

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

A Report on the Quality of Education in

**Burry Port Junior School
Stepney Road
Llanelli
SA16 0BE**

School Number: 6692377

Date of Inspection: 20 - 22 October 2008

by

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Burry Port Junior 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 Burry Port Junior School took place between 20/10/08 and 22/10/08. An independent team of inspectors, led by Dorothy Morris 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. Burry Port Junior Community School caters for pupils aged seven to eleven years old and is located in the small town of Burry Port, near Llanelli. It is maintained by Carmarthenshire Unitary Authority (UA). There are 153 pupils on roll and the pupils come from the town itself and the immediate area. Most pupils transfer from the local Infants school. Pupil numbers have fallen slightly over recent years, in line with local trends.
2. The school considers its catchment to be primarily economically and socially disadvantaged. According to indicators of multiple deprivation, the area has been identified as the 41st out of the 59 most deprived areas in the United Kingdom. Currently, 30% of pupils are entitled to free school meals; this percentage is significantly above the UA and national averages.
3. Most pupils come from mainly English-speaking backgrounds and learn Welsh as a second language. No pupil is receiving help with English as an additional language.
4. Pupils attending the school represent the full range of ability. Forty pupils (26%) are designated as having additional learning needs (ALN), including ten pupils who have a statement of special educational needs (SEN). This percentage is above both local and national averages, but is below the school's averages for the previous three years.
5. The school has been accredited as an Investor in People, its Basic Skills' Quality Mark has been renewed and it has gained the Eco and Healthy Schools Awards. It has also gained the Schools' Curriculum Award. It provides a breakfast club and an after-school care club for its pupils.
6. The school was last inspected in November 2002. Since that inspection, there have been changes in staffing and improvements made to the accommodation. The headteacher has been in post since September 1989.

The school's priorities and targets

7. The school's main aim is to develop the whole child by encouraging pupils to attain their full potential, educationally, socially and emotionally, in a safe, caring, and rich learning environment.
8. The school's priorities and targets for 2008-09 include to:
 - improve standards of achievement further;
 - extend pupils' bilingual skills;
 - extend assessment for learning strategies;
 - extend further the care and support strategies for all pupils;
 - improve the school buildings and environment further.

Summary

9. This is a school with many strengths. It offers pupils a caring, disciplined and positive environment where they are well-supported to develop both personally and educationally. The high quality of the care, guidance and support offered to pupils and the total commitment to inclusion is an outstanding feature. Since the last inspection, the school has maintained the good standards and raised standards further in two of the subjects inspected. It has also succeeded in improving the quality of provision in many areas of learning.
10. The self-evaluation report, produced by the school before the inspection, is comprehensive and well-balanced, identifying clearly the strengths and areas where improvements are needed. The inspection team agreed with the school's judgements in six of the seven key questions. A lower grade was awarded to key question one as aspects of provision relevant to the key question have shortcomings that require further attention.

Table of grades awarded

11. The inspection team judged the work of the school as follows:

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

Standards

12. In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	82%	18%	0%	0%

13. These figures match the national findings published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2006-2007, which states that standards were Grade 1 and Grade 2 overall in 80% of the lessons inspected. However, the figures are below the 10% judged a Grade 1.

Grades for standards in the subjects inspected

14. Pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 2
English	Grade 2
Mathematics	Grade 2
Welsh second language	Grade 3
Information and communications technology	Grade 2
History	Grade 2
Religious education	Grade 2

