

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

A Report on the Quality of Education in

**Brynaman Primary School
Brynceunant
Brynaman
Ammanford
Carmarthenshire
SA18 1AH**

School Number: 6692169

Date of Inspection: 27/04/09

by

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15669**

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Brynaman 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 Brynaman Primary School took place between 27/04/09 and 29/04/09. An independent team of inspectors, led by Phillip David Watcyn Edwards 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 **short** 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. Brynaman Primary School is designated by Carmarthenshire County Council as a category 'A' traditional Welsh speaking school. Pupils receive a Welsh medium education up to Year (Y) 2 and a bilingual education thereafter. It is situated in the village of Brynaman bordering the agricultural and industrial foothills of the Brecon Beacons National Park and provides education for pupils between 3 - 11 years of age. The school population is drawn largely from two large housing estates in Brynaman with around 30% of pupils coming from Neath Port Talbot or Powys. The school describes the area it serves as socially disadvantaged and high on the deprivation index. It has a Welsh language support centre on site run separately by the local authority for two mornings a week. A nearby primary school of 13 pupils attends for two days a week for pastoral and social purposes.
2. The original building has undergone considerable refurbishment with modern extensions, including an annexe heated by solar panels. The school has extensive garden and exploratory areas and the local playing field is used for games. Currently, there are 193 pupils from reception onwards and 32 full-time foundation phase nursery children making a full-time equivalent (fte) of 225. The foundation phase is also delivered to the 29 children in the reception class. Nearly all learners are taught in age related classes with one mixed age Y5/6 class for pupils with additional learning needs (ALN). Around 62% of pupils speak English predominately at home, with 37% speaking Welsh and 1% other languages. The approximate percentage of pupils who speak Welsh as a first language or to an equivalent standard is 88%. There are very few pupils from minority ethnic groups; four pupils receive support teaching in English as an additional language (EAL). No pupil is withdrawn from collective worship.
3. Baseline data indicates that around 75% of children enter the school having below average levels of basic skills. Around 15% of pupils are entitled to receive free school meals, which is below the all-Wales national average of 17.5%. There are currently 125 (56%) pupils on the special educational needs (SEN) register which is well above the national average. Of these, 53 (27%) are at school action, 41 (21%) at school action plus and 3 (1.6%) have a formal statement of SEN with no disapplications to the national curriculum. One pupil is 'looked after' by the local authority. Pupil mobility is similar to the norm, but a significant number enter the school from foundation phase to Y6 at different times who do not speak Welsh.
4. There are 10 full-time teachers, including the Headteacher, and two part-time teachers. There are nine classes, including the full-time nursery. There are nine full-time and two part-time learning support assistants (LSA) and one school administrative assistant. The headteacher has been in post since the beginning of September 1997.
5. The school was previously inspected in the summer term 2003. A significant number of improvements have been made to the fabric and decoration of the school since then, such as creating extensive outside resources for eco-studies and the foundation phase, including a sensory area. Internal structural alterations have been made to

accommodate the foundation phase areas. There is a new computer suite, solar panels to supplement heating in one area of the accommodation and annotated murals painted on walls depicting well known Welsh characters and rhymes.

6. The school has gained many awards, including the Basic Skills Quality Mark and Investors in People three times, its Eco-Schools Green Flag and its Healthy Schools level 1 accolade.

The school's priorities and targets

The school and its priorities

7. The school's motto is 'Byw i'r Presennol; ac edrych i'r dyfodol'. (Live for today and look to the future).
8. The school's mission statement is that the school will provide the best possible education for every child, in order to achieve his or her full potential in a happy, secure, family atmosphere. This is underpinned by a number of relevant aims and objectives.
9. The school's priorities in its school development plan (SDP) for 2008-2009 include:
 - extending the foundation phase from 3 to 7 years;
 - create a scheme of work and policy for personal and social education (PSE);
 - improve community links;
 - improve curriculum awareness among parents;
 - develop the role of the subject co-ordinator and governing body (GB);
 - raise the standards of oral and written Welsh;
 - improve standards in reading by the end of KS2; and
 - provide opportunities for observing good practice in teaching.

Summary

10. Brynaman is a very good school with many outstanding features. Leadership and management are highly effective in providing pupils with a value added education, which ensures that most achieve their aspirations and often succeed well beyond their expectations.

Table of Grades awarded

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

11. The inspection team agreed with all the judgments awarded by the school for the seven key questions, as they all had many outstanding features.
12. In the 2008 KS1 teacher assessments the proportion of pupils who attained at least Level 2 or higher was a little above national averages in Welsh first language, mathematics and science. The proportion that attained the higher Level 3 was below national averages in all three subjects.
13. In 2008 KS2 teacher assessments the proportion of pupils who attained at least Level 4 or higher was a little above national averages in English, mathematics and science, but more than significantly below in Welsh first language. The proportion that attained the higher Level 5 were similar to national averages in English and science, a little below in mathematics and very significantly below in Welsh first language.
14. When the 2008 core subject indicator (CSI) for pupils in KS1, who attain at least level two in Welsh first language, mathematics and science is compared with local and national figures it is similar. When it is compared with schools with a similar free school meal entitlement it is in the lower 50%. The trend in the last three years is downwards from the upper 50% in 2006 and 2007 to the lower 50% in 2008.
15. In 2008 when the CSI for pupils in KS2, who attain at least level four in Welsh first language, English, mathematics and science is compared with local and national figures it is above average. When it is compared with schools with a similar free school meals entitlement it is presently in the lower 50%. The trend in the last three

years is significantly downwards from the highest 25% in 2006 and 2007 to the lower 50%.

