

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

A Report on the Quality of Education in

**Briery Hill Primary School
Woodside Crescent
Ebbw Vale
Blaenau Gwent
NP23 6BY**

School Number: 6772186

Date of Inspection: 22/09/08

by

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Briery Hill 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 Briery Hill Primary School took place between 22/09/08 and 24/09/08. An independent team of inspectors, led by Michael T. Ridout 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 **full** 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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key Question 4: How well are learners cared for, guided and supported?	16
Leadership and management	19
Key Question 5: How effective are leadership and strategic management?	19
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	20
Key Question 7: How efficient are leaders and managers in using resources?	21
	23
Standards achieved in subjects and areas of learning	
Under fives	23
English	27
Welsh second language	28
Mathematics	28
Science	30
Information and communications technology	31
Design and technology	32
Geography	33
History	33
Art and design	34
Music	35
Physical education	36
Religious education	37
School's response to the inspection	38
Appendices	39
1 Basic information about the school	39
2 School data and indicators	39
3 National Curriculum assessments results	40
4 Evidence base of the inspection	41
5 Composition and responsibilities of the inspection team	42

Context

The nature of the provider

1. Briery Hill Primary is a community school for boys and girls aged three to eleven years. In total there are 108.5 full-time equivalent (fte) pupils on roll organised in five mixed age classes. There are 11 children under five in reception and 13 of nursery age attend part-time. The average class size is 20. There are 6.6 fte teachers, including the head teacher and one part-time teacher. There are six learning support assistants (LSA), five of whom are full-time.
2. The school is situated in Briery Hill, about a mile from the town centre of Ebbw Vale, in Blaenau Gwent. The locality is designated a Communities First area and significant regeneration initiatives are underway or being developed. There is some owner occupied housing but the majority is social housing. The school describes the area it serves as economically disadvantaged with high levels of unemployment. More than 38 per cent of pupils are entitled to free school meals; this is well above national and local averages. A small number of pupils is 'looked after' by the local authority. There are a few pupils from ethnic minorities, but none for whom English is an additional language. None comes from homes where Welsh is the first language. English is the predominant language spoken and the school teaches Welsh as a second language.
3. Baseline assessments indicate that children's attainment on entry to reception covers the full range and is broadly in line with local averages. Subsequent assessments indicate a significant number have additional needs. Around 34 per cent of pupils have special educational needs (SEN). This is a higher proportion to that found in most primary schools. Three pupils have a statement of SEN.
4. The school was previously inspected in October 2002. Since that time, the number on roll has decreased with the result that the number of staff and classes has reduced. Improvements have been made to the outdoor environment and provision in information and communications technology (ICT) has been enhanced. The current head teacher took up his post in January 2007. The school holds the Basic Skills Quality Mark and the Eco Schools Bronze award.

School's priorities and targets

5. A mission statement: 'Growing and Learning Together' guides the school's work. This promotes positive values and a clear statement of aims published in the prospectus sets out the school's vision as a community school. These set clear aspirations in raising expectations within the community and enabling pupils to achieve good standards.
6. The key issues in the school improvement plan (SIP) for 2008 – 2009 are to:
 - develop strategies for self evaluation, including the role of subject leaders;
 - revise and update curricular policies and schemes of work;
 - revise assessment procedures and develop assessment for learning strategies;
 - develop education for sustainable development and global citizenship, and
 - implement the Foundation Phase.

Summary

7. Briery Hill School provides a welcoming and supportive ethos so that pupils feel valued. The head teacher successfully promotes a community focus in the school and is raising aspirations. Some good efforts are being made to raise standards but these are not fully developed. Important shortcomings are evident in the standards achieved across the school.

Table of grades awarded

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

8. The inspection team awards a lower grade than the school in its self-evaluation report in all of the key questions. The evidence gathered in the inspection did not match the grades awarded by the school.
9. In accordance with the Education Act 2005, I am of the opinion, and Her Majesty's Chief Inspector (HMCI) agrees that special measures are required in relation to this school.

Standards

10. In 2008 the results of the Key stage 1 (KS1) National Curriculum (NC) teacher assessments were below national figures in English, mathematics and science. In comparison with similar schools having more than 32 per cent free school meals standards were about average.
11. In Key stage 2 (KS2) the 2008 results were above national figures in English, mathematics and science and in comparison with similar schools they were well above average.
12. In both key stages the 2008 results represent a marked improvement in performance compared with previous years. Following the last inspection in 2002 the results in both key stages show a declining trend followed by gradual improvement. The

figures for 2008 represent a good measure of added value in relation to predicted levels of attainment.

13. In thirty-three lessons or parts of lessons, areas of learning and subjects were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	46%	33%	21%	-

14. These figures are comparable with the last inspection in 2002. They are well below the figures published in HMCI's Annual Report for 2006-2007 where standards in primary schools in Wales were reported to be Grade 2 in 70 per cent of lessons and Grade 1 in 10 per cent.
15. Standards in the seven areas of learning for the under-fives were judged as follows:

Overall grade for under fives	Grade 3	
Area of learning:	Nursery	Reception
Personal and social development, well-being and cultural diversity	Grade 2	Grade 2
Language, literacy and communication	Grade 2	Grade 3
Mathematical development	Grade 2	Grade 3
Welsh language development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 3
Physical development	Grade 2	Grade 3
Creative development	Grade 2	Grade 3

16. The educational provision for the under-fives has some weaknesses, but there is evidence that these can soon be put right.
17. Standards in the subjects of the NC and religious education were judged in both key stages as follows:

Subjects	Key stage 1	Key stage 2
English	Grade 4	Grade 4
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 4	Grade 4
Science	Grade 3	Grade 3
Information and communications technology	Grade 4	Grade 4
Design and technology	Grade 4	Grade 3
Geography	Grade 4	Grade 4
History	Grade 4	Grade 4
Art and design	Grade 3	Grade 3
Music	Grade 4	Grade 3
Physical education	Grade 2	Grade 2
Religious education	Grade 4	Grade 4

18. In contrast to the school's NC results, the inspection reveals important shortcomings in pupils' achievements in the basic skills of literacy and numeracy and important gaps in their knowledge and skills in most subjects. There are important shortcomings in standards in the key skills of literacy, numeracy and ICT.

19. Pupils are developing appropriate competence in bilingual skills.
20. Progress is widely variable. In general the under-fives make good progress. The picture is mixed in KS1 with improvement in KS2, often from a low starting point.
21. The significant proportion of pupils with SEN generally makes appropriate progress towards the targets set for them in individual education plans (IEPs). However, the progress more able pupils make is not always in line with their capabilities.
22. Pupils' behaviour and attitudes to learning are good but they have few opportunities to work with appropriate independence.
23. Attendance rates for the past three terms average 92.7 per cent, which is in line with national rates and compares favourably with similar schools. A few pupils cause much of the absence recorded.
24. Pupils' personal, social, moral and wider development is good. They have a growing understanding of equal opportunities and a sound understanding of diversity.
25. The school is successful in preparing pupils to take an active role in the local community but their awareness of the workplace is less well developed.

The quality of education and training

26. In thirty-five lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	46%	37%	17%	-

27. These figures represent a decline compared with the last inspection in 2002. They are well below the national picture as reported in HMCI's Annual Report 2006 – 2007 where the quality of teaching is reported to be Grade 2 or better in 80 per cent of lessons with 14 per cent having outstanding features.
28. There is wide variation in the quality of education with some important shortcomings in both teaching and assessment. There is greater consistency in upper KS2. In effective lessons learning is well managed, but overall shortcomings in planning, managing learning and matching tasks to pupils' needs reduce the impact of teaching.
29. The contribution of support staff to learning for the under-fives is very good.
30. There are important shortcomings in the rigour of assessment and its use in improving learning and achievement. The content of written reports to parents is not always in line with statutory requirements.
31. Although the planned curriculum is broad, the school has yet to ensure that its curricular provision is fully in line with the range of pupils' needs. It is developing its provision for the under-fives well, but planning in preparation for national changes in both key stages is at a very early stage of development.
32. The provision to enrich pupils' learning experiences is good.

33. Provision to promote pupils' personal development, including their spiritual, moral, social and cultural development is good.
34. The provision to promote bilingual skills and reflect the languages and culture of Wales is developing well.
35. The school's partnerships with parents, other schools and initial teacher training institutions are good. The partnership with the local secondary school is particularly well developed.
36. The school's partnership with the local community is excellent. The school is at the heart of local regeneration initiatives.
37. The school's provision for education for sustainable development and global citizenship is good.
38. The inspection endorses good features in care arrangements, the promotion of pupils' well-being and the school's success in managing behaviour, but there are shortcomings in the effectiveness of educational guidance.
39. The overall quality of provision for equal opportunities is good, but, despite the positive impact of particular initiatives on some pupils' progress, important shortcomings in the provision for additional learning needs, including SEN, remain.

