

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

A Report on the Quality of Education in

**Bryn Hafod Primary School
Blagdon Close, Llanrumney
Cardiff, CF3 4HF**

School Number: 6812065

Date of Inspection: 23/03/09

by

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Bryn Hafod 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 Bryn Hafod Primary School took place between 23/03/09 and 26/03/09. An independent team of inspectors, led by Stephen Dennett undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Bryn Hafod Primary School is situated on a large housing estate in the eastern suburbs of Cardiff. The social and economic backgrounds of pupils are very varied, including a minority of economically disadvantaged families. Around 35% of pupils are eligible for free school meals, which is above the local education authority (LEA) and national averages. The school provides education for pupils aged three to eleven. Around 23% of the pupils have been identified as having additional learning needs (ALN), including 21 pupils with statements of special educational need (SEN). Eight pupils with ALN are taught in the school resource base (SRB). There is also a LEA special unit in the school, which was not inspected. Less than 1% of pupils speak English as an additional language (EAL) and no pupils speak Welsh as a first language. Five pupils are 'looked after' by the local authority. Very few pupils are from ethnic minorities. At the time of the inspection, there were 267 pupils on the school's roll, with 56 children attending part time in the nursery (28 full time equivalent). The number of pupils on roll is much the same as when the school was last inspected in March 2003. The present headteacher took up his post in September 1982.

The school's priorities and targets

- 2 The school has set a number of targets in its current school development plan (SDP), which include:
 - monitoring curriculum coverage;
 - monitoring the use of whole class teaching;
 - improving peer and self-evaluation;
 - ensuring that continuous provision is being used effectively at key stage 2;
 - developing the use of the outdoor classroom;
 - improve pupils' profiles;
 - make better use of standardised testing;
 - improve the information provided to parents, including updating the school website;
 - ensure that the training needs of individual staff are met;
 - increase the involvement of governors in monitoring provision;
 - increase the involvement of parents in their children's learning;
 - improve the monitoring of subjects by working parties; and
 - monitor curriculum resources.

Summary

- 3 Bryn Hafod successfully provides its pupils with a good education in a stimulating and caring environment. High quality teaching engages pupils enthusiastically in their work and the innovative curriculum is full of interest and excitement for them. Leadership is appropriately focussed on ensuring equality for all, but aspects of the management of the school need improvement, especially assessment and self-evaluation systems.

Table of grades awarded

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

- 4 The overall quality of the educational provision for the under-fives is appropriate to the pupils needs and they are making good progress towards the Foundation Phase.
- 5 In key stage 1 and key stage 2, pupils' achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh second language	2	3
Mathematics	2	2
Science	2	2
Information and communications technology	2	2
Geography	2	2
Music	2	2

- 6 During the time of the inspection, standards of achievement in 32 lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	82%	15%	0%	0%

- 7 In the 2008 teachers' assessments at the end of Year 2 and Year 6 places the school in the top 25% compared with schools with a similar number of pupils eligible for free school meals. The overall trend for the past three years has been upwards at both key stages. The school has set realistic and challenging targets in English, mathematics and science for 2009. In 2008, the school met all its targets at key stage 2, but failed to meet its targets in English, mathematics and the core subject indicator at key stage 1.
- 8 Pupils' progress in their learning is good throughout the school and they achieve standards that are above average in relation to their prior attainment and underlying ability. Girls do better than boys overall at both key stages, but boys have made relatively better progress than girls over the past two years and the gap in achievement is narrowing. Pupils with ALN and statements of SEN make good progress in relation to their prior attainment and underlying capabilities and pupils with EAL are making very good progress. Pupils' key skills are good overall but their bilingual competence is underdeveloped.
- 9 Pupils' attitudes to their work are positive throughout the school and behaviour is good. Pupils work well in pairs and in small groups, supporting each other and ensuring that everyone makes a contribution. Attendance is satisfactory.
- 10 Pupils' personal, social, moral and wider development is good overall. However, pupils' spirituality is less well developed and they do not take sufficient opportunities for quiet reflection or to consider spiritual issues. Pupils demonstrate a clear awareness of equal opportunities. Their understanding of the diverse nature of society, in which people have different beliefs and customs, is developing well. Pupils' are well prepared for the next phase of their education, their ultimate participation in the workplace and the community.

The quality of education and training

- 11 The overall quality of teaching in 33 lessons was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	76%	12%	0%	0%

- 12 Teaching is good throughout the school. There is a good relationship between the teachers, the assistants and the pupils. Teachers use a good range of teaching techniques and appropriate resources that successfully supplement the activities they arrange, in order to ensure pupils' active participation. However, pupils' bilingual competence is not given consistent attention in lessons from class to class within the school.
- 13 The school conforms to the statutory requirements for assessment, recording and reporting on pupils' progress. There is an appropriate emphasis on areas of pupil development as learners. As yet, however, pupil's profiles are incomplete and do not provide sufficient data on progress in curricular areas, particularly in key stage 2. There is also, no method of tracking pupil's progress in other areas, such as mathematics. Reports to parents are informative and conform to the statutory requirements.
- 14 The curriculum is broad and balanced and meets statutory requirements. It meets the needs of the range of pupils well. The school uses a thematic

approach to curricular planning and these plans are appropriately cross-referenced to the National Curriculum key skills and range. The provision for key skills is good.

- 15 Provision for spiritual, moral and social development is good overall. However, acts of collective worship do not always meet statutory requirements and opportunities to develop pupils' spirituality are missed.
- 16 The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful. Parents are very supportive of the school.
- 17 The school provides good quality care, support and guidance for all pupils. Pupils have regular opportunities to voice their views and opinions and do so with confidence through the school council. The school has appropriate policies and procedures in place to ensure the health, safety and well-being of pupils, which are monitored carefully by staff and the governing body. The school is successful in promoting healthy eating and a healthy lifestyle. The school has adopted the policy of the local authority to guide practice in child protection issues.
- 18 The provision for pupils with ALN is good with no important shortcomings. The support given to different groups of pupils who speak EAL helps them make rapid progress. Support for pupils whose behaviour may impede their own or other's progress is good. Provision for pupils with statements of special educational need in the SRB is good with outstanding features. The provision for equal opportunities is good throughout the school. The school makes a good contribution to the well-being of its pupils.

