

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

A Report on the Quality of Education in

**Bryngwyn Primary
Bryngwyn Road
Six Bells
Abertillery
Gwent
NP13 2PD**

School Number: 6772267

Date of Inspection: 23 June 2008

by

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Bryngwyn Primary 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 Bryngwyn Primary took place between 23/06/08 and 25/06/08. An independent team of inspectors, led by Phillip David Watcyn Edwards undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **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. Bryngwyn Primary School is situated on the outskirts of the valley town of Abertillery and serves the community of Six Bells and the surrounding area in the County Borough of Blaenau Gwent.
2. The original Victorian building and separate accommodation for the under-fives are set on a hillside with extended views across a wooded valley. These buildings are surrounded by hard playing surfaces marked for and provided with a range of games. There is no grassed playing area, but the school has use of a nearby community playing field.
3. The school is situated in a recognised Community First Area and describes it as generally economically disadvantaged with around 13% of pupils presently entitled to free school meals, which is below the Wales national average of 17.5%. English is the predominant home language of all pupils.
4. The number on roll has remained relatively constant since the previous inspection. Currently, there are 255 pupils on the school roll including 26 full-time nursery children making a full-time equivalent of 242 pupils. In addition to the nursery and reception classes there are nine others in key stage (KS) 1 and KS2, including a Local Authority (LA) designated special educational needs (SEN) unit of three classes for pupils in both key stages. The mainstream classes are single aged and the three classes in the SEN unit are mixed. The annual intake covers the full ability range with many children entering the nursery at a low baseline level. There are 41 pupils (18%) with some form of SEN, including 20 on school action and 21 on school action plus. The proportion of pupils with statements outlining their SEN is above local and national averages. There are no pupils who do not follow the National Curriculum (NC) but, for a very few, it is modified.
5. No pupils speak Welsh as a first language, and a very few receive in-class support for English as a second language. There are very few ethnic groups which make up the school population and no pupil is looked after by the LA.
6. There are 10 full-time and two part-time (job-share) teachers, including the headteacher, who takes on a significant teaching commitment for physical education. There are 12 full-time learning support assistants (LSAs), as well as a part-time school administration assistant for three days of the week.
7. Just before and during the week of the inspection, pupils' access to the internet was limited due to a fault with the LA server.
8. The school was previously inspected in summer 2002.

The school's priorities and targets

Aims and objectives of the school

9. The school's mission statement is, 'Here's to the child and all s/he has to teach us'.
10. The school's vision includes creating a welcoming, caring environment in which pupils are happy, self confident, well motivated and have a sense of personal adequacy to enable them to work to the their full potential and also become citizens.

Areas prioritised in the school development plan (SDP) for 2007-2008 are:

- leadership and management;
- standards;
- quality of education;
- subjects and areas of learning;
- resources; and
- outside Agencies.

Summary

11. Bryngwyn Primary is a caring, friendly, inclusive school where all pupils are valued and encouraged to do their best. It has good and notable features which include the provision for pupils with SEN and the consistency of good quality teaching and learning that takes place in all classes in the school. Standards in the six subjects inspected have either been maintained or improved since the previous inspection.
12. The grades awarded by the inspection team match the judgements made by the school in its self-evaluation report prior to the inspection in two out of the seven key questions. Where there are differences, the inspection team allocated one grade lower.

Table of grades awarded

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

13. Standards of achievement are good. Pupils, including those with SEN and English as an Additional Language (EAL), achieve good standards in their knowledge, understanding and skills and reach agreed targets and goals. Those in the SEN unit make good progress in relation to their abilities. The quality of pupils' learning is a significant factor in ensuring they succeed regardless of their social, ethnic or linguistic backgrounds.
14. In the subjects inspected, standards of achievement in lessons were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	87%	0%	0%	0%

15. The grades for standards achieved in lessons are above the figures quoted in Her Majesty's Chief Inspector's (HMCI) latest annual report for 2006-7, where nationally they are Grade 2 or better in 80% of lessons and Grade 1 in 10%. The percentages are also above the Welsh Assembly Government (WAG) 2010 target outlined in 'Vision into Action' that standards should be Grade 3 or better in 98% of lessons. The percentages awarded by inspectors are an improvement overall on those in the previous inspection.
16. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
17. Standards in the six areas of learning:

Areas of Learning	Nursery	Reception
Language, literacy and communication skills	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 2	Grade 2
Creative development	Grade 1	Grade 1

18. Standards in the subjects inspected:

Subjects	KS1	KS2
English	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

19. When the 2007 core subject indicator (CSI) for KS1 (pupils attaining at least level two in English, mathematics and science) is compared with local and Welsh national figures, it is below. When compared with similar schools over the past three years until 2007, namely those with a similar free school meal entitlement of between 16% and 24% in those years, it has improved steadily from being in the lower 25% to the upper 50%.
20. When the 2007 CSI for KS2 (pupils attaining at least level four in all of English, mathematics and science) is compared with local and Welsh national figures, it is below. When compared with similar schools over the last three years, it has improved from the lowest 25% to the lower 50%.

21. Although girls generally outperform boys in the core subjects in both key stages, they do not do so to a significant extent and occasionally, over the last three years, boys have attained better at the higher level 3 in KS1 and level 5 in KS2. The gap between the attainment of girls and boys in both key stages is around 3% less than the all-Wales figures.
22. In 2007, there was a data entry error and official teacher assessment results were incorrect. These have since been ratified by the LA and results overall have improved, but they still remain below the local and national averages. The higher standards awarded by the inspection team in the subjects inspected, can be explained by the inclusion of the attainments of a significant number of pupils with SEN, including those in the SEN unit, in the teacher assessments. Also the school considers the number of parents applying for free school meals is significantly less than those actually entitled to them which could affect benchmarked results. When judging the actual achievements of pupils with SEN compared with their abilities, as apposed to their attainments, they are good or better.
23. Learners' key skills of listening and speaking are outstanding throughout the school. Their reading, writing, number and Information and Communications Technology (ICT) skills develop well across the curriculum and bilingual competence is good. Personal and social skills develop well and learners are polite, courteous and considerate. Outstanding creative skills are evident in the quality of imaginative work displayed around the school.
24. A notable feature is the manner in which learners throughout the school acquire new knowledge or skills, develop ideas and increase their understanding. Their ability to work independently develops well. The good behaviour and enthusiasm for their schoolwork and related activities have a positive effect on their progress and the quality of life in school.
25. Pupils understand well what they need to do to improve by reviewing their progress regularly with their teacher and setting individual targets for the next stage in their learning.
26. The level of attendance for the last three full school terms averaged 92.7%. This is below the LA and national averages for schools and also below the average for similar schools. Punctuality is good.
27. Pupils show a good awareness of the diversity of beliefs, religions and cultures present in today's society.
28. Pupils make very good progress overall in developing their personal, social, moral and wider skills. They are polite and courteous, show fair play and consideration for others and are very aware of equal opportunities issues.

The quality of education and training

29. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	78%	0%	0%	0%

30. These figures compare favourably with the national picture published in HMCI's latest Annual Report for 2006-2007, where the overall quality of teaching in primary schools is reported to be Grade 2 or above in 80% in lessons. The

percentage of lessons awarded Grade 1 is above the 14% nationally. The percentage of lessons awarded Grade 2 and above is an improvement on that in the previous inspection and is well above the WAG 2010 target outlined in 'Vision into Action' where 80% should be Grade 2 or better in classes.