16. There is no significant difference in the performance of boys or girls or of pupils from different ethnic group. In KS1 and KS2 the performance of boys compared with girls is variable. In 2008 girls performed better, but in the previous two years boys did better overall.
17. The inspection team judged that pupils in both key stages achieve well above the levels reflected in the 2008 national curriculum assessments. This is due to a number of factors which affected the results. In particular, in 2008 the school moved to a lower free school meals band by a margin of 0.6%. If the school had remained in its previous band, then all subjects and the CSI in both key stages would have been rated more highly in comparison with similar schools, except in Welsh in KS2. In addition, in 2008 in KS2, 29% of the pupils assessed were on the SEN register and a further 7% had a statement. Moreover, in this cohort 24% had joined the school from elsewhere during the key stage, many from English speaking schools, which partially explains the lower standards in Welsh first language.
18. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the foundation phase outcomes.
19. Most learners, including the under-fives and those with SEN, achieve very good standards overall in their knowledge, understanding and skills and reach their agreed targets and goals. This is particularly evident for pupils with ALN and EAL who make outstanding progress overall. Many achieve very well in the foundation phase and as they progress through the school. Nearly all have positive attitudes to learning and succeed regardless of their social, ethnic or linguistic backgrounds. The very few more able and talented pupils make particularly good progress.
20. The key skills of speaking and listening are outstanding in Welsh first language in the under-fives and KS1, and in both Welsh first language and English in KS2. Nearly all pupils listen very carefully with a high regard for teachers and they speak often thoughtfully and clearly with a wide vocabulary. Nearly all children under-five make good efforts to acquire early reading and writing skills. Standards in reading and writing for many pupils in KS1 and KS2 are good, but a few in KS2 lack sufficient confidence in writing in Welsh first language. In both KS1 and KS2 pupils read well for a range of purposes with improving reference skills and overall they write well across the curriculum.
21. Nearly all children in the under-fives and pupils in both key stages apply the key skills of numeracy very well, but in a limited range of applications across the curriculum. Information communications technology (ICT) skills of nearly all the under-fives, KS1 and KS2 develop well throughout the school and they are well aware of an outstanding range of applications. Throughout the school they also develop their creative and problem solving skills in a range of subjects.
22. Learners' bilingual competence is outstanding. Children under-five have a wide range of vocabulary, which they use readily during conversations with teachers and with each other. They use a variety of sentence structures, particularly when singing

songs confidently. Standards in bilingualism and attitudes are good with outstanding features in KS1 and KS2 where even the significant number of pupils who enter school not speaking Welsh make considerable progress in understanding the language; they use a range of statements, commands, questions and answers during the school day, both in class and in whole school sessions.

23. Pupils make outstanding progress in learning, particularly in the manner in which they acquire new knowledge or skills and they increase their understanding effectively through skill based activities, particularly in the foundation phase. They make outstanding progress towards fulfilling their potential and moving on to the next stage in their learning. Conversations with pupils and observing their progress in lessons confirm the school's assessment data that nearly all achieve the expected targets.
24. The development of pupils' personal, social, moral and wider development is outstanding. Nearly all pupils are exceptionally well motivated, sustain concentration and have very positive attitudes to learning.
25. Most pupils have a good understanding of their abilities and explain clearly what they are doing. They review their own progress well to inform their learning through regular self-assessment.
26. Standards of behaviour, levels of courtesy and respect demonstrated by pupils are exceptionally good and reflected in every aspect of school life, including lessons and break and lunch times.
27. Attendance averaged 94.37% for the three terms prior to the inspection, with no unauthorised absences. This is above local authority and national averages. The school has set a challenging target of 95%. Pupils are punctual at the start of the school day.
28. Many pupils work well independently, but could develop a deeper understanding of what has been read and retrieve information with more efficiency and accuracy.
29. Throughout the school, pupils' understanding of equal opportunities issues is outstanding. They develop a very good awareness of and respect for the diversity of beliefs, attitudes and cultural traditions in society.
30. Pupils are very well prepared for participation in the workplace and many visitors whose effective contribution develops a keen interest in community affairs.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
64%	36%	0%	0%	0%

31. These figures are outstanding compared with those of Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2007-8 where nationally they are Grade 2 or better in 83% of lessons and Grade 1 in 16%. This is considerably better than the last inspection.

32. Outstanding features include:

- exceptionally well planned and organised lessons to stimulate pupils' interest and develop their skills, knowledge and understanding very effectively;
- very high expectations of behaviour, excellent relationships and respect between staff members and pupils to encourage very efficient learning; and
- pupils are enthused to generate a range of ideas and actively involved in their learning.

33. Good features include:

- clear introductions, explanations and appropriate praise to motivate pupils to learn effectively and efficiently; and
- well established classroom routines and good pace ensuring pupils work productively.

34. The organising of teaching in the foundation phase is good with outstanding features. Teachers and LSAs encourage nearly all children to make informed choices as they take part in their daily activities and explore every opportunity to foster their independent learning.

35. Issues of equality are promoted very well and discussed regularly with all pupils. Staff make very good provision for the majority of pupils with ALN, the more able and talented and the very few with EAL.

36. Systems and procedures for assessing pupils are outstanding in the foundation phase, KS1 and KS2 and are understood clearly by all. The information gained from the thorough analysis of data is used very well to guide teachers' planning to move the children forward according to their individual needs.

37. Recording individual pupil progress is very effective and work is marked regularly and consistently. Annual pupils' reports are of a very good quality.

38. The school succeeds exceptionally well in meeting learners' curricular needs and interests in all year groups. The provision for the foundation phase, including the use made of the exceptional environment provision available, is outstanding.

39. The broad, balanced and flexible curriculum provided is coherent and together with the very wide range of extra-curricular activities is highly effective. An outstanding feature is its continuity and progression which motivates the whole range of pupils to make very good progress in their knowledge and understanding in comparison with their ability. The development of key skills is also well established across the curriculum.

40. The school promotes pupils' personal, spiritual, moral and cultural development particularly well. The provision for collective worship fulfils all statutory requirements and is outstanding. There is consistent and effective encouragement of bilingualism throughout the school. The school celebrates a rich variety of Welsh and other countries' cultural experiences. The Cwricwlwm Cymreig is an outstanding feature which ensures pupils appreciate a range of past and present scenarios in Wales.

41. There are outstanding partnerships with parents who praise the school very highly. Very appropriate arrangements, valued by them, are in place to provide homework for pupils as they progress through the school.
42. Pupils care for the community in outstanding ways through wide ranging experiences.
43. The school's well structured and comprehensive PSE programme is an outstanding feature and also promotes healthy lifestyles very well.
44. Sustainability and global citizenship are also outstanding features of the school's provision and there is a range of programmes to develop and increase pupils' knowledge, skills and understanding of the world of work and entrepreneurial skills.
45. The school plans and manages its care and guidance arrangements very effectively and makes optimum use of a wide range of support services.
46. There are good arrangements for monitoring pupils' punctuality and attendance and promoting their good behaviour and performance. The healthy development, safety and well-being of pupils are given outstanding prominence.
47. The school council is an active, enthusiastic group which promotes a strong sense of community and is keen to improve things in and around the school.
48. The quality of support and provision for pupils with ALN is outstanding to enable them to understand and achieve their full potential. A wide range of effective intervention strategies and initiatives support pupils' progress well, including challenging the more able and talented.
49. Throughout the school there are outstanding opportunities to ensure a clear awareness of equal opportunities issues and to respect the personal values of others. There is outstanding and innovative provision to eliminate anti-social behaviour, including racial discrimination and all forms of harassment.