Leadership and management

- 19 Leadership has good features, although there are shortcomings in strategic planning. The headteacher provides clear direction, particularly in pastoral aspects. The school's values are reflected well in its supportive and purposeful ethos. There is a strong commitment to promoting equality of opportunity and enabling pupils to achieve their potential in the school. The arrangements for teachers' performance management meet statutory requirements, but the outcomes are not effectively linked to individual professional needs.
- 20 The governing body is strongly supportive of the school. However, its role in monitoring standards of provision is underdeveloped and its involvement in setting the strategic direction of the school through the SDP is limited. Provision does not comply with the legal requirements for registration, collective worship, the prospectus and its disability equality scheme.
- 21 The school's systems of self-review and strategic planning lack rigour and sufficient detail. Members of the senior management team, subject leaders and class teachers have not been sufficiently involved in deciding or addressing the school's priorities. The inspection team agrees with the school's judgements in its self-evaluation report in only two out of the seven key questions. The head teacher and the senior management team have recently introduced strategies to improve the quality of teaching and learning and to develop their knowledge of what they need to do to secure further improvement.

- 22 The most recent SDP is a limited document containing measurable targets and identifying appropriate strategies to raise standards. However all interested parties in the school do not have sufficient ownership of this key document. The school has made good progress in addressing the key issues raised by the last report, with the exception of standards in Welsh.
- 23 There are a sufficient number of qualified and experienced teachers. Support staff are used effectively. The school has a generous supply of resources and materials to support the curriculum. The accommodation is appropriate for the number of pupils on roll and provides a well-appointed learning environment.
- 24 Current planning matches key resources to the main priorities for improvement in the school development plan. However, the allocation of funding for resources is not effectively monitored to ensure best value for money and efficiency.

Recommendations

- 25 In order to further raise standards and improve the quality of education provided, the school should:
 - R1 Raise standards in Welsh second language at key stage 2 and improve pupils' bilingual skills at both key stages.*
 - R2 Improve assessment systems so that teachers have a clear view of pupils' progress in all subjects, linked to age-related expectations, key skills and pupils' underlying capabilities.*
 - R3 Improve the effectiveness of senior managers and governors in the monitoring of provision and the quality of education, including the use of resources to ensure value for money.*
 - R4 Ensure there are effective systems for performance management and continuing professional development, based on individual needs and aspirations, as well as the school's priorities for improvement.*
 - R5 Ensure that all statutory requirements are met where non-compliances are noted in the report.

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

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

- 26 The inspection team agreed with the school's grade 2 for this key question.
- 27 During the time of the inspection, standards of achievement in 32 lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	82%	15%	0%	0%

- 28 Pupils' achievement in lessons is slightly higher than reported in Her Majesty's Chief Inspector's (HMCI) report for 2007/08, when achievement was found to be good or better (grade 1 or 2) in 84% of lessons in primary schools. However, it was well below the reported average for lessons graded 1 (12%).
- 29 In the 2008 teachers' assessments at the end of Year 2, 84% of pupils achieved the expected level 2 in English. In mathematics, 91% of pupils achieved at least level 2 and in science, 98% achieved the expected level. Eighty-four per cent of pupils achieved at least level 2 in all three core subjects (the core subject indicator). This places the school in the top 25% compared with schools with a similar number of pupils eligible for free school meals.
- 30 In the 2008 teachers' assessments at the end of Year 6, 82% of pupils achieved the expected level 4 in English. In mathematics, 84% achieved the expected level and in science, 88%. In the core subject indicator, 79% of pupils achieved level 4, which places the school in the top 25% compared with similar schools.
- 31 The overall trend at key stage 1 and key stage 2 for the past three years has been upwards. The value added to pupils' learning as they move through the school is good.
- 32 The school has set realistic and challenging targets in English, mathematics and science for 2009. In 2008, the school met all its targets at key stage 2, but failed to meet its targets in English, mathematics and the core subject indicator at key stage 1.
- 33 The overall quality of the educational provision for the under-fives is appropriate to the pupils needs and they are making good progress towards the Foundation Phase.
- 34 In key stage 1 and key stage 2, pupils' achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh second language	2	3
Mathematics	2	2
Science	2	2
Information and communication technology	2	2
Geography	2	2
Music	2	2