Leadership and management

40. Although the school has achieved significant improvements in some aspects of its work since the appointment of the present head teacher, the educational initiatives being developed have not yet had sufficient time to impact on standards. Important shortcomings remain in some key aspects of leadership and strategic management.
41. The governing body (GB) is strongly supportive of the school. Governors are developing their role and for the most part the GB fulfils its statutory obligations. There are some shortcomings in the information provided for parents.
42. The school has yet to establish an effective culture of self-evaluation and there are important shortcomings in the impact of planning on standards since the last inspection. The contribution of teachers' leadership roles is underdeveloped.
43. The current SIP provides a good basis to bring about improvements in the school, but plans of action and both monitoring and evaluation arrangements lack clarity and rigour.
44. The school is particularly well staffed in relation to the number of pupils. The quality of accommodation is good and taken overall the provision of learning resources is adequate, although there are some shortcomings.
45. The basic deployment of staff and resources is appropriate, but on occasions some valuable resources are not utilised to the best effect.
46. Although the school has made some recent improvements in provision, the extent of improvement since the last inspection is limited. Furthermore, the important

shortcomings in quality and standards identified in this inspection mean that currently the school does not provide adequate value for money.

Recommendations

47. The school and GB, with the support of appropriate agencies, should continue to implement the SIP and work to:
- R1 improve progress and raise standards in subjects and areas of learning where shortcomings are identified;
 - R2 improve the consistency of teaching, focus lesson planning on skills development and use assessments effectively to adapt learning to individual pupil needs;
 - R3 ensure progression in learning through updating curricular planning*;
 - R4 develop manageable and effective systems of assessment*;
 - R5 develop leadership roles across the school and establish precise action plans in relation to key priorities in the SIP*;
 - R6 strengthen strategic management, promote a culture of self-evaluation and implement effective monitoring strategies to assure progress towards agreed targets*;
 - R7 ensure statutory requirements are met in full.

*elements of this recommendation are identified in the SIP.

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 4: Some good features, but shortcomings in important areas

48. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. The inspection team did not find sufficient evidence of good standards to support the grade awarded by the school. In contrast some important shortcomings are identified. The standards evident in pupils' work do not consistently reflect the recent improvement in standards shown in NC performance indicators.
49. In 2008 the results of the KS1 NC teacher assessments were below national figures in English, mathematics and science. In comparison with similar schools having more than 32 per cent free school meals standards were about average. The proportion of pupils attaining at least the nationally expected level in all three subjects was well below national figures and below those for similar schools.
50. In KS2 the 2008 results of NC teacher assessments were above national figures in English, mathematics and science and in comparison with similar schools they were well above average. The proportion of pupils attaining the nationally expected level in all three subjects was above national figures and well above those for similar schools.
51. In both key stages these results represent a marked improvement in performance indicators compared with previous years. The improvement in the KS2 figures is significant.
52. Following the last inspection in 2002 NC results in KS1 show a declining trend followed by gradual improvement. The improvement in 2008 is notable, although overall results remain below the standards expected for around one third of pupils.
53. In KS2 NC results have remained below national figures between 2001 and 2007. The figures decline to a low point in 2004 and show a gradual trend of improvement in subsequent years. The figures for 2008 represent a good measure of added value in relation to predicted levels of attainment.
54. Over time the school's success in meeting its end of key stage targets is variable. In 2006 the targets in English and mathematics were achieved, in 2007 they were missed and in 2008 they were exceeded by a good margin. The figures for science also fluctuate.
55. Analysis of the school's NC results over time indicates an established trend of difference in attainment on the basis of gender in both key stages. Boys generally underachieve compared with girls by a significant margin. The most recent results reflect the positive impact of intervention programmes implemented by the school to improve boys' performance.
56. In thirty-three lessons or parts of lessons, areas of learning and subjects were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	46%	33%	21%	-

57. These figures are comparable with the last inspection in 2002. They are well below those published in HMCI's Annual Report for 2006-2007 where standards in primary schools in Wales were reported to be Grade 2 in 70 per cent of lessons and Grade 1 in 10 per cent.
58. Standards in the seven areas of learning for the under-fives were judged as follows:

Overall grade for under fives	Grade 3	
Area of learning:	Nursery	Reception
Personal and social development, well-being and cultural diversity	Grade 2	Grade 2
Language, literacy and communication	Grade 2	Grade 3
Mathematical development	Grade 2	Grade 3
Welsh language development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 3
Physical development	Grade 2	Grade 3
Creative development	Grade 2	Grade 3

59. The educational provision for the under-fives has some weaknesses, but there is evidence that these can soon be put right.
60. The under-fives make a sound start in acquiring basic and key skills in communication, numeracy and ICT. Children of nursery age make good overall progress and achieve well. The children under five develop initial bilingual skills well.
61. Standards in the subjects of the NC and religious education were judged in both key stages as follows:

Subjects	Key stage 1	Key stage 2
English	Grade 4	Grade 4
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 4	Grade 4
Science	Grade 3	Grade 3
Information and communications technology	Grade 4	Grade 4
Design and technology	Grade 4	Grade 3
Geography	Grade 4	Grade 4
History	Grade 4	Grade 4
Art and design	Grade 3	Grade 3
Music	Grade 4	Grade 3
Physical education	Grade 2	Grade 2
Religious education	Grade 4	Grade 4

62. First hand inspection evidence reveals important shortcomings in pupils' achievements in the basic skills of literacy and numeracy and important gaps in their knowledge and skills in most subjects. Compared with the last inspection standards are generally below those reported in 2002. However, they remain good in physical education, they are comparable in Welsh as a second language and science and there is improvement in some aspects of design and technology.

63. Achievement is often hampered by limited skills in reading, writing and numeracy. There are important shortcomings in standards in the key skills of literacy, numeracy and ICT. In general, speaking and listening skills develop well from a low base, but levels of competence in reading, writing, numeracy and ICT are underdeveloped.
64. Pupils develop appropriate competence in bilingual skills. They respond positively to the provision and show increasing understanding of both English and Welsh.
65. Pupils achieve similar standards irrespective of their social, ethnic or linguistic background.
66. Progress is widely variable as pupils move through the school. There is good evidence of the positive impact of intervention strategies in literacy and numeracy, particularly in middle and upper KS2. Currently the under-fives make generally good progress. The picture is mixed in KS1 and, although there are some good improvements in KS2, the progress made is often in relation to a low starting point.
67. In general, the significant proportion of pupils with SEN makes appropriate progress towards the targets set for them in IEPs. However, the picture lacks consistency across the school.
68. Assessments indicate the attainments of a minority of pupils are above average but the progress these pupils make is not always in line with their capabilities.
69. There is wide variation in pupils' understanding of their learning tasks with the best examples being in upper KS2. Their awareness of learning targets and assessment strategies as a means of helping them to understand how they are progressing and what they need to do to improve is at a very early stage of development.
70. The samples of work examined during the inspection that were produced by pupils in Y6 who left the school last July show that in general these pupils were appropriately prepared for the next stage of their education. The school intends to continue with intervention programmes to raise standards and enable those pupils currently in KS2 to achieve their potential.
71. Pupils' behaviour and their attitudes to learning are good. The school is a warm, friendly and welcoming community where pupils feel safe and secure.
72. Pupils are polite, courteous and relate well to adults and to each other. They show respect for others and help and support each other in their work and play. School rules are simple, relevant and clearly understood by pupils.
73. Most pupils listen carefully to their teachers, settle quickly to their tasks and persevere with their work even on those occasions when tasks lack challenge or are not well suited to their specific needs and abilities.
74. Attendance rates for the past three terms average 92.7 per cent. This is close to the national target of 93 per cent attendance and is in line with national rates of attendance for pupils of primary school age and compares favourably with schools that have a similar free school meal entitlement.

75. A few pupils cause much of the absence recorded. Their high levels of persistent absence have an adverse impact on the continuity of their education and the standards they achieve. The school is working closely with the education welfare service and other external welfare agencies to support the families concerned.
76. Pupils are punctual and keen to attend school. Registration is conducted efficiently and pupils settle quickly. The school complies with all attendance requirements set out in the National Assembly for Wales (NAW) circular 47/06.
77. In both key stages pupils do not sufficiently develop the capacity to work independently, use their initiative and make decisions to improve their own learning. Pupils seldom plan and organise their own work and many are over dependent on teachers to direct them.
78. When given the opportunity to work together in pairs and small groups, pupils approach their tasks with confidence, organise activities fairly, support each other well and ensure that everyone contributes.
79. Pupils' personal, social, moral and wider development is good. The contribution of collective worship, the good relationships between staff and pupils and the supportive ethos of the school help pupils to develop a sound set of values to guide them.
80. Pupils demonstrate a growing understanding of equal opportunities issues. In discussion they feel strongly that everyone should be treated equally and without discrimination. They develop a sound understanding of diversity within society and show respect for faiths and cultures that are different from their own.
81. The school is successful in preparing pupils to take an active role in the life and work of the local community. Staff, governors and pupils are highly committed in this regard. The school supports many initiatives in the locality and readily makes its facilities available to community organisations. Pupils' awareness of the workplace is less well developed.