31. The notable feature is the consistently good teaching that takes place throughout the school which ensures good standards. Teachers and support assistants have high expectations of pupils. Exceptional relationships based on mutual respect establish a climate which is conducive to effective learning and promotes equality of opportunity for all, particularly those pupils with SEN.
32. Teachers show good knowledge of subjects, plan very thoroughly and effectively and structure lessons to focus effectively on pupils' attention on the task in hand. Lessons engage pupils well and occasionally in outstanding ways. Tasks are well matched to the learning needs of all learners.
33. The rigour of assessment and its use in planning and improving pupils' learning are effective. It is accurate and consistent in assessing pupils' achievements and matching activities to their individual needs. Regular meetings are held by relevant staff in the under-fives, KS1 and the SEN unit to ensure they are aware of these procedures and outcomes, but similar arrangements to co-ordinate assessment in KS2 are less thorough. Arrangements for standardisation and moderation to strengthen the accuracy of teacher assessment at KS2 and KS3 are good overall. Pupils play an active role in setting their own targets.
34. Recording of pupils' work is purposeful and ensures continuity in the learning process. Marking of work throughout the school is positive and provides pupils with appropriate guidance. Parents are provided with informative annual reports which give a clear picture of their achievements.
35. The school provides a broad and balanced curriculum that meets statutory requirements and the needs, interests and range of pupils' abilities well. It is accessible equally to all pupils, including effective provision for pupils with SEN. Although basic and key skills are identified in lessons, there are few strategies in place to ensure progression and the school has not formalised its provision. The school enriches pupils' learning experiences by providing a range of extra-curricular activities, including sporting and musical after-school clubs. Homework is appropriate and for the most part well targeted.
36. The provision to promote pupils' personal development, including their spiritual, moral, social and cultural development is good. Collective worship contributes well to pupils' spiritual and moral development. There is good provision for the development of personal, social education (PSE) mainly through other curricular areas, but the school does not have a whole-school scheme of work for PSE to ensure progression and coverage.
37. There is good provision for the *cwricwlwm Cymreig* and the school promotes bilingualism well through the consistent use of incidental Welsh in lessons and at playtimes.
38. The school's relationship with parents is good. Pupils experience the world of work adequately through organised visits to local businesses, but there is no clear strategy to develop this aspect.
39. The quality of the care, support and guidance to learners is good with no

important shortcomings. Pupils work and play in a happy, supportive environment. The school has clear, well-documented procedures for assuring pupils' health, safety and well-being, which are implemented carefully by staff.

40. The identification and quality of provision for pupils with SEN are outstanding. Pupils with SEN are identified quickly, to facilitate early and effective intervention. All three classes in the SEN unit provide pupils with exemplary provision and opportunities to achieve in outstanding ways. The school has very effective and consistent strategies which are outstanding for supporting any pupils whose behaviour might impede their progress and that of others.

Leadership and Management

41. The clearly understood aims, targets and shared values among staff, parents and pupils provide a good foundation for improvement and promotion of equality for all.
42. The headteacher provides vibrant and enthusiastic leadership and takes a wide range of responsibilities upon himself. He takes an inspirational, eager and active interest in all aspects of school life and cares deeply for the needs of pupils and staff. The deputy headteacher and curriculum co-ordinators carry out a range of leadership responsibilities efficiently, but are not always deployed effectively to utilize their considerable expertise and potential to the full.
43. The governors know the school and its community well and have a close involvement in the life of the school. Although they ensure a performance management policy and procedures are in place, these are not implemented fully. The governing body (GB) ensures most statutory requirements are met and monitors the quality of provision of resources well overall, but procedures to evaluate and match the needs of the school to priorities set in the SDP are unclear.
44. The school's established whole-school planning and self-evaluation arrangements, although not easily transparent and accessible, enable priorities for development to be presented and agreed with staff and governors. Present self-evaluation arrangements include preparing a self-evaluation report, but there has been insufficient participation by staff, governors and other interested parties in contributing to its compilation.
45. Curriculum co-ordinators are generally well informed about the performance of the areas for which they are responsible through evaluating provision and pupils' progress. This information is used effectively on the whole to inform future planning in these areas. However, self-evaluation procedures lack sufficient structure to enable them to prioritise and inform the SDP efficiently to make it a more effective and strategic document.
46. A majority of the key issues identified in the previous inspection has been addressed successfully but, in a minority, actions have not always resulted in the desired improvements.
47. The school is well staffed and employs a sufficient number of appropriately qualified teachers and experienced teaching assistants to deliver all aspects of the curriculum. Relevant in-service training is held for all staff, but in the case of curriculum co-ordinators, is not linked sufficiently to performance management.
48. The provision of LSAs is good and they make an outstanding contribution in

supporting pupils, including those with SEN.

49. The arrangements for teachers' preparation, planning and assessment (PPA) time are organised appropriately, but there is no formal system in place to monitor its effectiveness.
50. The school accommodation is very well kept and overall, it has a good level of learning resources to meet the needs of learners.
51. The headteacher and the GB monitor spending decisions which are linked to the SDP and overall, the school gives good value for money.

Recommendations

The school needs to:

- R1 ensure that the guidelines of the personal and social education framework are implemented fully throughout the school;
- R2 ensure that the performance management policy is implemented fully to include curriculum co-ordinators;
- R3 * strengthen the self-evaluation arrangements to ensure full staff participation, clear judgements and identifiable strengths and weaknesses which inform the SDP effectively;
- R4 review arrangements for compiling and monitoring the SDP to ensure its contents and structure make it a more effective, strategic document; and
- R5 ensure senior managers are deployed more effectively to co-ordinate assessment at KS2, whole school PSE, key skills and staff development.

* An aspect of this recommendation is included in this year's SDP.

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

52. The findings of the inspection team do not match the grade awarded by the school in its self-evaluation report. There were many good features, but insufficient outstanding features to award this key question Grade 1.
53. Standards of achievement are good. Pupils, including those with SEN and EAL, achieve good standards in their knowledge, understanding and skills and reach

agreed targets and goals. Those in the SEN unit make good progress in relation to their abilities. The quality of pupils' learning is a significant factor in ensuring they succeed regardless of their social, ethnic or linguistic backgrounds.

54. In the subjects inspected, standards of achievement in lessons were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	87%	0%	0%	0%

55. The grades for standards achieved in lessons are above the figures quoted in HMCI's latest annual report for 2006-7, where nationally they are Grade 2 or better in 80% of lessons and Grade 1 in 10%. The percentages are also above the Welsh Assembly Government (WAG) 2010 target outlined in 'Vision into Action' that standards should be Grade 3 or better in 98% of classes. The percentages awarded by inspectors are an improvement overall on those in the previous inspection.
56. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. They achieve particularly good standards in knowledge, understanding and skills.
57. Standards in the six areas of learning:

Areas of Learning	Nursery	Reception
Language, literacy and communication skills	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 2	Grade 2
Creative development	Grade 1	Grade 1

58. Standards in the subjects inspected:

	KS1	KS2
English	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

59. When the 2007 CSI for KS1 (pupils attaining at least level two in English, mathematics and science) is compared with local and Welsh national figures, it is below. When compared with similar schools over the past three years until 2007, it has improved steadily from being in the lower 25% to the upper 50%.
60. When the 2007 CSI for KS2 (pupils attaining at least level four in all of English, mathematics and science) is compared with local and Welsh national figures, it is below. When compared with similar schools over the last three years, it has improved from the lowest 25% to the lower 50%.
61. Although girls generally outperform boys in the core subjects in both key stages, they do not do so to a significant extent and occasionally, over the last three years, boys have attained better at the higher level 3 in KS1 and level 5 in KS2. The gap between the attainment of girls and boys in both key stages is around

3% less than the all-Wales figures.