- 35 Pupils' progress in their learning at key stage 1 is good and they achieve standards that are above average in relation to their prior attainment and underlying ability. At key stage 2, pupils make good progress and standards are good. Pupils have a good understanding of how well they are progressing and know what they need to do to improve their work. Pupils at key stage 2 are making good progress towards fulfilling their potential and are confident about moving on to the next stage of their education.
- 36 Pupils succeed regardless of their social, ethnic or linguistic backgrounds and make good progress towards fulfilling their potential. Girls do better than boys overall at both key stages, but boys have made relatively better progress than girls over the past two years and the gap in achievement is narrowing. Pupils with ALN make good progress in relation to their prior attainment and underlying capabilities and pupils with EAL are making very good progress.
- 37 Pupils' key skills are good overall. Their speaking, listening, reading and writing skills are good throughout the school. Pupils' number skills are good. Although pupils' information and communication technology (ICT) skills are good, they do not always use them as effectively as they could in all areas of the curriculum. Pupils' bilingual competence is underdeveloped and pupils are reluctant to speak Welsh except in formal situations, such as when registers are taken. They have a limited understanding of how to use the language to support their learning in other areas of the curriculum. Their written work is weak.
- 38 Pupils' attitudes to their work are positive throughout the school. Pupils are enthusiastic learners who enjoy their work. They listen carefully to their teachers, and work well with adults and with each other. They are keen to answer questions in introductory sessions, work with concentration on organised activities, and are happy to share their work with others at the end of lessons.
- 39 Pupil's behaviour is good throughout the school. Pupils are polite, friendly and respectful. They engage readily in conversation with staff and with visitors, and have a good understanding of how they are expected to behave. They are courteous and considerate towards staff and towards each other.
- 40 Pupils work well in pairs and in small groups, supporting each other and ensuring that everyone makes a contribution. Opportunities for pupils to work independently and acquire the skills to improve their own learning are well developed, and pupils frequently take the initiative for their own learning.
- 41 Attendance rates for the past three terms average 92.1%. These rates are below national rates of attendance for pupils of primary school age but above rates for schools that have a similar number of pupils entitled to receive free school meals.
- 42 Most pupils are punctual and keen to attend school but a few pupils consistently arrive late. These pupils often miss their entitlement to the daily act of collective worship which is held at the beginning of the school day.
- 43 Pupils' personal, social, moral and wider development is good overall. The positive ethos and the supportive relationships in the school help pupils develop secure personal values to guide them. Pupils show kindness, honesty and a sense of what is fair in their dealings with adults and with each other.

They are happy to take responsibility in a variety of aspects of school life, and are enthusiastic about the developing role of the school council. However, pupils' spirituality is less well developed and they do not take sufficient opportunities for quiet reflection or to consider spiritual issues.

- 44 Pupils demonstrate a clear awareness of equal opportunities, and feel strongly that everyone should be treated fairly and without discrimination. Their understanding of the diverse nature of society, in which people have different beliefs and customs, is developing well. Pupils are well prepared for the next phase of their education, their ultimate participation in the workplace and the community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 45 The inspection team agreed with the school's grade 2 for this key question.
46 The overall quality of teaching in 33 lessons was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	76%	12%	0%	0%

- 47 The quality of teaching in the lessons observed is higher than the average reported in HMCI's report for 2007-08 which is that teaching is good or better (grade 1 or 2) in 83% of lessons. However, it is below the percentage of lessons graded outstanding (grade 1) in 16%.
- 48 Teachers have a sound knowledge of the revised curriculum, the framework for the Foundation Phase and religious education. This is reflected in the lessons where the teaching promotes the appropriate skills and incorporates them in the subjects.
- 49 There is a good relationship between teachers, learning support assistants (LSAs) and pupils. This co-operation creates a positive working ethos in the classes, and instils in the pupils the confidence to express themselves.
- 50 Teachers use a good range of teaching techniques and appropriate resources that successfully supplement the activities they arrange, in order to ensure pupils' active participation.
- 51 The provision to meet the language needs of pupils with EAL is very well organised and closely monitored. However, pupils' bilingual competence is not given consistent attention in lessons from class to class within the school.
- 52 The good and outstanding features of the teaching include:
- good use of drama and role play, often with an element of humour, to fully engage pupils;
 - the practical and challenging nature of tasks set;

- good use of questioning to extend pupils' problem-solving skills and their understanding;
 - good subject knowledge;
 - good class control; and
 - pupils are allowed time and opportunities to make their own decisions.
- 53 Where teaching had shortcomings:
- there is a lack of detail in the planning;
 - planning is not purposefully linked to National Curriculum attainment levels;
 - there is insufficient use of Welsh;
 - assessment linked to learning not undertaken;
 - at times, there is a lack of organised and focused control; and
 - there is a lack of pace to the lesson.
- 54 The school conforms to the statutory requirements for assessment, recording and reporting on pupils' progress. There is an appropriate and clear policy which offers sound guidance on practices and procedures. However, procedures for the standardisation and moderation of assessment are at an early stage of development.
- 55 The school has set a recent focus on assessment for learning and for peer assessment practices, and has begun to establish the recording of pupils' progress in the light of the revised curriculum. There is an appropriate emphasis on areas of pupil development as learners. As yet, however, the current pupils' profiles are incomplete and do not provide sufficient data on progress in curricular areas, particularly in key stage 2. There is also, no method of tracking pupil progress in other areas, such as mathematics.
- 56 The school makes effective use of standardised tests for non-verbal and for reading skills in order to assess pupils' achievement in specific areas. Teacher-led lesson evaluations are undertaken effectively, as teachers observe and record significant aspects of progress or areas of difficulty.
- 57 In the Foundation Phase, the system of observing and recording the progress and achievement of individual children is an outstanding feature. Aspects of children's daily work is assessed and used as basis for detailed 'field notes' on each child's progress in areas of development. The information forms the basis of termly reports and are transferred to the child's personal profile. The information recorded effectively guides the nature of further work in the different areas.
- 58 Although there are meetings between teachers in Year 6 and teachers from secondary school, where assessments of pupils' work is discussed, there are no formal arrangements to meet teachers from cluster schools for the purpose of moderation and consistency of assessments.
- 59 Pupils in key stage 2 are becoming increasingly involved in the process of assessment for learning, setting their own targets for improvement and developing the skills needed to assess their peers and themselves effectively.

- 60 Pupils' work is marked regularly, and all teachers offer full and relevant comments on pieces of work. In the best instances, comments offer a suggestion about improving the work. In other instances, however, there is insufficient attention to encouraging pupils to correct and edit aspects of their work.
- 61 Reports to parents meet statutory requirements. They consist of interim reports in autumn and spring terms and full reports at the end of the school year. They are of good quality and offer valuable information to parents on their children's progress. The school also provides several formal opportunities for parents to meet teachers to discuss their child's progress.