The quality of education and training

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

Grade 4: Some good features, but shortcomings in important areas

82. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. The inspection finds wide variation in the quality of learning and teaching with some important shortcomings in both teaching and assessment.
83. At the time of the inspection two experienced teachers were absent; qualified teachers replaced them on a temporary basis.
84. In thirty-five lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	46%	37%	17%	-

85. These figures represent a decline compared with the last inspection in 2002. They are well below the national picture as reported in HMCI's Annual Report 2006 – 2007 where the quality of teaching is reported to be Grade 2 or better in 80 per cent of lessons with 14 per cent having outstanding features.
86. The extent to which teaching stimulates and challenges pupils to achieve their potential is variable. There is greater consistency in upper KS2. Members of staff work hard to implement strategies to promote 'thinking skills,' for example, but such initiatives based on recent training are at an early stage of development.
87. Strengths outweigh shortcomings in the teaching of the under-fives. The teacher moved to the under-fives this term. Following professional training, provision has been reorganised in line with the Foundation Phase Outcomes and is developing very well. Three experienced practitioners enhance learning and teaching particularly well. The quality of working relationships with children is good, but some of the teaching observed was over directed thus limiting children's curiosity and independence.
88. There are important shortcomings in teaching in KS1. The provision does not adequately provide for the full range of learning experiences pupils require. Exposition is often good, but the management of learning to achieve the planned objectives is not always successful.
89. In KS2 the quality of teaching is variable. Good efforts are being made to counter previous underachievement, but as yet the provision is not always fully effective in doing so. During the inspection teachers responded positively to inspectors' feedback and in some cases much improved the quality of lessons.
90. All members of staff establish good working relationships with pupils and the current consistency of their attention to promoting bilingual skills is to be commended.

91. Teachers have appropriate subject knowledge and are increasing their familiarity with recent developments in primary education, such as the use of assessment for learning strategies, but these initiatives are not yet well established.
92. There are important shortcomings in the quality of teachers' planning and in the management of learning, including on occasions the use of support staff. The practice of explaining the learning intentions and key skills that pupils will develop is not yet fully established. In the most effective lessons a variety of teaching and organisational strategies are used well to engage pupils. This was evident for example in some KS2 lessons in physical education, mathematics and ICT.
93. Teaching promotes equal opportunities appropriately. The recent focus on gender related achievement has resulted in improvements. However, important shortcomings remain in the effectiveness of planning to meet pupils' individual needs. The match of tasks to their prior achievements is hampered by the absence of clear progression in skills in planning and the effective use of assessments to adapt tasks.
94. There are important shortcomings in the rigour of assessment and its use in improving learning and achievement. The arrangements for baseline and the end of key stage teacher assessments are in line with statutory requirements. Suitable arrangements are in place for the use of standardised tests in English, mathematics and science. The data is collated and the analysis is used to inform the whole school of individual pupil standards. The system of recording assessment information is not easily manageable and is not consistently used. The procedures for the moderation of end of key stage teacher assessments are based primarily on teachers' collective experience and work within the local cluster of schools. There is a lack of rigour in these arrangements, particularly at KS1.
95. The arrangements to assess pupils' achievements in all subjects and areas of learning are underdeveloped. There is very little evidence of recording day-to-day assessments of pupils' work using agreed criteria. As a consequence learning is not always moved forward with sufficient flexibility. Furthermore, the use of assessment portfolios to aid the accurate assessment of pupils' work is underdeveloped. The school is aware of these shortcomings and plans to develop assessment for learning strategies in the current SIP.
96. The school has a marking policy but its implementation lacks consistency. A few teachers provide constructive oral feedback to pupils to help them improve their learning, but initiatives such as setting learning targets through constructive comments to show the way forward in English and mathematics are at an early stage of development and lack consistency. Most written comments given are descriptive rather than evaluative. In particular, the marking of poor quality work often lacks rigour.
97. Reporting arrangements are appropriate, although written reports do not comply fully with statutory requirements. There is a lack of consistency in reporting information about pupils' individual achievements in areas of learning for the under-fives and in the subjects of the NC and religious education. Furthermore, there is a lack of clarity where targets or ways forward are indicated. In some cases the use of report writing software hampers parents' understanding of their child's progress due to the over use of educational terms that result in an impersonal report. In contrast the quality of comments relating to the personal development of pupils is good.

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

Grade 4: Some good features, but shortcomings in important areas

98. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. This is because the inspection finds important shortcomings in curricular planning to meet the range of pupils' needs. In particular, current planning does not provide adequate progression in skills development.
99. The school has yet to ensure consistently that its curricular provision is in line with pupils' needs and capabilities. Some positive steps have been taken recently. For example, across both key stages activities directed at improving boys' attainment and focused programmes to improve skills in literacy have been implemented.
100. Curricular planning for the under-fives is being developed well to include a suitable range of activities and experiences that promote the Foundation Phase Outcomes. The basic framework of schemes of work across subjects in both key stages is broadly in line with statutory requirements, although planning to incorporate the requirements of the latest statutory orders is at a very early stage. Subject planning draws on generic schemes of work from a variety of established sources. Planning for religious education is based appropriately on the locally agreed syllabus. However, the implementation of these schemes is not always tailored sufficiently to the local context and does not ensure adequate progression and continuity in both knowledge and skills, particularly in relation to mixed age classes. Furthermore, the adequate allocation of time across the required areas of study is not assured and the provision of homework lacks consistency. These are important shortcomings.
101. Although some opportunities to develop learners' basic and key skills are indicated in day-to-day planning the school has not developed a framework of planning to promote these aspects that is integral to its schemes of work and termly curricular plans. This is an important shortcoming.
102. The provision to enrich learners' experiences is good. A wide range of extra-curricular activities, including Welsh dancing, ICT, rugby, football, netball and hockey clubs is provided. Regular educational visits are planned to places of interest, including a residential opportunity for older pupils. Visitors from a range of backgrounds, such as ministers of religion, members of the emergency services and the library service enhance provision well.
103. The school has recently established an allotment project. This provides very good opportunities for pupils of all ages to develop organisational, problem solving and decision making skills in a practical and relevant context. The curriculum for pupils in Y6 is enriched by regular lessons in mathematics and French provided by Ebbw Vale Comprehensive School and all pupils in KS2 benefit from specialist tuition in singing and music making. These are all strong features that impact well on learning opportunities.
104. Provision to promote pupils' personal development, including their spiritual, moral, social and cultural development, is good. 'Circle time' is incorporated into Personal and Social Education (PSE) and sex education is provided in accordance with the

school's policy. The school positively promotes pupils' spiritual and moral development. Teachers provide good role models and the consistent application of school rules by the head teacher in particular ensures that pupils acquire a good set of values and a strong sense of right and wrong.

105. Daily assemblies incorporate an appropriate act of collective worship and meet statutory requirements. These occasions have a strong Christian character. The lighting of a candle signifies the spiritual dimension and pupils are encouraged appropriately to reflect on their place in the school and the wider world.
106. Provision for pupil's social development is a strong feature, for example through a 'buddy system' and friendship bench. The pupils' friendly and caring attitudes are clearly evident within the school and they readily participate in fund raising events to benefit local and national charities.
107. Pupils' cultural development is well promoted through class topics. For example, dancers and musicians from other cultures, including African drummers, have made a significant contribution.
108. The school's partnerships with parents, other schools and initial teacher training institutions are good and continue to develop well. Parents are supportive of the school and value the ready access they have to the head teacher and staff. In the pre-inspection meeting and during the inspection, parents praised new initiatives introduced by the head teacher and expressed great appreciation for the 'wrap around' care the school provides with its successful breakfast club, registered playgroup, after school club, youth club and holiday play scheme.
109. Parents and friends help out in the classroom, accompany children on educational visits and support the active Friends, Parents and Teachers Association (PTFA) in raising funds for the school. Parental involvement in family learning projects has been very successful and benefited both pupils and parents. A constructive home/school agreement is in place that has been readily accepted by parents.
110. The school enjoys highly productive working partnerships with other schools in its local 'cluster', especially with the main receiving comprehensive school. Arrangements for the transfer of pupils are good and ensure that Y6 pupils look forward to secondary school with confidence. The school has a pro-active approach to developing its partnership with the comprehensive school and a number of innovative links are in place. These contribute not only to the continuity of education from KS2 to KS3, but also to pupils' emotional and personal well-being as they move on to the next stage of their education.
111. The school has established partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking vocational qualifications. Students are well supported by staff and they make a positive contribution to the life and work of the school.
112. The school's partnership with the local community is excellent. The head teacher has been highly successful in encouraging local community members to become involved in the school and to share their talents and expertise with pupils. Staff take full advantage of all that the community has to offer to extend pupils' learning experiences and to develop their understanding of the community in which they live.

In turn, the school and its various activities are well supported and valued by the local community.

