual, moral and social development is outstanding. Spiritual awareness is outstanding both in the quality of the provision in collective worship, which gives opportunities for reflection as well as important messages, and in the excitement and interest pupils derive from their work. Pupils are given many opportunities to take responsibility for each other and to learn how to live and learn together with kindness and courtesy. The peer mediator scheme and the concept of the Comenius project 'peaceable school' are well established in pupils' every-day experience. The PSE programme is integrated into every aspect of the school's life and contributes strongly to pupils' social development.
- 62 Provision for Welsh culture within '*Y Cwricwlwm Cymreig*' is an outstanding feature. Elements in history and geography not only promote a strong awareness of being Welsh but have direct links with the local community. In language work, religious education (RE) and music, Welsh stories, poems and songs have a prominent place, and pupils' knowledge of the work of contemporary Welsh artists is very well developed by the rich learning experiences provided.
- 63 Provision for promoting other cultures is very good. Teachers make sure that pupils learn to respect the diverse traditions and beliefs of other cultures through the planned experiences of the history, geography, art and RE curriculum. There is whole-school involvement in celebrations of the Chinese New Year and the Islamic festival of Eid. The principles of 'fair trade' are given a high profile.
- 64 The school's extra-curricular provision is outstanding and includes activities in music, art, sport, dance, ICT and the opportunity to learn French. Visits to places associated with topics pupils are studying enrich their learning very effectively. Visits to the national museums in Cardiff and St. Fagans, and to the Egypt Centre in Swansea University are important elements of the history and art curriculum. Local residents share their war-time experiences; volunteers promote reading skills; the local minister, fire-brigade, theatre groups, and musicians visit the school on a regular basis.
- 65 The school's partnership with parents is outstanding. The parents' and teachers' association (PTA) is active and enthusiastic, and the money they raise has a direct influence on the quality of many aspects of the learning resources of the school. Parents are invited to a very wide range of meetings which include curriculum meetings and open evenings to discuss their children's progress. Their opinions on school issues are consulted regularly, and they are involved increasingly in school and home learning activities. Family literacy and numeracy courses are provided annually. Parents help the school with specific projects such as the maintenance of the garden and school grounds.

- 66 Links with the community are strong. Collective worship is often led by a local minister, and local residents help pupils to care for the school garden. The school is active in raising money for local charities such as shoe boxes for Romania. The mobile library visits the school once a fortnight and is used by pupils and members of the community.
- 67 Partnership with the receiving secondary school and other primary schools in the cluster is very good. Transition arrangements are firmly based on a shared understanding of teaching and learning practice developed by teachers' work in each other's schools, together with pupil and parents' visits. Academic and pastoral information is transferred very effectively.
- 68 The school has very effective partnerships with colleges and institutes of higher education, and pupils and students benefit from placements. Pupils' art experiences are enriched by the University of Wales in Cardiff's artist-in-residence scheme.
- 69 The broad range of opportunities available for pupils to develop their knowledge, skills and understanding of work-related issues is an outstanding feature of the work of the school. Pupils benefit from numerous work-related activities and visits and there are very good examples of several local businesses and organisations supporting school activities. Many of the visits made often relate, not only to classroom themes, but also to aspects of the environment, fair trade, safety, well-being, and ethical issues. Visits made by the police, fire service, nurse and varied business people all help to enhance pupils' learning and understanding.
- 70 The promotion of entrepreneurial skills across all year groups is also an outstanding feature. Pupils experience through activities such as the mini-enterprise scheme, school council and fruit tuck shop opportunities to develop a good understanding of issues such as production, design, decision-making, finances and budgeting. The school is very good at providing opportunities for staff to raise their personal understanding and awareness of the world of work with many of them taking up placements with businesses such as civil engineering and petroleum companies. These placements often lead to opportunities for the pupils to participate in visits and project work.
- 71 The school successfully promotes an ethos where all children, regardless of their background or circumstance, are encouraged to reach their potential. The school sensitively ensures that no-one is disadvantaged. A wide range of charitable fund-raising events and the well-planned PSE programme support pupils' awareness of equality, diversity and tackling social disadvantage issues. There is a clear equal opportunities policy that deals with aspects of stereotyping and the policy is effectively implemented in many aspects of school life such as the school and eco councils' activities, class work tasks, performances, games and other social activities.
- 72 The school was awarded 'eco schools' status last year and received recognition for the outstanding work in this area by being recommended for a national award. There is good provision for teaching sustainable development within subject areas and cross-curricular themes. The school and 'eco' councils play a notable part in promoting environmental and healthy matters within the school. Pupils are well engaged in recycling initiatives both within the school and the community. Education for sustainable development is an outstanding feature.