62. In 2007, there was a data entry error and official teacher assessment results were incorrect. These have since been ratified by the LA and results overall have improved, but they still remain below the local and national averages. The higher standards awarded by the inspection team in the subjects inspected, can be explained by the inclusion of the attainments of a significant number of pupils with SEN, including those in the SEN unit, in the teacher assessments. Also the school considers the number of parents applying for free school meals is significantly less than those actually entitled to them which could affect benchmarked results. When judging the actual achievements of pupils with SEN compared with their abilities, as apposed to their attainments, they are good or better.
63. Children under-five make outstanding progress in the key skills of speaking and listening. They speak with assurance about their activities and listen intently to stories and instructions. Their reading, writing, number and ICT skills develop well in all the areas of learning. Their bilingual skills have good features. Many use incidental Welsh naturally and confidently beside English. Their creative skills are very good.
64. In KS1 and KS2, pupils' key skills of speaking and listening across the curriculum are often outstanding. Many speak clearly and with very good intonation and listen carefully and quietly, absorbing with interest what is being said by others. In KS1 and KS2 reading, writing, numeracy and ICT skills are good. Pupils' bilingual competence is good. Nearly all are keen to exchange greetings in Welsh, use the language during set times such as registration, and respond with understanding to the occasional word of praise or command given by teachers. Pupils throughout the school develop their personal and social skills well and are polite, courteous and considerate. Outstanding creative skills are evident in the quality of pupils' imaginative work displayed around the whole school.
65. A notable feature is the manner in which learners throughout the school acquire new knowledge or skills, develop ideas and increase their understanding. Their ability to work independently develops well. The positive relationships between pupils and adults help them become secure and confident in their learning. Their enthusiasm for their schoolwork and related activities has a positive effect on their progress and the quality of life in school.
66. Pupils understand well what they need to do to improve by reviewing their progress regularly with their teacher and setting individual targets for the next stage in their learning.
67. The respect pupils show for each other, members of staff and the school environment and the way in which they take effective responsibility for their own attitudes and behaviour are outstanding. Their considerate and courteous behaviour enables them to make efficient use of their time and work productively.
68. In discussions, pupils indicate they understand the standard of behaviour expected of them. They say bullying is rarely a problem, but are aware of what to do should it occur.
69. The level of attendance for the last three full school terms averaged 92.7%. This

is below the LA and national averages for schools and also below the average for similar schools. Holidays in term time in particular adversely affect the overall rate.

70. Punctuality is good at the start of, and throughout the school day, allowing lessons to start promptly without delay or disruption.
71. Pupils make very good progress overall in developing their personal, social and wider skills. They are polite and courteous and very aware of equal opportunities issues.
72. Overall pupils are sensitive to the needs of others and the need to care for those that are less fortunate. They have positive attitudes to local and world citizenship and develop their understanding of right and wrong.
73. Pupils show a good awareness of the diversity of beliefs, religions and cultures present in today's society. Overall, pupils have good moral values and show fair play and consideration for others.
74. Pupils' knowledge and understanding of the workplace and the local community are good. Pupils' involvement in many community activities is encouraged actively and enthusiastically. Community links are reinforced through a range of initiatives and numerous well supported clubs held at the school.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	78%	0%	0%	0%

77. These figures compare favourably with the national picture published in HMCI's latest Annual Report for 2006-2007, where the overall quality of teaching in primary schools is reported to be Grade 2 or above in 80% in lessons. The percentage of lessons awarded Grade 1 is above the 14% nationally. The percentage of lessons awarded Grade 2 and above is an improvement on that in the previous inspection and is well above the WAG 2010 target outlined in 'Vision into Action' where 80% should be Grade 2 or better in classes.
78. The notable feature is the consistently good teaching that takes place throughout the school which ensures good standards. Teachers and support assistants have high expectations of pupils. Exceptional relationships based on mutual respect establish a climate which is conducive to effective learning and promotes equality of opportunity for all, particularly those pupils with SEN.
79. Teaching for children under five is effective. Activities are well planned to stimulate and challenge all abilities and to promote independence in learning successfully.

80. The teamwork between teachers and teaching assistants makes a good contribution to the effectiveness of teaching throughout the school.
81. Teachers plan very thoroughly and effectively and structure lessons to focus effectively on pupils' attention on the task in hand. The long and short-term strategies employed in planning are notable features. They provide pupils with frequent good opportunities to develop key skills well in a variety of classroom situations. Teachers show good knowledge of subjects and are well aware of recent developments in their field through relevant training.
82. Teachers identify clear lesson objectives, highlight key and basic skills to be developed and use a wide range of questioning techniques effectively to reinforce pupils' knowledge and ensure their understanding.
83. The school makes very good use of range of teaching activities to meet the varying needs and abilities of the pupils flexibly and to monitor and review their progress. Lessons engage pupils well and occasionally in outstanding ways. Tasks are well matched to the learning needs of all learners and presented with imagination and make very good use of available resources. Pupils approach lessons with a sense of excitement as many activities involve practical investigations, role-play and drama to involve them actively. Classroom teaching assistants make an important contribution to pupils' learning, and in particular to those identified as having SEN.
84. Attention given to bilingualism in teaching sessions is good in the school. There are regular opportunities for pupils to develop skills in Welsh oracy and reading. Basic greetings and requests are used on a regular basis. Teachers and support staff use incidental Welsh appropriately to question, give instruction and praise.
85. Teachers place particular emphasis on developing pupils' independence; they give them opportunities to select their own resources, and to work independently when their teacher is working with a focus group.
86. Staff use appropriate learning resources and materials that challenge each pupil and support them to achieve their targets. Each pupil's progress is tracked and analysed and the information gathered used to inform future planning and provision.
87. The rigour of assessment and its use in planning and improving pupils' learning are effective. It is accurate and consistent in assessing pupils' achievements and matching activities to their individual needs. Test results are carefully analysed in order to set realistic yet challenging targets. Regular meetings are held by relevant staff in the under-fives, KS1 and the SEN unit to ensure they are aware of these procedures and outcomes, but similar arrangements to co-ordinate assessment in KS2 are less thorough.
88. The school meets nearly all statutory requirements for recording and accrediting pupils' achievements. Recording of pupils' work is purposeful and gives clear evidence of what they know and understand, and ensures continuity in the learning process. Detailed records are kept of the progress of pupils with SEN and targets clearly noted in individual educational plans (IEPs). Marking of work throughout the school is positive and provides pupils with appropriate guidance on how they can improve their work.

89. Personal and social education is taught appropriately in all classes, but the school has not ensured that the guidelines of the PSE framework are implemented fully throughout the school to enable pupils' progress to be assessed fairly, accurately and regularly.
90. Arrangements for standardisation and moderation to strengthen the accuracy of teacher's assessment at KS2 and KS3 are good. Portfolios in the majority of subjects have been levelled and used in conjunction with standardised tests to analyse pupils' progress. In addition, class files contain valuable information about pupils' progress in subjects as well as details about social aspects, behaviour, achievements and examples of work.
91. A good feature of assessment is the way in which pupils are given opportunities to be involved in evaluating their own learning. They respond well to target-setting systems and acquire a good understanding of what they have to do to improve. Pupils play an active role in setting their own targets in language and mathematics.
92. Parents are provided with valuable information about their children's progress through meetings with teachers and informative annual reports which give a clear picture of their achievements.