113. The school is developing appropriate work related education for pupils. Pupils visit businesses in the locality and receive visits from a range of personnel linked to different occupations and professions. They are beginning to understand the range of work undertaken in their community and further afield.
114. Teachers have attended business courses run by Careers Wales but no teacher has undertaken a relevant industrial or business placement with a view to enhancing professional development and enriching curriculum provision for pupils.
115. Strengths outweigh shortcomings in provision to promote bilingual skills and reflect the languages and culture of Wales. The school has improved its provision to promote bilingual skills and this is developing well. A Welsh ethos is promoted appropriately by bilingual signs and notices and through the use of Welsh greetings and instructions. Curricular planning takes appropriate account of the Cwricwlwm Cymreig with, for example, the study of Welsh artists, St. David's Day concerts, folk dancing and visits to heritage sites.
116. The head teacher and staff are successful in tackling social disadvantage, in challenging stereotyping and ensuring all pupils are valued equally. The school works in close partnership with a range of external agencies to ensure support for children and their families.
117. The school's provision for education for sustainable development and global citizenship is good and it makes good efforts to act in a sustainable way by minimising waste and reducing energy consumption. As part of the eco schools award scheme, the school has received the bronze award in recognition of its commitment to conservation and the environment.
118. Pupils are involved in a range of recycling initiatives and in the development of the outdoor environment. They understand the need to conserve energy and water consumption and the problems associated with pollution and global warming.
119. Pupils' understanding of global citizenship is progressing well; they are aware of the lives of children in other parts of the world and how global forces shape their lives.
120. Pupils' entrepreneurial skills develop well. They demonstrate good decision making and problem solving skills as they raise money for charity through their contribution to the school council and in their environmental work.
121. Older pupils have the opportunity to take part in an enterprise activity in partnership with the comprehensive school, which gives them valuable insight into the running of a profitable business. In addition, pupils' enjoyment in growing and selling vegetables from their allotment is evident and they are justly proud of their achievements.
122. The school is committed to the national priorities for lifelong learning and parents value the 'wrap around' provision offered to children. Whilst the school has developed good transition arrangements between primary and secondary school,

pupils do not sufficiently develop the skills needed to take appropriate responsibility for their own learning.

123. The school is at the heart of the regeneration of the local community and the head teacher, staff and governors are fully committed to the community that they serve. Working relationships forged with a range of agencies and personnel, including Communities First, are highly productive and of benefit to children and their families.

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

Grade 3: Good features outweigh shortcomings

124. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. The inspection endorses the good features in care arrangements and the school's success in managing behaviour, but there are shortcomings in the effectiveness of educational guidance.
125. The school provides a warm, caring and supportive ethos that ensures that its pupils feel secure, know what is expected of them and understand that they are valued as individuals. It works closely with appropriate outside agencies to ensure the well-being of all its pupils.
126. The school manages care arrangements and support services well. It has good liaison with appropriate specialist services, including the educational psychologist, health professionals, speech and language services and a counsellor for pupils with emotional problems. The latter provision is particularly beneficial for the pupils concerned.
127. Close and effective working partnerships have been developed with parents and carers. The school listens carefully to parents and carers and readily takes into consideration their views.
128. Pupils have regular opportunities to put forward their ideas and opinions and do so with confidence through the school council, which is a good forum for the development of their personal and social skills and provides a good opportunity for those of different ages to work together and contribute to decision making. Councillors undertake their duties conscientiously and feel they can make a real difference to their school. They develop a good awareness of the democratic process and have visited the National Assembly, the House of Commons and the Mayor's Parlour locally.
129. The school's induction arrangements are effective in informing parents and carers and helping new pupils to settle into the school. The 'Wraparound Club', including an afternoon playgroup, contributes successfully to the induction process.
130. Information for new parents is given in the school prospectus and other documentation to help inform them about their child's schooling. Across the age range pupils play a key role in introducing new ones to the school through a 'buddy' system. This helps new pupils to become aware of school rules and routines, thereby helping them to feel safe and secure.

131. The school plans to provide a structured programme of personal support and guidance for pupils through its PSE programme. The contribution of supporting professionals is good, but the provision is not always fully developed in some classes.
132. The monitoring of pupils' attendance, punctuality, behaviour and personal welfare is rigorous and thorough, and early intervention ensures issues are dealt with promptly and efficiently. During the previous twelve months three pupils were temporarily excluded. The correct procedures were followed.
133. The school's behaviour policy works well and most staff are skilled at managing pupil behaviour, particularly those individuals who have emotional and behavioural issues. The reward system for behaviour is successful and is valued by pupils and parents.
134. The school has established thorough procedures to monitor attendance and punctuality, including a first day response to absence. The school enjoys a positive working partnership with the education welfare officer (EWO), which contributes to the successful monitoring of attendance.
135. The quality of academic support and guidance, based on individual assessment and linked to high but realistic expectations of pupils is not always secure, and the role of pupils in taking more responsibility for their own learning, in setting their own targets and understanding and planning their own progress is underdeveloped.
136. There are clear, well-documented procedures for assuring the health, safety and well-being of pupils throughout the school, including risk assessments. Pupils are well supervised at all times and the ancillary and support staff makes a good contribution to pupils' welfare throughout break and lunchtimes.
137. The school is successful in promoting healthy eating and a healthy lifestyle. Pupils are encouraged to eat only fruit at break time and fresh water is readily available throughout the school day. Pupils regularly take part in many sporting and physical activities that contribute to their health and well-being.
138. The school has effective measures to deal with appeals and complaints and to promote the protection of children. The head teacher has designated responsibility for child protection issues and ensures that all adults in the school are aware of the correct procedures to be followed and that training is regularly updated. Good working partnerships have been developed with social services and other external welfare agencies.
139. There are important shortcomings in the overall quality of provision for additional learning needs. The lack of effective assessment systems within the school hinders the early diagnoses of the specific needs of both more able and less able pupils. A recent example of effective identification and intervention is the Reading Recovery Programme and focused literacy and numeracy programmes in KS2.
140. An appropriate policy and procedures for SEN are in place. Around one third of pupils are identified with SEN. They are entered on an appropriate SEN register and are provided with IEPs. These provide appropriate support at the school action or school action plus stage of the SEN Code of Practice. Class teachers, in

consultation with the SEN coordinator draw up the IEPs and parents are invited to contribute to regular reviews.

141. The impact of IEPs is reduced in many lessons, because too little account is taken of particular learning targets when planning work. The effective differentiation of work for pupils with additional needs is underdeveloped in most classes. This, coupled with shortcomings in focusing additional support and the use of appropriate learning resources, hinders progress towards identified targets.
142. There are appropriate support arrangements for pupils whose behaviour may impede their progress and that of others. The management of pupils who sometimes present challenging behaviour is effective. The school has clear guidelines to promote positive behaviour and effective channels to communicate the progress of these pupils to parents.
143. The overall quality of provision for equal opportunities is good. The school's policies ensure that all pupils have equal opportunities to take part in all aspects of school life. Regular praise is given and there is a weekly awards/good work celebration assembly when pupils receive a 'pupil of the week' badge. The Raising Attainment and Individual Standards in Education in Wales (RAISE) funding is beginning to have an impact on the literacy and numeracy skills of the Y4 and Y5 pupils as they are supported in small groups.
144. Members of staff are proactive in promoting gender equality and challenging stereotypes in pupils' choices. Differences between the achievements of boys and girls are closely monitored and the school has recently purchased reading materials more in line with boys' interests. Mixed gender pairings and groups are evident both in lessons and sporting activities.
145. The school is aware of its responsibilities to promote good race relations. It has an appropriate policy and actively monitors the effectiveness of the policy.
146. The school promotes good behaviour and quiet self-discipline very well. The recent emphasis on improving behaviour is very successful. Members of staff work hard to eliminate challenging behaviour and minimise all forms of discrimination. Behaviour and anti-bullying policies are implemented consistently.
147. An appropriate disability equality scheme and action plan is in place. At present the school has no physically disabled pupils on roll.
148. Good emphasis is placed on raising pupils' awareness of diversity. An appropriate policy is in place to promote equality and diversity. These issues are discussed, for example, in 'circle time' and in 'One World' projects and assemblies.

Leadership and management

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

Grade 4: Some good features, but shortcomings in important areas

149. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. Although the school has achieved significant improvements in some aspects of its work since the appointment of the present head teacher, the educational initiatives being developed have not yet had sufficient time to impact on standards. Important shortcomings remain in some aspects of leadership and strategic management.
150. The head teacher, with the strong support of governors, provides clear direction for the school through positive values and aims that promote equality. This is exemplified in the school's community focus, its drive to raise aspirations, its success in improving behaviour and its ordered, purposeful ethos.
151. The school is developing its strategic planning. The head teacher has set out clearly his medium and long term goals for the school. A comprehensive SIP and self-evaluation report (SER) identify strengths and weaknesses in the school. The SIP provides appropriate objectives and targets for improvement, but the contribution of leadership roles within the school in promoting and managing initiatives is not yet securely established. This is an important shortcoming.
152. The head teacher readily acknowledges that circumstances, such as the absence of key members of staff and the recent need to reorganise some teachers' roles, are limiting factors. However, members of staff including senior managers have yet to develop a clear and corporate understanding of how the school will achieve the targets set in the SIP.
153. Since the appointment of the current head teacher the school has taken good account of local and national priorities. There is a focus on transition and developing local partnerships, which are particularly positive developments. The use of grants to help raise standards in KS2 is beneficial, but the school has not been sufficiently proactive in preparing for the introduction of the Foundation Phase and the latest KS2 curriculum orders. This is an important shortcoming.
154. The school's success in meeting its targets and goals for attainment and school improvement is mixed over time. Recent success in exceeding end of key stage targets is notable, but given the important shortcomings in standards and provision identified in this inspection there is little evidence of the school's success over time.
155. The arrangements for performance management are in line with statutory requirements. The head teacher indicates that appropriate targets have been set in line with personal and whole school needs. Workforce remodelling and the provision of the required planning, preparation and assessment (PPA) time for teachers is appropriately organised. Suitable arrangements to review individual professional needs and aspirations with teachers are established. The outcomes are used well to help shape teachers' professional development and match their participation in

appropriate training to whole school priorities. At present there is limited evidence of improvements in the quality of education resulting from these arrangements.

