

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

**A Report on the Quality of Education in**

**Brynglas Primary School  
Brynglas Drive, Newport,  
NP20 5QS**

**School Number: 6802032**

**Date of Inspection: 07/07/08**

**By**

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Brynglas 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 Brynglas Primary School took place between 07/07/08 and 09/07/08. An independent team of inspectors, led by Stephanie James 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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. Brynglas Primary School is located in a suburb west of Newport city centre, close to the M4 motorway. It was built in 1955 and has attractive grounds, including a large playground and sports field. It is a Local Education Authority (LEA) maintained community school catering for pupils from four to eleven years old. The school serves a stable, mainly working-class area with a mix of private and council accommodation. A number of parents of pupils now in the school attended it themselves. The school describes its intake as being a good social mix, but there is a degree of social disadvantage, with 24 per cent of pupils qualifying for free school meals. This is above the national average of around 17 per cent and the Newport average of around 21 per cent.
2. Children are admitted to the reception class in the September before their fifth birthday. There are currently 99 pupils on roll, including 12 pupils in the Autistic Spectrum Disorder (ASD) Centre. The pupil population is predominantly white and English-speaking. Five per cent of pupils speak a range of languages other than English at home, but none of them receives support in learning English as an additional language. No pupils speak Welsh as their first language. Thirty-two pupils (34 per cent) have special educational needs (SEN), which is much higher than the national average of approximately 20 per cent. Three pupils in mainstream school have a statement of SEN, in addition to the 12 pupils in the ASD Centre.
3. There are seven full time teachers, including the head teacher, two part-time teachers, two full-time and five part-time support assistants. Pupils are taught in five mainstream classes, in addition to the key stage 1 and key stage 2 classes in the ASD Centre. During the inspection, the reception/year 1 and year 2 classes were being taught by temporary teachers because of staff sickness and injury. The head teacher was appointed in 1987 and retires in August 2008.
4. The number of pupils on roll has fallen considerably since the school was last inspected in April 2002. This is because of the ageing population of the local area and the consequent fall in the birth rate. As a result, the school has been the subject of a LEA review during the last two years and designated for closure in August 2009. At the time of the inspection this proposal had been lifted, but the threat of closure has resulted in no parents registering their children for entry to the reception class in September 2008. This has been a period of great uncertainty and difficulty for the school.
5. The school gained the Basic Skills Agency 'Quality Mark' for the third time in 2006 in recognition of its work in raising standards in basic skills. It has achieved the bronze and silver Eco Schools award and the Healthy Schools Award. It is an official Dragon Sports school and a Careers Wales designated school for work experience pupils.

## The school's priorities and targets

6. The school's main aim is "to provide an educative, purposeful and happy environment for all children."
7. Key priorities in the current School Improvement Plan for 2007 to 2008 are:
  - **English:** to raise standards in speaking and listening; target pupils with additional learning needs;
  - **mathematics:** to implement the numeracy acceleration programme in key stage 2; implement Number Recovery for year 1; review and update the mathematics policy;
  - **science:** to prepare for self-evaluation and maintain the role of the co-ordinator; review and update the science policy;
  - **information and communications technology (ICT):** to maintain the role of the co-ordinator; develop resources; maintain and develop the school website; continue to develop the ICT assessment portfolio;
  - **building learning power:** to implement in key stage 1 classes;
  - **assessment, recording and reporting:** to update tracking sheets for each year group; analyse progress in English for targets for improvement; revise pupils' profile sheets;
  - **food and fitness:** create a whole school policy and procedures.

## Summary

8. Brynglas Primary is a very happy school with outstanding features in a number of aspects of its work and few shortcomings. The head teacher has led the school with dedication and distinction for over twenty years. During a period of great uncertainty he has, with the support and commitment of the staff, successfully maintained and improved the school's exceptionally positive and supportive ethos and the quality of the education provided for pupils.

### 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?	1
5	How effective are leadership and strategic management?	1
6	How well do leaders and managers evaluate and improve quality and standards?	2
7	How efficient are leaders and managers in using resources?	2

## Standards

9. Throughout the school, pupils make good progress and achieve good standards in their knowledge, understanding and skills. All pupils who are capable of attaining the expected level 2 at the end of key stage 1, and the expected level 4 at the end of key stage 2 in the three core subjects of English, mathematics and science, do so. Girls generally out perform boys.
10. Pupils with Special Educational Needs (SEN) both in mainstream school and in the Autistic Spectrum Disorder (ASD) Centre make outstanding progress and achieve very well in relation to their starting points and abilities.
11. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
12. Standards in the six areas of learning for children under five are as follows:

Area of learning	Grade
Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

13. In the subjects inspected, pupils' overall standards of achievement are as follows:

Inspection area	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Science	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2

14. Overall, pupils make good, and sometimes excellent, progress towards fulfilling their potential and moving on to the next stage of learning. More-able pupils, however, could sometimes achieve more.
15. In the lessons observed in the subjects inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

16. The standards achieved by pupils in Brynglas Primary School compare very favourably with the national picture reported in Her Majesty's Chief Inspector of

Schools' Annual Report (2006-2007) where standards in 80 per cent of lessons in schools inspected during that year achieved a grade 2 or better.

17. Throughout the school, pupils progress well and achieve good standards in using key and basic skills and display excellent listening skills. They effectively apply their speaking, reading, writing, numeracy and information and communications technology (ICT) skills for a wide range of purposes across the curriculum. Pupils are very aware of the importance of key skills in their daily lives and for the future.
18. Pupils' bilingual skills in both key stages have good features that outweigh shortcomings. Their infrequent use of Welsh in the classroom and in informal settings limits the development of their language skills.
19. Pupils' behaviour and their attitudes towards learning are outstanding features of the school. Their excellent behaviour contributes significantly to the standards they achieve and to their personal, social and emotional development, which is also outstanding.
20. Pupils demonstrate a very mature awareness of equal opportunities issues and express particular pleasure at the inclusive nature of their school. They are very successfully prepared for taking an active role in the local community.

### **The quality of education and training**

21. The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
15%	85%	0%	0%	0%

22. The quality of teaching compares extremely well with the quality of teaching in Wales reported in Her Majesty's Chief Inspector of Schools' Annual Report (2006-2007) of 80 per cent of lessons achieving a grade 2 or better. In Brynglas Primary School, 100 per cent of the teaching was awarded a grade 2 or better.
23. The quality of relationships throughout the school is outstanding. Pupils say that the best thing about the school is the head teacher and staff. Temporary teachers covering for those who are absent provide good continuity in the quality of pupils' learning experiences.
24. The calm, sensitive and skilled use of positive behaviour management strategies by the head teacher, teaching and support staff is a key ingredient in the happy atmosphere overall.
25. Teachers and support staff who work in the ASD Centre have highly developed skills in meeting the complex needs of learners and the quality of their teaching for pupils with ASD is exemplary.
26. All lessons have clear objectives and teachers use a good range of teaching and organisational strategies. The expertise of teaching assistants is used very

effectively to support pupils' learning. Occasionally, however, teachers talk for too long, leading to some loss of concentration on the part of a few pupils.

27. Teachers promote equality of opportunity exceptionally well, actively challenging stereotypes of gender, race and disability and developing pupils' respect for difference.
28. Plans for pupils to apply bilingual skills in English and Welsh across the curriculum are underdeveloped. Teachers' use of Welsh in the majority of classes is limited.
29. Teachers plan extremely well to meet the needs of less-able pupils and those with special educational needs. More-able pupils, however, are not given a consistently high enough level of challenge in their work.
30. Arrangements for assessment, recording and reporting are good overall. Routine testing in the core subjects of English, mathematics and science provides useful information about pupils' achievements. Assessment and recording strategies in the foundation subjects are not yet applied as rigorously as in the core subjects.
31. An outstanding feature of the assessment process is the way in which teachers involve pupils in evaluating their own learning. The effective use of peer and self-assessment strategies is an outstanding strength of the school.
32. Annual Reports to parents about their children's progress are of good quality and meet statutory requirements.
33. A broad and balanced curriculum effectively meets the needs and interests of the range of pupils. Excellent opportunities are provided for pupils to learn about their Welsh heritage and culture.
34. The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Whole school assemblies foster a sense of belonging and offer guidance on moral issues. Shared values and the emphasis on developing pupils' personal and social skills permeate the life of the school.
35. The school's partnerships with parents, the local community, other schools and higher education institutions have outstanding features that enhance pupils' learning experiences.
36. The provision for education for sustainable development and global citizenship is good. The school has achieved the Bronze and Silver Eco Schools awards.
37. The school provides outstanding care, support and guidance for pupils. The head teacher's personal commitment to the pastoral care of pupils pervades the school and teachers are very good role models for the children in their care.
38. The school works in full and productive partnership with a wide range of agencies and support services to ensure pupils' needs are carefully assessed

and provided for. Pupils have regular opportunities to put forward their ideas, views and opinions and do so with confidence through the School Council.