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

93. The findings of the inspection team do not match the Grade 1 awarded by the school in its self-evaluation report. The team did not identify sufficient outstanding features to confirm the schools' judgement.
94. The school provides a broad and balanced curriculum that meets the needs, interests and range of pupils' abilities well. It is equally accessible to all pupils, including effective provision for pupils with SEN. The provision meets legal and course requirements.
95. The quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Children benefit from learning experiences of outstanding quality both indoor and outdoor and are actively involved in their learning. The school is well placed for the introduction of the Foundation Phase.
96. Overall provision for the development of key and basic skills is adequate in all areas of the curriculum. Although basic and key skills are identified in lessons, there are few strategies in place to ensure progression and the school has not formalised its provision.
97. The school enriches pupils' learning experiences by providing a wide range of extra-curricular activities, including sporting and musical after-school clubs. Good use is made of the local area to enhance the educational provision. Visitors to the school contribute to the educational provision. Educational visits, such as visits to Cardiff Bay and Porthcawl, provide pupils with first-hand experiences. The school has recently registered with the Children's University scheme. Homework is appropriate and for the most part well targeted.

98. The provision to promote pupils' personal development, including their spiritual, moral, social and cultural development is good and is underpinned by the caring, supportive ethos of the school. Collective worship contributes well to pupils' spiritual and moral development. Pupils make a good contribution to morning worship through music and song and assembly times provide an opportunity for pupils to reflect and respond to moral issues. Through raising money for charitable causes such as Children in Need and studying other cultures and religions such as Judaism and Islam, pupils have a good knowledge of multi-cultural Wales. Year 6 are involved effectively in a multiculturalism transition project with the high school. Pupils value the beliefs and lifestyles of other cultures considerably.
99. Pupils of all ages receive many opportunities to develop their social skills. They relate well to their peers staff and visitors and have a good understanding of right and wrong. They are given opportunities to discuss their opinions on moral issues such as world poverty. The School Council plays an active role in the life of the school and offers peer support during playtime and lunchtime. Pupils display a strong sense of belonging and are very proud of their school.
100. There is good provision for the development of PSE mainly through other curricular areas, but the school does not have a whole-school scheme of work for PSE or a curriculum map to ensure progression and coverage. The school uses outside agencies such as the police Liaison Officer and the school nurse to enhance the provision. The school has been accredited on Phase 1 of the *Healthy Schools Initiative* which encourages learners to be healthy and has achieved the Bronze Award on the Eco-Schools scheme. Teachers and teaching assistants make a very good contribution to developing pupils' self-esteem and respect for others.
101. There is good provision for the *cwricwlwm Cymreig* at the school. Pupils learn about Welsh traditions and develop their awareness of Welsh identity well through the curriculum such as in geography, art and religious education. They learn about Welsh personalities and traditions and are proud of their identity. The school has a well-established St David's Day celebration both in school and as part of Abertillery Town Council's celebrations.
102. The school promotes bilingualism well and pupils use incidental Welsh independently both in lessons and at playtimes both with their peers and with visitors to the school. This is a consistent feature at the school.
103. Pupils experience the world of work adequately through organised visits to local businesses such as the local supermarket, police and fire station. People from the world of work also visit the school, including bakers and artists. The school is a member of the Careers Wales Business Partnership. However, there is no clear strategy to develop this aspect and staff have not had sufficient opportunities of experiencing the work of work through placements in industry.
104. The school's relationship with parents is good with an 'open-door policy' approach. They welcome the school's close family ethos and appreciate the pastoral support offered to the children by the staff. The headteacher and school staff are readily accessible to parents.
105. The school has well-established partnerships with various interested parties. Pupils in Y6 are involved in transition projects with the High school, including

undertaking bridging units and meeting visiting link staff. Pupils participate in sporting events with other primary schools in the area. The school does not have a link with an initial teacher training institute.

106. The provision for developing pupils' understanding of sustainability and global citizenship is developing appropriately and the school has achieved the Bronze Award. The Eco-schools' initiative is being driven effectively by pupils in the SEN unit, but not sufficiently in the rest of the school. The eco-committee, with support from parents, governors and a local business, has improved the outside environment significantly, such as a school garden and a quiet area for pupils. Pupils have worked with Fair Trade and Action Aid to promote education for sustainable development and global citizenship (ESDGC).
107. Arrangements to develop pupil's skills for lifelong learning are good.

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

Grade 2: Good features and no important shortcomings

108. The findings of the inspection team do not match the grade awarded by the school in its self-evaluation report. The quality of the learning experiences, care, support and guidance provided for pupils is good, being outstanding for pupils with SEN, but overall, there are insufficient outstanding features overall to award this key question a Grade 1.
109. The quality of care, support and guidance and the attention paid to pupils' welfare are good with no important shortcomings. The governors, headteacher, teaching and support staff are successful in creating a calm, caring, environment where pupils feel safe, secure and respected.
110. The school works in full and productive partnership, including multi-agency meetings, with a range of agencies and support services to ensure pupils' needs, particularly those in the SEN unit, are carefully assessed and supported. Good partnerships have been developed with parents and carers who have ready access to the headteacher and staff, feel valued and are confident their views are well considered by the school and acted upon.
111. Outstanding induction procedures are in place for children entering school, for moving up classes and for transferring to secondary school. The youngest children in the nursery class settle very well and are happy and secure in their daily routines.
112. Pupils work and play in a happy, supportive environment where they are secure and valued. They readily turn to adults for help and support and are listened to and treated with respect and kindness. In discussion, pupils state that they are happy in school, like their teachers and feel that they are treated fairly.
113. Overall, the school is effective in developing the whole learner personally and socially, but there is a lack of co-ordination in delivering PSE. However, there are good opportunities for pupils to share thoughts and reflect on them in circle time and for raising topical issues in assemblies where they are encouraged to give their views rationally.
114. Clear procedures are in place to encourage good attendance and punctuality, to

ensure pupils' absence is adequately explained and to follow up situations where necessary. Registration sessions are conducted promptly and efficiently following morning assembly and the school complies with requirements.

115. The school's policies and procedures to promote good behaviour and performance are very effective and consistently applied by staff.
116. The school has clear, well-documented procedures for assuring pupils' health, safety and well-being, which are implemented carefully by staff. Arrangements for dealing with accidents and emergencies are well established and effective, and pupils are well supervised at all times.
117. The school successfully promotes the importance of a healthy diet and lifestyle and pupils regularly take part in many sporting and physical activities that contribute to their health and well-being.
118. The duty of care is fundamental to the school's ethos and consequently the school works in pupils' best interests to nurture their welfare and to protect them from harm. The school's policy and procedures to deal with child protection issues are clearly understood by all staff. The headteacher and two senior teachers are the designated members of staff with responsibility for child protection issues and the headteacher has established effective working partnerships with a range of external welfare agencies.
119. The identification and quality of provision for pupils with SEN are outstanding. Policies and procedures comply with the requirements of the Code of Practice. Careful observations, relevant screening tools and a range of appropriate assessments ensure pupils with SEN are identified quickly, to facilitate early and effective intervention.
120. The special needs co-ordinator (SENCo), who also teaches one of the classes in the SEN unit, carries out her duties conscientiously and ensures very good liaison between all teachers including her SEN unit colleagues and support personnel.
121. All three classes in the SEN unit provide pupils with exemplary provision and opportunities to achieve in outstanding ways. The sensitive inclusion of these pupils ensures they have as much access to the full curriculum as possible and contribute proactively to school life, such as establishing and running the school Eco-committee.
122. Class teachers are very aware of the procedures for identifying and making provision for mainstream pupils with SEN and relevant programmes and teaching strategies are agreed through regular, co-operative planning. The needs of more able and talented pupils are catered for through extension activities.
123. Pupils' IEPs are detailed and well planned to support pupils with SEN effectively and are reviewed regularly. Parents are involved fully in the process and encouraged to support their child's learning. The use of external support services is effective and provides appropriate support for the staff and pupils.
124. The school has very effective and consistent strategies which are outstanding for supporting any pupils whose behaviour might impede their progress and that of others; pupils are kept busy, alert and on task and good behaviour is expected of them. They are given appropriate praise at every opportunity.