15. Overall, the education provided by the school meets the range of pupils' needs effectively. Most pupils, including pupils with ALN, make consistent progress in gaining new skills, knowledge and understanding and achieve the agreed learning targets and goals.
16. In the National Curriculum assessment tasks in 2007, pupils' attainments according to teacher assessments were below the national and county averages in English, mathematics and science. It is noted that the results in 2007 were greatly affected by the significant percentage of pupils (59%) with ALN in the class. When compared to similar schools in Wales, on the basis of entitlement to free school meals, pupils' attainments overall during the previous three years place the school amongst the lowest 25% in two of the years and the lowest 50% in the third. Again, school data confirms the high percentage of pupils with ALN in each cohort.
17. Teachers' assessments identify clear variations between the attainments of boys and girls. Overall, boys' attainments are significantly lower than those of the girls. The school is aware of this fact and is consistently adapting its teaching, support and grouping strategies to meet pupils' specific needs. School data confirms that there has been improvement, but addressing the difference in boys and girls' attainments remains appropriately a key priority in the school development plan.
18. Pupils' progress and standards in key skills across the curriculum have good features and no important shortcomings. Pupils use key thinking, communication, number, and information communications technology (ICT) skills effectively in their work across the curriculum and the best work is of a good standard.
19. Good features outweigh shortcomings in pupils' progress and standards in bilingual competence. Across the school, most pupils communicate readily in English. Many pupils, particularly in Year 5 and Year 6, lack confidence and a sufficient grasp of language patterns and vocabulary to communicate simply in Welsh in informal situations. This has been identified appropriately by the school as an area for further development.
20. Overall, pupils have a good awareness of Y Cwricwlwm Cymreig (The Welsh Curriculum) through their studies in subjects such as history, geography and art. Through their studies across the curriculum, they also demonstrate a good awareness of the social and cultural traditions of other faiths and cultures.

21. Across the school, most pupils use their investigative and problem-solving skills well in subjects such as mathematics, information and communications technology, and history. Pupils' creative skills develop well in subjects such as music and physical education. There are examples of work of a high standard in art. An example of very good practice is the collaborative project with the secondary school which enables pupils to work with a range of media creating colourful and imaginative pieces of work.
22. In a few classes, pupils' ability to evaluate their work and to identify what they have to do to improve is good. Overall, pupils' skills in assessing their own progress and development are insufficiently developed. This is an area identified appropriately for attention in the school development plan.
23. Most pupils' attitudes to their learning and the interest they show in their work are good. Pupils work well in pairs and small groups and develop the skills to work independently to improve their own learning.
24. Pupils' spiritual, moral, social and cultural development is good. Through collective worship, circle time, school council and class council activities, most pupils develop a secure set of moral and social values. Pupils have a good awareness of those less fortunate than themselves and contribute well to good causes.
25. Pupils' behaviour is frequently good with outstanding features. The headteacher and staff have high expectations of pupils' behaviour and they respond positively to the good behaviour management strategies adopted by the school.
26. Pupils' knowledge of their own community is good. Visits to places of educational interest and involvement in local activities effectively broaden their understanding of their own community. Through visits and the contribution of visitors to the school, pupils have a good knowledge of local businesses and the world of work.
27. Good features outweigh shortcomings in pupils' levels of attendance. Attendance rates for the past three terms average 92.6%, which is in line with national rates of attendance for pupils of primary school age and slightly above rates of attendance for schools with similar free school meal entitlement. Much of the absence is caused by a few pupils who have a high level of persistent absence, which has an adverse impact on the continuity of their education and the standards they achieve. The school meets all National Assembly for Wales (NAW) requirements with regard to recording pupils' attendance.

The quality of education and training

Grades for teaching

28. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	77%	19%	0%	0%

29. These figures correspond to the national findings as reported in the HMCI's Annual Report for 2006-7, which states that the quality of teaching was Grade 1 and Grade 2 overall, in 80% of lessons inspected. However, the 4% graded 1 above is lower than the 14% judged Grade 1 in the report.
30. The outstanding features of the teaching observed include the innovative use of a range of teaching and learning strategies that stimulate pupils to achieve well. In a Year 6 religious education lesson, for example, pupils make effective use of excellent opportunities to use their thinking skills to devise their own means of finding solutions to the tasks set.
31. Throughout the school, the good features of the teaching include thorough direct teaching and effective interaction between teachers and pupils. There is highly effective use of support staff in working with pupils in all classes.
32. The most common shortcomings in the teaching are the lengthy introductions, the overuse of worksheets, and inconsistent planning which can result in tasks that do not offer pupils, particularly the more able pupils, sufficient challenge to extend their learning.
33. There are good features in the assessment, recording and reporting of pupils' progress. Teachers assess pupils' achievements and progress accurately and regularly and use the information well overall to address any areas of concern and to organise additional support for pupils.
34. The school provides a broad, rich curriculum that includes all the statutory requirements. A good feature of the provision is the emphasis on developing pupils' basic literacy and mathematical skills and the school has gained the Basic Skills' Agency Quality Mark. Good planning ensures that pupils' key thinking, communication, numeracy and ICT skills in their work across the curriculum are developed effectively across the school.
35. Good features outweigh shortcomings in the provision to promote pupils' bilingual competence. While there are examples of effective practice, the focus overall on developing pupils' bilingual competence in informal situations during the day, the use of Welsh in class and school activities, and in displays, remains an area for development across the school.
36. There are good features in the school's approach to raising pupils' awareness and understanding of sustainable development and global citizenship. There is strong emphasis on all aspects of health education, and the promotion of a healthier lifestyle permeates the curriculum and is evident in the daily routines.
37. The range of learning and curricular experiences provided successfully promotes pupils' spiritual, moral, social and cultural development. Acts of collective worship, for example, make a good contribution towards pupils' spiritual development, their understanding of moral issues and the need to respect people around them and their environment.