Leadership and management

50. The school's clear sense of purpose, shared values and norms about learning, behaviour and relationships underpin the outstanding leadership and strategic management that sustain continual improvement. The school has a wide range of good quality managerial and curricular policies to meet all statutory legal requirements.
51. The exemplary leadership provided by the headteacher is very positive and caring. His ambitious vision for the school provides a very clear strategic direction within an open supportive culture. He is very ably supported by the deputy headteacher, school leadership team, subject leaders and governors, who have high expectations of themselves and carry out their responsibilities efficiently, confidently and productively.
52. Team and subject leaders oversee learning areas efficiently and work conscientiously and very effectively to promote higher standards. An outstanding feature is the effective involvement of all staff, including leaders and LSAs, in formulating aims, values and policies.

53. Well established procedures ensure that a range of constructive priorities are set in the annual SDP, following review and self-evaluation, to provide a clearly focused strategic direction for school development.
54. The GB is closely involved in the life of the school and its strategic vision by identifying and implementing necessary priorities; it oversees performance management procedures very effectively. Its prudent monitoring of the quality of provision to match the needs of the school to ensure priorities for improvement are met is a notable feature.
55. Clerical support is efficient in operating daily routines and administration of the school.
56. Self-evaluation and planning for improvement are very well established in strategic planning with a clear focus on raising standards. The headteacher, the school leadership team and governors are very well informed about all aspects of the school's work and have a clear vision of the school's future priorities. Monitoring of the effectiveness of the curriculum and quality of teaching informs the SDP very well. The rigorous analysis of measurable data is an outstanding feature.
57. Self-evaluation monitors standards, teaching and the curriculum effectively. The detailed school's self-evaluation report celebrates strengths and identifies areas for development and informs the SDP very effectively leading to measurable improvements. The GB ensures priorities are very well supported through a sufficient allocation of resources. Very good progress has been made since the previous inspection.
58. The level of staffing is very good. Resources for workforce remodelling are being used appropriately and teachers' planning, preparation and assessment (PPA) time is used effectively to raise standards by freeing up teachers to focus their professional skills more on teaching and learning and the headteacher and school leaders to spend more time on strategic leadership activities.
59. Accommodation is outstanding with well decorated and generously resourced and stimulating bright classrooms. Pupils in all year groups have access to an outstanding range and supply of resources. The foundation phase accommodation and provision is outstanding, being fully integrated to provide a wide range of indoor and notably outdoor experiences for children.
60. The very careful consideration given to reviewing resources by the headteacher and the GB and the very effective education pupils receive ensures very good value for money.

Recommendations

The school needs to continue to:

R1 *extend pupils' writing skills in Welsh in KS2;

R2 **expand opportunities for pupils to use numeracy as a key skill; and

R3 develop pupils' independent learning further;

*The school has identified this recommendation in its current SDP.

**The school has identified this recommendation in its recent key skills audit.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

61. The findings of the inspection team match the grade awarded by the school in its self-evaluation report. In reaching their judgements the team considered the progress pupils make when around half of them have ALN and where a significant number enter the school across the age range having learnt little or no Welsh.
62. In the 2008 KS1 teacher assessments the proportion of pupils who attained at least Level 2 or higher was a little above national averages in Welsh first language, mathematics and science. The proportion that attained the higher Level 3 was below national averages in all three subjects.
63. In the 2008 KS2 teacher assessments the proportion of pupils who attained at least Level 4 or higher was a little above national averages in English, mathematics and science, but more than significantly below in Welsh first language. The proportion that attained the higher Level 5 were similar to national averages in English and science, a little below in mathematics and very significantly below in Welsh first language.
64. When the 2008 CSI for pupils in KS1 is compared with local and national figures it is similar. When it is compared with schools with a similar free school meal entitlement it is in the lower 50%. The trend in the last three years is downwards from the upper 50% in 2006 and 2007 to the lower 50% in 2008.
65. In 2008 when the CSI for pupils in KS2 is compared with local and national figures it is above average. When it is compared with schools with a similar free school meals

entitlement it is presently in the lower 50%. The trend in the last three years is significantly downwards from the highest 25% in 2006 and 2007 to the lower 50%.

66. There is no significant difference in the performance of boys or girls or of pupils from different ethnic groups. In KS1 and KS2 the performance of boys compared with girls is variable. In 2008 girls performed better, but in the previous two years boys did better overall.
67. The inspection team judged that pupils in both key stages achieve well above the levels reflected in the 2008 national curriculum assessments. This is due to a number of factors which affected the results. In particular, in 2008 the school moved to a lower free school meals band by a margin of 0.6%. If the school had remained in its previous band, then all subjects and the CSI in both key stages would have been rated more highly in comparison with similar schools, except in Welsh first language in KS2. In addition, in 2008 in KS2, 29% of the pupils assessed were on the SEN register and a further 7% had a statement. Moreover, in this cohort 24% had joined the school from elsewhere during the key stage, many from English speaking schools, which partially explains the lower standards in Welsh first language.
68. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the foundation phase outcomes.
69. Most learners, including the under-fives and those with SEN, achieve very good standards overall in their knowledge, understanding and skills and reach their agreed targets and goals. This is particularly evident for pupils with ALN and EAL who make outstanding progress overall. Many achieve very well in the foundation phase and as they progress through the school. Nearly all have positive attitudes to learning and succeed regardless of their social, ethnic or linguistic backgrounds. The very few more able and talented pupils make particularly good progress.
70. The key skills of speaking and listening are outstanding in Welsh first language in the under-fives and KS1, and in both Welsh first language and English in KS2. Nearly all pupils listen very carefully with a high regard for teachers and they speak often thoughtfully and clearly with a wide vocabulary. Nearly all children under-five make good efforts to acquire early reading and writing skills. Standards in reading and writing for many pupils in KS1 and KS2 are good, but a few in KS2 lack sufficient confidence in writing in Welsh. In both KS1 and KS2 pupils read well for a range of purposes with improving reference skills and overall they write well across the curriculum.
71. Nearly all children in the under-fives and pupils in both key stages apply the key skills of numeracy very well, but in a limited range of applications across the curriculum. ICT skills of nearly all the under-fives, KS1 and KS2 develop well throughout the school and they are well aware of an outstanding range of applications. Throughout the school they also develop their creative and problem solving skills in a range of subjects.
72. Learners' bilingual competence is outstanding. Children under-five have a wide range of vocabulary, which they use readily during conversations with teachers and with each other. They use a variety of sentence structures, particularly when singing

songs confidently. Standards in bilingualism and attitudes are good with outstanding features in KS1 and KS2 where even the significant number of pupils who enter school not speaking Welsh make considerable progress in understanding the language; they use a range of statements, commands, questions and answers during the school day, both in class and in whole school sessions.