39. Pupils have access to a highly effective personal and social education programme which contributes significantly to the quality of support and guidance offered to them.
40. There are clear, well-documented procedures for assuring the health, safety and well-being of pupils. The school makes good efforts to promote healthy eating and a healthy lifestyle. The head teacher and staff work in pupils' best interests to safeguard their well being and protect them from harm.
41. The quality of provision for pupils with additional learning needs has many outstanding features which include a highly inclusive curriculum where all pupils are valued and have equal access to learning.
42. The quality of provision for equal opportunities is outstanding and the commitment to the social inclusion of all pupils is exemplary. Good race relations are promoted successfully and the ethos of the school values and celebrates diversity.
43. Very effective measures have been established to deal with bullying, racial discrimination and any other form of harassment. The school functions as an inclusive, harmonious community.

### **Leadership and management**

44. Taking into account the school's exceptional circumstances, the inspection team judged that leadership and strategic management is good with outstanding features. This is because the school has not only maintained, but continued to improve, the quality of the education provided despite its planned closure in 2009.
45. During a period of extreme pressure and anxiety, the head teacher has provided an outstanding role model. He has continued to demonstrate the same unswerving commitment to the best interests of the pupils that he has shown for over twenty years and they have the greatest respect and affection for him. He has become a father figure to the pupils, and to many parents and members of staff. The school has a nurturing, family feel to it.
46. The school's main aim, "to provide an educative, purposeful and happy environment for all children", is fully reflected in all aspects of its life and work. This is an outstanding achievement, especially in the context of the school's uncertain future.
47. The head teacher enjoys the loyalty and support of staff who share his priority of maintaining and continuing to improve the quality of education at Brynglas Primary School. There is a positive team spirit among the staff.

48. The deputy head fulfils her responsibilities very effectively and works in close partnership with the head teacher to the benefit of pupils and staff. The roles and responsibilities of senior managers and subject leaders are clearly defined and they carry out their duties efficiently and conscientiously. The work of the school's SEN management team is outstanding.
49. Performance management procedures are extremely well established. The professional development of staff has had an outstanding impact on the quality of the provision in key areas.
50. The governing body is very supportive of the school. Individual governors regularly visit, work with pupils and observe lessons. They are well informed about the quality of the provision and effectively help set the school's strategic direction.
51. The school's self-evaluation process is very effective and accurate in identifying areas of strength and for development. Nearly all the areas for improvement identified by the inspection team have already been targeted as priorities for development by the school.
52. There are sufficient numbers of well-qualified teachers who possess a good range of specialisms to provide for the needs of pupils, including those with ASD, SEN and the under fives.
53. Ancillary staff, including the school secretaries, mid-day supervisors, canteen staff, caretaker and cleaners make a valuable contribution to the smooth running and overall quality of life in the school.
54. The quality and quantity of resources to support learning are adequate to meet the needs of the curriculum and appropriate to pupils' age and needs.
55. The accommodation is spacious, clean and used effectively. The school grounds are attractive and well maintained. Good use is made of the outdoor environment.
56. The school has been operating a licensed deficit budget over the last eighteen months, authorised by the Local Education Authority, as a result of the falling numbers of pupils on roll. All major spending programmes are fully costed, linked to priorities for improvement and closely scrutinised by the governing body, School Support Officer and Senior Management Team.
57. Funds raised by the Parents and Staff Association and grants from external funding bodies are used well to support specific aspects of the school's work.
58. As a result of its well informed self-evaluation process, the school has very successfully addressed all the key issues for improvement identified in the previous inspection in 2002. Good standards have either been maintained or improved in all subjects and areas of learning, as has the quality of teaching. The school therefore provides good value for money.

## Recommendations

59. The governors, head teacher and staff now need to:

R1 Continue to focus on raising the standards achieved by more-able pupils.

R2 Develop pupils' bilingual skills throughout the school.

**Note** The school has already identified R1 as a priority for development in its Self-Evaluation Report.

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

60. The inspection findings match the school's self-evaluation of this key question.
61. Throughout the school, pupils make good progress and achieve good standards in their knowledge, understanding and skills. All pupils who are capable of attaining the expected level 2 at the end of key stage 1, and the expected level 4 at the end of key stage 2 in the three core subjects of English, mathematics and science, do so.
62. Pupils with Special Educational Needs (SEN) both in mainstream school and in the Autistic Spectrum Disorder (ASD) Centre make excellent progress and achieve very well in relation to their starting points and abilities. Pupils who have significant barriers to learning make outstanding progress.
63. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
64. Standards in the six areas of learning for children under five are as follows:

Area of learning	Grade
Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

65. In the subjects inspected, pupils' overall standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Science	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2

66. In the lessons observed in the subjects inspected, pupils' standards of achievement are as follows:

### Grades for standards in lessons in inspection subjects

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

67. Standards in lessons observed during the inspection were consistently good with no important shortcomings. The standards achieved by pupils in Brynglas Primary School compare very favourably with the national picture reported in Her Majesty's Chief Inspector of Schools' Annual Report (2006-2007) where standards in 80 per cent of lessons in schools inspected during that year achieved a grade 2 or better. Pupils' standards of achievement already exceed the Welsh Assembly Government's 2010 target that the quality of learning should be grade 3 or better in 98 per cent of lessons.
68. Learners succeed in attaining their agreed learning goals regardless of their social, ethnic or linguistic background because of the school's extremely strong emphasis on equality of opportunity for all.
69. Throughout the school, pupils progress well and achieve good standards with no important shortcomings in using key and basic skills. They display excellent listening skills, focusing very well on the speaker in assemblies, for example, and are not perturbed by the potentially distracting behaviour of pupils from the ASD Centre. Pupils effectively apply their speaking, reading, writing, numeracy and information and communications technology (ICT) skills for a wide range of purposes across the curriculum.
70. Pupils are very aware of the importance of key skills in their daily lives and for the future. They regularly identify and reflect on relevant opportunities to use them during their lessons and use their developing skills confidently. Occasionally, however, a minority of pupils pay insufficient attention to the quality of the presentation of their work.
71. Overall, pupils' bilingual skills in both key stages have good features that outweigh shortcomings. They speak Welsh with a degree of fluency within a limited context and read simple Welsh texts, translating them into English. Although the majority of pupils show a good awareness of the language, their infrequent use of it in the classroom and in informal settings limits the development of their language skills.
72. In 2007, there were only ten pupils in year 2 and eleven pupils in year 6 whose performance was assessed in National Curriculum (NC) assessments. This means that comparisons of data on pupil performance in Brynglas Primary with that of other schools in Wales must be treated with extreme caution. One pupil is the equivalent of approximately 10 per cent with regard to the statistics. Furthermore, the performance of pupils with SEN disproportionately affects the overall percentage of pupils attaining expected levels in the core subjects of English, mathematics and science because of the small numbers involved.
73. Bearing in mind the reservations above, in the 2007 NC assessments the performance of pupils at the end of key stage 1 was below the results of other pupils in Wales and in the Local Education Authority (LEA). Seventy per cent of

pupils attained the expected level 2 in the three core subjects compared with 80.6 per cent in Wales.