38. The school's partnerships with other schools, institutions and the local community are good and enrich pupils' learning experiences. In the questionnaires that were returned to the inspection team, most parents expressed satisfaction with the quality of education provided and the standards achieved by their children. Links with the local community, for example, are wide-ranging and very successful. The Community Police Station, based at the school, is an innovative and highly successful initiative reflecting close collaboration between the school, the community and the police, which is helping to reduce previous problems with vandalism.
39. There are outstanding features to the quality of the pastoral care, support and guidance offered to pupils. This is an inclusive school which gives very good attention to pupils' well-being. The school's child protection policy and procedures meet statutory requirements and all staff are aware of their guidance. Policies and procedures relating to health and safety, including fire prevention and first aid, are implemented appropriately. Risk assessments are undertaken in relation to school visits and activities.
40. There are outstanding features in the provision for pupils with ALN. Planning and procedures meet the requirements of the Code of Practice. In classes, and during withdrawal sessions, teachers and experienced support staff offer pupils support of very good quality. Most pupils with ALN make good progress relative to their abilities and stage of development.

Leadership and management

41. The quality of leadership and management shown by the headteacher is a strength of the school. His total commitment to inclusion and to ensuring that pupils have equal opportunities to experience success is an outstanding feature.
42. The deputy headteacher offers strong support and fully participates in the management of the school. All staff collaborate well as a team demonstrating a shared vision and common purpose, which serves the school well.
43. The governing body is very supportive of the school and makes a full contribution to its life and work. It works effectively in helping to set the school's strategic direction and in managing the budget. Experienced governors have been involved in audits of provision and all governors are actively developing their role in monitoring standards and the quality of provision.
44. The school development plan sets out the school's priorities effectively and is informed by a wide range of evidence identifying the school's needs. There is good progress in addressing the main priorities to take the school forward. For example, the investment in additional ICT resources has contributed well to the raising of standards in pupils' work across the curriculum.
45. Appropriate structures have been set in place to evaluate the quality of provision and standards of achievement. The role of senior management and subject co-ordinators is particularly effective in using the information gained in introducing and supporting strategies which are impacting effectively on classroom and whole-school

development. Examples include the successful focus on developing pupils' literacy and mathematical skills, which are improving standards of achievement.

46. Overall, the school has made good progress in addressing the key issues arising from the last inspection. Standards have improved in mathematics and information and communications technology, and in the development of pupils' key skills in their work across the curriculum. The health and safety issues listed in the previous report have been addressed appropriately.
47. The management and use of resources is good. There is a good complement of suitably qualified and experienced teachers and support staff to carry out the work of the school. There is good investment in resources and equipment which supports pupils' learning well. The school's budget is well managed and good use is made of grants from various sources. The school's current spending decisions are appropriately linked to plans for development and the headteacher and governors review expenditure diligently and regularly. The school offers good value for money.

Recommendations

In order to develop further, the school needs to:

- R1 improve boys' attainments further in the core subjects;*
- R2 raise standards in Welsh second language* and strengthen bilingualism across the school;
- R3 strengthen the consistency of good teaching and planning to ensure that tasks offer all pupils, including the more able, sufficient challenge;
- R4 extend pupils' involvement in assessing their own progress and development.*

** There is reference to these issues in the current School Development Plan.*

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

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

48. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. While there are good features and no important shortcomings in the standards achieved in most of the subjects inspected, there are shortcomings in aspects relating to pupils' attainments and their bilingual competence that require attention.