- 73 Pupils gain good learning experiences ensuring they acquire a range of skills that enable them to develop positive and life-long attitudes. Pupils have a very good awareness of community regeneration and the impact of social and economic changes within society.
- 74 Transition and pastoral arrangements for pupils in year 6, as they transfer to the secondary school, are effective and well established. A variety of visits and bridging units have been developed to ensure smooth transition for pupils.

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

Grade 1: Good with outstanding features
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- 75 The findings of the inspection team match the judgement made by school in its self-evaluation report. The school is a happy, caring community where pupils are highly valued and supported.
- 76 Relationships with parents are very good and consistently positive responses were received at the meeting prior to the inspection. Communication with parents is a notable strength of the school with weekly newsletters, class teacher letters and parental evenings. An outstanding feature is the use of an internet site by parents, who can also access their child's homework and class information. The school responds positively to suggestions from parents and carers. Discussions with some of them during the inspection showed they were very supportive of the school. A range of strategies are in place to include parents in the life of the school including information on classroom themes, parental questionnaires, consultation on curricular and other matters to ensure that they are fully informed about learning and other activities.
- 77 The school actively promotes the involvement of pupils, local employers and external agencies in the consultation and decision making processes. Pupil questionnaires and the role of the school and 'eco' councils ensure that learners take the view that they are listened to and that, where possible, appropriate action will be taken.
- 78 There are effective induction and support programmes in place that help pupils settle in quickly when entering nursery. As pupils progress through the year groups transition arrangements are well planned. In addition to regular meetings with teachers, there are data transfer procedures in place enabling staff to know their pupils very well and diagnosing individual needs.
- 79 Registration is undertaken correctly. There are very good procedures for monitoring pupils' punctuality, attendance, behaviour and performance. Since the introduction of the breakfast club, attendance and punctuality has improved. This is an excellent example of how the school has embraced initiatives which have had an overall beneficial effect on pupils' progress and confidence and helped them to thrive in a caring and supportive environment.
- 80 There are well-established procedures in place that ensure pupils' safety and well-being. The headteacher and her deputy are the two designated members of staff with responsibility for child protection. Their roles are clear and understood by all staff. The effective procedures ensure that pupils feel secure

in the school and comment very positively about the way in which teachers, show empathy, listen to and respect their viewpoints.

- 81 The provision for ALN is good with outstanding features. Procedures for identifying individual learning needs are very thorough and effective. There is a comprehensive policy which complies with the requirements of the code of practice. The principle of early identification and intervention is very effective, identification being through a combination of teacher assessment, parental observations and tracking data. The tracking system is an outstanding feature of the provision.
- 82 All pupils with ALN have their own portfolios, with individual education plans (IEPs) containing details of individual targets, achievement criteria, suitable resources, strategies for use in the classroom, ideas for support staff and outcomes achieved. These IEPs are written by class teachers and monitored by the ALN co-ordinator (ALNCo). Each pupil also has a work file which includes a record of work and progress. Annual review procedures meet legal requirements and parents are involved fully in the process.
- 83 The overall provision is very well co-ordinated by the ALNCo who is supported very effectively by the headteacher. All pupils with ALN have access to a broad and balanced curriculum. The practice of using 'learning buddies' to support learning is an outstanding feature and ensures pupils are engaged, make good progress and enjoy their school activities. Pupils are very well supported by class teachers and learning support assistants (LSAs). There are also withdrawal groups by the specialist LSA who maintains a detailed 'observation file' and who provides very effective teaching support. As a result of good progress pupils, come off the ALN list at the appropriate time. There is effective use of external professional support services such as the educational psychologist, school doctor and nurse.
- 84 There is good consultation and dialogue with parents, who are well supported by the Family Literacy and Numeracy programmes. At the pre-inspection meeting with parents, those present expressed satisfaction that those pupils with learning needs are well looked after. The vast majority of parents' questionnaires indicated parents are satisfied with the help and guidance their children receive from school.
- 85 There is very good support for pupils whose behaviour could potentially impede their progress. One pupil has an individual behaviour programme. Clear rules and consequences are understood by all pupils and applied consistently throughout the school by all staff. All pupils have the opportunity to learn effectively without interference or interruption.
- 86 The school has a notable record of participation in the 'Healthy Schools' project and this is an outstanding feature. The modules in the PSE programme, the activities of the 'eco' and school council effectively promote the healthy development, safety and well-being of pupils. Healthy promotional activities are included in the curriculum and include healthy eating approaches and health-related fitness activities.
- 87 The school protects the pupils from harmful situations and regularly reminds them of health and safety through its daily procedures. A clear health and safety policy is in place. The PSE programme is effectively used to promote a

range of personal, health and welfare issues and the school receives good support from the nurse and the community police in delivering various aspects of this programme.