74. In the 2007 NC assessments, the performance of pupils at the end of key stage 2 was above the results of other pupils in Wales and in the LEA. Nearly 82 per cent of pupils attained the expected level 4 in all three core subjects compared with 74.1 per cent in Wales.
75. Trends in pupils' performance show that when the results of pupils in the ASD Centre are taken out, the percentage of pupils achieving expected levels in the three core subjects at the end of both key stages is consistently above the national average. Considering the below average starting points of a significant minority of pupils, this represents good progress and achievement.
76. Girls consistently outperform boys in attaining expected levels at the end of both key stages. However, factors such as the small number of pupils in each year group, the frequent gender imbalance and disproportionate numbers of boys with SEN mean that comparisons of the relative achievement of girls and boys are unreliable.
77. In NC assessments at the end of key stage 1 in 2007, more-able pupils achieved well in English and science, but less well in mathematics. In NC assessments at the end of key stage 2, more-able pupils achieved well in English, but less well in mathematics and science.
78. Trends in the performance of more-able pupils in key stage 1 show steady improvement in the percentage of pupils attaining level 3 in English and science and the general maintenance of the percentage of pupils attaining this level in mathematics. Trends in the performance of more-able pupils in key stage 2 suggest that pupils do not achieve as well in mathematics and science as they do in English.
79. Overall, pupils make good, and sometimes outstanding, progress towards fulfilling their potential and moving on to the next stage of learning. More-able pupils, however, could sometimes achieve more.
80. Throughout the school, pupils draw successfully on the knowledge, skills and understanding acquired in earlier lessons. This is because teachers' planning is solidly built on earlier work and because of pupils' excellent awareness of their own learning.
81. Pupils in the ASD Centre learn very well. They are extremely responsive to their teachers and support staff. The benefits of this trusting relationship are seen clearly in lessons with those pupils who, because of the severity of their special needs, are the hardest to reach. They make effective use of alternative means of communication, such as the picture exchange system, to show their understanding.
82. Pupils' understanding of what they are doing, how well they are progressing and what they need to do to improve is good with outstanding features. In year 2,

they discuss what they have been doing and teachers record their comments in class learning diaries. By key stage 2, pupils keep very informative individual learning logs where they reflect on their progress and achievements. They develop considerable insight into their own strengths and areas for development, using the 'Building Learning Power' vocabulary that they have been taught. For example, a pupil in year 6 wrote, "I was absorbed in my reading and managed my distractions."

83. Pupils' behaviour and their attitudes towards learning are outstanding features of the school. Their excellent behaviour contributes significantly to the standards they achieve and to their personal, social and emotional development. Pupils interact courteously and confidently with peers, adults and visitors to the school. The school is a very friendly, welcoming and happy community where all pupils are valued and respected.
84. Pupils have positive attitudes to their work and play. They listen very carefully to their teachers, engage in discussion, settle quickly to the tasks set them and are keen to do their best. They take delight in their achievements which they readily share with others. They are developing into independent, responsible and mature individuals who demonstrate respect, tolerance and consideration for all involved in the school community.
85. Attendance rates for the past three terms average 93 per cent, which is above local and national rates of attendance for pupils of compulsory school age. Pupils are punctual and keen to attend school. Registration is conducted efficiently and lessons start promptly. The school meets all National Assembly for Wales requirements with regard to attendance.
86. Pupils are developing the skills to work independently and to take responsibility for their own learning. They work together in pairs and groups with confidence, organise activities fairly and ensure everyone contributes.
87. The highly supportive ethos of the school, the sensitive moral and spiritual elements of collective worship and the high priority given to personal and social education help pupils develop a secure set of values to guide them through life. Their personal, social, moral and wider development is outstanding.
88. In discussion, pupils demonstrate a very mature awareness of equal opportunities issues and show genuine respect for all people regardless of race, faith, gender, ability or backgrounds. They feel strongly that everyone should be treated equally and without favouritism or discrimination. Pupils express particular pleasure at the inclusive nature of their school and value the way in which mainstream pupils and those in the ASD Centre are given many opportunities to work and play together.
89. The school is highly successful in preparing pupils to take an active role in the life and work of the local community. Very good use is made of the community as a learning resource and pupils regularly serve the community by supporting cultural, civic, environmental and charitable projects.

## The quality of education and training

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

#### Grade 2: good features and no important shortcomings

90. The inspection findings match the school's self-evaluation of this key question.

91. The quality of teaching was judged as follows:

#### Grades for the quality of teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	85%	0%	0%	0%

92. The quality of teaching compares extremely well with the quality of teaching in Wales reported in Her Majesty's Chief Inspector of Schools' Annual Report (2006-2007) where 80 per cent of lessons achieved a grade 2 or better. In Brynglas Primary School, 100 per cent of the teaching was awarded a grade 2 or better. The quality of teaching also already exceeds the Welsh Assembly Government's 2010 target that 80 per cent of teaching should be grade 2 or better.
93. An outstanding feature of the quality of teaching is its consistency throughout the school. The expertise of teaching assistants is used very effectively to support pupils' learning. Temporary teachers covering for those who are absent quickly feel at home and provide good continuity in the quality of pupils' learning experiences.
94. Teachers and support staff who work in the ASD Centre have highly developed skills in meeting the complex needs of learners. Consequently, the quality of teaching for pupils with ASD is exemplary. Members of staff have particular expertise in supporting pupils' developing communication skills through the use of gestures, signs, objects, pictures and symbols. They are very skilled at enabling pupils who cannot speak to use alternative communications. They have consistently high expectations of pupils' potential achievement and the work they provide is fine tuned to give an appropriate level of challenge to each individual.
95. The quality of relationships throughout the school is outstanding. Pupils say that the best thing about the school is the head teacher and staff. There is a consistent and effective approach to the management of pupils' behaviour. The calm, sensitive and skilled use of positive behaviour management strategies by the head teacher, teaching and support staff is a key ingredient in the happy atmosphere overall and in the purposeful working environment in all classes.
96. Teachers demonstrate good knowledge of the subjects they teach. They often point out links between subjects in order to make lessons even more meaningful for pupils. Their use of questions effectively draws out pupils'

understanding and their marking of pupils' work highlights the strengths and points for development in it.

97. All lessons have clear objectives, based on pupils' previous learning, that are shared with the pupils so that they know what is expected of them. An outstanding feature evident throughout the school is the way in which teachers encourage pupils to identify and reflect on the thinking skills they are using and help them understand how they are progressing and what they could do to improve.
98. Teachers employ a good range of teaching and organisational strategies. They also use a variety of stimulating resources that arouse pupils' interest and deepen their understanding. There are no important shortcomings in the quality of teaching. Occasionally, however, teachers talk for too long, leading to some loss of concentration on the part of a few pupils.
99. Teachers promote equality of opportunity exceptionally well, actively challenging stereotypes of gender, race and disability and developing pupils' respect for difference. In one lesson, for example, the youngest children were encouraged to consider the question, "Can girls really be pirates?" following their reading of a book about pirates. In another lesson in year 3/4, pupils discussed portrayals of wolves in stories and stereotypical attitudes towards them.
100. All teachers have undertaken appropriate training in learning Welsh. However, plans for pupils to apply bilingual skills in English and Welsh across the curriculum are underdeveloped. Teachers' use of Welsh in the majority of classes is limited to simple words and phrases.
101. Teachers plan extremely well to meet the needs of less-able pupils and those with SEN. Pupils who display particular talents, such as football or writing, are encouraged to develop these talents in a variety of ways. More-able pupils, however, are not given a consistently high enough level of challenge in their work. The school has identified the need to develop a register of more-able and talented pupils and improve its provision for them in its Self-Evaluation Report.
102. Arrangements for assessment, recording and reporting are good overall. The school has effective tracking systems that give a clear picture of pupils' progress and achievements.
103. The school meets statutory requirements for assessing, recording and reporting pupils' progress. Good arrangements have been established with other local schools and the LEA to moderate and standardise teachers' assessments of pupils' attainment in the core subjects at the end of each key stage.
104. An outstanding feature of the assessment process is the way in which teachers involve pupils in evaluating their own learning. Teachers negotiate targets with individual learners via learning diaries and ensure that pupils have a good understanding of what they need to do to improve. The effective use of peer and self-assessment strategies is an outstanding strength of the school.