49. In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	82%	18%	0%	0%

50. These figures match the national findings published in HMCI's latest Annual Report for 2006-2007, which states that standards were Grade 1 and 2 overall in 80% of lessons inspected. However, the figures are below the 10% judged Grade 1 in the report.

Grades for standards in the subjects inspected

51. Pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 2
English	Grade 2
Mathematics	Grade 2
Welsh second language	Grade 3
Information communications technology	Grade 2
History	Grade 2
Religious education	Grade 2

52. Most pupils, including those with ALN, make consistent progress in gaining new skills, knowledge and understanding and achieve the agreed learning targets and goals. Many pupils' achievements on entry to the school are low. The inspection evidence shows that, overall, these pupils make good progress relative to their abilities and stage of development.

53. In the National Curriculum assessment tasks in 2007, pupils' attainments, according to teacher assessments were below the national and county averages in English, mathematics and science. The percentage of pupils achieving level 5, the highest level, was below the national averages in all subjects. It is noted that the results in 2007 were greatly affected by the significant percentage of pupils (59%) with ALN in the class. When compared with similar schools in Wales, on the basis of entitlement to free school meals, the pupils' attainments were in the lower 25% in all subjects. Over the previous three years, pupils' attainments overall were among the lowest

25% of similar schools in two of the years and the lowest 50% in the third. Again, school data confirms the high level of pupils with ALN in each cohort.

54. Teachers' assessments have identified clear variations between the attainments of boys and girls. Overall, boys' attainments are significantly lower than those of the girls. School data, however, confirms that there has been improvement but addressing the difference in boys and girls' attainments remains appropriately a key priority in the school development plan.
55. Most pupils' attitudes to their learning, and the interest they show in their work are good. They listen carefully to their teachers, settle to the tasks set them and persevere with their work. On a very few occasions, when teaching sessions are too long and pupils have to sit inactive, they become restless and begin to lose concentration.
56. Across the school, pupils work productively as pairs or in small groups and make effective use of their time. Overall, pupils are developing well the capacity to work independently and acquire the skills to maintain lifelong learning. They organise themselves appropriately and use their problem-solving and decision-making skills well.
57. There are good features and no important shortcomings in the standards achieved by pupils in key skills across the curriculum. The more able pupils' progress and standards in using their communication skills across the curriculum are good. The speaking skills of the average and less able pupils are less secure and are hampered by limited vocabulary and a poor grasp of sentence structures. All pupils listen well and most respond enthusiastically in group and whole-class discussions. Pupils make appropriate use of their reading skills to gather information, and they write for a good range of purposes across the subjects. Less able pupils' writing is hampered by errors in syntax, spelling and punctuation. Most pupils use their numeracy and ICT skills effectively in their work across the curriculum and the best work is of a good standard.
58. Good features outweigh shortcomings in the standards achieved by pupils in their bilingual proficiency. Pupils communicate readily in English. They recognise Welsh when spoken and are generally enthusiastic learners of the language. They understand many words and phrases and respond accurately to simple questions and instructions in different contexts. Nevertheless, pupils' bilingual competence does not improve consistently as they move through the school. Overall, pupils have a good awareness of the Cwricwlwm Cymreig through their studies in subjects such as history, geography, art and music.
59. Most pupils' learning skills, including problem-solving and investigative skills, are developing well as demonstrated in subjects such as mathematics, history and information and communications technology. In their work in history, for example, Year 5 and Year 6 pupils investigate well the impact of the Second World War on the local community.
60. Pupils show good development in their creative skills and apply their skills effectively in subjects such as music and physical education. There are examples of work of a

high standard in art. An example of very good practice is the collaborative project with the secondary school which enables pupils to work with a range of media creating colourful and imaginative pieces of work.