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

Grade 2: Good features and no important shortcomings

- 62 The findings of the inspection team did not match the school's grade 1 in its self-evaluation report. There were a number of shortcomings in provision, especially in relation to bilingualism and pupils' spiritual development resulted in this team grading this key question as grade 2.
- 63 The curriculum is broad and balanced and meets statutory requirements. It provides a wide range of learning experiences, including extra-curricular activities, which meet the needs and interests of pupils with different abilities well. The school uses a thematic approach to curricular planning and these plans are appropriately cross-referenced to the National Curriculum key skills and range. However not all topic plans are completed, so continuity and progression is not yet secure.
- 64 The provision for key skills is good. A clear overview of planning for the teaching of key skills guides planning at a medium term and short term level. The provision of planned opportunities for pupils to work together, to experience problem-solving activities and to improve their own learning and performance is good. Provision for bilingualism is has some shortcomings. The use of incidental Welsh is variable and is not consistent feature of all classes.
- 65 Provision for moral, social and cultural development is good overall. However, acts of collective worship do not always meet statutory requirements and opportunities to develop pupils' spirituality are missed. The provision of personal and social education (PSE) is an integral part of school life. Lessons make good provision for education about drugs and substance misuse, health education and road safety. Overall provision for pupils' cultural development is good. They have suitable opportunities to study different cultures in their topics, such as Africa and Australia.
- 66 The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school and enhance pupils' learning experiences.
- 67 Parents and carers are very supportive of the school. They have great confidence in the headteacher and staff and value the welcoming nature of the

school. They are very pleased with the standard of education and the high quality pastoral care their children receive in the school.

- 68 Communication with parents is well established and very effective and parents have ready access to the headteacher and staff. A constructive home/school agreement is in place which had readily been accepted by most parents.
- 69 Good pastoral, administrative and curricular links have been developed with several receiving secondary schools, particularly with the main receiving secondary school. Arrangements for the transfer of pupils are handled sensitively and ensure pupils in Year 6 look forward to secondary school and approach it with confidence.
- 70 The school has established productive partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking vocational and child care qualifications. Students are carefully mentored and well supported by staff, and they make a positive contribution to the life and work of the school.
- 71 The school's partnership with the local community is very successful and staff take full advantage of the local community to extend pupils' learning experiences in many subject areas. The school and its various activities are well supported and valued by the local community.
- 72 The promotion of bilingualism has some shortcomings. The school does not have a policy, based on a purposeful planned strategy, to ensure progression across school years. Insufficient use is made of Welsh in some lessons. The school promotes *Y Cwricwlwm Cymreig* effectively as the pupils are given opportunities to undertake activities around the Welsh Dragon, to learn several Welsh songs and to recognise certain features of the capital city.
- 73 The school's commitment to work-related education is good and pupils' learning has been enriched by a range of partnerships with local employers and relevant agencies. Teachers successfully address the vocational aspect of the PSE programme and a range of well-planned visits to commercial and retail sites enhances pupils' understanding of the 'world of work'.
- 74 The school makes good provision for the development of pupils' entrepreneurial skills and pupils have regular opportunities to engage in enterprise activities, which provide the foundations of the skills needed to support economic development. Pupils design, make and sell a range of goods for a profit. A notable feature of the school is the way in which pupils themselves take control of enterprise activities and translate their ideas into practical and profitable solutions. This is particularly evident in the organising of the stalls for the school bazaar and the successful fund raising for charity led by the school council.
- 75 The headteacher and staff know pupils very well and are successful in tackling social disadvantage and stereotyping and in ensuring equality of opportunity for all pupils.
- 76 The standards in, and provision for education for sustainable development and global citizenship (ESDGC) are outstanding and the school makes positive efforts to act in a sustainable way. Pupils have a clear understanding of the need to care for the environment, to minimise waste and to reduce energy and

water consumption. They are involved in re-cycling and composting schemes and in developing their school grounds and local environment. The commitment of the school in celebrating diversity and in promoting racial equality is reflected in pupils' excellent understanding of global citizenship. Pupils' empathy and concern for others is an outstanding feature of their learning.

- 77 The school is successfully laying the foundations for lifelong learning and community regeneration. The 'wrap around' provision offered to children through the breakfast club and the range of after-school activities is greatly valued by families.
- 78 The headteacher, staff and governors are fully committed to the local community and work in close partnership with a range of local agencies to secure the regeneration of the local community and to support children and their families.

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

Grade 2: Good features and no important shortcomings

- 79 The findings of the inspection team differ from the grade 1 judgement made by the school in its self evaluation report. However, there were some shortcomings in provision, notably the lack of a disability equality scheme and the team judged this key question to be grade 2.
- 80 The school provides good quality care, support and guidance for all pupils. The headteacher and staff have established effective procedures to ensure that the pastoral needs and educational guidance of pupils are met in a sensitive manner.
- 81 The school works in full and productive partnership with a wide range of agencies and support services to ensure children's needs are carefully assessed and provided for. This multi-disciplinary approach is particularly beneficial for children in challenging and vulnerable circumstances.
- 82 The school enjoys positive partnerships with parents and carers. They feel valued and are confident their views are well considered by the school and acted upon.
- 83 Pupils also have regular opportunities to voice their views and opinions and do so with confidence through the school council. The council is a good forum for the development of pupils' personal and social skills and provides a good opportunity for pupils of different ages to work together and contribute to decision making. Councillors undertake their responsibilities seriously and feel they can make a real difference to their school. Councillors are good ambassadors for their school.
- 84 The induction procedures for pupils entering the school, moving up classes and transferring to secondary school are effective and ensure pupils settle quickly into their new environments with minimal disruption to their learning and well being.