156. The GB is strongly supportive of the school. Its arrangements for conducting business are in line with requirements and governors are well informed by the head teacher of developments within the school.
157. The GB discusses strategic issues and considers important documents such as the SIP and SER. The school takes appropriate account of their views. In particular the GB is influential in promoting a community focus in the school, but its contribution to the school's overall strategic direction is less well developed.
158. Governors are developing their role in monitoring the quality of education and for the most part fulfil their statutory obligations. There are shortcomings in the quality of written reports to parents and the school's arrangements to ensure disability equality are not published for parents.

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

Grade 4: Some good features, but shortcomings in important areas

159. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. This is because the school has yet to establish an effective culture of self-evaluation and there are important shortcomings in the impact of planning on standards since the last inspection.
160. The role of subject leadership is underdeveloped. Members of staff have a limited understanding of standards across the school and are over reliant on end-of-year and end-of-key stage assessments to measure performance and achievement.
161. Procedures for effective evaluation are at an early stage of development. The school does not formalise sufficiently such arrangements and ensure that monitoring is linked to the school's priorities in a focused manner. Few opportunities for monitoring standards and quality are taken and where, for example, pupils' work is evaluated practice lacks consistency and rigour. The role of the subject coordinator in self-evaluation is a target in the current SIP.
162. The self-evaluation report is of variable quality. The judgements of the inspection team differ from those of the school by two grades lower in six of the key questions and one grade lower in key question four. The SER provides a vision of what is intended and is not sufficiently linked to first hand evidence.
163. The school takes appropriate account of the views of stakeholders, for example, through questionnaires completed by pupils, parents, the staff, governors and representatives of the community. There is good evidence of a positive response by the school in community and partnership aspects, but less evidence in other areas.
164. Although the school has an appropriate SIP the extent of involvement of members of staff and governors in implementing this plan is at an early stage of development. For example, the recently formed curriculum teams have a limited understanding of how they will contribute to achieving the school's targets and goals.

165. There are important shortcomings in the effectiveness of planning for improvement since the last inspection. Under the leadership of the current head teacher the school has set clear priorities in the SIP, but there is no clear evidence of planning the details of the actions to be taken.
166. The SIP shows that adequate resources are allocated to funding provision and developments such as staff training. The school is successful in obtaining funding from external sources. This is particularly evident in community initiatives and the involvement of pupils in environmental projects.
167. Although the school can demonstrate measurable improvements in the most recent performance indicators and from the impact of focused intervention in KS2 for example, the important shortcomings revealed by this inspection highlight inadequate improvement since the last inspection in 2002.

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

Grade 4: Some good features, but shortcoming in important areas

168. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. Although there are good examples of the efficient use of resources to improve the quality of education in some areas, the inspection found that important shortcomings remain that limit the school's ability to provide value for money.
169. There are sufficient qualified and experienced teachers for the number of pupils on roll and there is a good number of well qualified learning support staff. The ratio of adults to pupils is very good. Members of staff have an appropriate range of expertise and benefit from recent training in relation to national changes in the curriculum.
170. Arrangements for providing teachers with time for PPA tasks satisfy statutory requirements. A qualified teacher provides lessons in religious education, ICT, dance and music during these sessions. In addition, a reasonable amount of time is allocated to enable post holders to carry out their responsibilities and the good provision of support staff ensures teachers are not required to undertake routine clerical and administrative tasks.
171. The provision of weekly specialist music teaching in KS2 impacts well on standards and provides valuable professional development opportunities for members of staff.
172. The contributions of the school clerk, catering and cleaning staff provide effective support for the school.
173. Overall the range of learning resources available is generally appropriate, although practical aids in subjects such as mathematics are not always accessible to pupils; this limits opportunities for first hand learning. Good use is made of the local library service but the range of fiction and non-fiction books available in school is limited. This reduces opportunities to develop pupils' independent library and research skills. Furthermore, there are shortcomings in the resources available to meet pupils' additional needs, for example in reading and writing.

174. The school has improved its resources in ICT to ensure a sufficient range of equipment is available, but the use of these lacks consistency.
175. The quality of accommodation is good and is spacious in relation to the numbers on roll. Imaginative use of spare rooms is made to provide a community room, an ICT suite and a base for the 'wrap-around' provision. The accommodation is well maintained. Displays of pupils' work enhance the environment well and appropriate attention is paid to issues of security.
176. The school is situated on a hillside and this imposes limitations to the outdoor environment. Good progress is being made in developing the outdoor areas as a learning resource, particularly for younger pupils. Significant improvements in provision for play, sports and adventurous activities have been made. Good attention is paid to health and safety issues around the site.
177. The basic deployment of staff is appropriate. Since the restructuring of staff responsibilities, with the introduction of teaching and learning responsibilities, unavoidable changes in staff together with a reduction in pupil numbers have impacted on the deployment of staff. This means that some teachers have moved to different roles, not always in line with their recent experience. These circumstances have impacted on the efficiency and effectiveness of the strategic management of staff.
178. The deployment of support staff is appropriate. Their contribution to learning and teaching is very good in the early years, but in some other classes there are shortcomings in the use made of this valuable resource. Furthermore, the use of ICT as an everyday learning tool is not well established. These factors reduce efficiency.
179. Good use is made of delegated funds in training and developing staff. The arrangements for appraisal are appropriate and include both teaching and support staff.
180. The SIP appropriately identifies costs and sources of finance. Plans contain suitable targets and success criteria, although longer-term strategic planning is less detailed. The school clerk, head teacher and the GB closely monitor income and expenditure. The most recent financial audit confirms that the school has sound financial procedures. Appropriate arrangements are now in place to ensure the school obtains best value in its purchases.
181. Although the school has made some recent improvements in provision, the extent of progress since the last inspection is limited. Furthermore, the important shortcomings in quality and standards identified in this inspection mean that currently the school does not provide adequate value for money.

Standards achieved in subjects and areas of learning

Under fives

Grade 3: Good features outweigh shortcomings

182. The educational provision for the under-fives has some weaknesses, but there is evidence that these can soon be put right.

Personal and social development, well-being and cultural diversity

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

183. Children develop good levels of confidence and a strong sense of belonging. The quality of relationships with adults and other children is good. Younger ones in particular show appropriate tolerance and affection towards their peers. Children learn to respond to reason and to show respect as they increase their understanding of what is fair and unfair. Both older and younger ones learn appropriate behaviour for different situations; the latter concentrate particularly well on a variety of tasks for short periods, while the former increase their independence.
184. Children enthusiastically explore both indoor and outdoor environments, are confident in seeking help where needed and develop appropriate skills, as they experiment with new learning experiences, for example, comparing leaves. Secure routines, especially in the nursery, guide children well in taking turns, sharing resources and exercising self-control. All take appropriate responsibility for personal hygiene and safety and begin to understand that changes happen to their bodies such as when they exercise. Children participate enthusiastically in activities, for example table-top tasks and imaginative role play. They learn to treat plants, animals and artefacts with care and they respond positively to a variety of cultural and linguistic experiences, including celebrating festivals. Children in reception listen attentively to stories from the Bible and learn about the local church through meeting visiting clergy.

Shortcomings

185. There are no important shortcomings.

Language, literacy and communication

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 3: Good features outweigh shortcomings

Good features

186. Both nursery and reception children's skills in speaking, listening and communication develop well. Younger ones listen to and respond to instructions very well and, when given the opportunity, older ones confidently listen to recorded stories and handle books appropriately. Both older and younger children enjoy stories in a group; the former follow the pictures and make relevant comments about the story of, for example, 'The Giant Turnip.' They have opportunities to hear traditional stories from Wales and around the world.
187. The majority of children confidently engage with adults, responding positively to questions. They express likes and dislikes clearly and have confidence in communicating their needs. In reception they understand that text carries meaning and when preparing for Teddy's birthday, they are guided in recognising their names and 'writing' invitations. They make suitable choices in their role play in the house and baby clinic. In other contexts both older and younger children perform a good repertoire of familiar songs and rhymes well. In the nursery they develop mark making skills well in a variety of contexts and on occasions in reception they use a suitable variety of mark making implements, including large chalks outdoors.

Shortcomings

188. In reception children seldom choose to browse and listen to stories. Their use of mark making and early writing skills are insufficiently developed in the context of structured play.

Mathematical development

Nursery: Grade 2: Good features and no important shortcomings
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Reception: Grade 3: Good features outweigh shortcomings
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Good features

189. Both nursery and reception children make a sound start in understanding basic mathematical concepts and developing early numeracy skills. They count out loud and join in familiar number rhymes, songs and games with enthusiasm.
190. Children of nursery age explore how liquids behave by filling and emptying containers. They use terms such as 'full' and 'empty,' observe how water flows and begin to make comparisons. Older children in reception develop the concept of numbers one to ten well and begin to recognise the use of numbers in everyday contexts. The majority have increasing success in recognising and naming numbers one to ten. They show increasing understanding of patterns, make pairs on the washing line and readily identify shapes, such as in the story 'Wayne's New Shapes.' Older children develop the concepts of more and less, bigger and smaller and begin to develop an appropriate understanding of one to one correspondence. They use mathematical language in appropriate contexts, match repeating patterns and develop a sound understanding of the purpose of money.