73. Pupils make outstanding progress in learning, particularly in the manner in which they acquire new knowledge or skills and they increase their understanding effectively through skill based activities, particularly in the foundation phase. They make outstanding progress towards fulfilling their potential and moving on to the next stage in their learning. Conversations with pupils and observing their progress in lessons confirm the school's assessment data that nearly all achieve the expected targets.
74. Most pupils have a good understanding of their abilities and explain clearly what they are doing. They review their own progress well to inform their learning through regular self-assessment.
75. The development of pupils' personal, social, moral and wider development is outstanding. Nearly all pupils are exceptionally well motivated, sustain concentration and have very positive attitudes to learning. They work with enthusiasm, make good use of lesson time and maintain effort and concentration very well. They have a very clear sense of right and wrong.
76. Standards of behaviour, levels of courtesy and respect demonstrated by pupils are exceptionally good and reflected in every aspect of school life, including lessons and break and lunch times. In their response to the pre-inspection questionnaire 99.5% of parents agree that the school achieves high standards of good behaviour and that the schools values and attitudes have a positive effect on their children.
77. Attendance averaged 94.37% for the three terms prior to the inspection with no unauthorised absences. This is above LEA and national averages. The school has set a challenging target of 95%. Pupils are punctual at the start of the school day.
78. Many pupils work well independently, but could develop a deeper understanding of what has been read and retrieve information with more efficiency and accuracy.
79. Skills to maintain lifelong learning are outstanding, such as the manner in which pupils support each other as part of an inclusive community.
80. Throughout the school pupils' understanding of equal opportunities issues is outstanding. They develop a very good awareness and respect for the diversity of beliefs, attitudes and cultural traditions in society, as well as a keen interest in the community. They develop their own personal values and respect those of others. A large number of visitors to the school from the community, as well as visits by the pupils to places of interest, broaden their understanding of their own community and the workplace effectively.
81. Pupils are very well prepared for participation in the workplace and many visitors contribute effectively. These include land based emergency services, local shops and businesses and volunteers such as the National Society for the Prevention of Cruelty to Children (NSPCC) and others. An outstanding programme of visits to local

businesses also prepares them well, including one to the local plastics moulding factory where pupils prepare masks and ceramic objects of high quality.

82. Pupils attend crime scene investigation days at the local secondary school and presently are the only local primary school to hold role play sessions at these events. The police engage pupils in their Substance Awareness for Everyone (SAFE) project. An art project in collaboration with 'Menter Aman' leads to pupil products being sold to parents and the community following display at a gallery.
83. Parents consider pupils' participation within the local community to be an outstanding feature, for example attending the local Cymanfa Ganu (Singing Festival) and performing school concerts to full attendances at a local 800 seat cinema.

The quality of education and training

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

Grade 1: Good with outstanding features

84. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
85. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
64%	36%	0%	0%	0%

86. These figures are outstanding compared with those of Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2007-8 where nationally they are Grade 2 or better in 83% of lessons and Grade 1 in 16%. This is considerably better than the last inspection.
87. Teachers have a very clear understanding of how pupils learn effectively and ensure equal opportunity for nearly all to fulfil their individual potential whatever their ability, gender, race and disability.
88. Outstanding features include:
 - exceptionally well planned and organised lessons to stimulate pupils' interest and to develop their skills, knowledge and understanding very effectively;
 - very high expectations of behaviour, excellent relationships and respect between staff members and pupils to encourage very efficient learning;
 - a wide and purposeful range of teaching and learning strategies to meet pupils' individual needs flexibly and promote confidence in new learning;
 - extended questioning and intervention techniques delivered very skilfully to pupils; and
 - pupils enthused to generate a range of ideas and actively involved in their learning;

89. Good features include:
- clear introductions, explanations and appropriate praise to motivate pupils to learn effectively and efficiently;
 - well established classroom routines and good pace ensuring pupils work productively;
 - good use of a wide range of resources, including interactive whiteboards making lessons interesting and stimulating; and
 - good opportunities for pupils to reflect perceptively on work learned.
90. Throughout the school teachers demonstrate great enthusiasm in their teaching and have an outstanding up to date subject knowledge gained through regular relevant training. Many staff also provide effective in-house training for their colleagues and a few have been identified by the local authority as examples of effective practitioners.
91. The organising of teaching in the foundation phase is good with outstanding features. Teachers and LSAs encourage nearly all children to make informed choices as they take part in their daily activities and explore every opportunity to foster their independent learning. There are also good opportunities for independent learning in KS1 and KS2.
92. LSAs are deployed very well throughout the school and are very effective in carrying out their various roles and responsibilities. They liaise conscientiously with teaching staff and show a good level of initiative and sensitivity in carrying out their roles. This has an extremely positive impact on pupils' progress. Teachers and support staff use a variety of appropriate resources particularly well and modify them accordingly.
93. Issues of equality are promoted very well and discussed regularly with all pupils. Staff make very good provision for the majority of pupils with ALN, the more able and talented and the very few with EAL.
94. Individual learning needs are identified and early intervention and support is given to pupils by class teachers, LSAs and the SEN co-ordinator (SENCo). Target groups from KS2 have weekly maths and language support and effective use is made particularly of the LSAs for Y1 and Y2. There is a weekly timetabled session for the most able and talented who are taught by class teachers. The review process is effective and ongoing.
95. An extensive range of activities are used to develop pupils' bilingual skills, particularly oracy in the foundation phase. Through KS1 language is introduced paying particular attention to vocabulary and sentence patterns. In KS2 teachers plan very effectively for bilingual literacy skills. The stimulating displays around the school promote bilingualism effectively.
96. The school meets statutory requirements for assessment, recording and reporting pupils' progress. Systems and procedures are outstanding and are understood clearly by all. The effective and accessible electronic pupil tracking system ensures that records are manageable and systematic. The SENCo undertakes all assessment procedures in the school conscientiously to ensure consistent outcomes. The information gained from its thorough analysis of data is used very well to guide teachers' planning and is an outstanding feature.