- 88 Clear policies exist on race equality, equal opportunities and diversity. Multi-cultural themes are effectively promoted through RE, dance, music and geography. The awareness of the importance of racial equality is developed through PSE, assemblies and the appropriate range of reading material. In discussions with pupils it was noticeable how aware they are of so many aspects of equality, diversity, race and inclusion matters.
- 89 The school has in place a disability equality scheme and accessibility plan which provides appropriate information for disabled pupils and seeks support when required.

Leadership and management

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

Grade 1: Good with outstanding features

- 90 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 91 The headteacher leads the school very effectively. Her vision is reflected in its mission statement which expresses its commitment to enabling pupils to achieve high standards in a happy and caring environment. At the same time, she demonstrates great care and concern for both staff and pupils. An outstanding feature of the leadership of the school is the very effective way in which the use of ICT has been promoted to engage pupils in learning for themselves. The school has also promoted very effective classroom strategies to ensure all pupils are constantly engaged in learning.
- 92 The school's commitment to each pupil is evident also in the aims of the school and the values it seeks to promote. These focus on the development of good attitudes, learning skills and the social and interpersonal skills which are essential if pupils are to achieve well. Parents indicated their support and appreciation of the values instilled by the school in the pre-inspection questionnaires and at the parents' meeting. An outstanding feature of the school's ethos is the way in which it actively promotes pupils' personal and social development.
- 93 All staff are aware of the school's aims and values and are fully committed to promoting them in their work and through personal example. This commitment is evident in all aspects of the life of the school. The headteacher and staff succeed in creating a caring ethos and stimulating environment which promote effective learning.
- 94 Senior managers and subject leaders provide very effective leadership, monitoring standards in their subjects and clearly identifying areas for improvement. These are discussed with colleagues to ensure that they

- understand what is required of them in the process of raising standards. They also lead training for colleagues in areas that are a priority in the SIP.
- 95 The school takes excellent account of national priorities. Planning for the new curriculum and the promotion of bilingualism are current school targets. It has successfully achieved 'Green Flag' status for sustainability and actively promotes global citizenship through its participation in the Comenius Project, for example. The school has also made good progress in preparing for the Foundation Phase in September 2008.
- 96 The deputy headteacher analyses the school's performance data carefully and staff set targets accordingly. Individual targets are also set and monitored by both staff and pupils. Performance management is conducted very efficiently and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual. This is an outstanding feature. The headteacher also holds appraisal meetings with staff to review their professional development.
- 97 The governing body is very supportive of the headteacher and challenges the professional leadership of the school when necessary to ensure an effective partnership between the governors and the school staff. This is an outstanding feature. Governors monitor the quality of provision by making regular visits to the school and observing lessons. Another outstanding feature of the governing body is the way in which they contribute their professional expertise to support the school. Governors help set the strategic direction of the school by receiving regular reports from the headteacher and they discuss these in governors' meetings. The governing body ensures that the school meets all statutory requirements.

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

Grade 1: Good with outstanding features

- 98 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 99 Staff are very well informed about performance in their areas of responsibility. They gather first-hand evidence from observing lessons, looking at pupils' work and speaking to pupils. The headteacher regularly monitors lessons in order to make judgements about standards throughout the school. The headteacher also monitors and evaluates teachers' planning well and gives effective leadership to the process of school self-review. An outstanding feature of the school's self-evaluation process is the effective analysis of data to identify variations in performance.
- 100 All those who provide education are involved in the self-evaluation process. The headteacher takes very seriously the opinions of parents, staff and governors. All staff and governors are consulted and their views sought and discussed fully. Parents are consulted through questionnaires and the school takes note of their views and responds positively. The views of the pupils on the school council are also sought and pupils contribute significantly to the evaluation process. This is an outstanding feature.