125. The school's provision for equal opportunities is good and the commitment to social inclusion permeates its life and work successfully.
126. The headteacher, teaching and support staff recognise the diversity of pupils' backgrounds and ensure that all pupils are valued equally and as individuals. Stereotypical views are challenged and gender equality promoted. Boys and girls have equal access to the curriculum and all other facilities in the school. The needs of a very few pupils with English as an additional language are catered for well to enable them to participate fully in the curriculum.
127. Good race relations are promoted successfully through the overall supportive and caring nature of the school and through effective policies for equal opportunities and racial equality. Staff and pupils recognise, respect and celebrate diversity.
128. The school takes all reasonable steps to ensure the equal treatment of disabled pupils and the GB has produced a disability equality scheme and action plan, which underpins this good practice. This scheme, together with the development of an accessibility plan, demonstrates how the school plans to make improvements in access to the curriculum, in physical access and in the provision of information for disabled pupils. Present arrangements for wheelchair access are appropriate for the KS2 upper building.
129. The measures taken to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment, are highly effective and in discussion pupils confirm that such incidents are virtually unknown at the school. The school functions well as a compassionate, harmonious and happy community where all pupils are valued equally.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

130. The findings of the inspection team do not match the grade awarded by the school in its self-evaluation report as good features outweigh shortcomings. The evidently good features of the leadership and management are effective in maintaining the good standards identified in Key Question 1 and the efficient use of resources in Key Question 7. The few shortcomings identified refer mainly to the efficiency of management procedures.
131. The clearly understood aims, targets and shared values among staff, parents and pupils are reflected very well in the life and work of the school and provide a good foundation for improvement and promotion of equality for all. A notable feature of the leadership is the welcoming, caring ethos which pervades the school where pupils are happy, self-confident and well motivated.
132. The headteacher provides vibrant and enthusiastic leadership and takes on a wide range of responsibilities upon himself, including staff development, assessment at KS2, self-evaluation and a substantial and effective teaching commitment. He takes an inspirational, eager and active interest in all aspects of school life and cares deeply for the needs of pupils and staff.
133. The deputy headteacher and curriculum co-ordinators carry out a range of

leadership responsibilities efficiently, but are not always deployed effectively to utilize their considerable expertise and potential to the full. The three day part-time clerical support is efficient in operating the considerable day-to-day administration of the school, but in the two days she is absent her duties are carried out by the headteacher which is time consuming and a wasteful distraction from his role and expertise as leader and manager.

134. The headteacher and staff work well together to create an atmosphere that is positive, industrious and happy in order to ensure that all pupils, regardless of background, are fully included in all aspects of the school's life and work.
135. Self-evaluation procedures lack sufficient structure to enable them to prioritise and inform the SDP efficiently. The contents and structure of the SDP in its present format as well as arrangements to compile and monitor its effectiveness lack sufficient rigour to make it an effective and strategic document.
136. There are good arrangements that take account of WAG priorities and local partnerships and consortia agreements.
137. The governors know the school and its community well and have a close involvement in the life of the school in a practical 'hands-on' way. They meet regularly and are informed by the headteacher about the school's progress, and support, yet hold accountable through discussions, the strategic direction set by the school's leadership. Although they ensure a performance management policy and procedures are in place for the headteacher, targets are not set for curriculum co-ordinators.
138. The GB monitors the quality of provision of resources well overall, but procedures to evaluate and match the needs of the school to priorities set in the SDP are unclear.
139. The GB ensures most statutory requirements are met, but the formal requirements for PSE and performance management are not implemented fully.

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

Grade 3: Good features outweigh shortcomings

140. The findings of the inspection team do not match the grade awarded by the school in its self-evaluation report as good features outweigh shortcomings.
141. Although this key question was awarded Grade 3 by the inspection team, Key Question 1 received the higher grade 2 as teachers are effective in evaluating and maintaining good standards in their class.
142. Curriculum co-ordinators are generally well informed about the performance of the areas for which they are responsible through evaluating provision and pupils' progress. This information is used effectively on the whole to inform future planning in these areas.
143. The school's established whole-school planning and self-evaluation arrangements, although not easily transparent and accessible, enable priorities for development to be presented and agreed with staff and governors. However, some important priorities, such as completing a PSE scheme of work and

- implementing performance management for curriculum co-ordinators have not been identified and acted upon.
144. Present self-evaluation arrangements include preparing a self-evaluation report, but there has been insufficient participation by staff, governors and other interested parties in contributing to its compilation. For example, the views of parents have been sought through questionnaires, but these have not been analysed and taken into consideration.
 145. The self-evaluation report is mostly descriptive and idealistic in content and lacks a clear, rigorous and systematic approach, based on first-hand evidence, to identify and prioritise the schools' strengths and weaknesses. There are no identified arrangements relating these to priorities in the pending SDP to ensure a coherent approach to school evaluation and improvement.
 146. Useful analysis is made of a range of data, including baseline assessments in the reception classes to track pupils' progress and appropriate standardised tests through the key stages to inform school targets.
 147. The GB ensures priorities are supported through an adequate allocation of resources.
 148. An action plan was produced following the previous inspection. However, planned actions have not always resulted in the desired improvements.
 149. Since the last inspection, standards in information technology have improved from Grade 3 to Grade 2. More formal systems have been introduced for self-evaluation and development planning, but improvements in light of recent initiatives are insufficiently developed. The quality of day-to-day planning and administration has improved, but clerical staff still do not have reasonable time to complete their duties. A few of the issues regarding improvements have been implemented to improve the accommodation.
 150. The judgements of the inspection agree with the school's self-evaluation in two of the seven key questions. Where they disagree they are one grade lower than the school indicating an adequate awareness of strengths and shortcomings.

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

Grade 2: Good features and no important shortcomings

151. The findings of the inspection team match the judgement made by the school in its self-evaluation report. The grade 2 awarded is one grade higher than the grades given for Key Question 5 and 6 as leaders and managers are efficient at using resources.
152. The school is very well staffed and employs a sufficient number of well qualified, talented teachers and experienced teaching assistants to deliver all aspects of the curriculum. The school makes good use of teachers' particular subject expertise, such as in physical education. There are adequate arrangements for the induction of new teachers. Relevant in-service training is held internally and externally for all staff, but in the case of curriculum co-ordinators, is not linked sufficiently to performance management.
153. The provision of teaching assistants is good and they make a notable

contribution in supporting pupils, including those with SEN. They work effectively with teaching staff in planning and feedback about pupils' progress to teachers. They have clear roles and responsibilities.