- 85 The school provides outstanding personal support and guidance for pupils. The headteacher's personal commitment to the pastoral care of pupils underpins the life and work of the school, and pupils say that they feel secure, safe and respected in school.
- 86 There are shortcomings in the monitoring of attendance and punctuality. The school does not fully comply with attendance requirements set out in the National Assembly for Wales Circular 47/06, *'Inclusion and Pupil Support'*. Assemblies take place at the start of the school day and pupils are not registered until they return to their classes. This has health and safety implications as the school has no accurate record of attendance for the first part of the day. In addition, there are no formal procedures in place for the recording of lateness. The school has established a good working partnership with the education welfare officer. Good follow-up procedures are in place for those pupils whose attendance gives cause for concern.
- 87 The school has appropriate policies and procedures in place to ensure the health, safety and well-being of pupils, which are monitored carefully by staff and the governing body. Pupils are well supervised, and arrangements for dealing with accidents and emergencies are clearly understood by staff.
- 88 The school is successful in promoting healthy eating and a healthy lifestyle. Pupils are encouraged to eat fruit at break time, and fresh water is readily available throughout the school day. Pupils also benefit from a range of extra-curricular sports clubs, which are well supported.
- 89 The school has effective measures to deal with appeals and complaints and to promote the protection of children. The school has adopted the policy of the local authority to guide practice in child protection issues. The headteacher 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.
- 90 The provision for pupils with ALN is good. Early identification ensures highly effective and purposeful support. The school policy complies with statutory requirements and the framework for inclusive education. The teacher in charge of the SRB, who acts as the ALN co-ordinator is effective and works well with the whole staff, outside support agencies and the ALN governor.
- 91 Teachers and support staff work as a team providing continuity of support and assessment needs. Targets set in individual education plans (IEPs) are stated in observable, measurable terms and can be clearly monitored and reviewed. The assessment of pupils' attainment and progress is detailed and effectively identifies what they need to do to improve. The support given to different groups of pupils with EAL helps them make rapid progress. This is an outstanding feature.
- 92 Support for pupils whose behaviour may impede their own or other's progress is good. Effective use is made of behaviour management strategies for those who need it and there are a clear set of school values, which effectively guide pupils' behaviour. The school has been successful in eliminating all kinds of oppressive behaviour, including racism.
- 93 Provision for pupils with statements of SEN in the SRB is good with outstanding features. They are very well supported by the teacher-in-charge

and the learning support assistant. The work provided is very well matched to their individual needs, and as a result, they are making rapid progress, especially in their social skills.

- 94 The school's provision for equal opportunities is good. Equality for all is firmly embedded in the school's ethos and the headteacher and staff place a high priority on the social inclusion of all pupils. The school recognises the different social, ethnic, educational and linguistic backgrounds of pupils and takes this into account when delivering support and guidance.
- 95 School policies and procedures effectively promote racial equality, gender equality and challenge stereotypes. Diversity is recognised, respected and celebrated throughout the school, and pupils value and respect the contribution of others regardless of their ability, gender, race or background.
- 96 The school makes every effort to accommodate disabled pupils and pupils with complex medical needs, and ensures that they are not treated any less favourably than other pupils. Considerable improvements have been made in the physical access to the school but governors have not yet formulated a disability equality scheme to meet statutory requirements.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 97 The school graded this key question grade 2, but the shortcomings in management led the inspection team to grade it grade 3. This is also lower than the grade 2 for key question 1 because of the number of statutory requirements not met and the shortcomings in management procedures. The good standards observed in the school are the product of good teaching, good curricular provision and good care, not primarily because of good management, which is another reason why the two grades do not match.
- 98 Leadership has good features, although there are shortcomings in strategic planning. The headteacher provides clear direction, particularly in pastoral aspects. The school's values are reflected well in its supportive and purposeful ethos. The senior leadership team supports the work of all staff effectively.
- 99 Subject working parties provide effective leadership in most subjects and this has a positive effect on teaching and learning, although their role does not yet include formal monitoring of standards in these subjects. There are limited arrangements in place to collate portfolios of pupils' work in order to illustrate or moderate standards.
- 100 The school takes appropriate account of national and local priorities. There is a clear focus on recent curricular developments and changes in provision and practice reflect these. There is a clear commitment to raise standards in line with pupils' capabilities.
- 101 The school sets suitably challenging targets for pupils' attainment at the end of each key stage. It is generally successful in meeting these targets. Targets in

the SDP are less clearly defined and there is limited evidence to demonstrate the consistent success of initiatives.

- 102 The arrangements for teachers' performance management meet statutory requirements but the outcomes are not effectively linked to individual professional needs. The headteacher undertakes all staff appraisals and provides feedback to staff. However, formal reviews are not completed and targets for development are not formally agreed. Job descriptions are generic and are not updated in line with changes in responsibilities or role within the school.
- 103 The governing body is well informed by the headteacher and other staff and is strongly supportive of the school. However, its role in monitoring standards of provision is underdeveloped and its involvement in setting the strategic direction of the school through the SDP is limited.
- 104 The governing body is generally successful in meeting its statutory obligations. However, provision does not comply with the legal requirements for registration, collective worship, the prospectus and its disability equality scheme.

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

Grade 3: Good features outweigh shortcomings

- 105 The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The school graded this key question as grade 2. However, the inspection team identified shortcomings in the self-evaluation processes and so awarded a lower grade.
- 106 The school's systems of self-review and strategic planning lack rigour and sufficient detail. Members of the senior management team, subject leaders and class teachers have not been sufficiently involved in deciding or addressing the school's priorities. However, formal self-evaluation processes have recently been started and form a good basis for further development. Nevertheless, currently, all interested parties (governors, all staff, parents and pupils) are not fully involved in the process of evaluating how goals and priorities each year are identified and met. As a consequence, leadership cannot ensure that priorities are based upon a broad picture or that a sense of unity, collaboration and ownership is established in the school.
- 107 The inspection team agrees with the school's judgements in its self-evaluation report in only two out of the seven key questions. The team identified shortcomings in key questions 5, 6 and 7 and has given a lower grade than the school in each of these. In key questions 3 and 4 the team awarded a grade 2 in both cases because there were insufficient outstanding features to award a grade 1.
- 108 The headteacher and the senior management team have recently introduced strategies to improve the quality of teaching and learning and to develop their knowledge of what they need to do to secure further improvement. They regularly monitor teachers' planning, review the quality of pupils' work and

subsequently provide constructive feedback. However, the subject working parties are not fully involved in the self-evaluation process.