97. Recording individual pupil progress is a very effective process. Extensive and widely used year group files are kept which display Prawf Darllen Cymru (Welsh reading test), National Foundation for Educational Research (NFER) English and mathematics test papers, end of year reports and individual pupil assessments. Consistency in teacher assessments is ensured through very effective in-house procedures based on levelled work in subject portfolios and through joint moderation with feeder schools in co-operation with the local comprehensive. These arrangements are outstanding and ensure very effective standardisation and moderation to strengthen teacher assessment in KS2 and KS3.
98. Assessment in the foundation phase is very good and shared effectively on a daily basis among all teachers and LSAs to move children forward according to their individual needs.
99. The quality of oral feedback to pupils ensures they understand the purpose of assessment and are involved effectively in planning their own progress and development. Marking is regular and consistent and, where there is best practice, enables pupils to improve their work and move forward. Pupils are generally aware of their targets and understand how they can improve. In KS2, in particular, they develop good strategies to assess their own work and that of their peers as they strive for constant improvement.
100. Parents have outstanding opportunities on a termly basis to attend consultation evenings to discuss their child's progress. Annual pupil reports are of a very good quality and fulfil statutory requirements. They present a clear picture of pupils' achievements and skills in every subject and areas of learning. The personal comments of teachers and those of the headteacher are appreciated by parents and pupils alike. Parents themselves are also given the opportunity to give written feedback on the report.

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

Grade 1: Good with outstanding features
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101. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
102. The school succeeds exceptionally well in meeting learners' needs and interests in all year groups. The provision for the foundation phase, including the use made of the exceptional physical environment available, is outstanding.
103. The broad, balanced and flexible curriculum provided is coherent and together with the very wide range of extra-curricular activities is highly effective. An outstanding feature is its continuity and progression which motivates the whole range of pupils to make very good progress in their knowledge and understanding in comparison with their ability. The development of key skills is also well established across the curriculum.
104. Curriculum hours and school timetables are very well organised within national guidelines. Medium and short term planning is very accessible and provides very

good clarity of purpose for lessons. A well thought out and very efficient system ensures all children in the foundation phase receive exceptionally effective provision in all areas of learning.

105. Nearly all pupils, especially in KS2, are involved actively in curriculum planning through very effective use of brain storming and mind mapping activities. Ways to ensure most pupils are encouraged constantly and successfully to be proactive and to develop into independent learners are developing steadily.
106. The wide spectrum of extra-curricular activities in sports and music, including residential visits to Pendine and the Urdd Centre at Llangrannog, are very well planned and arranged to complement and extend the curriculum; they make an outstanding contribution to the standards pupils achieve. For example, the wide tonal dexterity, confident harmony and well controlled dynamics displayed by the school choir are exceptional. There are established Comenius links with schools in Sweden and Iceland.
107. Interested pupils benefit very well from good tuition on string and brass instruments and contribute considerably to the harmony of assemblies. Their experiences are enriched further by visits from professional musicians, theatre groups, art and dance workshop providers and storytellers.
108. The control, fun and dexterity experienced by pupils through Welsh folk dancing are superb. They are also afforded exceptional opportunities in the curriculum to create artefacts and high quality murals. A horticulturalist works with staff and learners on a project in the school's impressive well maintained garden. Pupils grow produce which is used in the school kitchen and any extra provision is sold in the local farmer's market. The high quality external facilities available provide outstanding opportunities to plant and harvest vegetables.
109. An outstanding feature is that the school is the Physical Education and School Sport (PESS) project centre for Amman Valley primaries instead of the customary secondary school.
110. The provision for collective worship fulfils all statutory requirements and the quality of most class and school acts of worship is outstanding. This is epitomised exceptionally well during very appropriate times for reflection, where there is often a poignant, spiritual ambience which encapsulates the school's very appropriate vision of itself.
111. The school promotes pupils' personal, spiritual, moral and cultural development particularly well. There are outstanding features such as winning the 'Peace Mala award' in promoting respect, tolerance and peace through art and performing out of school at the Temple of Peace in Cardiff. Pupils widen their spiritual horizons effectively through its religious education lessons and visits to a range of places of worship for different religions. The school celebrates a rich variety of Welsh and other countries' cultural experiences.
112. There are outstanding partnerships with parents who praise the school very highly. The school engages closely with nearly all organisations within the village, such as the rugby club, public houses, restaurants, church, chapels and businesses. Pupils

care for the community and take part, for example, in litter picks and river cleaning events.

113. A variety of visitors to the school include artists, poets, a blacksmith, a mural maker, a vintage car group, birds of prey and a butterfly farmer. The National Library of Wales has worked with pupils to scan photos of the school and its area into its archives. Pupils benefit in outstanding ways from these and other wide ranging experiences.
114. The good school website makes for a strong link between the school, parents and the wider community. Parents find that this facility give them very useful guidance and assistance, which enables them to work in partnership with the school for the benefit of learners. Home/school links are very well developed. The schemes of work and other planning documents are readily available to parents.
115. Very appropriate arrangements, valued by nearly all parents, are in place to provide homework for pupils as they progress through the school. Parents are encouraged actively to work alongside their children in KS2 in producing termly projects, many of which are outstanding; pupils express much satisfaction from the benefits gained from completing these. Homework is even provided for some very short term absences of a few days if it is necessary.
116. The school is highly regarded by teacher training universities and local colleges as one which supports student teachers very well.
117. The school's well structured and comprehensive PSE programme is an outstanding feature and meets requirements fully, including promoting healthy lifestyles. Pupils reflect the school's values of honesty, trustworthiness and tolerance and respect for others consistently.
118. Sustainability and global citizenship are outstanding features of the school's operation. It recently achieved Green Flag status from the national eco-Schools scheme through the sustained efforts of an enthusiastic eco-Council. This group manages activities which help look after the well kept garden and green areas on site through a separate, extra-curricular eco-Club which is well attended. Posters around the school list 10 sensible eco rules devised by the pupils themselves.
119. The extent to which learning experiences respond to the needs of employers and the wider community is outstanding. Pupils have numerous opportunities to learn about the world of work and keep detailed records of their work in well illustrated and annotated project portfolios and workbooks. A minority of staff members attend a range of workplace placements in local business and industry.
120. Good enterprise awareness opportunities exist to increase pupils' entrepreneurial skills. The garden creation business plan was developed mainly from pupil input on plans, grant applications and safety measures. Pupils set up a Teddy Bear selling business which raised their awareness of planning, production, marketing and selling effectively.
121. The Cwricwlwm Cymreig is an outstanding feature in the school's provision. Many areas of learning ensure pupils appreciate a range of past and present scenarios in Wales. Extensive educational visits include ones to Caerleon for Roman history and

the Museum of Welsh Life. An outstanding feature is that pupils visit the Welsh Assembly Government (WAG) building and take part in lively debates with assembly members as part of the WAG's education programme.