105. Routine testing in the core subjects of English, mathematics and science provides useful information about pupils' achievements and is used well to improve their work in the classroom. The results of National Curriculum assessments are analysed and general school targets for improvement are set.
106. Subject portfolios containing samples of pupils' work assessed against National Curriculum levels are at an early stage of development in some foundation subjects. Assessment and recording strategies in the foundation subjects are not yet applied as rigorously as in the core subjects. The school recognises this as an area for improvement in its Self-Evaluation Report.
107. Assessment is very well used to ensure that all pupils with SEN are given appropriate levels of support in pursuit of the school's commitment to full inclusion. Assessment of pupils who attend the ASD Centre is extremely thorough.
108. Consultation with parents and carers about pupils' progress and achievement is positively promoted through an 'open door' policy and formal open evenings. During the two parent meetings held annually, home-school targets are agreed with pupils and parents. These targets can relate to academic achievement, behaviour, social skills, attendance and punctuality.
109. Annual Reports to parents about their children's progress are of good quality and meet statutory requirements. They provide accurate information and observations on children's progress and indicate what their children need to do in order to improve.

**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**

110. The inspection findings match the school's self-evaluation of this key question.
111. The school's curriculum meets all statutory requirements and its response to pupils' learning needs and interests is good overall. It successfully provides a broad and balanced curriculum that is equally accessible to all pupils, including those with additional learning needs.
112. The planned learning experiences for the youngest children are stimulating and cater well for their interests and stage of development. They are firmly based on the Desirable Outcomes for Learning for children under five.
113. The environment in both classes in the ASD Centre is planned and organised very carefully. Routines and procedures are well established and very effective use is made of a good range of resources, including a play area.
114. Opportunities for pupils to apply key and basic skills in all classes are well planned and developed across the curriculum. Provision for key skills has

many good features and the school has been awarded the 'Quality Mark' for teaching basic skills for the third time.

115. The curriculum is based on the principle that pupils' learning is best stimulated through 'hands on' experiences. The school provides these experiences not only in class, but also through an extensive range of visits and visitors to the school. They are well used to support and extend curriculum work and provide links with the community.
116. The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Assemblies are mainly Christian in character. They are reverent, meaningful occasions, fully involve pupils and offer time for quiet reflection. Whole school assemblies foster a sense of belonging within the school, offer guidance on moral issues and important shared values and promote a strong sense of community, especially in the celebration of pupils' achievements.
117. The school's provision for personal and social education is outstanding. The emphasis on developing pupils' personal and social skills permeates the life of the school. The extremely positive relationships between pupils and adults who work in the school are a testament to the success of this work.
118. Pupils are provided with good opportunities to take responsibility in a variety of ways and through the School Council and Eco Committee. The pupil's voice is important and valued. The ethos of the school encourages pupils to be imaginative and ask questions.
119. 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.
120. Parents are very supportive and proud of the school. They have enormous confidence in the head teacher and staff and value its welcoming nature. They are very pleased with the standard of education their children receive within a caring, supportive environment. Communication with parents is well established and very effective. A constructive home/school agreement is in place.
121. Parents and friends make a valuable contribution to the school, helping out with activities, accompanying pupils on educational visits and raising funds through the active Parents and Staff Association (PSA).
122. The school enjoys excellent working partnerships with other schools in its 'cluster', especially with the main secondary school to which pupils transfer. Arrangements for the transfer of pupils are very good and ensure that year 6 pupils look forward to secondary school with confidence. Pastoral and curriculum links are well established and effective.

123. The school is working diligently to enhance links with other receiving secondary schools, one of which is in a neighbouring local authority, to ensure continuity of education as pupils move from key stage 2 to key stage 3. Students from local secondary schools also undertake work experience placements at the school. They are well supported by staff and make a good contribution to its life and work.
124. Links with the local community are excellent and contribute significantly to pupils' learning. The school and its various activities are greatly valued by the community. This is evident in the overwhelming support offered to the school by parents and the local community during the present uncertainty about its future.
125. The provision for work-related education is good and is an integral part of pupils' learning experiences. Teachers successfully address the vocational aspect of the Personal and Social Education programme and make good use of local businesses and a range of relevant agencies to promote pupils' understanding of the world of work.
126. Through their visits to a variety of retail, commercial and industrial sites, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in their locality and further afield. Several teachers have undertaken relevant business courses and placements that have enhanced professional development and enriched curriculum provision for pupils.
127. All members of staff promote *Y Cwricwlwm Cymreig*, the Welsh dimension to the curriculum, very positively. Excellent opportunities are provided for pupils to learn about their Welsh heritage and culture in geography, art and history and, through literature with a Welsh setting, in English lessons. Pupils enjoy participating in the annual school Eisteddfod, where they perform the Chairing of the Bard ceremony.
128. Displays around the school prominently celebrate Wales and the Welsh language, raising pupils' awareness of their Welsh identity extremely well. However, insufficient opportunity is provided for pupils to speak, read and write in Welsh throughout the day. Pupils value the support of the *Athrawes Bro*, the specialist Welsh teacher, and make the most of her input but the school does not yet plan systematically for the development of pupils' bilingual skills.
129. The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are highly successful and pupils succeed regardless of their ability, gender, race or backgrounds.
130. The provision for education for sustainable development and global citizenship is good. Pupils are involved in re-cycling schemes and understand the issues of global warming, pollution and climate change.
131. The whole school community demonstrates a commitment to sustainability, conservation and to improving the local and school environment. Pupils

regularly consider the issues of energy and water consumption and are committed to waste minimisation in the school. Eco Committee members are passionate about their work and are proud of receiving the bronze and silver Eco awards for the school's commitment to conservation and the environment.

132. The school promotes pupils' awareness of global citizenship well. They are committed to the ethos of fair trade and support a child in Africa through a water-aid project.
133. Pupils' entrepreneurial skills are good and continue to develop well. Pupils raise funds for charity and contribute to decision making. Older pupils have produced a good quality school newspaper. They are enthusiastic, committed and enterprising in their approach.
134. The head teacher, staff and governors are successfully laying the foundations for lifelong learning and community regeneration and national priorities are well reflected in the life and work of the school.

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

##### **Grade 1: good with outstanding features**

135. The inspection findings match the school's self-evaluation of this key question.
136. The school provides outstanding care, support and guidance for pupils. The head teacher, teaching and support staff are highly successful in creating a calm, caring and supportive environment where pupils feel secure and valued. The mutual warmth and respect between staff and pupils are outstanding features and enable pupils to make good progress in their academic, social, personal and emotional development.
137. The head teacher's personal commitment to the pastoral care of pupils permeates the life and work of the school and teachers are very good role models for the children in their care.
138. The school works in full and productive partnership with a wide range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. This is particularly beneficial for children in challenging and vulnerable circumstances.
139. Close and effective working partnerships have been developed with parents and carers who contribute significantly to the quality of support and guidance offered to pupils. The school listens carefully to parents and carers and readily takes into consideration their views.
140. Pupils have regular opportunities to put forward their ideas, views and opinions and do so with confidence through the School Council. The School Council is a very good forum for the development of pupils' personal and social skills and provides a good opportunity for mainstream and ASD pupils to work together

and contribute to decision making. Councillors undertake their duties conscientiously, have a very good understanding of the democratic process and are excellent ambassadors for their school.

141. The induction procedures for pupils entering the school, moving up classes and transferring to secondary school work very well and ensure pupils settle quickly and confidently into their new environments.
142. Pupils have access to a highly effective personal and social education programme, in line with national recommendations, which contributes significantly to the quality of support and guidance offered to them. Health education, sex education and drugs awareness are given appropriate attention and good use is made of outside agencies to help deliver the programme. The school's use of specialist agencies including health professionals, welfare agencies, psychological and social services is exemplary.
143. The monitoring of behaviour, attendance, punctuality and performance is thorough and rigorous. The school's policies and procedures to promote good behaviour work exceptionally well. Pupils whose behaviour gives cause for concern are counselled, parents are involved, and help is sought from the behaviour support unit of the local authority if necessary. These arrangements work very well.
144. The head teacher and school clerk monitor attendance and punctuality carefully and effective follow-up procedures are in place, including regular liaison with the education welfare service.
145. Class teachers monitor pupils' academic performance regularly and pupils are increasingly taking an active role in setting their own targets and understanding and planning their own progress.
146. There are clear, well-documented procedures for assuring the health, safety and well-being of pupils throughout the school, including risk assessments. Pupils are well supervised at all times. Ancillary and support staff make a good contribution to pupils' welfare during break and lunch times. Arrangements to undertake fire drills, respond to accidents and emergencies and deal with the administration of medicines are well established.
147. The school makes good efforts to promote healthy eating and a healthy lifestyle. Pupils understand the benefits of eating healthily and exercising regularly and fresh water is readily available for them throughout the school day. Pupils have access to a wide range of physical and sporting activities which contribute significantly to their well being.
148. The school has effective measures to deal with appeals and complaints and to promote the protection of children. The head teacher and staff work in pupils' best interests to safeguard their well being and protect them from harm. The head teacher has designated responsibility for child protection issues and ensures that all adults in the school are aware of the correct procedures to be followed and that training is regularly updated.