- 101 The school self-evaluation report is a well-researched document which effectively identifies its strengths and areas for development. The judgements of the inspection team matched those of the school in all seven key questions, which shows that the school has a very accurate picture of its performance.
- 102 The governing body works very effectively with the headteacher and staff in the process of self-evaluation. Governors discuss the self-evaluation report prior to approval. The governing body is fully committed to self-evaluation and sees it as an effective instrument in bringing about improvements.
- 103 The information gathered through self-evaluation is directly used to inform strategic planning. Areas identified as being in need of improvement are included as targets in the SIP. For example it has identified the underperformance of more able pupils in some subjects and has set this as a target for improvement for the next academic year. Targets are realistic but challenging. All members of staff monitor progress against targets in the SIP and the headteacher reports to the governors.
- 104 The school supports its priorities well through the allocation of resources. The action taken to raise standards at key stage 1 has been highly effective, for example, as has the substantial investment in ICT, which has led to exceptional standards across the school. The school has made outstanding progress since the last inspection and has dealt with all outstanding issues very well.

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

Grade 1: Good with outstanding features
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- 105 The findings of the inspection team match the judgement made by school in its self-evaluation report. Resources are managed very effectively to promote the very good standards achieved by pupils.
- 106 The provision of suitably trained and qualified teachers to teach every aspect of the curriculum is sufficient, and is managed flexibly to ensure high quality learning experiences for all pupils. In key stage 2, pupils benefit from subject teaching by different teachers for three afternoons a week, and planning, preparation and planning time is well organised to make very effective use of specialist teaching. In key stage 1, teachers have shared use of dedicated mathematics and language-based rooms, and some sessions in nursery and reception use the early years unit as a whole teaching space.
- 107 Support staff work very effectively in classrooms with teachers to plan, teach and record pupils' progress. The quality of the support and guidance they provide for the pupils in their care is outstanding, and has a positive effect on the high standards. Very good use is made of adults to care for pupils in the lunch-hour, and those who provide dinners and supervise pupils have a very good influence on day-to-day school life. The school clerk and caretaker make a very effective contribution to the smooth running of the school.
- 108 The school has sufficient teaching resources for every age and subject, and the purchase of resources is closely linked to priorities in the SIP. The quality of resources is very good, and consistent and very effective use is made of them in all lessons. They are very well organised in a way which makes them

accessible to staff and pupils. Recent investment in the development of IT resources has a direct effect on the high quality of provision in this area and on standards of pupils' skills in ICT across the curriculum.

- 109 The school has sufficient good size classrooms where teaching spaces are very well organised to provide all aspects of the curriculum. The hall is used effectively for assembly and some lessons. The school has a separate dining room, the '*Caffi Goleudy*' which has been refurbished to provide a very attractive area for school lunches, Family Literacy and Numeracy courses and after school clubs.
- 110 The early years classroom is very well developed to provide a stimulating and exciting learning area for the Foundation Phase. The outdoor classroom for the Foundation Phase is very well resourced and used very effectively to develop children's learning. An outstanding feature of the outdoors provision is the school garden which is used for storytelling and to enhance a range of curriculum areas. Pupils can enjoy their lunch there on some days.
- 111 Colourful and stimulating displays of pupils' work in classrooms and in the public areas of the school provide an extra learning resource and an attractive environment. This is an outstanding feature. They celebrate pupils' success and pride in their work and in their school. Standards of cleanliness are very good. The building is safe and provides suitable access for disabled staff, pupils and visitors.
- 112 The headteacher manages finance very effectively with the support of the LEA officer and the school clerk. The governing body takes its responsibility to monitor spending seriously, and takes an active role in ensuring the efficient management of financial resources. The school has been successful in increasing its budget by means of grants and sponsorships, which have enhanced the professional development of staff, and the quality of its curricular provision and learning resources. The SIP is used very effectively as a tool for financial planning for the future, and the school carries forward a reasonable sum as a percentage of its budget allocation into the next financial year.
- 113 The school provides outstanding value for money in managing its resources to produce confident pupils with very good academic and personal skills, who are well prepared for the next stage in their education.