Shortcomings

191. In reception children do not sufficiently consolidate early mathematical concepts and

numeracy skills through first hand experiences in self-chosen practical activities, including opportunities to experiment with mark making.

Welsh language development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

192. Both nursery and reception children develop a good understanding of basic instructions in Welsh within daily routines. They respond well to greetings during registration and older ones are attentive when thinking about the weather. They show that they understand more words than they can speak and some begin to repeat familiar words, phrases and chants within daily routines. Older ones count to four and begin to name colours. They show interest in the content of Welsh books and develop appropriate oracy and mark making skills in response to bilingual materials.

Shortcomings

193. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 3: Good features outweigh shortcomings

Good features

194. Nursery children enthusiastically explore and experiment indoors and outdoors. They further their understanding of autumn and changes in the environment when exploring a wooded trail in the school grounds, for example. The majority distinguish between leaves and seeds and show an increasing awareness of colours. They know that different creatures live in the environment.

195. In reception children talk enthusiastically about home and family and their experiences. They readily engage in role play in the baby clinic and house. They know about changes in the weather and develop awareness of changes in the seasons. They identify different textures and materials in the outdoor environment and through visiting the allotment they name several different vegetables.

196. Children confidently name the main parts of their body, begin to use a variety of information sources, including the computer, and identify differences between materials. Older ones observe changes in ingredients through making cakes and biscuits for example.

Shortcomings

197. In reception pupils do not sufficiently develop their enquiry skills in a wide enough range of contexts.

Physical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 3: Good features outweigh shortcomings

Good features

198. Children develop good awareness of their bodies and of their growth. They develop spatial awareness and move confidently around the classroom, hall and outdoor areas. In nursery they enthusiastically experiment with materials including different papers, sand and dough. In reception they make appropriate progress in fine manipulative skills through using small tools, such as crayons and scissors.
199. In both indoor and outdoor environments both younger and older children respond well to commands. Nearly all older ones in reception follow instructions well to 'move like a giant' for example and they begin to express themselves imaginatively in response to music. In the grounds they explore balancing and travelling movements appropriately and some demonstrate awareness of the effects of exercise on their bodies. They have suitable opportunities to increase control of their bodies when engaging with a range of structured play resources in the indoor and outdoor areas.

Shortcomings

200. In reception children do not sufficiently develop confidence and control of their physical skills in a wide enough range of contexts.

Creative development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 3: Good features outweigh shortcomings

Good features

201. Nursery children experiment with paint, glue, dough and a range of collage and printing materials to good effect. They are encouraged to make appropriate choices, to respond to stories with actions and sounds and to experiment with instruments. They enthusiastically join in with a range of songs within daily routines. They respond very well to opportunities to sort natural materials such as leaves and to use these in collage pictures for example.
202. Reception children join in a good repertoire of rhymes and action songs. They decorate cakes with coloured icing for Teddy's birthday party with care and make a variety of imaginative models and pictures using a range of materials.

Shortcomings

203. In reception children do not progressively develop a sufficient range of creative skills.

English

Key stage 1: Grade 4: Some good features, but shortcomings in important areas
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Key stage 2: Grade 4: Some good features, but shortcomings in important areas
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Good features

204. Across the school pupils extend their vocabulary satisfactorily from a low base and gain greater confidence in speaking. A majority of pupils enjoy speaking and do so confidently and clearly. Older ones develop the skills of speaking in a variety of contexts, for example recalling stories and presenting information to the class. They respond to questions and express themselves competently and clearly when discussing their work.
205. The listening skills of many pupils are good in both key stages. This is evident in the use of earphones during 'guided reading' sessions for example.
206. In KS1 the majority of pupils attentively follow stories read from 'big books' by the teacher. They understand events and characters in the story 'Giraffes can't dance' for example, and the more able know what information is given on the cover.
207. In KS1 pupils slowly build up their writing and spelling skills from a low base. For example, they write lists of rhyming words. Previous work indicates that more able pupils are beginning to write in structured sentences.
208. In the context of the 'Feel Good Project' and the school allotment many pupils in upper KS2 extend their reading and writing skills well. They use a range of sources to increase their understanding of different texts; for example, they know that a brochure requires persuasive writing and that note taking is the form of writing used when recording key points of information from a text.
209. In Y6 pupils know that appropriate terminology is required to produce an effective poster. They successfully draft posters using ICT.

Shortcomings

210. In both key stages many pupils' vocabulary is limited and they lack both confidence and competence in communication skills, especially in more formalised settings.
211. Many pupils lack the skills to decode words by building up the sounds and few use contextual cues to help them self-correct. Those who are gaining confidence in reading often read mechanically, lack fluency and expression and find it hard to read unfamiliar texts.
212. In both key stages the majority of pupils have underdeveloped skills in writing and spelling.
213. Across the school pupils do not progressively develop the skills of handwriting. The

standard of handwriting of many pupils is poor with incorrect formation of letters and very untidy presentation in some cases.

Welsh second language

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

214. In KS1 most pupils enjoy lessons in Welsh and show enthusiasm in learning the language. They understand a range of familiar questions and the majority respond appropriately using simple words or short phrases. They know and readily use greetings such as, 'bore da' and 'prynhawn da' and can use questions such as 'pwy wyt ti?' to retrieve personal information. They recognise the names of colours and numbers up to six.
215. In KS1 pupils follow a simple book appropriately when read to them by their teacher. A few attempt to read the book with her. The listening skills of many pupils are good when watching a video introducing new language patterns and vocabulary.
216. Most pupils in KS2 use previously learned language patterns appropriately. In Y4 and Y5 they use new patterns with increasing confidence when describing their 'alien' to the class for example. Many increase their vocabulary and use the language confidently when making oral presentations.
217. The listening skills of many older pupils in KS2 are good. After listening to questions in Welsh some can give the answers in English, thereby showing that they understand more patterns than they can use orally.
218. With appropriate guidance most pupils in Y4 and Y5 write a description on a given topic using correct language patterns.

Shortcomings

219. In both key stages pupils' pronunciation of words and phrases in Welsh is not always correct.
220. Across the school many pupils lack confidence in the everyday use of Welsh and in answering questions or responding to a presentation.

Mathematics

Key stage 1: Grade 4: Some good features, but shortcomings in important areas

Key stage 2: Grade 4: Some good features, but shortcomings in important areas

Good features

221. In KS1 a majority of pupils develop simple number skills and record addition and subtraction operations appropriately. They complete sums with amounts to a pound and some understand place value including hundreds. They identify odd and even numbers and recall number bonds to 10.
222. Older pupils confidently name a range of two and three-dimensional shapes, including cylinder and pyramid. They have a developing understanding of the properties of shapes and the more able match names to shapes correctly. Previous work indicates that pupils have opportunities to collect information, draw simple graphs and develop their understanding of time, measurement and weight.
223. A majority of pupils in KS2 extend their knowledge of tables and steadily develop mathematical thinking skills. In Y3 and Y4 they extend their understanding of subtraction, use counting on strategies and begin to identify number patterns and relationships within 100.
224. In Y4 and Y5 most pupils quickly gain confidence in plotting co-ordinates and use this skill well to make games using a grid, for example 'battleships' or code writing.
225. In Y6 most pupils build up their numeracy skills steadily from a low base. They recall previous learning by going through the six times table and confidently use this knowledge to multiply a four digit number by a single digit. The more able have a good understanding of the process, explain their work logically, use appropriate mathematical terms and multiply accurately.
226. Previous work indicates that by the end of KS2 some pupils acquire appropriate skills in computation and a suitable understanding of number relationships and methods of calculation. They have opportunities to investigate shapes and their properties and to develop skills in measurement and applying mathematical formulae, for example in calculating area.

Shortcomings

227. Pupils in KS1 do not develop sufficient competence in understanding number relationships, sequencing and mental calculations.
228. In KS1 pupils' skills in problem solving, using measurement and recording are underdeveloped.
229. In younger KS2 classes shortcomings in numeracy and problem solving skills and in using and explaining alternative methods of calculations remain. Pupils' understanding of number and their skills in handling and representing data and in using measures are underdeveloped.
230. In older KS2 classes many pupils lack sufficient confidence, mathematical understanding and competence in using appropriate skills in most aspects of the subject.

Science

Key stage 1: Grade 3: Good features outweigh shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
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Good features

231. In KS1 many pupils build up their knowledge and understanding of the natural world appropriately. They recognise and name different types of 'minibeast' and give simple descriptions of how they are adapted to their environment. Older ones know about the life cycle of a butterfly. They understand that the caterpillar stage is when the creature grows most and can name such features as antennae, thorax and abdomen. They know that a butterfly is an insect because it has three pairs of legs.
232. Previous work indicates that pupils in KS1 explore a range of natural and man-made materials, begin to understand that different types of materials have different properties and explore the effects of lenses and mirrors.
233. In KS2 many pupils extend their knowledge of materials appropriately. They conduct tests to compare strength and permeability and to find out about magnetic and insulating properties. Older ones understand changes of state and use the terms evaporation and condensation to explain the water cycle correctly.
234. In Y3 and Y4 a majority of pupils know the names of many of the bones, muscles and organs of the human body. They have a good understanding of the importance of a balanced diet and exercise in maintaining good health.
235. Most pupils in Y4 and Y5 confidently name the planets and some of their moons. They have made up their own mnemonics to help them remember the order of the planets and know that the planets furthest from the sun are the coldest.
236. In Y6 many pupils accurately label and describe the parts of a flower and a few can explain their functions.
237. Previous work indicates that pupils have opportunities to carry out investigations involving for example growing cress in different conditions, finding out how different substances can be mixed and separated and testing the 'stretch' of an elastic band. Some older pupils use tables to record measurements and communicate their findings in suitable diagrams and graphs.