154. Governors have instigated a suitable framework for workforce remodelling. The arrangements for teachers' PPA time are organised appropriately, but there is no formal system in place to monitor the effectiveness of this provision.
155. The part-time school clerk performs her duties well in the limited time she has available. The caretaker, mid-day supervisors, canteen staff and cleaners carry out their daily routines and a range of responsibilities effectively to ensure the smooth running of the school. The standard of cleanliness within the school is high.
156. Overall, the school has a good level of learning resources to meet the needs of learners. The quality of resources matches the requirements of the NC and the ages, need and abilities of pupils well. However, the provision of contemporary computer hardware in classrooms is variable.
157. Despite the age of the main school building, the school is very well kept and provides a bright and welcoming environment for the pupils. The headteacher in particular has made every effort to improve the ambience of the outdoor area such as the flower boxes and the quiet garden area, and providing tennis and cricket nets for pupils.
158. Classrooms are stimulating and displays are of a high standard. They contain a range of pupils' work and demonstrate respect for the achievement of learners. They contribute to a pleasant visual learning environment. The school makes good use of the school hall despite its restrictive size. Some windows at the rear of the school are in need of replacement.
159. The deployment of teaching staff and teaching assistants in classes is well considered.
160. Teachers and teaching assistants have attended a range of training sessions, such as developing thinking skills, Teaching Handwriting Reading and Spelling Skills (THRASS) and the Foundation Phase. They share and support each other in an effective way.
161. The headteacher and the GB monitor spending decisions which are linked to the SDP. They have been successful in managing a steady reduction to a deficit in the budget.
162. Overall, the school gives good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

163. Children in the nursery communicate well with each other and adults sharing information about their own experiences. They listen attentively and speak audibly with confidence in familiar situations such as listening to stories and conversing with the teacher at the beginning of the day.
164. Nursery children acquire and use key words well in small group discussions which extend their vocabulary effectively in the context of topics, such as the names of the stages in the life of a butterfly.
165. In the nursery children handle books with care and turn pages appropriately. Many browse independently, and with evident pleasure, through their favourite picture books. They retell familiar stories confidently using expressive voices to relate characters.
166. Nursery children begin to make random marks on paper, copy or overwrite their names.
167. Reception children listen well and share experiences and ideas effectively through conversations during a very good range of indoor and outdoor structured play and focused activities.
168. Reception children select their own books and express a preference for different types of stories. Many read simple text accurately and develop their phonic skills well through their knowledge of letter sounds. They show an understanding of stories by asking and answering pertinent questions about characters and events.
169. Reception children develop their emergent writing skills effectively and many write a few sentences independently and neatly.

Shortcomings

170. There are no important shortcomings, but a very few children have difficulty with the correct orientation of letters.

Personal and social development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good features and no important shortcomings

Outstanding features

171. Nursery children are very well behaved and highly motivated. They are excited by new experiences, communicate likes and dislikes, make choices and communicate their needs. Children take turns sensibly, learn to share, follow

simple instructions very well and help around the classroom willingly.

172. Children in the reception class sit quietly and maintain attention during introductions to activities, then work independently and co-operate very well when working in groups. They follow instructions very well and carry them out in a mature manner. They understand what is right and what is wrong and give reasons why.

Good features

173. Nursery children are comfortable, happy and confident in the school environment and respond positively to the consideration extended to them by adults. They put on their own aprons and change into appropriate footwear for outdoor play, many without support.
174. Nursery children relate well to each other, initiate and develop a range of ideas in role or imaginative play and explore and experiment confidently.
175. Reception children develop good social skills as they take part in daily routines which combine opportunities for making independent choices and co-operating in groups. They develop appropriate attitudes of care, respect and concern for others.

Shortcomings

176. There are no shortcomings.

Mathematical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good and no important shortcomings

Good features

177. Children in nursery and reception use the mathematical language of shape, size, colour and position effectively and confidently in a range of structured activities. They reinforce their mathematical concepts by applying them to play-based situations.
178. Nursery children show a good awareness of number and count accurately and confidently. They identify basic two-dimensional shapes correctly and show a good understanding of their differences when forming letters with circles, triangles and rectangles from pasta.
179. Many reception children begin to understand the concept and purpose of money as they purchase items from the class shop in role play. They extend their skills to identify size and use comparative vocabulary, such as smaller and larger, more or less appropriately.
180. Reception children demonstrate a very good awareness of number and present their work well in their books. They count to 20 with ease, explore higher numbers, understand the concept of adding or taking away and identify pairs of number bonds up to 19 accurately.
181. All children under five handle a computer programme with accuracy when practising number skills.

Shortcomings

182. There are no significant shortcomings.

Knowledge and understanding of the world

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

183. Nursery and reception children's sensitivity to the natural world is exemplary. They develop a very secure knowledge and understanding of the environment through their use of the outdoor area to observe and comment on changes around them.
184. Nursery children are excited and curious to find out about the world around them and are very aware of the importance of caring for their environment. They appreciate seasonal changes and relate them to the changing colour of leaves.
185. Reception children approach practical activities with great enthusiasm and their approach to learning through investigation is a notable feature. Many are able to make sensible predictions and to explain their reasons clearly.

Good features

186. Nursery children realise that if they are ill a visit to a doctor may make them better. They are beginning to understand the idea of time and that there is a sequence of events in school.
187. Nursery and reception children begin to develop a good understanding of other cultures and festivals. They talk confidently about similarities and differences as they study festivals from other cultures, for example Hindu and Buddhist celebrations. They discuss events in terms of times, such as tomorrow and yesterday.
188. Children under five develop their scientific ideas further as they take part in topics such as the Polar Regions. Through such experiences they learn to predict and follow instructions carefully in sequence.
189. Children in reception use a wide range of experiences well to develop their knowledge and understanding of the world. They have a very good knowledge of the local area through a variety of regular visits and walks. They also use the digital camera confidently to record their outings.

Shortcomings

190. There are no significant shortcomings.

Physical Development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

191. Children in the nursery and reception demonstrate good body control and awareness in movement. Their mobility and physical control develops well and they demonstrate various ways of balancing using various parts of the body.

192. In nursery and reception, children's co-ordination of small muscle movements is developed effectively by their handling of appropriate tools, construction pieces and malleable materials which they use safely with increasing control. They show good hand eye co-ordination when pouring sand or water into funnels, assembling jigsaws and controlling objects on the computer.
193. Outside in the play area, children under five develop a range of physical skills well. They manoeuvre wheeled toys skilfully, showing good awareness of limited space available. They run confidently down a slope, balance carefully on an obstacle course and generally control their body movements well.
194. During a musical action song based on the Noah's Ark story, nursery children demonstrate their understanding of a range of different movements such as rolling, scampering, creeping, jumping, and balancing, enthusiastically.
195. Children in the reception handle a wide variety of mark-making tools confidently with increasing dexterity. Their manipulative skills develop progressively as they enjoy pulling and pushing toys or objects.

Shortcomings

196. There are no significant shortcomings..

Creative development

Nursery: Grade1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

197. Children in both nursery and reception make exceptional progress in their creative development. The artistic aspect is a great strength and all children take good advantage of the variety of opportunities made available to them to express their creative talents in an individual manner. They select the relevant resources and means of expression independently and with confidence.
198. Nursery children create pictures and patterns independently to a very good standard. They handle equipment such as spreaders and paintbrushes carefully and accurately to create a desired effect.
199. Children in reception make a range of pictures and patterns independently after careful consideration of appropriate and suitable materials.
200. Children in nursery know and join in a wide range of songs and rhymes in both English and Welsh which they sing enthusiastically and tunefully.
201. Role play and imaginative drama are extremely well developed, in particular in the nursery. They enjoy taking on the voices and characters of animals and imaginatively dramatise the story of Noah's Ark.

Good features

202. Children in nursery and reception explore colour using various mediums. In the nursery some combine and mix colour with imagination for a particular purpose such as painting pictures of people or animals.
203. Children in reception use a variety of materials imaginatively in their paintings, drawings, printing, collage work and clay models. They make sensible choices

about materials and media they would like to use and comment positively on the work of others in their respective groups. They produce attractive representations of trees.