61. In a few classes, pupils can discuss well the strengths and aspects of their work that need to improve. In general, pupils' ability to understand what they need to do to improve the standard of their work is insufficiently developed. The school has identified this appropriately as an area for development.
62. Overall, pupils make good progress regardless of their social, ethnic or linguistic background. Pupils of all abilities benefit from the additional support that they receive and most pupils make consistent progress toward fulfilling their potential and moving on to the next stage of learning. Pupils with ALN benefit from the individual programmes of support provided by the school and other agencies. Year 6 pupils are well prepared to move on to their next stage of learning and look forward to secondary school with confidence.
63. Pupils make good progress in their personal, social, moral and wider development. The contribution of collective worship, the good relationships between staff and pupils and the supportive ethos of the school help most pupils to develop a secure set of values to guide them and also to appreciate the values of others. Pupils are developing a good understanding of equal opportunities issues and of diversity within society. They show respect for faiths and cultures that are different from their own.
64. Pupils are prepared well to understand and participate in the life and work of the local community and good use is made of the locality as a learning resource. The school is highly committed to the local community, supports a range of community activities and readily welcomes visitors from a wide range of community groups and community projects.
65. Through their educational visits to commercial and retail sites, links with local colleges and discussion with personnel from different workplaces, pupils have a good understanding of professions and occupations in their area and further a field. This programme also develops pupils' understanding of entrepreneurship in a practical and local context. Pupils demonstrate their enterprise skills well by winning two major competitions involving completing specific tasks and challenges. Across the school, pupils are involved in planning and decision-making through the work of class councils, the school council and Eco committee. Pupils also manage the school's fruit shop.
66. Pupils' behaviour is frequently good with outstanding features. The school is a welcoming and friendly community where most pupils have a good understanding of school rules, are considerate of others and relate well to adults and to each other.
67. Good features outweigh shortcomings in pupils' levels of attendance. Attendance rates for the past three terms average 92.6%, which is in line with national rates of attendance for pupils of primary school age and slightly above rates of attendance for schools with similar free school meal entitlement.

68. Rates of unauthorised absence are higher than both national averages and averages of schools with similar free school meals entitlement. This is due to the correct categorising of absence by the school, and the headteacher's refusal to accept parental condoning of absence when no legitimate explanation for non-attendance is given.
69. Much of the absence is caused by a few pupils who have a high level of persistent absence, which has an adverse impact on the continuity of their education and the standards they achieve. Registration is conducted efficiently and most pupils are punctual. The school complies with all attendance requirements set out in *National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support*.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

70. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
71. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	77%	19%	0%	0%

72. The above figures match the national findings reported in HMCI's Annual Report for 2006-2007, that states that the quality of teaching was Grade 1 or 2 overall in 80% of lessons inspected. However, the 4% graded 1 above is below the 14% judged to be Grade 1 in the report.
73. Through on-going training, teachers are familiar with recent developments in primary teaching. They demonstrate a good understanding of the main requirements of the revised curriculum and focus well on extending pupils' key skills across the curriculum.
74. Overall, the quality of teaching meets pupils' needs and curricular requirements effectively. The teachers demonstrate good subject knowledge in the areas of learning and subjects inspected. Across the school, teachers use a range of teaching and learning methods and relevant resources that correspond well to the learning activities.
75. Throughout the school, teachers establish very good working relationships with pupils which facilitate effective learning. All pupils are treated equally, irrespective of their age, race, gender or disability. Classroom assistants and support staff are very well deployed to support pupils' learning.