Shortcomings

238. In both key stages pupils acquire only a limited scientific vocabulary and they seldom write original accounts of their findings in practical tasks.
239. Pupils' skills in carrying out scientific investigations are not adequately developed across the school. Their understanding of variables and the need for accuracy in making measurements and to repeat an experiment to ensure reliability are limited.
240. Pupils in KS2 rarely make and test predictions or question their results. Tables,

diagrams and graphs are not routinely drawn and labelled neatly.

241. Progress in developing scientific skills and knowledge is often limited as the tasks provided in worksheets seldom enable pupils to develop appropriate thinking and enquiry skills in order to reach conclusions.

Information and communications technology

Key stage 1: Grade 4: Some good features, but shortcomings in important areas

Key stage 2: Grade 4: Some good features, but shortcomings in important areas

Good features

242. In KS1 pupils begin to develop basic keyboard skills and control of the mouse. Most open a word processing program and enter simple text appropriately. With support they enter data about eye colour to produce simple picture graphs and create colourful effects using a graphics program.
243. Most pupils in KS1 name examples of electrical devices and understand the ways in which they can be controlled. They competently operate a cassette player and explain how to use a simple camera.
244. In Y3 and Y4 most pupils confidently modify text by changing the font, size and colour of text to achieve a desired effect. Older ones successfully combine text and graphics by pasting 'clip art' into text.
245. Previous work shows that skills in word processing develop appropriately across KS2. Older pupils locate images on selected Internet sites and copy these to enhance their work. Younger ones successfully use a graphics program to emulate Monet's water lily paintings. Older ones make effective use of a multimedia program to produce a slide sequence about Greek myths; these exemplify appropriate skills in combining text, image, graphics and sound.
246. Across KS2 pupils learn to use digital microscopes and video cameras; for example, some pupils in Y3 and Y4 develop skills in using the video camera well during a gymnastics lesson. From the middle of the key stage most are confident in using the interactive whiteboard to demonstrate their recall of previous work.

Shortcomings

247. In KS1 pupils' competence in basic keyboard and word processing skills is under developed. A significant minority of pupils cannot open and save their work with appropriate independence.
248. Across KS1 pupils' skills in using communications technology, including modelling programs and databases, are underdeveloped.
249. At the beginning of KS2 many pupils lack competence in basic ICT skills. The skills of older ones in using spreadsheets, simulations and e-mail are limited.

250. Across KS2 the majority of pupils have insufficient understanding of the features of programs. They lack appropriate skills in using the mouse to select from drop-down menus, to use shortcuts and to click on, drag, drop and manipulate images.

Design and technology

Key stage 1: Grade 4: Some good features, but shortcomings in important areas

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

251. In KS1 around half the pupils develop basic model making skills appropriately. For example, they design and build model lighthouses incorporating a simple electric circuit so that a bulb will be lit when a battery is connected.
252. In Y3 and Y4 many pupils develop appropriate food technology skills. They harvest vegetables from the allotment and with suitable guidance they successfully prepare and taste a vegetable soup.
253. Previous work and discussion with pupils confirms that younger ones in KS2 understand the importance of appearance and function when designing products. For example, they made colourful picture frames using simple joints and their planning sheets set out the specification for the intended product appropriately.
254. In the middle of KS2 pupils have opportunities to select from a limited range of materials and to design and make a torch incorporating a switch.
255. In upper KS2 pupils undertake a project involving building a shelter. They use a range of sources to gather information and plan and design a shelter to be constructed in the school grounds. Pupils demonstrate good decision making skills when making small-scale models and through testing their designs they understand the strength of triangular structures.

Shortcomings

256. In KS1 pupils' skills in designing are underdeveloped.
257. In KS1 pupils' skills in making, including measuring, cutting and assembling materials, are very limited.
258. In KS2 pupils' skills in using different methods of cutting, shaping and joining materials is limited. They use an insufficient range of textiles and hard and soft materials.
259. In both key stages, pupils do not give sufficient attention to evaluating and improving their designs and products. Their skills in working with simple mechanisms and control technology are undeveloped.

Geography

KS1: Grade 4: Some good features, but shortcomings in important areas

KS2: Grade 4: Some good features, but shortcomings in important areas

Good features

260. In KS1 pupils learn about a farm and identify features in the countryside. A few know the characteristics of different types of weather and identify appropriate symbols to represent their observations.
261. In Y3 and Y4 pupils develop their understanding of the locality appropriately. A majority identify prominent features in Ebbw Vale when studying photographs, select those features they consider to be most important and give reasons for their choices.
262. Previous work indicates that pupils in KS2 have opportunities to interpret maps and consider environmental issues, such as litter and car parking in the community.

Shortcomings

263. In both key stages pupils' knowledge of physical and human features is limited. Their skills in using and interpreting maps are underdeveloped.
264. In KS2 pupils' knowledge of physical features and processes is limited; their understanding of different localities in Wales and further afield is underdeveloped and their ability to identify geographical patterns and appreciate the importance of location are minimal.
265. Pupils in both key stages do not sufficiently develop the skills of geographical enquiry and seldom develop their studies in sufficient depth to enable them to make comparisons and draw conclusions.
266. Pupils in both key stages lack sufficient experience of gathering evidence from a variety of sources, including ICT, forming conclusions and answering geographical questions in sufficient depth. Their knowledge of appropriate geographical terms is limited.

History

Key stage 1: Grade 4: Some good features, but shortcomings in important areas

Key stage 2: Grade 4: Some good features, but shortcomings in important areas

Good features

267. In KS1 many pupils develop an initial understanding of change over time through comparing old and new houses, for example kitchen and washday artefacts. They also have opportunities to compare toys and schools.
268. In KS2 previous work indicates that younger pupils study the Celts and Romans and

older ones study Tudor monarchs, Victorian inventions and the Second World War. In discussions older ones confidently identify some important differences between life now and in the past.

Shortcomings

- 269. Across the school pupils have a limited understanding of important historical events and of the chronology of key periods that shaped society in Wales and Modern Britain.
- 270. Pupils seldom study historical topics in sufficient depth, their enquiry skills are undeveloped and they do not produce well researched written, illustrated and oral accounts.
- 271. Pupils make insufficient use of historical sources and artefacts, so their understanding of primary and secondary evidence and how these can be interpreted in different ways is undeveloped.

Art and design

Key stage 1: Grade 3: Good features outweigh shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcoming

Good features

- 272. Pupils in both key stages confidently explore a variety of media and develop appropriately their understanding of line, tone, colour and texture. For example, in line with their age they develop the techniques of rolling and moulding modelling clay and explore texture by pressing different shapes into the surface.
- 273. In KS1 pupils begin to develop skills in sketching. A few hold a pencil correctly and know how to vary the pressure to achieve different effects. When using paint, most develop a sound understanding of primary colours and the possibilities created by mixing them.
- 274. In practical tasks pupils in Y1 and Y2 compare various textures in the playground and use rubbing techniques to record patterns from different surfaces. They carefully select and cut out sections of their rubbings to make a collage.
- 275. Many pupils in KS2 develop their skills well in a range of techniques. For example, in previous work they use a range of materials for printing, experiment with tie-dyeing textiles and produce good mosaic pictures associated with their study of the Romans.
- 276. Throughout the key stage pupils study the work of established artists including Vincent van Gogh, L. S. Lowry, Edvard Munch and Andy Warhol. They learn to emulate their styles and techniques which they use well in their own work. They produce good quality portraits, landscapes and three-dimensional models, including masks and models of Dr Who.
- 277. In Y4 and Y5 many pupils use a range of media with confidence and enthusiasm.

They develop their skills well and, when producing still life drawings, they successfully blend different coloured pastels to achieve a desired effect.

Shortcomings

278. In KS1 pupils use a limited range of equipment and materials so that their artistic skills and competence in using appropriate techniques are underdeveloped.
279. In KS2 pupils' skills in observation and sketching and in appraising their own work or that of others are insufficiently developed.
280. Across the school pupils' knowledge of Welsh artists and designers is limited.

Music

Key stage 1: Grade 4: Some good features, but shortcomings in important areas

Key stage 2: Grade 3: Good features outweigh shortcomings

Good Features

281. Good features outweigh shortcomings in the overall standard of singing. When singing a favourite contemporary song the pupils perform with enthusiasm, show a good sense of rhythm and sing with gusto and enthusiasm.
282. In KS1 nearly all pupils clap the rhythm of their names. They competently use their voices, hands and feet to repeat simple rhythms.
283. The majority of pupils in middle and older KS2 recognise and explore the ways sounds can be combined and used expressively. They listen carefully to chosen music to demonstrate the sounds they are going to imitate. They work collaboratively with others to create simple compositions using short or long sounds based on word patterns.
284. In middle and older KS2 pupils develop the skills of appraisal well. Most thoughtfully appraise their own and others simple music making. They listen attentively and discuss each performance with increasing confidence. They increasingly use appropriate musical vocabulary.
285. Across the key stage most pupils are enthusiastic about performing their compositions to an audience.