Shortcomings

204. There are no shortcomings.

English

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

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

Good features

205. In KS1 learners listen very well to teachers and each other, respond well to instructions and maintain high levels of concentration. They use a good range of vocabulary and speak very well with confidence about their work and experiences in and out of school.
206. KS1 pupils develop good reading strategies and respond to books confidently and enthusiastically. They apply their phonetic knowledge well to tackle new words, confirm their understanding of text, make predictions and draw sensible conclusions from a book's cover, content and characters. They are very familiar with the difference between fiction, non-fiction and poems.
207. By the end of KS1, standards in writing are good and pupils write for many different purposes with relative confidence, fluency and style. They construct sentences correctly and structure a story plan to complete stories and letters. For example, older pupils discuss what they might find inside treasure chest and discuss how they can use these artefacts to create a story. They speak confidently about possible journeys across a desert island and consider the vocabulary they will need. They write well with good punctuation and spelling, form letters correctly and develop an appropriate awareness of grammar and style.
208. Pupils in KS1 with SEN make good progress in listening, speaking, reading and writing appropriate with their abilities. For example, they discuss the importance of the order in which instructions are written to make sure they are carried out correctly.
209. Throughout KS2, pupils listen very attentively both to their teachers and to one another. They answer questions very well and with confidence. They consider their ideas effectively prior to answering questions and use language very well to express their views.
210. KS2 pupils participate and speak clearly in discussions, put forward their views coherently and extend their vocabulary effectively.
211. Standards in reading are good throughout KS2. Most pupils read with appropriate fluency, accuracy, expression and understanding according to their age and ability, and many achieve the expected level. Many express their views confidently about the books they read, summarise plots and describe the physical aspects of characters and their personalities.
212. Comprehension skills are well developed in KS2. The majority of pupils read

with understanding and can extract accurate information from texts and other sources, recording their findings appropriately.

213. Younger KS2 pupils compose their own poems which express good ideas on a range of subjects. For example, they compose expressive poems based on the theme of Pandora's Box and, with the aid of a writing and performing checklist, ensure their compositions are interesting, make sense and are presented well.
214. Older pupils in KS2 demonstrate a good knowledge and understanding of purpose, text and character in writing. For example, they are well aware of key elements of structure and tone in letter writing and express themselves confidently when communicating thoughts and feelings in poetry.
215. The handwriting of KS2 pupils, including those with SEN, is good and shows consistency of style.
216. Pupils in KS2 with SEN make good progress in listening, speaking, reading and writing appropriate with their abilities. For example, older ones identify features that writers use to provoke reading reactions such as in rap poems which often contain strong rhythms and rhymes and are just like songs. They listen to the 'Recycler's Rap', identify patterns and rhymes and ascertain the message being conveyed. They are aware of how tone and dynamics are key elements in performing a rap.

Shortcomings

217. There are no important shortcomings, but on a few occasions pupils in both key stages are over-reliant on using checklists to structure their extended free writing.

Information technology

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

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

Good features

218. Younger pupils in KS1 develop appropriate mouse and keyboard skills. They use the interactive white board confidently and accurately to make choices and select icons. They use a simple graphic package to collect and organise simple data into pictograms and bar graphs.
219. Older pupils in KS1 make good use of their word-processing skills. They use the shift and return keys with confidence and collect information about their classmates' likes and dislikes on a simple data base and use the computer to keep a tally and produce bar graphs. They use the fill tool and shape tool to create images.
220. Many pupils in KS1 develop good control and directional language through programming a floor robot successfully.
221. Younger pupils in KS2 word process their work, change the font, style and colour and insert pictures when required, which they then save. Pupils send and receive emails from their peers and use the symmetry tool to create repeating patterns when designing wrapping paper. They begin to create branching data bases and can use the repeat instruction with a floor turtle and predict the

outcome.

222. Older pupils in KS2 use the internet to search for information. They copy, paste, rotate and resize graphics to create a room plan. Pupils use graphics to create realistic graphic models and produce graphs on a spreadsheet and choose the appropriate type of graph to convey data which they can save and retrieve.
223. The majority of pupils create multimedia presentations, such as a class CD-ROM on War-Time Memories. They refine and present well a set of linked multimedia pages which incorporate images, sound and text effectively.
224. Around half the pupils in Year 6 can create formulae on spreadsheets to calculate outcomes.
225. Pupils throughout the school are well aware of e-safety.

Shortcomings

226. There are no important shortcomings, but upper KS2 pupils' recall of using modelling and simulation programs is limited.

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

227. In KS1, pupils have a good understanding of their local area though first hand observations. They develop a good geographical vocabulary to describe features of the surrounding area. The youngest ones identify 'nice and nasty' areas in the immediate vicinity of the school and discuss environmental issues. They draw simple sketches and collect information using a digital camera.
228. Older pupils in KS1 study Porthcawl and make comparisons with their own area using physical and human geographical vocabulary. All pupils are competent in the use of large-scale and small scale plans and the majority proficient in the use of maps. They use draw plans well from first hand experience during a visit to Porthcawl.
229. Younger KS2 pupils are well aware of environmental issues and suggest ways of improving the local environment. They produce their own maps to represent geographical feature of the locations they are studying. They use keys in their map work and use two-figure grid references.
230. Pupils in KS2 compare and contrast their own town with a major European city. They use atlases and maps to locate features and draw bar graphs to represent and interpret data. They use virtual globe programs on the internet to locate areas and put 'place marks' to label towns.
231. Older KS2 pupils compare and contrast human and physical features and use the eight points of the compass to give directions. They use geographical enquiry skills well to research and present their findings. Pupils write extended descriptions comparing landscape, leisure and transport between their own town and life in a less economically developed country. They interpret temperature and rainfall graphs competently.
232. Pupils at the end of KS2 use atlases and grid references proficiently to locate

geographical features. They recognise the need for conservation and protecting the environment. They recall and use geographical terminology with accuracy, such as low-lying, drenching, rural and conservation.

233. Pupils in KS1 and KS2 are developing a good understanding of interdependence and global citizenship.

Shortcomings

234. There are no important shortcomings, but pupils in upper KS2 make insufficient use of map work and four-figure references.

Music

Key Stage 1: Good features and no important shortcomings

Key Stage 2: Good features and no important shortcomings

Good features:

235. Younger pupils in KS1 respond well to music heard through discussion and movement and make distinctions within the elements of music. For example, they organise sounds in response to stimuli such as music from the 'Carnival of the Animals' by the French composer Camille Saint-Saëns. They identify and match various animals to the music very well and as individuals portray their movements realistically.
236. KS1 pupils work very well in groups to compose their own music to depict various animals and are selective in choosing appropriate instruments to create the right sound. They make distinctions within the musical elements of duration and dynamics effectively when in groups and they perform their compositions to others who deduce accurately which animal is being depicted.
237. When appraising the efforts of each group's performance KS1 pupils give good and valid reasons of why they think the music depicts a certain animal, such as the galloping sound of a horse or the jumping of a frog.
238. Older pupils in KS1 use a wide range of tuned and untuned percussion instruments to compose a musical arrangement to accompany the song 'Incy Wincy'. They have a good understanding of previous knowledge learnt about the musical elements of pitch, duration, dynamics and pace in particular, to perform and then appraise the effectiveness of their own and other's work. They become more sophisticated in identifying the sounds which can represent the more abstract elements of sunshine and rain and why the instruments chosen are effective.
239. Older KS1 pupils collaborate well in groups to sing songs with a simple accompaniment on a variety of instruments. They discuss the effectiveness for their performances perceptively, for example, in explaining how certain instruments such as the maracas represent rain so effectively.
240. Younger pupils in KS2 have a good knowledge and understanding of musical terms such as tempo, beat and pitch. They use a computer program confidently to compose a short, rhythmic musical arrangement on an interactive whiteboard.
241. Pupils in KS2 have a good recall of simple rhythm patterns and match them to

previously learnt songs accurately by clapping and listening to the rhythm and speed of the beats of the melodies. They appreciate the appropriateness of silence before performing a musical composition. They work together co-operatively and play untuned percussion instruments accurately in time with the music, then appraise their performances as a group and as a class confidently. Many read simple rhythms well using standard musical notation.