76. The outstanding features of the teaching include the innovative use of a range of teaching and learning strategies that stimulate pupils to achieve well. In a Year 6 religious education lesson, for example, pupils are provided with excellent opportunities to use their thinking skills to devise their own means of finding solutions to the tasks set.
77. The good teaching includes the following features:
- clarity of expectations;
 - well-structured lessons that include a range of learning activities;
 - effective interaction between teachers and pupils including the use of skilful questioning techniques;
 - effective use of different strategies, including individual, pair and group work, to encourage pupils to give of their best; and
 - good behaviour management strategies including the effective use of praise and encouragement.
78. The most common shortcomings in the teaching are the lengthy introductions, the overuse of worksheets, and inconsistent planning which results in tasks which do not always offer pupils, particularly the more able pupils, sufficient challenge to extend their learning.
79. Teachers successfully challenge stereotypical images and views and all pupils are actively encouraged and supported to participate in the full range of activities provided.
80. Good features outweigh shortcomings in the development of pupils' bilingual competence. In the best practice in Year 3 and Year 4, teachers make good use of incidental Welsh in lessons, in a range of class activities and in class displays. Practice is not consistent across the school.
81. There is good planning and provision to develop the Cwricwlwm Cymreig within many subjects including history, art and music.
82. Teachers regularly monitor and review pupils' work. In the best practice, there is highly effective use of plenary sessions to enable pupils to evaluate their own learning. In a Year 3/Year 4 class, for example, pupils are offered good opportunities to reflect on their learning and to measure their success in achieving the lesson objectives.
83. There are good features and no important shortcomings in the school's strategies for assessing, recording and reporting pupils' progress.
84. Teachers assess pupils' achievements and progress rigorously, accurately and regularly. Schemes of work identify assessment opportunities and lesson planning includes a weekly review of the content and skills covered, pupils' responses, and the identification of aspects for attention in future lessons. Regular year group meetings are used well by the teachers to discuss pupils' progress and to identify areas for attention across all abilities.

85. Statutory requirements for assessing, recording and reporting pupils' attainments are met. The school has appropriate arrangements for informing those with a legitimate interest about learners' progress and achievements and the results of statutory testing and all test data is appropriately processed and supplied to the Local Education Authority (LEA). The school exchanges much relevant data with the receiving secondary school and keeps governors well-informed through meetings and visits.
86. There is effective use of a range of standardised, school-based and national curriculum tests to monitor pupils' progress. The school conforms to the LEA's assessment policy in relation to implementing standardised tests across the school in language and mathematics. Detailed records are kept of all the assessments on the whole-school tracking system. They are analysed in detail by the headteacher and very good use is made of the information to monitor pupils' progress, set appropriate targets and, in particular, to organise support for individuals and groups. The structures work well and improvements can be seen in pupils' progress, particularly in literacy and mathematics.
87. The school conforms fully with the statutory requirements for assessing and recording the progress of pupils with ALN. There is a thorough assessment of their needs and detailed individual education plans (IEPs) are prepared. Pupils' progress and achievements are measured, recorded and analysed in detail.
88. There is good use of subject portfolios of levelled work to bring an added rigour to the overall assessment process by illustrating to staff the levels that should be achieved. The collaboration with other schools in the cluster, including the secondary school, promotes the processes of standardising and moderating assessments further.
89. The marking of pupils' work highlights the supportive ethos of the school. Work is regularly marked and constructive comments are given.
90. Individual targets are set in English and mathematics and more able pupils have a good awareness of their overall strengths and weaknesses. In a few classes, pupils can evaluate their progress accurately offering sensible comments on the quality of their work. In general, this process is at an early stage of development.
91. Annual reports to parents comply with statutory requirements. In the best practice, pupils' achievements and progress are recorded fully and specific targets for improvement are listed. In a few classes, however, teachers' comments are brief, particularly in relation to the foundation subjects. Parents have opportunities to comment on reports and to discuss them with the teachers. In addition to the open door policy, which is a feature of school life, there are two other formal occasions during the year when parents have the opportunity to discuss their children's progress.