Standards achieved in subjects and areas of learning

English

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

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

Good features

- 114 Overall standards are above expectations at both key stages and pupils are making good progress throughout the school.
- 115 Standards in listening are very good at both key stages. In key stage 1, most pupils are able to take turns and listen carefully to their teachers' instructions and the ideas of others. In key stage 2, pupils listen attentively to their teachers and show an appreciation of the contributions of their peers.
- 116 Standards in speaking are very good in both key stages. Pupils in key stage 1 demonstrate a growing understanding of the importance of expressing their ideas fully by beginning to apply aspects of standard spoken English correctly. They use increasingly complex language to express themselves with growing confidence.
- 117 In key stage 2, pupils discuss their activities well in groups when given the opportunity. When working in groups, as for example when they are filming a scene for their version of *Gulliver's Travels*, the majority of pupils demonstrate that they are able to articulate their ideas with confidence and clarity. Pupils communicate well with peers and adults.
- 118 Standards in reading are good throughout the school. Most pupils in both key stages make good progress with reading in relation to their abilities. More able pupils in key stage 1 recognise the humour in texts and read with expression when using picture books they have chosen themselves. They read instructions carefully to help them make a paper bag frog puppet, for example.
- 119 Pupils in key stage 2 continue to read from a structured reading scheme supplemented by books from the school and local libraries. Older and more able readers read from a broader range of texts with increasing fluency and accuracy. They read for pleasure and information and know where to find reference books in a library. Pupils demonstrate good information retrieval skills and know well how to find specific information in reference books. Pupils are developing a preference for particular genres, naming their favourite books and authors. Some express a liking for poetry, raps and plays and all enjoy humour in texts. They read fluently and expressively, demonstrating interest in the text.
- 120 In key stage 1, pupils' writing is good. Younger pupils move from 'underwriting' (copying words by writing underneath them) to writing sentences independently. The more able older pupils write sentences which are demarcated by spaces, capital letters and full stops demonstrating a basic understanding of grammar. They also use apostrophes and question marks accurately in grammar exercises.

- 121 At key stage 2, writing is good. Pupils write with increasing accuracy according to their abilities. Pupils at the lower end of the key stage complete grammar exercises competently. They write a wider range of different forms including reports and poetry and begin to develop cursive writing.
- 122 Pupils in upper key stage 2 produce a wider range of writing in different forms which are suitable for the task. This includes play scripts, letters and re-writing stories for a different audience. Pupils at the end of the key stage punctuate accurately and use inverted commas correctly. Most write poetry which makes effective use of descriptive vocabulary. Pupils edit and re-draft their work, write reports in an appropriate style, biographies and autobiographies and there are some examples of good creative and extended writing. Many pupils demonstrate an awareness of paragraphs and use them more frequently and effectively. The writing of older pupils is generally accurate and their work is presented neatly.
- 123 Pupils make extensive use of ICT to support their writing and there are many examples of different styles of writing in word-processing documents and presentations. Pupils are well aware of their intended audiences and take care with presentation and style when composing their presentations.

Shortcomings

- 124 More able pupils do not always achieve the higher levels in writing, especially in their vocabulary choices and the complexity of their sentence and paragraph structure.

Information technology

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

- 125 Pupils' basic skills are outstanding throughout the school. They have good keyboard skills and use the mouse with accuracy. Pupils are fully familiar with the computer operating system and use menus, icons and other on-screen navigation aids with ease. Older pupils know how to access the Internet and use search engines.
- 126 In key stage 1, pupils make outstanding progress in their work and standards are well above expectations at the end of year 2, with many pupils achieving level 3 and some level 4. They recognise and name the main parts of the computer system. Pupils enter information into the computer, store it, retrieve it and interpret it simply when needed. They change the size, colour and style of font to create different effects. With the teacher's support, they develop appropriate management skills and have a good knowledge of which programme to use for a particular task. They produce patterns and designs using various art packages. Pupils' work shows that they know how to give instructions to a floor robot.
- 127 In key stage 2, pupils continue to develop their knowledge of software and effectively use a wider range of skills and standards are outstanding at the end

of year 6. A significant number of pupils achieves level 6 and nearly all achieve at least level 5 in their work. Many of the skills that pupils acquire are developed through their effective use across a range of subjects. Pupils use their spreadsheet skills to produce tables in mathematics, for example. They know how to enter a formula in a cell and 'drag and drop' that formula across a range of cells.

- 128 Pupils use appropriate software very effectively to produce and use spreadsheets, databases and tables to record their work in several subjects. Pupils make outstanding use of the Internet as a research tool for class and project work and print relevant information. Pupils in year 6 use presentation programs very effectively to support their work in other subjects, such as geography. Their presentations on European cities are outstanding. They also produce good quality reports of school visits using word-processing and presentation programs.
- 129 Pupils' communications skills are outstanding. They use a dedicated web site to communicate with each other, their teachers and pupils in other schools. They use emailing very effectively and use their own web pages as a 'digital hub' to store their work. An outstanding feature of the system is the way pupils use emailing to send homework to their teachers. The website is also used to email work to pupils who are absent due to accidents or illness.
- 130 Pupils at both key stages make good use of the interactive whiteboard to consolidate their skills and this has generated a great deal of enthusiasm for the subject within the school. Pupils make good use of video cameras to film their version of *Gulliver's Travels* and they use video editing software to produce a film for younger pupils. Pupils make extensive effective use of digital cameras to record their work in many subjects.