242. Older pupils in KS2 perform two songs in groups and as a class round well. They appraise fairly other groups' performances and compose their own tuneful melodies using a computer program.
243. In KS2, groups of pupils sing the French round *Fréré Jacques* harmoniously, accompanying themselves on a range of tuned and untuned percussion instruments, keeping their rhythm well, singing in tune with good word intonation and breathing. Many read music notation reasonably well. Pupils create a variety of textures and sounds in their accompaniments and maintain their parts as members of the group well. They appraise each group's performance in a positive manner, giving valid and fair judgements.
244. Small groups of older KS2 pupils become very conversant with using a computer program to compose a melody. They develop a good understanding of the elements of music, such as dynamics, tempo, pitch, timbre and duration along with a range of associated vocabulary. With support, they choose instruments and sections of melody and put them together as an effective arrangement to compose a rhythmic tune which they appraise appropriately.

Shortcomings

245. There are no important shortcomings, but in both key stages, pupils' appreciation of the music of famous Welsh and international composers is limited.

Physical education

Key Stage 1: Good features and no important shortcomings

Key Stage 2: Good features and no important shortcomings

Good features

246. Pupils in both key stages have a good understanding of the importance of warming up before undertaking energetic activity and the significance of cooling down afterwards. They respond readily to instructions and co-operate well with other pupils and most show much enjoyment in their work. They are appropriately dressed for physical activity, show very good awareness of the need to be fit and realise the importance of health and safety considerations.
247. Self-discipline is a notable feature in both key stages as pupils organise themselves into specific activity groups. They use space effectively, moving around purposefully in response to instructions. They interact to a good level and celebrate achievement well. Throughout the school pupils work well in pairs or groups.
248. When working individually or in groups, all pupils in both key stages succeed in showing progress in their skills especially in activities using bean bags, hurdling and jumping.

249. Pupils in KS1 handle apparatus safely and refine and improve their performance proficiently. They execute a wide variety of body shapes at different levels and speeds, consolidating and building effectively on previous work.
250. In KS1 nearly all pupils show good control in running, jumping and hurdling. They display good posture and succeed well whilst changing direction and creating varying angles.
251. Pupils in KS2 develop and refine basic techniques well and select appropriate responses to tasks. They repeat, practise, modify and consolidate skills to ensure better performance and make good progress.
252. In KS2 pupils display effective hand-eye co-ordination when practising activities. This is a notable feature with pupils who have specific learning difficulties.
253. In dance, KS2 pupils use contrasting body shape, direction and respond well to changes in the music. They listen and respond appropriately to instruction, perform simple skills individually and co-operate effectively to perform in a group. Most pupils maintain good rhythm and display a growing confidence and expression in their movement.
254. KS2 pupils partake in a range of extra-curricular activities including football, rugby, netball, cricket and tennis which make an important contribution to the development of their skills. They are also involved successfully in extra-curricular sporting activities in the school and the wider community.
255. All KS2 pupils attend swimming lessons and most achieve expected standards and swim independently.

Shortcomings

256. There are no important shortcomings, but pupils evaluate their own performance and that of others infrequently.

School's response to the inspection

The inspection findings recognise that we have maintained high standards since the last inspection and improved standards in information technology and the quality of teaching.

We are pleased that the inspectors found that pupils' attitudes to their learning, the interest they show to their work and the ability to concentrate are outstanding. We are delighted that the skills and dedication of teachers and the care and talent of support staff are reflected in the standards of achievement and the quality of teaching in all lessons being judged Grade 2 or above. Importantly, the inspection report makes it clear the features that make our school what it is.

Since the inspection, the school has already made significant initial arrangements to address the recommendations of the report and an action plan will be in place in September 2008 to implement them fully.

We thank the inspection team for their humanity, honesty and professionalism. Their views were valued by staff and their thorough approach respected.

Appendix 1

Basic information about the school

Name of school	Bryngwyn Primary
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Bryngwyn Road Six Bells Abertillery Gwent
Postcode	NP13 2PD
Telephone number	01495 212678

Headteacher	Mr Gwyn Price
Date of appointment	1 May 1984
Chair of governors/ Appropriate authority	Cllr Garth Collier
Registered inspector	Mr Phillip Edwards
Dates of inspection	23 – 25 June 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	13	32	32	23	35	30	41	36	242

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	2	12

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25.5:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	3.1:1
Average class size, excluding nursery and special classes	14.7:1
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	91	90.4	92.9
Autumn 2007	81.5	91.2	94.2
Spring 2008	89.7	87.7	91.7

Percentage of pupils entitled to free school meals	13%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007						Number of pupils in Y2:	30
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	27	73	0
		National	0	3	14	63	20
En: reading	Teacher assessment	School	N/A	N/A	N/A	N/A	N/A
		National	0	4	15	55	26
En: writing	Teacher assessment	School	N/A	N/A	N/A	N/A	N/A
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	N/A	N/A	N/A	N/A	N/A
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	28	72	0
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	14	80	6
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in English, mathematics and science according to teacher assessment			
In the school	73%	In Wales	80.1%

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

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2007						Number of pupils in Y6:					30
			D	A	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	6	20	63	11	
		National	0	0	0	1	4	16	50	29	
Mathematics	Teacher assessment	School	0	0	0	0	0	23	53	24	
		National	0	0	0	1	3	15	50	30	
Science	Teacher assessment	School	0	0	0	0	0	6	80	14	
		National	0	0	0	0	2	12	53	32	

Percentage of pupils attaining at least level 4 in English, mathematics and science according to teacher assessment			
In the school	70%	In Wales	74.1%

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

Appendix 4

Evidence base of the inspection

- A team of four inspectors, who were present at the school for 10 inspector days, carried out the inspection. They were accompanied by a peer assessor for three days.
- Pre-inspection meetings were held with staff, parents and the GB to discuss the life and work of the school.
- Parents completed 15 questionnaires, which were analysed carefully, and 92% of responses were positive.
- Discussions were held with the headteacher, staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Inspectors observed 45 lessons or sessions in total.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils reading, across the age range.
- Discussions were held with pupils, including the school council, about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtimes and at the beginnings and ends of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post-inspection meetings were held with the headteacher, staff and the GB.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Phillip Edwards Registered Inspector	Context, summary, recommendations and appendices Key Questions 1, 4, 5 and 6 English and Music
Mr Enir Morgan Team Inspector	Key Question 2 Under-fives and physical education
Mr Yan James Team Inspector	Key Questions 3 and 7 Information technology and geography
Mr Gwynoro Jones Lay Inspector	Contributions to Key Questions 1, 3 and 4
Mr Gwyn Price Headteacher / Nominee	Contributions to all team meetings Preparation of the school's response to the report
Mrs Lynne Evans Peer Assessor	Contributions to all team meetings

Acknowledgement

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

Contractor

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