149. The quality of provision for pupils with additional learning needs has many outstanding features which include a highly inclusive curriculum where all pupils are valued and have equal access to learning. Pupils on the SEN register work very successfully alongside their peers in mainstream classes. Pupils attending the ASD Centre are exceptionally well integrated into mainstream classes for a variety of suitable activities, including collective worship, on a regular basis.
150. Systems for the early identification of pupils with additional learning needs are extremely thorough. The identification and diagnosis of needs takes a graduated approach as exemplified in the Code of Practice Wales. Pupils are identified at an early stage through Baseline and Teaching Talking Screening.
151. Teachers and support staff form a very effective team providing continuity of support and assessment of need. Individual Education Plans (IEPs) are drawn up by class teachers and discussed with learning support staff. They contain appropriate targets and are used very effectively. Pupils' performance is regularly monitored. Targets are known to pupils and their parents and are regularly reviewed.
152. Parents of pupils with additional learning needs are offered high quality support and clear advice in a way which is sensitive and purposeful. Regular meetings with parents of pupils in the ASD Centre are held to ensure that their children are learning effectively.
153. Strategies to intervene early where pupils are not progressing as well as expected in literacy and mathematics are well targeted across the key stages. Groups are withdrawn for Springboard Maths, Numeracy Recovery, 'One Step at a Time' and Direct Phonics.
154. A range of effective specialist learning support is provided for pupils with specific learning difficulties. There is, however, a dire need for pupils in the ASD classes to access speech therapy provision which, despite the best efforts of the school to obtain it, is not yet regularly and reliably available.
155. The programme of withdrawal sessions and in-class support is well integrated across the school and has a very positive impact on the standards of less-able pupils and those with special educational needs. Planning and classroom practice do not always provide, however, sufficiently challenging work for more-able pupils so that their knowledge and skills may be further extended.
156. Pupils' achievements are shared and celebrated at every opportunity so that they are helped to be aware of the contribution they make to their own progress and success of the school. The school's ethos is an outstanding feature which ensures positive attitudes and teaches and instils self discipline.
157. There are effective measures, including support from outside agencies, for pupils whose behaviour impedes their progress or that of others. Pupils themselves have provided suitable solutions to such issues, including Positive Behaviour Management, Building Learning Power and Circle Time. The School

Council also plays a very positive and effective role in this respect within the school.

158. The quality of provision for equal opportunities is outstanding and the commitment to the social inclusion of all pupils is commendable.
159. The school is very successful in recognising the diversity of pupils' backgrounds and takes this into account when planning and delivering its support and guidance. The head teacher and staff know pupils extremely well and are sensitive to their individual needs. Equality for all is firmly embedded in the ethos of the school.
160. Good race relations are promoted successfully and the school's ethos values and celebrates diversity. Appropriate statutory policies underpin the school's excellent practice in this area.
161. The school has made all reasonable arrangements to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school. It has produced good quality documentation, including an accessibility plan and disability equality scheme, to demonstrate how staff will make improvements in access to the curriculum, physical access and in the provision of information for disabled persons. The school meets the requirements of the Disability Discrimination Act.
162. Very effective measures have been established to deal with oppressive behaviour, including bullying, racial discrimination and all other forms of harassment. Such incidents are almost unknown because staff set clear boundaries and expect the best of pupils in their care. Pupils confirm that incidents of anti-social behaviour are not tolerated and staff deal very quickly with any concerns. The school functions very well as an inclusive, harmonious community where all pupils are valued equally and as individuals.

## Leadership and management

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

#### Grade 1: good with outstanding features

163. The inspection findings do not match the school's self-evaluation of grade 2 for this key question and the team awarded one grade higher than it did to key question 1.
164. Taking into account the school's exceptional circumstances, the inspection team judged that leadership and strategic management is good with outstanding features. This is because the school has not only maintained, but continued to improve, the quality of the education provided despite its planned closure in 2009 and the consequent possible decline in staff morale. Furthermore, there are outstanding features in the standards achieved by pupils with SEN and in the standards achieved by all pupils in their personal and social skills and behaviour.
165. During a period of extreme pressure and anxiety, the head teacher has provided an outstanding role model. He has continued to demonstrate the same unswerving commitment to the best interests of the pupils that he has shown for over twenty years and they have the greatest respect and affection for him.
166. The school's main aim, "to provide an educative, purposeful and happy environment for all children", is fully reflected in all aspects of its life and work. This is an outstanding achievement, especially in the context of the school's uncertain future. The word "happy" was frequently mentioned by pupils, parents and members of staff in discussions with the inspection team.
167. Strong, explicit values, including the belief that all children are equally important, pervade the school. Assemblies, where teachers praise individual pupils for achievements ranging from perseverance with a task to the award of a rugby cap, are good examples of ways in which such values are promoted.
168. The head teacher's influence in promoting good manners and a friendly, caring inclusive ethos is evident everywhere. He has become a father figure to the pupils and to many parents and members of staff. The school has a nurturing, family feel to it.
169. The head teacher enjoys the loyalty and support of staff who share his priority of maintaining and continuing to improve the quality of education at Brynglas Primary School. There is a positive team spirit among the staff, in spite of recent difficulties.
170. The deputy head fulfils her responsibilities very effectively and works in close partnership with the head teacher to the benefit of pupils and staff. The roles

and responsibilities of the Senior Management Team and subject leaders are clearly defined and they carry out their duties efficiently and conscientiously.

171. The school's SEN management team includes the head teacher and ASD Centre teachers. They are all very experienced and well qualified and have the support of two nominated governors. Pupils make excellent progress as a result of the work of this formidable, knowledgeable management team.
172. Good account is taken of national priorities, such as education for sustainable development and racial equality, which are incorporated as targets in the School Improvement Plan. The school also enthusiastically embraces LEA initiatives such as the development of pupils' thinking skills.
173. There is extensive collaboration with other schools in the cluster. The head teacher has been instrumental in establishing an ASD Centre for key stage 3 pupils at a local high school in order to ease the transition of pupils with ASD in key stage 2 to the next phase of their education. The school also collaborates very effectively with a local college and the University of Wales to provide training placements for students.
174. Targets relating to pupils' standards of achievement are an integral part of the performance management process, which is extremely well established. Following the appraisal and review of the performance of members of staff, relevant individual targets for improvement relating to both personal and school priorities are agreed.
175. The professional development of staff has had an outstanding impact on the quality of the provision in key areas. A good example of this is the support given by the school to a member of staff who recently achieved a Masters Degree in Autistic Spectrum Disorder. Her enhanced knowledge and professional expertise has clearly had a most positive impact on the quality of the provision in the ASD Centre.
176. The governing body is very supportive of the school and has tried to maintain the morale of staff over the last two years. Individual governors regularly visit the school, work with pupils and observe lessons. In this way, they are well informed about the quality of the provision and effectively help set its strategic direction.
177. Governors take a particular interest in certain subjects or other aspects of the provision. One governor, for example, has helped to establish the School Council and lends his support to their meetings. Individual governors meet relevant members of staff at the start of every year to review progress towards targets in action plans written the previous year. The roles and responsibilities of governors are clear.
178. The governing body fulfils its responsibility as a critical friend of the school and meets the legal duties placed upon it.