Shortcomings

- 131 No important shortcomings.

History

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

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

Good features

- 132 Pupils in both key stages understand the concept of the passage of time and they use a timeline confidently.
- 133 Pupils in key stage 1 have a very clear understanding of how seaside holidays in the past were different from those of today. They use photographic evidence to compare and contrast the clothes, games and entertainment of holiday makers in 1900 and 1950 with that of holiday makers today. Pupils know the main events in the life of Florence Nightingale and understand the significance of her nursing amongst the soldiers of the Crimean war.
- 134 In key stage 2, pupils are aware of the main events in the life of David Davies, Llandinam, and how his industrial enterprise developed the mining industry in Merthyr and the export of coal through Barry Docks in the nineteenth century.

- 135 Pupils in year 3 use good ICT skills to research information on the Tudor dynasty. They have a very good understanding of the varied reasons for the six marriages of Henry VIII and their political, economic and religious significance. They have a good understanding of how a Tudor king would spend his time in affairs of state and in his leisure activities.
- 136 Pupils in years 4 and 5 demonstrate a good knowledge of many of the significant events of the second World War. They understand clearly how people used clothing coupons and ration books, and they are aware of the devastating effects of the Blitz. They know that many children were evacuated from the most vulnerable areas of Britain and lived away from their own homes. They learn from elderly local residents about their war-time experiences and how they link with important events. Pupils have a good understanding of how holidays, fashion and clothes of the 1960s and 1970s differ from those of the present day. They are aware of the differences in transport and in children's experience of school.
- 137 Pupils in year 6 have a good understanding of how Howard Carter's discoveries have enriched our understanding of the history and civilization of ancient Egypt. They look at pictures of the treasure that were discovered and understand their significance in Egyptian death rites. They use their ICT skills to research information on marriage customs, family life, food and clothes and fashions. They understand the economic significance of the Nile and that ancient Egyptians wrote in hieroglyphics on papyrus.

Shortcomings

- 138 There are no important shortcomings.

Geography

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

- 139 In key stage, 1 younger pupils build very well on their awareness and understanding of places and human geography. They describe their journey to school. The vast majority of pupils has a secure knowledge and understanding of the features of Barry Island and Barry Town. Older pupils plan a journey to the local beach as part of a seaside study, drawing simple maps.
- 140 Older pupils in key stage 1 compare and contrast their local area with Tocuaro, a village in Mexico. Pupils pretend to be members of the Horta family and answer questions put to them by the class. The observational and enquiry skills shown by pupils in the Mexican study are outstanding.
- 141 Most pupils thoroughly understand simple physical and human geographical features. Older pupils use the interactive whiteboard and aerial photographs of Barry and the island as secondary sources to distinguish differences. Pupils have an outstanding ability to use these sources to describe a bird' eye view, comparing and contrasting, communicating ideas and differences very clearly.
- 142 In key stage 1, pupils are developing a very good awareness and understanding of the relationship between people and the environment,

including the relevance of geography to environmental and social issues. Younger pupils make very sensible observations and judgements in conducting surveys of parked cars as part of their project 'How can we make our local area safer?'. They write reports on how to control parking and make their roads safer.