122. The school is highly successful and proactive in combating social disadvantage and stereotyping and presents pupils with outstanding equality of access and opportunity across the full range of its provision.
123. Lifelong learning and community regeneration activities receive outstanding prominence in the school and very good use is made of its facilities by organisations in the community. There are effective links with the community which enrich and present pupils with a wide range of learning experiences such as the 'Planning For Real' programme where parents and pupils help to improve the village's environment.

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

Grade 1: Good with outstanding features
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124. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
125. The school plans and manages its care and guidance arrangements very effectively and makes optimum use of a wide range of support services such as the educational psychologist, occupational health and physiotherapist. The school is well versed in working with the social services.
126. The contribution to pupils' well-being is significant. The school provides very high quality personal support for pupils throughout their school life. There are useful contacts with 'Sure Start' and 'Home Start' to support a few effectively. The school helped to set up the local branch of the 'Plant Dewi' (the Children's Society) scheme for local families.
127. There are outstanding partnerships with parents, carers and employers, nearly all of whom indicate that they have full access to teachers and that any views they have will be considered properly. Questionnaires are sent to parents every two years on general issues which are analysed and considered and any issues arising are acted upon appropriately. There is a supportive group who think very highly of the headteacher and staff. There are mutually advantageous partnerships between the school and local authority through sharing expertise.
128. Outstanding induction procedures are in place for new and transferring pupils. The highly personalised and individual approach adopted by the school ensures new pupils and parents are welcomed into the school community.
129. There is a good transition arrangement with the local 'Cylch Meithrin', which sees them visit the school each year and prospective pupils take part in foundation phase sessions.
130. Pupils transferring in without Welsh, and occasionally without English, attend the language centre based in the school until they have developed their fluency sufficiently.

131. The school council is an active, enthusiastic group which promotes a strong sense of community and is keen to improve things in and around the school. They feel highly valued and that their contributions and suggestions are listened to carefully and acted upon positively. It is a very effective forum which develops the skills of citizenship very well. The quality of their work in promoting sustainable development is outstanding.
132. There are good arrangements for monitoring pupils' punctuality, attendance, behaviour and performance. There is an effective system in place to support long term absentees both at home and on their return.
133. The promotion of good behaviour is addressed particularly well and rewards encourage very good team working amongst pupils. Pupils feel there is a very happy school environment where they enjoy learning. Older pupils are taught responsibility through care duties for younger pupils during breaks, lunchtime and in the library.
134. The healthy development, safety and well-being of pupils are given outstanding prominence. Health and safety policies are regularly reviewed by staff and governors and pupils are encouraged regularly through class registration, acts of worship and lessons to become responsible for their own personal safety. The breakfast club caters for 80 pupils on average each day. It is used as a model by the local authority because of the additional activities laid on for pupils.
135. Healthy drinking and eating is prompted very well through school meals. The regional 'Cooking Bus' has visited the school to raise pupils' awareness of healthy foods. A food preparation club within the school produces particularly tasty meals with very good attention paid to hygiene.
136. All teachers and most support staff have current first aid certificates and are trained in the basics of diabetes and epilepsy and in the use of Epi-pens for the emergency treatment for any pupil going into anaphylactic shock.
137. The school building is secured appropriately during the school day. The perimeter fence is in good condition, as are internal fences on the yard and around garden areas. There is a monthly fire drill and the fire log is up to date. The caretaker has attended training for fire extinguishers and briefed staff in their use.
138. The headteacher is the designated person for child protection and the deputy headteacher is the second named person. One governor has been allocated specific responsibility for this area and another has broader responsibility for health and safety issues. All members of staff are trained in child protection each September. They are fully aware of the school's procedures. All Criminal Records Bureau (CRB) certificates are within date and where a new staff member's CRB is being processed the headteacher carries out risk assessments on them in the interim period.
139. The quality of support and provision for pupils with SEN is outstanding to enable them to understand and achieve their full potential. They are given access to very good support and a relevant curriculum, which ensures their progress. The SENCo provides very effective leadership and guidance for both staff and pupils. Teachers are effective and very well supported by LSAs and resources that ensure exceptional provision. The school uses an extensive range of teacher assessments, including

baseline and diagnostic tests, to identify pupils with SEN very effectively at an early stage to influence teaching appropriately.

140. High quality individual education plans (IEP) inform learning and teaching very appropriately and good communication ensures that pupils and parents are involved fully in the process. A wide range of effective intervention strategies and initiatives support pupils' progress well, including challenging the more able and talented and ensure the progress they make is outstanding. It reflects the unrelenting way in which the school pursues a successful policy of inclusivity.
141. Support for pupils whose behaviour might impede their progress and that of others is exemplary. The SENCo works closely with the Behaviour Support Team although there have been no significant behaviour issues in recent times. There have been no exclusions since 2005.
142. Throughout the school there are outstanding opportunities to ensure a clear awareness of equal opportunities issues and to respect the personal values of others. The very few pupils with EAL are very well supported and make good progress.
143. There is outstanding and innovative provision to eliminate anti-social behaviour, including racial discrimination and all forms of harassment. The school promotes good race relations across the curriculum and in all its activities. It has an effective anti-bullying policy in place and parents are given information with regard to how they can support their child should any bullying occur. Pupils are encouraged to explore and discuss any form of oppressive behaviour, bullying and harassment. Any incidents are investigated and discussed appropriately with the parents and recorded.
144. There are outstanding arrangements for pupils with disabilities to ensure that they are not being treated less favourably than other pupils. The school's Disability Equality Scheme and Action Plan are clear on disability issues and there is an access and disability policy in place. The school fully complies with the requirements of the Disability Discrimination Act. All areas in the school are accessible to disabled learners with ramped access to the accommodation and playground, as well as some appropriate lifts.
145. The school celebrates and respects exceptionally well the diverse beliefs and social and cultural traditions found in the wider society. This is achieved through the curriculum, displays of work, class discussions and participation in the 'National Ethnicity Week'.