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

**Grade 2: good features and no important shortcomings**

179. The inspection findings match the school's self-evaluation of this key question.
180. The school's self-evaluation process is very effective and accurate in identifying areas of strength and for development. Leaders and managers are well informed about the performance of the areas for which they are responsible and use the information very effectively to plan for improvement.
181. The head teacher regularly monitors the quality of planning, teaching and learning and provides constructive feedback to staff on strengths and areas for development. An agreed programme of lesson observations by the head teacher and subject leaders is well focused on the priorities set out in the School Improvement Plan (SIP).
182. All subject leaders observe lessons in their areas of responsibility, in addition to monitoring books and colleagues' planning. Drawing on a wide range of sources of information, they write well informed subject action plans detailing what needs to be done to improve the quality of the provision and raise standards in their subjects.
183. All members of staff and the governing body are involved in the self-evaluation process. The views of pupils about ways in which their school could be improved are channelled through the School Council and Eco Committee and influence the targets for development outlined in the SIP. The LEA has provided excellent support in helping the school to implement key initiatives.
184. Parents' views are gathered through informal consultations. They clearly feel that any concerns they have are listened to, and acted upon, including suggestions made by the Parents and Staff Association. In the questionnaire sent to parents before the inspection, nearly all of them responded that they find the school easy to approach with questions or problems. Many parents wrote unsolicited letters of support during the recent threat of closure.
185. The governing body ensures that priorities for development are supported through adequate allocation of resources. A good example of this is their support for in-service training and further professional development. They regularly review the school's progress towards the targets it has set itself in the SIP.
186. Following their attendance at relevant in-service courses, all members of staff complete a written evaluation of the course, outlining what they have learned from it. Those aspects that are more widely relevant are disseminated during staff meetings so that all members of staff have insight into further ways in which they can improve their performance.

187. The analysis of data from tests and assessments effectively aids the process of planning for improvement by identifying those pupils who are at risk of under-achievement and by allocating additional support for them.
188. The various strands of the comprehensive self-evaluation process feed into the school's Self-Evaluation Report. This is an extremely thorough document that gives a detailed evaluation of how well the school is doing in relation to each element in the Estyn Framework for Inspection. A vast amount of evidence is cited to support the judgements the school makes about its own performance.
189. Nearly all the areas for improvement identified by the inspection team have already been targeted as priorities for development by the school. The only exception is the need highlighted in the inspection findings further to improve pupils' bilingual skills.
190. The overall findings of the Self-Evaluation Report match those of the inspection team in six of the seven key questions. The inspection team awarded a grade higher for key question 5 than the school did in its Self-Evaluation Report.
191. As a result of its well informed self-evaluation process, the school has very successfully addressed all the key issues for improvement identified in the previous inspection report.
192. Good standards have either been maintained or improved in all subjects and areas of learning. During the last inspection in 2002, 73 per cent of standards in lessons were good or better. Now, 100 per cent of standards are good with no important shortcomings.
193. At the end of key stage 1, the percentage of pupils attaining the expected level 2 in all three core subjects in 2002 was 56 per cent. Now it is 70 per cent. At the end of key stage 2, the percentage of pupils attaining the expected level 4 in the core subjects was 62 per cent. It is now 82 per cent.
194. In 2002, 73 per cent of the quality of teaching was good, with 7 per cent of it having outstanding features. Now, 100 per cent of the quality of teaching is good, with 15 per cent of lessons having outstanding features.
195. Measurable improvements are evident in many other aspects of the school's work over recent years. It has made good progress since the last inspection.

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

**Grade 2: good features and no important shortcomings**

196. The inspection findings match the school's self-evaluation of this key question.
197. There are sufficient numbers of well-qualified teachers who possess a good range of specialisms to provide for the needs of pupils, including those with

ASD, SEN and the under fives. They are highly committed to providing a secure, happy and industrious environment for pupils. Learning support assistants, and those with nursery nurse qualifications, work closely with teachers and support pupils very well throughout the school day.

198. Ancillary staff, including the school secretaries, mid-day supervisors, canteen staff, caretaker and cleaners make a valuable contribution to the smooth running and overall quality of life in the school. The head teacher ensures that all teaching, support and ancillary staff are valued and respected for the contribution they make and a very strong team spirit is evident.
199. Teachers' classes are effectively covered during their planning, preparation and assessment time by relevant support staff and by the head teacher.
200. Overall, the quality and quantity of resources to support learning are adequate to meet the needs of the curriculum and appropriate to pupils' age and needs. Deficiencies in resources for the under-fives, which were identified in the last inspection, have been fully resolved.
201. The ASD Centre is well resourced with interactive white boards (IWB) which are used effectively as a tool for learning, but there is only one IWB in mainstream school which is shared by all classes. There is a good supply of computers for the number of pupils in each class.
202. The accommodation is spacious for the number of pupils on roll and is clean and well maintained. The head teacher and staff make very good use of all available space to provide pupils with a vibrant and stimulating learning environment. The quality of display is very good and is used successfully to celebrate pupils' achievements and as a tool for learning.
203. The school grounds are attractive and well maintained. Teachers make good use of the outdoor environment to support pupils' learning. Most of the school, other than the main entrance which is up several steep steps, is accessible to wheelchair users.
204. The school has been operating a licensed deficit budget over the last eighteen months, authorised by the Local Education Authority, as a result of the falling numbers of pupils on roll. The current overspend is in the region of £14,800, which is about £11,000 less than expected. The head and two other senior teachers have volunteered to retire, which has eased the pressure on the budget quite considerably.
205. The school follows 'Best Value' practices. All major spending programmes are linked to priorities for improvement, fully costed and considered by the governing body. The School Support Officer and Senior Management Team monitor expenditure closely.
206. The Finance Committee of the governing body meets every half term, further to scrutinise the budget and ensure the economic, efficient and effective use of available resources.

207. Funds raised by the Parents and Staff Association are used purposefully to enhance learning resources for all pupils. Grants from external funding bodies are used well to support specific aspects of the school's work.
208. The maintenance and further improvement of good standards of achievement and the outstanding features evident in key aspects of the school's life and work demonstrate that it provides good value for money.

## **Standards achieved in subjects and areas of learning**

### **Under Fives**

#### **Language, literacy and communication skills**

##### **Grade 2: good features and no important shortcomings**

###### **Good features**

209. Reception children engage confidently in conversations and are keen to talk about their activities. Most of them pay careful attention to what is said in large group sessions and when working as individuals or in small groups. They have a good awareness of the sounds that different letters make and use these skills effectively in their reading. By the end of the reception year, nearly all children read simple texts with understanding and are aware of features of books such as the title. Children show a good understanding of the purpose of writing and make good progress from mark making to writing words and sentences independently. They increasingly apply their knowledge of letters and sounds in their attempts at writing words. More-able children produce several clearly written sentences in their retelling of a favourite story.

###### **Shortcomings**

210. There are no important shortcomings.

#### **Personal and social development**

##### **Grade 2: good features and no important shortcomings**

###### **Good features**

211. Children enjoy positive relationships with adults and with their peers. They work and play well together and are developing good levels of independence. They are very understanding of other children with special needs and most of them are not distracted by any unusual behaviour that these children exhibit. Children are eager to participate in activities and patiently wait for their turn to use equipment. They settle well to their tasks, confidently participate in new activities and show good perseverance in solving problems. Most children undress independently ready for physical activities and quickly get dressed again when they are finished.

###### **Shortcomings**

212. There are no important shortcomings.

#### **Mathematical development**

##### **Grade 2: good features and no important shortcomings**

### **Good features**

213. In their activities related to the theme of 'pirates', children competently sort items of 'treasure' into two sets according to a range of criteria. They use terms such as "longer than" and "more/less than" appropriately in practical activities. Most children count reliably up to 10 and understand the concept of addition. More-able children also understand the concept of subtraction. They measure one another's heads using non-standard measures in order to make pirate hats for themselves. All children understand the purpose of money and recognise a few coins. More-able children know a number of different combinations of coins to make 10p. They record the findings of their mathematical investigations in simple sentences.

### **Shortcomings**

214. There are no important shortcomings.

### **Knowledge and understanding of the world**

#### **Grade 2: good features and no important shortcomings**

### **Good features**

215. Early design and technology skills are developing well. Children enjoy experimenting with different materials to find the best ones for making a treasure box. They test the materials to discover which are the strongest and investigate the best way to make a lid, either a removable one or one with a hinge. During their floating and sinking experiments, children are beginning to make sensible predictions, for example that "Flat boats will float best". Children's observation skills are developing well. For example, they closely study the movements of a giant African snail and use a digital microscope to enlarge images and scrutinise them in more detail. Visitors from the community help children to develop a good understanding of the jobs people do. They are beginning to develop an awareness of the purpose of a map, creating a route on a pictorial map to find treasure.