- 143 An outstanding feature is that all pupils in key stage 1 evaluate their own learning very accurately and can tell what and how they have learned.
- 144 In key stage 2, pupils consolidate their mapping skills, investigating, comparing and interpreting different types of maps. Younger pupils make good observations and ask relevant questions using maps. Pupils show good map-reading skills in reading Ordnance Survey maps to study a coastline and use four-figure grid references. The pupils make their own maps using symbols to show different physical and human features.
- 145 Pupils in key stage 2 build on their knowledge, understanding and skills of places, both locally and further afield in Europe and the world. They use maps, atlases, globes and other secondary sources to locate places and countries. An outstanding feature is the independent studies pupils have made in contrasting locations in Europe with Chembakolli, showing very good skills in collating and presenting information in informative formats. Pupils readily share opinions about life in a less economically developed country, identifying and describing details from photographs, recording their findings accurately. This is an outstanding feature.
- 146 Older pupils design and use questionnaires about the proposed 'Connect 2 Bridge' when surveying peoples' reactions in Cardiff Bay. This is an outstanding feature. Pupils offer explanations and very reasoned arguments for ways in which human activities affect the environment, recognising that people attempt to manage and improve their environment.
- 147 All pupils demonstrate a wide range of geographical enquiry skills through practical work, visits and appropriate fieldwork. An outstanding feature is that many pupils show their knowledge and understanding of contrasting localities, communicating their findings very clearly in an interesting format through presentations. The correct use of geographical terminology and the standards of written work are other outstanding features of pupils' work.
- 148 By the end of key stage 2, pupils have an outstanding understanding of sustainability. Pupils are very clear about their opinions in relation to their own lives and the increased role of geography in promoting understanding of global citizenship, as evident through very good organizational and study skills by pupils in the 'Community School Garden' project and the pupils' outstanding personal and social skills resulting from the Comenius project.

Shortcomings

- 149 No important shortcomings.

Art

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Good and outstanding features

- 150 Pupils in both key stages demonstrate outstanding skills in a wide range of media and techniques. In both key stages, pupils make very effective use of a range of ICT skills to enrich their art work. In both key stages pupils have an outstanding understanding of the work of past and present Welsh artists, such as Kyffin Williams, Peter Prendergast, Martyn Evans, William Brown and Chris Griffin.
- 151 Pupils in both key stages make very purposeful use of sketch books. They create detailed observational drawings, which are a springboard for developing a range of pictures in different media. Pupils in both key stages develop good planning and making skills in completing whole-school projects with an artist in residence. Their mosaic murals, batik pictures and three-dimensional murals show an awareness of shape and colour, line and pattern, and provide a stimulating and exciting environment to many areas of the school.
- 152 In key stage 1, pupils are aware that colours can be made from mixing primary colours. They understand that colours can be divided into cold and hot. They experiment with wax crayons and watercolours to create rain pictures, and use a wide range of tools and paints to create a rain picture in the style of David Hockney. They show a good awareness of texture and tone.
- 153 Older pupils in key stage 1 use a variety of media including pastels and thick paint to make sea pictures in the style of Hokusai and Van Gogh. They experiment confidently with line, colour and texture, and can compare the styles of the two artists. They make sand and pebble sculptures of sea creatures. Their weaving with paper, material, ribbon and natural seashore objects like shells shows a clear awareness of colour, tone and texture.
- 154 In key stage 2, pupils in year 3 develop an outstanding appreciation of tones of grey and green in their paintings of pebbles and of a cabbage leaf. They understand the effect of light on inanimate objects, and can use charcoal and different pencils to express their understanding of colour and tone. Their visit to the national museum to see Tudor and Stuart portraits provides a stimulus to their careful line drawings of their friends.
- 155 Pupils in years 4 and 5 are aware that animal skins have very varied patterns. They observe the patterns to paint their own patterns, and use the computer to copy and paste, rotate and repeat patterns to create wrapping paper. They print their patterns from polystyrene and clay tiles, using a variety of papers and materials. Their awareness of line and pattern is outstanding.
- 156 In year 6, pupils show outstanding skills in making Egyptian death masks from wire and plaster of Paris modelling medium. Their awareness of shape, line and colour is good. They use ICT very effectively to create pictures from dots of colour in the style of George Seurat.

Shortcomings

157 No important shortcomings.

Physical education

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

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

Good features

- 158 In key stage 1, pupils explore different activities with varying degrees of confidence, most pupils demonstrating a good range of techniques and skills in gymnastics, games, dance and athletics.
- 159 Pupils talk clearly about what they have to do and how well they are achieving tasks. Pupils evaluate their own and others' performances to a very good level and use this information to improve further the quality of their work.
- 160 All pupils questioned showed good understanding of the benefits of regular exercise to a healthy lifestyle and personal well-being. Pupils describe in simple terms what happens to their bodies during exercise, including the importance of taking part in warm-up and stretching activities to prepare for taking part in physical activity. Some pupils confidently use technical vocabulary such as 'posture', 'skills' and 'extension'.
- 161 In key stage 2, pupils consolidate their increasing range of techniques and skills in the full range of PE activities, including swimming and outdoor and adventurous activities. Pupils demonstrate increasing control, fluency and accuracy in applying skills to games and other competitive situations. Pupils respond very well to the challenge of working with others, demonstrating increasingly good standards of evaluating their own and others' performances.
- 162 Across both key stages pupils are aware of health and safety measures, including the safe handling of equipment and the importance of working safely with others. By the end of the key stage, pupils have a very good understanding of the value of exercise to social and psychological well-being.