- 109 The most recent SDP is a limited document containing measurable targets and identifying appropriate strategies to raise standards. These have appropriate success criteria and timescales. The areas identified in this closely match several of the recommendations made in this report. However, the allocation of resources to support initiatives is not always clearly identified and as with the self-evaluation process, all interested parties in the school do not have sufficient ownership of this key document.
- 110 The school has made good progress in addressing the key issues raised by the last report, with the exception of standards in Welsh.

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

Grade 3: Good features outweigh shortcomings

- 111 The findings of the inspection team do not match the grade 2 given by the school in its self-evaluation report. The team judged that there are shortcomings in resource management and therefore graded this key question 3, which means that this key question is graded lower than key question 1. The shortcomings in resource management do not adversely effect standards, but do negatively effect the efficiency of the school.
- 112 There are a sufficient number of qualified and experienced teachers and support staff to meet the requirements of the National Curriculum. They are appropriately deployed and work well together as a team.
- 113 A good number of support staff are employed by the school. They are used effectively in classrooms, have clear roles and make a significant contribution to classroom activities, including supporting pupils with ALN. The school administrator ensures the smooth running of the day-to-day life of the school and the ancillary staff undertake their duties effectively and efficiently.
- 114 The school has a generous supply of resources and materials to support the curriculum. Resources have been purchased to support the school's priorities in curriculum development. The provision of interactive whiteboards in the majority of classrooms and the use of the computer suite considerably enhance many aspects of learning. There is a need, however, to replace the school stock of computers, some of which are becoming outdated. In some areas of the school the effective use of recently installed interactive whiteboards is limited due to the poor condition of window blinds.
- 115 The school makes effective use of the local environment, the community and educational sites to enrich pupils' learning. The school makes very effective use of the school grounds to enhance learning. There are outdoor facilities of very high quality on site and these are utilised to very good effect in delivering the curriculum. The accommodation is appropriate for the number of pupils on roll and provides a well-appointed learning environment. This provision offers good opportunities to vary teaching strategies and accommodate pupils' different learning styles. The provision for outdoor learning for the under-fives is both safe and secure with a good range of stimulating play equipment.

Several other outdoor learning environments are presently being developed and these areas have a positive effect on pupils' learning experiences.

- 116 All members of staff have job descriptions that provide an overview of their duties and responsibilities. However, a significant number are outdated and in need of review. Teachers and support staff regularly attend a range of in-service courses to improve their skills and enhance their professional development. However, opportunities for staff members to identify their own professional development and training needs are limited.
- 117 Arrangements have been made to meet the requirements of the teachers' workload agreement. Planning, preparation, and assessment time is appropriately used by teachers to raise standards and is monitored by the head teacher. The deployment of teachers linked to year groupings allows team-teaching opportunities and subject specialisms to be effectively exploited.
- 118 Current planning matches key resources to the main priorities for improvement in the school development plan. However, the allocation of funding for resources is not effectively monitored to ensure best value for money and efficiency. The school budget is effectively monitored by the headteacher, ably supported by the school administrator.

Standards achieved in subjects and areas of learning

Welsh second language

Key Stage 1: Grade 2: Good features and no important shortcomings
Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 119 Pupils in key stage 1 understand certain simple phrases and instructions, such as greetings, and the vast majority respond to them meaningfully. They use sentence patterns to convey feelings and to express personal preferences, such as about their favourite food. When they are given meaningful contexts, such as when choosing their fruit for snack-time, they use the structure 'Ga' i ...?' appropriately, and respond by thanking the peer distributors. The great majority of pupils show a positive attitude towards the language and are engaged in the activities within lessons.
- 120 Pupils in key stage 1 read simple texts, usually within limited sentence patterns. They display an understanding of the meaning. When reading in group situations, such as from 'Big Books', they show confidence and begin to convey appropriate intonation. They compose simple sentences to name the various fruits in a basket and can label and place names of different foods in the correct sections of a 'word-wheel'.
- 121 In key stage 2, pupils name various items of food and certain countries. They use the pattern 'Ble est ti?' to ask a question and to provide meaningful answers. They are confident in using their acquired phrases and patterns to greet adults in informal situations around the school. Pupils undertake activities confidently, which allows them to communicate through oral dialogue, referring to personal preferences and dislikes, as they read from the sentence pattern. The more able pupils extend their responses by giving reasons for their choices and preferences.
- 122 A small minority of pupils read story texts with a degree of fluency. They use varying strategies to gain some understanding of the meaning. They compose simple sentences, using the first person verb form, to convey likes and dislikes. They match written descriptions to the appropriate picture of eminent Tudor personalities.

Shortcomings

- 123 In both key stages, a good number of pupils are unsure of the correct one word answers to specific questions.
- 124 Pupils in key stage 2 do not have a sufficient range of sentence patterns, or a sufficient grasp of vocabulary, to successfully cope with reading texts or to write for an increasing range of purposes.