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

Grade 2: Good features and no important shortcomings

92. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
93. The school responds well to pupils' needs and interests and provides equal access to a broad and balanced curriculum. The curriculum meets statutory requirements and the needs of the wider community. There are appropriate policies and schemes of work in place to promote continuity and progression in the learning across the school. The school has made a good start in implementing the requirements of the revised National Curriculum.
94. The school offers a broad range of learning experiences to meet pupils' needs and interests. Planning for the development of key and basic skills is good and integrates skills effectively into the curriculum.
95. The school's programme for personal and social education is well-established and fully reflects national guidelines. A special emphasis is placed on the importance of values such as happiness, respect and honesty, which are effectively promoted throughout the school. 'Circle Time' is used well to address a range of learning needs and personal issues.
96. The school successfully promotes healthy lifestyles and gives appropriate attention to pupils' sex education, substance misuse and personal safety. A high priority is placed on healthy eating which is implemented in the fruit shop run by pupils. The school has been awarded the fourth leaf in the Health Promoting Schools Scheme in recognition of this work.
97. There are good features to the wide range of extra-curricular activities provided for pupils. They include opportunities to participate in after-school clubs including sport, choir and orchestra, art, cookery and recycling. Residential visits enable pupils to participate in a range of outdoor activities. Visitors to the school, such as artists and writers, complement the classroom provision. Educational visits, effectively linked to class themes, are undertaken to places of historical, cultural and work interest and include castles, museums, the town council and local businesses. All these activities enrich and extend pupils' learning experiences successfully.
98. Provision for pupils' spiritual, moral, social and cultural development is good. Most pupils develop a strong set of values as part of a whole-school strategy and understand how to behave and know right from wrong. Collective worship is of a broadly Christian nature and helps pupils understand moral issues and the need to develop respect for one another. Spirituality is well fostered with good opportunities for pupils to contemplate issues that affect their own lives and circumstances. Acts of collective worship are effective whole-school occasions, which reinforce the school's sense of community. Statutory requirements are met.

99. Good features outweigh shortcomings in the provision to develop pupils' bilingual skills. Staff and pupils demonstrate positive attitudes towards the Welsh language and Welsh terms and vocabulary also feature in a few displays around the school. The school, however, acknowledges the need to extend the use of incidental Welsh across the subject areas. In the best practice, in Year 3 and Year 4, there is effective provision towards achieving this objective. Nevertheless, the development of pupils' bilingual competence in informal situations during the day, and the increasing use of Welsh in class and school activities and in displays, remain areas for development across the school.
100. The visits and visitors to the school are also effective in developing pupils' knowledge and understanding of Welsh culture. There is good emphasis on the Cwricwlwm Cymreig in class work, extra-curricular activities and in community activities, and the current requirements are met.
101. There is good provision to develop pupils' understanding of sustainable development. The school makes every effort to operate in a sustainable way and pupils are involved in recycling schemes. The school has undertaken much work on recycling and environmental awareness and has gained the silver award in recognition of this work. Pupils are presently working towards the Green Flag award, which is actively promoted by the Eco committee.
102. There is effective provision to develop pupils' awareness of global citizenship. It includes good attention to developing pupils' knowledge and understanding of other cultures, particularly through studying other religions and through work in geography. The school participates successfully as a pilot school for teaching French to older pupils. This also involves developing pupils' knowledge of the geographical and social features of the country.
103. Overall, the schools' partnerships with parents, other schools, institutions and the local community are good and enrich pupils' learning experiences. Most parents are very supportive of the school and appreciate the school's 'open door' policy and the ready access they have to the headteacher and staff. A constructive home/school agreement is in place that has been well received by parents. Many parents give freely of their time to support activities and to raise money for the school. Homework for the most part is appropriately targeted.
104. Communication with parents is well-established and effective. Parents have regular opportunities to discuss their children's work and progress with teachers. The quality of information provided for parents in the annual report of the governing body, in the prospectus, in the newsletters to parents and on the schools' website is good.
105. The school has developed strong partnerships with other schools in the Glan-y-Mor family of schools, particularly with the secondary school to which pupils transfer. Pastoral and administrative links are well-developed and curriculum links continue to improve, supported by a well-focused transition plan. Transition activities include joint art, ICT and poetry projects. The work produced is of good and sometimes very good standard.

106. The school enjoys successful partnerships with local colleges and regularly provides training facilities for student teachers and students undertaking vocational and childcare qualifications. Students are well-supported and mentored by staff and they make a positive contribution to the life and work of the school.
107. Links with the local community are wide-ranging and very successful. The school and its various activities are well supported and valued by the community which it serves. The Community Police Station, based at the school, is an innovative and highly successful initiative reflecting close collaboration between the school, the community and the police, which is helping to reduce previous problems with vandalism.
108. The school successfully promotes pupils' awareness of the world of work. Through their educational visits to commercial and retail sites, and in discussion with personnel from different professions and occupations, pupils are gaining a good understanding of different working environments, the variety of work undertaken in their area and future career opportunities available to them.
109. The school enjoys productive links with local employers and agencies including Careers Wales (West). Teachers have undertaken relevant business placements which have contributed well to their professional development and enhanced curriculum provision for pupils.
110. There is good provision to develop pupils' entrepreneurial skills. A whole-school programme involves utilizing the very good links with local businesses and colleges to offer pupils regular opportunities to observe and discuss aspects of establishing and developing a successful business. This work is a strength of the school. There is also good provision to develop pupils' planning and decision-making skills through class councils, the school council and Eco committee.
111. The school is successful in laying the foundations for life-long learning and community regeneration through aspects such as developing pupils' skills as confident learners, the breadth and quality of learning opportunities offered, the attention to values-education, and the focus on the links with the community.