Shortcomings

163 There are no important shortcomings.

School's response to the inspection

The headteacher, staff and governors of Barry Island Primary School welcome the Estyn report following the inspection undertaken in June 2008.

The inspection report recognises the many strengths and outstanding features of our school. We are pleased that it acknowledges the excellent progress made since the last inspection in 2002.

The award of the grade 1 in all seven key questions confirms the judgements made in our own self-evaluation report and the dedication shown by each member of staff and the governing body to achieve the very best for our children. We are delighted with the outcomes of the inspection and feel that the report truly reflects the commitment and achievements of the school community.

We are pleased that the school's ethos and teaching were judged to be excellent, resulting in the outstanding progress children make in their learning throughout the school.

We are very proud of our children and are pleased that the inspection team found their behaviour, respect and support for each other and attitude to work to be major strengths of the school. The report also highlights that the school makes an outstanding contribution to the care of its children and to their personal and social development.

The headteacher, staff and governors appreciate the professional, supportive and courteous way in which the inspection team carried out a thorough and detailed evaluation of our school.

The school will continue to work on the recommendation of the inspection as already identified in the SDP.

Finally, it is particularly pleasing that the report confirms that the school's vision and aims are realised in its daily life and work: 'Together: learning and being our best'. We will ensure that this is maintained.

Appendix 1

Basic information about the school

Name of school	Barry Island Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Clive Road Barry Island Vale of Glamorgan
Postcode	CF62 5UZ
Telephone number	01446 733807

Headteacher	Mrs Janet Hayward
Date of appointment	17/09/02
Chair of governors	Mr Lee Waters
Registered inspector	Mr Stephen Dennett
Dates of inspection	17/06/08 – 19/06/08

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	20.5	21	19	19	22	24	18	25	168.5

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	7	3	8.2

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

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	90.0	94.0	94.0
Autumn 2007	93.0	94.0	94.0
Spring 2008	94.0	94.0	95.5

Percentage of pupils entitled to free school meals	22
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					19
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	16	63	21	
		National	0	3	14	63	20	
En: reading	Teacher assessment	School	0	0	21	58	21	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	0	16	68	16	
		National	0	5	16	66	11	
En: speaking and listening	Teacher assessment	School	0	0	5	74	21	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	0	5	74	21	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	0	74	26	
		National	0	1	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	84.2	In Wales	80.1

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6							25	
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	16	48	36
		National	0	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	0	12	56	32
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	4	52	44
		National	0	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	80.0	In Wales	74.1

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

Appendix 4

Evidence base of the inspection

- A team of four inspectors spent a total of eight inspector days at the school.
- Pre-inspection meetings were held with staff, parents and governors.
- Eighty-nine questionnaires were returned by parents and analysed.
- The school's self-evaluation report and a comprehensive range of other documents were examined.
- Twenty-seven lesson observations were undertaken.
- Samples of pupils' work from across the age and ability ranges were examined.
- Inspectors talked to pupils and listened to them read.
- Inspectors talked to the school council and observed lunch times and break times.
- Inspectors attended daily acts of collective worship.
- Post-inspection meetings were held with the staff and the governing body.
- The headteacher acted as nominee and assisted the team with gathering evidence and answering questions about the school.
- A peer assessor assisted the inspection team by gathering evidence, observing lessons, sampling pupils' work, hearing reading and talking to pupils.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stephen Dennett Registered Inspector	Led on : Context, Summary, Recommendations and Appendices Key Questions 1, 5 and 6 English Information Technology
Miss Helen Adams Lay Inspector	Led on: Key Question 4 Contributed to: Key Questions 1 and 3
Mrs Rhiannon Harris Team Inspector	Led on: Key Questions 2, 3 and 7 History Art Contributed to: Recommendations
Mr Michael Thomas Team Inspector	Led on: Geography Physical Education Contributed to: Recommendations Key Questions 1 and 4
Mr Robert Purchase Peer Assessor	Contributed to all key questions
Mrs Janet Hayward Nominee	Contributed to all key questions

Acknowledgement

The inspection team wish to express their thanks to the governing body, headteacher, staff, parents and pupils of Barry Island Primary School for the co-operation and assistance both before and during the inspection.

Contractors

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