Mathematics

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

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

Good features

- 125 In key stage 1, pupils count forwards and backwards up to 50 in the context of a game and 100 when counting by rote. They count to 100 in tens and fives and count forwards from five and 10 in twos and threes. They count in fifties. Pupils know the term 'order', understand the concept and place objects and themselves in order accurately up to 20.
- 126 Pupils use a hundred square accurately and confidently to make a variety of calculations including addition of single, multiple numbers and tens and twenties. Pupils have good facility for mental calculation and a secure knowledge of addition and subtraction bonds up to 20 which they use accurately and confidently in mental calculations.
- 127 Younger pupils in key stage 1 use paces to measure distances. They realise the need for a standard measure to show how far their rocket travelled, for example. Pupils record their work in tables. They record using numbers and tallies and then use this information to construct pictographs and block graphs. Pupils discuss how many parts into which a whole may be divided and understand halves and quarters.
- 128 In key stage 2, pupils have an understanding of number patterns. Across the key stage, they develop well an understanding of place value and handle numbers up to 10,000 and beyond. They round off whole numbers to the nearest 10, 100, 1,000 or 1,000,000.
- 129 Younger pupils in key stage 2 work out tables well by using different strategies. They have growing understanding of place value and make accurate calculations of three-figure numbers. Pupils show an understanding of fractions and they calculate these in a practical manner by dividing shapes into equal parts.
- 130 By the end of the key stage they understand more complex fractions and they express them accurately in a number of ways. Pupils further develop their knowledge of two and three-dimensional shapes, and across the key stage they identify and relate the features of a wide range of two and three-dimensional shapes successfully.
- 131 Older pupils have a secure knowledge of addition and doubling using partitioning, improper fractions and mixed numbers. They apply this to decimals and use this knowledge well to solve problems. They have a secure understanding of decimal notation and express vulgar fractions as decimals. They round off decimal numbers to the nearest hundredth or tenth.
- 132 Pupils know that they need to collect information to solve problems. They use their mathematical skills to work out how to budget for their trip to Australia, for example. Pupils plan their work well and make effective use of calculations to work out how much they have left to spend.

Shortcomings

- 133 There are no important shortcomings.

Science

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

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

Good features

- 134 In key stage 1, pupils investigate a range of contexts and make good progress as they move into key stage 2 and the more formal provision at this key stage.
- 135 Younger pupils in key stage 1, pupils investigate magnets, mirrors and lenses confidently and describe the range of outcomes from their investigations. They plant flowers and other plants, both indoors and out, and are aware of the need to water them and ensure they get light in order for them to grow.
- 136 Older pupils in key stage 1, children investigate the properties of materials and make informed judgements about the best material to use to make a roof. They confidently undertake testing to investigate the effects of slope on friction, devising a fair test and testing toy cars on a ramp. They record the results accurately in table form. They investigate healthy foods as part of a study on the human body and keep accurate diaries of their food intake, making competent and informed judgements on the balance of their own and each other's intake.
- 137 In lower key stage 2, pupils make a comprehensive study of body systems. They make surveys of eye colour and confidently use the outcomes to undertake analysis and to draw graphs. Pupils test heart rates before and after exercise and interpret the results effectively to draw conclusions from them. They also undertake taste tests, interpret the outcomes confidently and draw conclusions, accurately representing outcomes in graphical form.
- 138 Pupils make studies of light, confidently classifying light sources into man-made and natural. They are aware that light travels in a straight line and observe the effects of passing light through water. Most pupils demonstrate understanding of the concept. They devise a fair test and confidently test materials for opacity in order to choose the most appropriate material for curtains. Pupils compile a planet fact file and demonstrate a sound knowledge of the Earth in Space and the Solar System.
- 139 In upper key stage 2, pupils make a study of the water cycle, representing the process effectively in diagrammatic form. They show awareness of the meaning of evaporate, condense and precipitate. They competently undertake investigations into water cycle in action in everyday life, showing a good understanding of the concept. Pupils discuss and test the changes to a material caused by heating or burning, confidently sorting the changes into reversible or irreversible change.
- 140 Pupils classify forces and investigate gravity and friction using a range of equipment. They confidently use standard measures to measure force. They are aware of the properties of a range of materials and understand that materials are solid, liquid or gas.
- 141 Pupils confidently carry out investigations on coal, testing different types to measure and compare burning properties and drawing conclusions. Pupils are also familiar with circuits and most understand the concept of insulation and

conduction and produce and use diagrammatic representations accurately to plan their work.

Shortcomings

142 There are no important shortcomings.

Information and communications technology
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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
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Good features

- 143 In key stage 1, pupils create and communicate information well. They use different forms of text, images and sound. Pupils are good at finding information from a given source and answer questions well. Pupils enter information with some help.
- 144 Younger pupils in key stage 1 log on to the computer confidently and use menus and icons to access the program they want. Pupils choose appropriate colours and use the mouse accurately to draw pictures of planets, for example. They evaluate their work and make suggestions about how their work can be improved. Older pupils in key stage 1 have good skills and combine text and graphics well to create posters promoting healthy eating.
- 145 In key stage 2, pupils use appropriate programs to record their music compositions. They experiment with sounds and patterns until they are happy with the results. They edit sounds on the computer to achieve the effects they want. Pupils know that the graphs produced by the program represent sound waves.
- 146 Older pupils in key stage 2, produce advertisements for tourist attractions in Australia. They combine pictures, text and sound skilfully to produce a finished video advertisement. They record their own sound track and edit it to fit the running time of the advertisement. Pupils plan their tasks and combine a variety of information and media. They are aware of different audiences and adapt their work appropriately.
- 147 All pupils are aware of Internet safety and how to use equipment safely, including digital cameras, CD players and video cameras.

Shortcomings

- 148 A minor shortcoming is that pupils' ability to create, interrogate and use databases is less well developed as other aspects of the subject.