Shortcomings

286. The standard of whole school singing, for example in assemblies, is widely variable.
287. In KS1 pupils' skills in performing, composing and appraising are at a very early stage of development.
288. Pupils in KS1 seldom experiment with tuned and un-tuned instruments to create their own music using a range of sound sources including body parts.

289. In KS1 pupils' skills in distinguishing between musical elements and their knowledge of different musical sounds are insufficiently developed.
290. Across KS2 the standard of pupils' musical skills is limited. Their competence in all aspects of music is at an early stage of development.

Physical education

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

Good features

291. In both KS1 and KS2 nearly all pupils listen carefully to their teachers and respond positively to instructions in English and Welsh. Most are aware of why they take exercise and of the rate of their breathing and heartbeat before and after exercise.
292. The majority of pupils in both key stages are aware of health and safety issues they have to take into account when taking exercise. Nearly all are aware of the structure and routine of physical education lessons and act accordingly. They acknowledge the importance of warming up and cooling down exercises. The element of competition in these exercises is a good feature.
293. In both key stages nearly all pupils have good appraisal skills of both their own and their peers' performances. They identify what skills have been successfully achieved and often use the correct vocabulary in discussions.
294. In KS1 most pupils use the skill of travelling in a space confidently. Most achieve the objective of gaining confidence when moving around with beanbags.
295. In younger KS2 most pupils successfully create controlled body tension and a smooth transition between shapes, both individually and in pairs, when creating a sequence of mirror movements. They skilfully perform their sequences to music. This is a particularly good feature.
296. In older KS2 most pupils improve their skills in handling a rugby ball well through practising travelling, catching, throwing, rolling and passing it accurately. Nearly all respond to the element of competition, learn to co-operate as a team and observe the conventions of fair play.

Shortcomings

297. There are no important shortcomings.

Religious education

Key stage 1: Grade 4: Some good features, but shortcomings in important areas
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Key stage 2: Grade 4: Some good features, but shortcomings in important areas
--

Good features

298. Most pupils in KS1 listen attentively to stories from the Old and New Testaments. They are aware of key figures, including Noah and Jonah, and begin to understand, for example that celebrating Advent reflects the importance of Jesus to Christians. They have opportunities to learn about Ganesha, the Hindu Lord of Success.
299. In Y3 and Y4 many pupils begin to develop their understanding of the ways Christians follow Jesus' teaching. They learn about aid and have opportunities to consider links between Christian giving and Uganda. Older ones in Y6 learn about the work of Christian Aid and many develop awareness of the impact of environmental issues on different communities. Previous work indicates pupils in KS2 learn about religious festivals, including Easter, Pentecost and Divali, and biblical figures including Moses.

Shortcomings

300. Across the school pupils have limited understanding of the importance of religious belief and customs in the lives of believers and seldom reflect sufficiently upon the value of relationships or consider their position in the worldwide family.
301. In both key stages pupils' sense of enquiry and curiosity is not sufficiently encouraged, in order for them to ask questions about religious beliefs and customs. Their sense of awe and wonder in response to the natural world and the achievements of religious figures, both in Wales and beyond, are undeveloped.
302. In both key stages pupils do not study different religions in sufficient depth to enable them to make informed comparisons.

School's response to the inspection

303. The head teacher, staff and governors of Briery Hill Primary School have considered carefully the content of the inspection report.

304. It is pleasing to note that the inspection recognised many good features such as:

- The school provides a warm, welcoming, friendly and supportive ethos so that pupils feel safe, secure and valued.
- Pupils' behaviour, attitudes to learning, personal, moral and wider development are good.
- The head teacher promotes a community focus and is raising aspirations. The school has made some recent improvements in provision and significant improvements in some aspects of its work since the appointment of the present head teacher.
- Some good efforts are being made to raise standards and all members of staff establish good working relationships with pupils.
- In both Key Stages the 2008 results represent a marked improvement in performance compared to previous years and represent a good measure of value added in relation to predicted levels of attainment.
- All seven areas of learning for Nursery were judged as Grade 2.
- The provision to enrich learners' experiences and for education for sustainable development and global citizenship is good.
- The overall provision for equal opportunities is good.
- The school's partnership with parents and other schools is good and is excellent with the local community.
- The governing body is strongly supportive of the school.

305. The school will work in partnership with the local education authority (LEA) to address the recommendations of the report through a whole school improvement plan with clear, specific targets and success criteria.

306. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents and to the LEA. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

307. The school is committed to ensuring that our pupils receive the highest standard of education possible.

Appendix 1

Basic information about the school

Name of school	Briery Hill Community Primary School
School type	Nursery and Primary
Age-range of pupils	4 – 11 years
Address of school	Woodside Crescent Ebbw Vale Blaenau Gwent
Postcode	NP23 6BY
Telephone number	01495 304292

Head teacher	Mr. D. Lewis
Date of appointment	1 st January 2007
Chair of governors/ Appropriate authority	Mrs Janine Layland
Registered inspector	Mr. Michael T. Ridout
Dates of inspection	22 nd – 24 th September 2008

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	6.5	11	12	17	15	16	14	17	108.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	1	6.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1 : 15.5
Pupil: adult (fte) ratio in nursery classes	1 : 7
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1.32 : 1

Percentage attendance for three complete terms prior to inspection			
Term	Nursery	Reception	Rest of school
Autumn 2007	81.8	92.8	93.5
Spring 2008	81.8	88.1	92.4
Summer 2008	73.8	89.1	92.3

Percentage of pupils entitled to free school meals	38.3
Number of pupils excluded during 12 months prior to inspection	3

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2008						Number of pupils in Y2:	15	
Percentage of pupils at each level								
			D	N	W	1	2	3
English:	Teacher Assessment	School	-	-	-	20.0	80.0	-
		National	0.2	0.1	3.5	13.8	63.0	19.4
En: speaking and listening	Teacher Assessment	School	-	-	-	13.3	86.7	-
		National	0.2	0.1	2.4	10.7	62.8	23.8
En: reading	Teacher Assessment	School	-	-	-	20.0	80.0	-
		National	0.2	0.1	4.1	14.9	55.2	25.5
En: writing	Teacher Assessment	School	-	-	-	26.7	73.3	-
		National	0.2	0.1	4.8	15.9	67.8	11.3
Mathematics	Teacher Assessment	School	-	-	-	20.0	80.0	-
		National	0.2	0.1	2.0	10.9	65.2	21.6
Science	Teacher Assessment	School	-	-	-	13.3	86.7	-
		National	0.2	0.1	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	66.7	In Wales	80.7

D represents pupils who have been disapplied under sections 364 - 367 of the Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded a level for reasons other than disapplication.

W represents pupils who are 'working towards' level 1, but have not yet achieved the standards needed for level 1.

N.B. The general expectation is that the majority of 7 year olds will attain level 2.

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2008						Number of pupils in Y6	18			
Percentage of pupils at each level										
			D	N	W	1	2	3	4	5
English	Teacher assessment	School	-	-	-	-	-	11.1	61.1	27.8
		National	0.2	0.1	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	-	-	-	-	-	11.1	72.2	16.7
		National	0.2	0.1	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	-	-	-	-	-	5.6	77.8	16.7
		National	0.2	0.1	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) according to teacher assessment

In the school	88.9	In Wales	75.5
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D represents pupils who have been disapplied under sections 364 - 367 of the Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded a level for reasons other than disapplication.

W represents pupils who are 'working towards' level 1, but have not yet achieved the standards needed for level 1.

N.B. The general expectation is that the majority of 11 year olds will attain level 4.

Appendix 4

Evidence base of the inspection

Four inspectors, including the school's nominee, spent the equivalent of eight inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 35 lessons or part lessons, across areas of learning and NC subjects;
- registrations, assemblies and 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;
- the head teacher, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council and eco committee; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- 11 responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection, the team held meetings with the head teacher and acting deputy head teacher, the staff and governors. A representative of the local education authority attended the latter meeting.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. Michael T. Ridout Registered Inspector	Context Summary Recommendations Key Question 1: How well do learners achieve? Key Question 2: How effective are teaching, training and assessment? Key Question 5: How effective are leadership and strategic management? Under-fives; mathematics; geography; history and religious education.
Mrs. Millicent Phillips Team inspector	Key Question 4: How well are learners cared for, guided and supported? Assessment aspect of KQ2. Key Question 6: How well do leaders and managers evaluate and improve quality and standards? English; Welsh second language; music and physical education.
Mr. Chris Dolby Team inspector	Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Key Question 7: How efficient are leaders and managers in using resources? Science; information and communications technology; design and technology and art.
Mrs. Janet Warr Lay inspector	Aspects of Key Questions: 1, 3 and 4.
Mrs. Susan Jones Peer Assessor	Participation in the full range of inspection activity and making a contribution to inspection judgements.
Mr. David Lewis Head teacher and nominee	Liaison with inspectors, contributions to team discussions and the school's response.

Acknowledgement:

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.

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