### **Shortcomings**

216. There are no important shortcomings.

### **Physical development**

#### **Grade 2: good features and no important shortcomings**

### **Good features**

217. Children's fine motor skills are developing well. They handle scissors, pens, threading materials and glue sticks with good control. More mature children show great dexterity in manipulating the components of a treasure box, joining them effectively with sellotape and glue. In physical education lessons, children

perform a sequence of movements including rolling, hopping and jumping with good co-ordination and control. They refine their skills well through practice and are clearly building their physical strength. They show good balance and precision in performing a series of jumps over and under apparatus. They put the apparatus away carefully and sensibly.

### **Shortcomings**

218. There are no important shortcomings.

### **Creative development**

#### **Grade 2: good features and no important shortcomings**

#### **Good features**

219. In the role play corner, children enjoy dressing up with hats, scarves, eye patches and jewellery and imagining themselves as pirates on a pirate ship. They also enjoy making pirate necklaces, bangles and rings, choosing from a wide selection of colourful materials and decorative objects. Children explore the properties and possibilities of paint in a good variety of ways. They confidently draw and paint on both small and large scales, including using the outdoors. They use a good range of techniques in working with clay, rolling, kneading and pinching it where appropriate. They enjoy singing a pirate song with accompanying actions, matching their movements well to the tune and the words.

### **Shortcomings**

220. There are no important shortcomings.

<b>English</b>
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**Key stage 1: Grade 2: good features and no important shortcomings**

**Key stage 2: Grade 2: good features and no important shortcomings**

#### **Good features**

221. Pupils in key stage 1 make good progress in using their speaking and listening skills. They talk for an increasingly wide range of purposes and in groups of different sizes. Pupils in year 1 give simple justifications for their opinions about whether or not girls can be pirates. More-able pupils are beginning to offer counter arguments after listening to other pupils' views. By the end of year 2, pupils confidently express their ideas about a poem they are reading.

222. Pupils in both ASD classes make outstanding progress in developing their communication skills to the best of their abilities.

223. Reading skills are developing well in key stage 1. Pupils enjoy listening to, and reading, a good range of stories and poems. By the end of the key stage, less-able pupils read simple texts slowly but confidently, using clues in the pictures to help them. More-able pupils read fluently, cope well with rhyme and unusual words and give a concise summary of the story so far.
224. In key stage 1, pupils write in a good range of forms including stories, recipes and newspaper reports and use a widening vocabulary to add interest to their writing. They use word banks competently to help them write individual poems and increasingly apply their knowledge of letters and sounds effectively to spell words.
225. They make good progress in their handwriting skills, from well spaced printing in year 1 to beginning to join their letters in year 2. Punctuation marks, such as capital letters and full stops, are used by most pupils. By year 2, more-able pupils include a wider range of punctuation in some of their writing.
226. Excellent listening skills are apparent throughout key stage 2. Pupils in year 3/4 listen extremely well to other pupils' ideas and avidly discuss aspects of a modern version of a traditional tale they have read. By year 6, pupils listen most attentively as others read aloud from the class novel.
227. When given the opportunity, pupils in key stage 2 speak at some length and express their ideas confidently. In year 3/4, pupils give good explanations to support their differing views of the wolf's character in 'The True Story of the Three Little Pigs'. Pupils in year 5 make thoughtful suggestions about how the characters in a video might be feeling at different points in the story. Pupils' study of literature effectively enriches their vocabulary so that, by year 6, they generate some imaginative adjectives to describe the Severn Bore, featured in the class novel.
228. During key stage 2, pupils build well on the reading skills developed in key stage 1. They become familiar with the work of a good range of authors and poets. Most of them have a positive attitude towards reading and show an increasing understanding of underlying themes in the literature they read.
229. They develop a good understanding of how authors hold the interest of readers through, for example, the use of 'cliff hangers' and unexpected twists in the plot. By the end of the key stage, pupils read aloud excerpts from the class novel expressively, generally using punctuation marks well to help them gain meaning from the text.
230. Pupils in key stage 2 write for a good variety of purposes, including letters, play scripts and leaflets. They show an increasing command of narrative writing and explore a range of story genres such as mysteries and fantasies. They plan, draft and revise their work, write in paragraphs and occasionally in chapters.

231. By the end of the key stage, talented writers show a flair for imaginative writing, developing an excellent personal style, manipulating language to maximum effect with a good sense of tension and atmosphere.
232. The handwriting of most pupils in key stage 2 becomes increasingly fluent, joined and legible as they move through the school and they adapt it well to create special effects. Most pupils use a good range of punctuation and their spelling is usually correct in the final version of their work.

### **Shortcomings**

233. There are no important shortcomings.

<b>Science</b>
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**Key stage 1: Grade 2: good features and no important shortcomings**

**Key stage 2: Grade 2: good features and no important shortcomings**

### **Good features**

234. In both key stages, pupils' investigative and experimental skills are developing well and they undertake a good range of practical work. When generating ideas, pupils draw successfully on the knowledge and understanding acquired in earlier lessons.
235. Pupils in key stage 1 have good recall of their work on materials and their properties. For example, they effectively describe how vibrations cause a sound to be made. They make good use of the outside classroom to find out about trees, butterflies and their habitats.
236. Year 1 pupils look at a variety of objects which will float or sink. They recognise that heavy objects sink, make feasible predictions and recognise that the shape of objects has an impact on whether they float or sink.
237. Older pupils in key stage 1 use scientific vocabulary appropriately when they describe the way plants grow, move and reproduce. They make good use of mathematical skills in measuring and recording the height of sunflowers.
238. Throughout key stage 2, pupils make very good use of the local community and places of scientific interest such as Techniquet and Cardiff Bay to extend their understanding in many of their investigations.
239. In year 4, pupils look at wool and follow the process from fleece to yarn, recognising it as an irreversible change of natural material. They study fleece using magnifiers and/or digital microscopes and make careful observations and recordings.
240. Pupils in year 5 show a good understanding of a range of 'mini beasts'. They have good research skills, including looking up information on the Internet.

They organise their findings well and produce good quality posters which demonstrate secure knowledge and understanding of the topic.

241. Year 6 pupils discuss the animals, birds, reptiles and insects found at the Newport Wetlands during a school visit. They show a good understanding of the different habitats found in wetlands and how the animals there have adapted to their environment.
242. By the end of key stage 2, pupils use resources very effectively. Their skills in predicting, observing, drawing conclusions and presenting their findings are well developed. All pupils present their conclusions effectively in written form, pictorially and in tables and graphs.
243. Across the school, pupils use data logging and information and communications technology effectively to supplement scientific recordings.

### **Shortcomings**

244. There are no important shortcomings.

<b>History</b>
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**Key stage 1: Grade 2: good features and no important shortcomings**

**Key stage 2: Grade 2: good features and no important shortcomings**

### **Good features**

245. Throughout the school, pupils show good understanding of historical topics in a local context. Visits to places such as the Roman remains at Caerleon, the medieval 'Newport ship' and their study of the Chartist movement in Newport in the nineteenth century, all effectively deepen pupils' knowledge of the history of their own local area.
246. Pupils in key stage 1 are developing a good awareness of differences between the past and the present. For example, they know that the clothes people wear change according to fashion and lifestyle. More-able pupils grasp the concept that changes also occur because of improvements in manufacturing techniques.
247. Pupils' sense of chronology is developing well. In year 2, pupils correctly sequence photographs of people dressed in clothes from different periods. They use photographs well to formulate sensible questions about the past.
248. In key stage 1, pupils' historical understanding is heightened very effectively through their encounters with visitors who talk to them about their memories of aspects of the past such as the clothes they wore, their schooling and their home lives in the 1930s.
249. During key stage 2, pupils develop a good awareness of the characteristics of different periods in history such as the Romans, Victorians and the Second

World War. They show an increasing capacity to empathise with people who lived then and to understand what life might have been like for them.

250. Pupils know that they can find out about the past from a range of sources of information such as artefacts, books, museums and the Internet. They use these sources well in their own research. By the end of the key stage, most pupils understand that not all sources of information are equally reliable and that people may have different viewpoints about the same historical event.
251. By year 6, pupils' use of chronological frameworks, such as timelines, enables them to have a sure grasp of the order in which major periods of history occurred.