Leadership and management

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

Grade 1: Good with outstanding features

146. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
147. The school's clear sense of purpose, shared values and norms about learning, behaviour and relationships underpin the outstanding leadership and strategic management and sustains continual improvement.
148. The exemplary leadership by the headteacher is very positive and caring. His ambitious vision for the school provides a very clear strategic direction within an open supportive culture. He is very ably supported by the deputy headteacher, school leadership team, subject leaders and governors, who have high expectations of themselves and carry out their responsibilities efficiently, confidently and productively. Together they ensure all pupils and adults are fully included in all aspects of the school's life and work. They all take pride in the continued development of the school.
149. An outstanding feature is the efficient and effective management of change by making significant improvements to the accommodation and organisation. The headteacher reflects critically on what improvements are needed and forms an effective and enthusiastic team of teachers and support staff to implement them. The school is recognised by the local authority as being innovative and is often used as an example of best practice.
150. Team and subject leaders oversee learning areas efficiently and work conscientiously and very effectively to promote higher standards. An outstanding feature is the effective involvement of all staff, including leaders and LSAs, in formulating aims, values and policies. These are focused on the well-being of pupils first and foremost, as well as being shared and understood by all staff and the GB and reflected in the everyday inclusive life of the school.
151. The scale and breadth of the consideration the school gives to Welsh Assembly Government (WAG) priorities and local partnerships and consortia agreements are outstanding. They are well thought through and acted upon. Very good consideration has been given to organising the foundation phase and transition from KS2 to KS3.
152. Teachers and subject leaders know pupils' capabilities and aspirations exceedingly well and the process for setting realistic and challenging targets is rigorous and comprehensive. Tracking and evaluating improvements in performance and standards informs appropriate intervention to support pupils and improve standards steadily.
153. Performance management systems for teaching and support staff are effective in enabling the leadership to make appropriate decisions. They identify strengths and meet developmental needs through setting relevant targets for improvement. Training objectives for all staff reflect an effective balance between the school's priorities and the needs of individuals.

154. Well established procedures ensure that a range of constructive priorities are set in the annual SDP, following review and self-evaluation, to provide a clearly focused strategic direction for school development.
155. The GB is closely involved in the life of the school and meets its responsibilities very well. Its strategic vision in identifying and implementing necessary priorities is outstanding. It oversees performance management procedures very effectively.
156. The GB is very well informed about the school's performance and progress through regular reports from the headteacher and by the active involvement by many governors in the school.
157. The GB is very aware of the importance of its role in supporting the well-being of pupils. Its prudent monitoring of the quality of provision to match the needs of the school in order to ensure priorities for improvement are met is a notable feature.
158. The school has a wide range of good quality managerial and curricular policies to meet all statutory legal requirements. These are monitored and reviewed on a regular basis by the GB. The administrative officer is efficient and effective in operating the considerable day-to-day administration of the school.

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

Grade 1: Good with outstanding features
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159. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
160. Self-evaluation and planning for improvement are very well established in strategic planning with a clear focus on raising standards. The headteacher, the school leadership team and governors are very well informed about all aspects of the school's work and have a clear vision of the school's future priorities. An outstanding feature is that the school has a clear strategic direction presented by its 'Desirable Future Position' in its SDP. School managers meet regularly to review school performance and development. Subject leaders are very well informed about quality, standards and performance in the subjects and areas for which they are responsible.
161. Monitoring of the effectiveness of the curriculum and quality of teaching is well established and informs the SDP very well. The rigorous analysis of measurable data is an outstanding feature and provides a relevant and reliable process for identifying trends over time and for ascertaining where improvements need to be made. The school makes secure judgements about standards and the quality of the education provided and effective intervention strategies are implemented to ensure improvement.
162. The analysis of the views of other interested parties, such as parents and pupils, staff, governors and the local authority are sought regularly to inform self-evaluation very appropriately. This is central to the self-evaluation process and is outstanding in that all views and opinions are given serious consideration and often acted upon effectively.

163. Leaders and managers are very effective in planning for improvement and they set clear priorities and actions. The school's own self-evaluation process is very well established and is evaluated effectively against the local authority's Support and Challenge framework. Information is gathered from a wide range of sources and staff and managers are involved meaningfully at all levels in assessing outcomes. Subject leaders have a clear overview of how the school is performing in their subject area and make very good use of available information to develop provision and to improve standards.
164. Self-evaluation monitors standards, teaching and the curriculum effectively. It ensures clear priorities are set to bring about improvement by setting challenging, but realistic targets to individuals and groups. The comprehensive tracking system is outstanding and provides accurate and relevant information for staff about pupils' performance.
165. The school's self-evaluation report is a very detailed and well structured document which celebrates strengths and identifies areas for development. The GB works well with the headteacher and staff in its formation, contributing fully and discussing the report prior to approval. Extensive sources of evidence to support the outcomes are identified clearly. It outlines significant progress made, but, when judging standards of pupils' progress, there is an over tendency to describe the school's effective provision instead of what standards pupils achieve. Outstanding features, however, are identified clearly and demonstrate the schools' awareness of what it excels at, as well as areas it needs to improve.
166. The self-evaluation report informs the SDP very effectively. The latter prioritises budgetary and training needs in detail and sets out achievable targets and actions, which lead to measurable improvements. The GB ensures priorities are very well supported through a sufficient allocation of resources, including staff, money, learning resources, accommodation and time. Very good progress has been made since the previous inspection. The inspection team agreed with the Grade 1 judgements made by the school in all of the seven key questions.
167. The local authority has used the school's self-evaluation report as an example of outstanding practice on its website and a DVD. In addition, the self-evaluation process has been used by WAG as a key element in workforce remodelling, and as an example of reducing its bureaucratic burden on teachers.

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

Grade 1: Good with outstanding features

168. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
169. The level of staffing is very good. Outstanding use is made of an experienced, committed and enthusiastic staff. They are well qualified with sufficient knowledge and expertise to teach all aspects of the curriculum effectively and assess pupils' progress efficiently.
170. Staff induction arrangements and the structure in place for the sharing of expertise among all members of staff, including LSAs, are outstanding. The school sees the

continuing professional development of all staff as an important priority and makes very good provision to ensure that all teachers' and the school's needs are met fully.