Geography

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

Good features

- 149 Pupils in key stage 1 know and explain their routes to school well. Their awareness of their own locality and of places beyond is developing well. Using different kinds of maps, pupils name and locate human and physical features confidently, within their own locality.
- 150 Pupils in both key stages know that people can affect the environment positively and negatively, both locally and in the wider world. Their understanding of looking after the environment is good.
- 151 In key stage 2, pupils' knowledge of their locality and beyond is developing well. At the lower key stage they produce booklets about 'Where I live', researching the topic using atlases and ICT effectively. They investigate the human effects on the landscape and classify them accurately. They confidently identify the oceans and continents on a world map and can use co-ordinates to plot locations on a map accurately.
- 152 In upper key stage 2 pupils pose relevant questions, identify geographical patterns and offer competent explanations of geographical processes. They describe the physical features of rivers and show good understanding of the effects of human activity on them. They use maps confidently and use them effectively to plot routes in the locality. They describe the features of canals and have used good investigative skills to study the effects of coastal erosion.
- 153 In their enquiry work, using specific subject language, older pupils compare and contrast their own locality in Wales with that of Australia. Through discussion and collaboration, problem-solving skills and investigation, pupils clearly identify geographical features and developments in both communities.

Shortcomings

- 154 There are no important shortcomings.

Music

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

Good features

- 155 Nearly all pupils in key stage 1 follow a recorded accompaniment carefully and sing tunefully in both Welsh and English. They become increasingly aware of the need to control pitch and breathing.
- 156 In key stage 1, pupils explore collaboratively in groups the theme of space imaginatively and sensibly. Nearly all consider and discuss different ways of making sounds using their voice and various other tuned and untuned percussion instruments. They use a variety of rhythms and words to make clear distinctions within the elements of duration and dynamics.

- 157 Older pupils in key stage 1 create their own musical ideas based on an Amazon Rainforest theme. Many use thinking maps effectively to make simple graphic scores to guide their performance appropriately for each other using voice and untuned instruments. They all return instruments carefully to their allotted place at the end of lessons.
- 158 As pupils progress through to key stage 2, nearly all develop and refine musical ideas consistently and improve their breathing, pitch and tempo well. Most pupils extend their understanding of musical elements effectively through appropriate computer programs. They explore ways of adding a range of sounds and images to the beginning and end of a song they have previously recorded from the film 'Jungle book'. A few reflect thoughtfully on the quality and effectiveness of their recording.
- 159 In key stage 2, pupils sing a range of songs from Wales and develop a broad understanding of different styles of music from other cultures such as those of Aborigines in Australia. A notable feature is that many play original and made didgeridoos to accompany songs effectively. Pupils work together co-operatively to sing and create a variety of interesting textures and sounds in their accompaniments.
- 160 Older pupils sing melodiously in whole school gatherings. The quality of the sound they produce is good and they sing songs in both English and Welsh with clear diction and appropriate expression. Nearly all pupils develop confidence in maintaining a part in a song. Many of the pupils show good posture and effective control of pitch and breathing.
- 161 Many interested pupils extend their musical knowledge and competence well through a range of extra-curricular activities where they play violin, drums, keyboard, guitar, and ukulele well. A school choir has performed songs of its own choosing and composition at the Wales Millennium Centre and attended a recording studio to accompany a musical group recording a song. The good quality of pupils' performances in these activities makes a significant contribution to improving standards in music overall.

Shortcomings

- 162 A minor shortcoming is that pupils' confidence or ability to reflect, compare and contrast on their own and other's music is variable.

School's response to the inspection

The school declined to give a formal written response to the inspection.

Appendix 1

Basic information about the school

Name of school	Bryn Hafod Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Blagdon Close Llanrumney Cardiff
Postcode	CF3 4HF
Telephone number	029 2079 3402

Headteacher	Mr James Pengilley
Date of appointment	September 1982
Chair of governors	Mr Derrick Morgan
Registered inspector	Mr Stephen Dennett
Dates of inspection	23-26 March 2009

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	26	35	37	38	41	32	35	42	294

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	17	2	18

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	10:1
Average class size, excluding nursery and special classes	38
Teacher (fte): class ratio	19:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	83.5%	87.8%	93.1%
Summer 2008	81.0%	86.1%	91.0%
Autumn 2008	85.6%	88.7%	92.3%

Percentage of pupils entitled to free school meals	35%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					45
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	2	0	14	61	23	
		National	0	4	14	63	20	
En: reading	Teacher assessment	School	2	0	43	43	11	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	2	2	23	56	18	
		National	0	5	16	68	11	
En: speaking and listening	Teacher assessment	School	2	0	5	52	41	
		National	0	2	11	63	24	
Mathematics	Teacher assessment	School	2	0	7	71	21	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	2	0	48	50	
		National	0	2	9	66	23	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	84	In Wales	81

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

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6					45			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	4	13	64	18
		National	0	0	0	1	1	3	17	51	29
Mathematics	Teacher assessment	School	0	0	0	0	0	0	16	67	18
		National	0	0	0	1	1	3	15	51	30
Science	Teacher assessment	School	0	0	0	0	0	2	11	62	24
		National	0	0	0	1	1	2	11	54	32

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	79	In Wales	76

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

Appendix 4

Evidence base of the inspection

A team of five inspectors spent a total of 14 inspector days at the school. They were assisted by the school's nominee.

These inspectors visited:

- 33 lessons or parts of lessons;
- 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;
- teachers and support;
- groups of pupils in all classes;
- the school council; and
- other people associated with the school.

The team also considered:

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

After the inspection, the team held meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stephen Dennett Registered Inspector	Led on : Context, Summary, Recommendations and Appendices Key Questions 1 and 3 Mathematics Information and communications technology Contributed to: Key Question 4
Mrs Janet Warr Lay Inspector	Led on: Key Question 4 Contributed to: Key Questions 1 and 3
Mr Neil Watkins Team Inspector	Led on: Key Questions 5, 6 and 7 Science Geography Contributed to: Recommendations
Mr Phillip Edwards Team Inspector	Led on: Provision in the Foundation Phase Music Contributed to: Welsh second language
Mr Leonard Jones Team Inspector	Led on: Key Question 2 Welsh second language Contributed to: Key Questions 1 and 3 Provision in the Foundation Phase
Mr James Pengilley Nominee	Contributed to all key questions

Acknowledgement

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

Inspection Contractor:

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