### **Shortcomings**

252. There are no important shortcomings.

## **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**

253. In both key stages, pupils' geographical skills are well developed. They have a sound understanding of plans and maps at an appropriate level, use a key to illustrate their work and have a good and developing sense of place.
254. Pupils in both key stages develop a good awareness of sustainable development issues and formulate their own ideas and opinions on the best way forward as part of their school's Eco Committee activities.
255. Throughout the school, pupils also have a good awareness of fair trade and global citizenship issues. They are aware of the lives of children in other parts of the world, the inequalities that exist and how global forces shape their lives.
256. Pupils' mapping skills are well developed through both key stages. In key stage 1, they make good progress in identifying geographical features in their local area. In key stage 2, they use specific references to locate major geographical features in countries, such as rain forests. They use co-ordinates accurately to describe the location of different features.
257. During key stage 1, pupils' observational skills are effectively developed through visits in the local area. Pupils in key stage 2 build well on these skills during field trips to places such as Southerndown Beach and the barrage at Cardiff Bay. Pupils increasingly use geographical vocabulary appropriately in a range of contexts as they move through the school.
258. In year 6, pupils engage in a wide range of field studies and make good comparisons between rural settings and the urban location of Newport.

259. In both key stages, pupils use their literacy and numeracy skills effectively in their geographical studies. For example, they make increasingly sophisticated tally and bar charts to record their findings on field trips.

### **Shortcomings**

260. There are no important shortcomings.

<b>Art</b>
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**Key stage 1: Grade 2: good features and no important shortcomings**

**Key stage 2: Grade 2: good features and no important shortcomings**

### **Good features**

261. Pupils in both key stages develop a good understanding of line, tone, colour, pattern and texture. They work effectively with a good variety of media and techniques to produce work of good quality.
262. They achieve a good balance between imaginative work and work based on direct observation. Finished pieces of pupils' art work show consistent progress in the development of skills as they move through the school.
263. Pupils in key stage 1 look at the work of the Welsh artist Ogwyn Davies and use pastels to draw individual pictures of good quality of 'Capel Soar y Mynydd'.
264. During key stage 2, pupils develop a good understanding of the work of a range of artists and craft workers and increasingly use other artists' techniques in their own work. Inspired by the music of Karl Jenkins's 'Requiem', and 'Danse Macabre' by Saint Saens, pupils in years 4 and 6 draw charcoal pictures to a good standard. Pupils in all year groups realise that they can look at the work of famous artists for inspiration.
265. Year 4 pupils show a good understanding of the works of Turner and speak with confidence about the feelings his work involves. They blend colours in pastels and paint effectively to represent some of the colour schemes they observe in Turner's work.
266. Year 6 pupils produce a face in the style of Picasso. They demonstrate perceptive observational skills and make good evaluations of the work of past pupils on the same theme.
267. A very wide range of quality experiences and acquisition of skills are demonstrated in the displays around the school that effectively enhance the environment.

### **Shortcomings**

268. There are no important shortcomings.

## **The school's response to the inspection**

The head teacher, staff and governors of Brynglas Primary School are delighted with the inspection report. The report acknowledges that Brynglas is a happy school with outstanding features in a number of aspects of its work and few shortcomings, especially when considering the very difficult circumstances that it has experienced during the last two years.

We are pleased that the inspection team found that the quality of teaching and standards of achievement are above the Welsh Assembly All-Wales targets and that the school's results compare favourably with similar schools both locally and nationally. This is a reflection of the hard work of pupils, staff, governors and parents of Brynglas Primary School.

In particular, we are pleased that the inspectors recognise that Brynglas is a fully inclusive school. The provision for pupils with additional needs in mainstream and the Autism Centre is an outstanding feature of the school. Pastoral care, including the provision for Personal and Social Education is also highlighted as a major strength of the school.

We are delighted that the leadership of the school has outstanding features and that the talents, skills and dedication of staff at all levels are duly acknowledged. The awarding of good and outstanding grades confirms the professional and positive manner in which all who work at the school undertake their duties.

We now aim to develop our curriculum in the light of the new national requirements for 2008, whilst continuing to maintain our high expectations. The recommendations will be acted upon in future plans for the school.

We would like to take this opportunity to thank the inspection team for the courteous and professional manner in which they conducted our inspection. The team showed a great empathy and understanding of the problems that had faced the school prior to the inspection.

## Appendix 1

### Basic information about the school

Name of school	Brynglas Primary School
School type	Community
Age-range of pupils	4 to 11
Address of school	Brynglas Drive Newport
Postcode	NP20 5QS
Telephone number	01633 858862
Head teacher	Mr Peter Vinnicombe
Date of appointment	January 1987
Chair of governors/ Appropriate authority	Mr Paul Cockeram
Registered inspector	Ms Stephanie James
Dates of inspection	07/07/08 to 09/07/08

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	ASD Centre	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	12	8	8	15	10	13	15	18	99

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	2	8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	2:1
Average class size, excluding nursery and special classes	17
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	N/A	90.0%	91.6%
Autumn 2007	N/A	88.9%	93.6%
Spring 2008	N/A	89.2%	94.2%

Percentage of pupils entitled to free school meals	24%
Number of pupils excluded during 12 months prior to inspection	0

### Appendix 3

#### National Curriculum Assessment Results of Pupils in the School (2007) and Nationally (2006) at the end of Key Stage 1

**Note** These figures exclude pupils in the Autistic Spectrum Disorder Centre

National Curriculum Assessment KS1 Results 2007			Number of pupils in Year 2		10		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	10	20	40	30
		National	0.4	3.4	13.1	62.7	20.7
En: reading	Teacher Assessment	School	0	10	20	30	40
		National	0.4	3.8	13.9	54.9	26.8
En: writing	Teacher Assessment	School	0	10	20	70	0
		National	0.4	4.9	14.4	68.4	11.8
En: speaking and listening	Teacher Assessment	School	0	0	10	60	30
		National	0.4	2.4	9.8	63.4	24.0
Mathematics	Teacher Assessment	School	0	10	10	60	20
		National	0.3	2.0	10.4	63.9	23.2
Science	Teacher Assessment	School	0	0	10	50	40
		National	0.3	1.6	8.6	65.5	23.9

Percentage of pupils attaining at least level 2 in English, mathematics and science by teacher assessment			
In the school	70.0	In Wales	80.6

D Pupils who are exempted or disapplied under statutory arrangements from part or all of the National Curriculum  
W Pupils working towards level 1

#### National Curriculum Assessment Results of Pupils in the School (2007) and Nationally (2006) at the end of Key Stage 2

**Note** These figures exclude pupils in the Autistic Spectrum Disorder Centre

<b>National Curriculum Assessment KS2 Results 2007</b>	Number of pupils in Year 6	11
<b>Percentage of pupils at each level</b>		

			D	N	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	9	54	36
		National	0.3	0.1	0.5	0.6	3.9	15.9	48.2	30.4
Mathematics	Teacher assessment	School	0	0	0	0	0	18	54	18
		National	0.3	0.1	0.5	0.5	3.2	14.4	47.5	33.4
Science	Teacher assessment	School	0	0	0	0	0	0	73	27
		National	0.3	0.1	0.5	0.3	1.8	11.5	51.8	33.8

<b>Percentage of pupils attaining at least level 4 in English, mathematics and science by teacher assessment</b>			
In the school	81.8	In Wales	74.1

D Pupils who are exempted or disapplied under statutory arrangements from part or all of the National Curriculum  
 N Pupils who failed to register a level for reasons other than absence  
 W Pupils working towards level 1

## Appendix 4

### Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection. The nominee from the school was the head teacher.

These inspectors visited:

- twenty-six lessons or part lessons;
- all classes and
- acts of collective worship.

Members of the inspection team had meetings with:

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

The team also considered:

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

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

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Stephanie James Registered Inspector	Contributions to key questions 1, 2 and 7 Key questions 5 and 6 Context Summary Recommendations Appendices Under Fives English History
David Morgan Team Inspector	Contributions to key questions 1, 2, 3 and 4 Science Geography Art
Janet Warr Lay Inspector	Contributions to key questions 1, 3, 4 and 7
Peter Vinnicombe Head teacher and nominee from the school	Contributions to team meetings and provision of information
Peer Assessor	There was no peer assessor on this inspection

### Acknowledgement

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.

### Contractor

The contractor was:

Baker-Phillips Educational Communications Ltd  
Oaks Lea  
Higher Knolton  
Overton  
Wrexham  
LL13 0LF