171. Resources for workforce remodelling are being used appropriately to ensure the headteacher, teachers and qualified school support staff work together effectively as a whole school team to provide a high standard of education for all pupils. Teachers see an improvement in their work/life balance and undertake fewer clerical and administrative tasks. It has presented opportunities for role changes for a few staff. Teachers' PPA time is used effectively to raise standards by freeing up teachers to focus their professional skills more on teaching and learning and the headteacher and school leaders to spend more time on strategic leadership activities.
172. The school is very well staffed with LSAs who co-operate with teaching staff in the preparation of lessons and learning strategies. They are well trained to offer support to groups and individuals, including those with ALN. The school provides good opportunities for LSAs to gain professional qualifications including national vocational qualifications (NVQ), up to Level 3 and to attain higher level teaching assistant (HLTA) status.
173. The daily routines and administration of the school are effective. The highly motivated team of caretaker, cleaning and midday staff undertake their duties diligently and effectively.
174. Accommodation is outstanding with well decorated and generously resourced and stimulating bright classrooms, which are welcoming, and maintained to a very high standard.
175. The foundation phase accommodation and provision is outstanding being fully integrated to provide a wide range of indoor and notably outdoor experiences for children. The improved facilities, such as the outdoor areas, interactive white boards and laptop computers in classrooms, as well as a dedicated and well equipped computer room, benefit pupils immensely.
176. Pupils in all year groups have access to an outstanding range and supply of resources to support school priorities and the curriculum, which match the demands of their learning very well. Library areas are well stocked with a wide range of reading and reference books. Very good use is made of the lending services of the county library and museum.
177. The school ensures very good value for money through the very effective education pupils receive. The very careful consideration given to reviewing resources by the headteacher and the GB finance sub-committee ensure they are used efficiently, effectively and economically in accordance with spending decisions agreed in the school's priorities for development.

School's response to the inspection

178. The staff, pupils and governors of Brynaman Primary School would like to thank the inspection team for their courtesy and professionalism both before and throughout the thorough inspection process. Their opinions are valued and the recommendations will be acted upon in the school's current and future development plans. It is pleasing that the school has already recognised these recommendations as areas for development in its own self-evaluation.
179. We are extremely pleased that the inspectors agreed that the school truly meets its vision of developing every pupil as individuals and that this contributes to the outstanding progress made by pupils regardless of their age, gender or ability.
180. We are very proud that our teaching staff are recognised as being outstanding. The percentage of Grade 1, outstanding teaching is noted as being four times above the national average as noted in Estyn's annual report for 2007-08. This is testament to the staff's hard work and commitment to the children of Brynaman. We are also pleased that our teaching assistants and all other staff at the school have been recognised as providing exceptional levels of support to pupils.
181. The school and its staff have been recognised as being at the forefront of current educational thinking. This, along with the inspectors' recognition of the school's many outstanding practices and its unique approach to curriculum and skills' planning ensures that pupils make outstanding progress in developing the skills necessary for lifelong learning.
182. We are exceptionally proud that the school provides pupils of all abilities and backgrounds with equality of access to the curriculum and school life. We are delighted that the inspectors noted that the school gives outstanding provision for children with additional learning needs and outstanding day to day care and personal guidance for all pupils, including those in the foundation phase. The behaviour of the children is also noted as an outstanding feature which is reflective of the respect that all pupils give towards their school, their teachers, all staff and each other.
183. Everyone involved with Brynaman Primary School is particularly pleased that the inspectors noted so many outstanding features in relation to standards, teaching and assessment, curricular and other provision, care, support, guidance, leadership and management, self-evaluation and the use of resources and accommodation.
184. Achieving the highest grades possible in all of the seven key questions is totally reflective of the teamwork and supportive ethos provided by staff, pupils, governors, parents and the community in general. As a school we would like to thank everyone for contributing to our success and excellence and sincerely thank the inspection team for recognising the outstanding work that permeates school life on a daily basis.

Appendix 1

Basic information about the school

Name of school	Brynaman Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3-11 years
Address of school	Brynceunant Brynaman Ammanford Carmarthenshire
Postcode	SA18 1AH
Telephone number	01269 822108

Headteacher	Mr Nick Jones
Date of appointment	September 1997
Chair of governors/ Appropriate authority	Mr Glynog Davies
Registered inspector	Mr Phillip Edwards
Dates of inspection	27 th – 29 th April 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	32	29	28	26	28	24	23	35	225

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	2	11.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.6:1
Pupil: adult (fte) ratio in nursery classes	7.3:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1.4:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	93.14	91.59	93.78
Autumn 2008	88.69	91.72	94.25
Spring 2009	93.19	95.35	95.08

Percentage of pupils entitled to free school meals	15%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					26
Percentage of pupils at each level								
			D	W	1	2	3	
Welsh:	Teacher assessment	School	0	0	8	77	15	
		National	0	2	10	63	26	
We: reading	Teacher assessment	School	0	0	8	77	15	
		National	0	4	15	55	26	
We: writing	Teacher assessment	School	0	0	23	62	15	
		National	0	5	16	68	11	
We: speaking and listening	Teacher assessment	School	0	0	8	77	15	
		National	0	2	11	63	24	
Mathematics	Teacher assessment	School	0	0	12	69	19	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	8	85	8	
		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	80.5%	In Wales	80.7%

- D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)
- W Pupils who are working towards level 1

End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6:							41
Percentage of pupils at each level										
			D	W	1	2	3	4	5	
Welsh	Teacher assessment	School	0	0	7	22	20	44	7	
		National	0	1	1	5	19	49	24	
English	Teacher assessment	School	0	0	2	5	12	51	29	
		National	0	1	1	3	16	51	29	
Mathematics	Teacher assessment	School	0	0	0	7	10	56	27	
		National	0	1	1	3	15	51	30	
Science	Teacher assessment	School	0	0	0	2	10	56	32	
		National	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	80.5%
In Wales	75.5%

- D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)
- W Pupils who are working towards 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

Three inspectors, a peer assessor as well as the school's nominee, spent the equivalent of 11 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- Twenty-five lessons or part 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;
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- One hundred and sixty-one responses to a parents' questionnaire, of which 99% were positive;
- 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 teaching staff, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Phillip Edwards Registered Inspector	Context, summary, recommendations and appendices Key questions 1 and 5
Mr Dafydd Treharne Team Inspector	Key Questions 3, 4 and 7
Mrs Eleri Hurley Team Inspector	Key Questions 2 and 6 Contribution to Key Question 4
Mr Dylan Jones Lay Inspector	Contributions to Key Questions 1, 3 and 4
Mrs Sarah Edmunds Peer Assessor	Contribution to team meetings
Mr Nick Jones Headteacher and Nominee	Contribution to team meetings Preparation of the school's response to the report

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils of Brynaman Primary School for their co-operation and courtesy throughout the inspection.

Contractor:

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