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

Grade 1: Good with outstanding features
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112. The findings of the inspection team match the judgement made by the school in its self- evaluation report.
113. The outstanding features of the provision include the teachers' thorough knowledge of pupils' different needs, the high quality of the planning and management of care and support arrangements, and the high priority given to ensuring that all pupils are valued equally and are treated with care and respect.
114. The school is a very caring and inclusive community. A highly effective system of care and support permeates all aspects of its work. This level of support includes

counselling sessions for pupils provided by appropriately trained members of staff. A 'Pyramid Club' is also being developed to provide additional support for pupils with low self-esteem. Teachers successfully promote gender equality and challenge stereotyping in pupils' choices and expectations. This is especially evident during extra-curricular and sporting activities.

115. Links with outside agencies are very good and the quality of arrangements and the high priority given to the well-being and welfare of pupils is an outstanding feature. This multi-disciplinary approach is particularly beneficial for pupils in challenging and vulnerable circumstances.
116. The school successfully encourages and enables pupils to be healthy and promotes regular exercise and a healthy diet. There is a strong emphasis on all aspects of health education, and promoting a healthier way of living permeates the curriculum and is evident in the daily routines. The Fruit Tuck Shop organized and run by the pupils is a particularly successful feature.
117. Child protection policies meet current requirements and are implemented fully. Nominated individuals, including governors, have designated responsibilities. All staff have received appropriate training and information in matters relating to child protection.
118. The school works in close partnership with parents and carers, particularly those of children with ALN. The school encourages parents and carers to become involved in their children's education and takes account of their opinions. Pupils also are given good opportunities to make their views and opinions known to staff.
119. The school council is well-established and reflects national guidelines. It is a good forum for the development of pupils' personal and social skills and provides a good opportunity for pupils of all ages to work together and to contribute to decision-making. Councillors undertake their duties conscientiously and feel they can make a real difference to their school. They are good ambassadors for their school and are justly proud of their contribution to the life of the school.
120. The school has effective measures to eliminate oppressive behaviour including racial discrimination, bullying and all forms of harassment should they arise. The monitoring of pupils' behaviour is rigorous and thorough, and early intervention ensures issues are dealt with promptly and efficiently. The school's behaviour policy works well overall and the headteacher and staff manage pupil behaviour highly effectively, including those pupils who have emotional and behavioural needs. All adults in the school consistently encourage these pupils to understand, manage and improve their standards of behaviour to the best of their abilities. However, a very few pupils fail to respond to efforts to promote acceptable behaviour, which has resulted in several temporary exclusions in the past twelve months. The appropriate procedures were followed with care and sensitivity.
121. Policies and procedures are implemented consistently throughout the school by all staff including lunchtime supervisors who have also received specific training in behaviour management. The school has strong links with a local school which offers specialist support for pupils with a range of educational needs. The learning support

assistants, the Additional Learning Needs Coordinator (ALNco), and the administrative officer have attended a behaviour management course.

122. Class teachers regularly monitor pupils' academic progress and, in the best practice, pupils are taking a more active role in monitoring their own progress.
123. The headteacher and clerical staff monitor attendance and punctuality carefully. The school makes good use of an efficient computerised registration system, which provides staff with comprehensive information about attendance and enables the school to identify patterns of absence for individual pupils. Regular and effective liaison takes place with the education welfare officer.
124. Provision for pupils with ALN comply with the requirements of the Code of Practice and is an outstanding feature. There are effective whole-school policies and each member of staff and the governing body is fully committed to their implementation. Pupils with ALN are fully included in the life and work of the school and most pupils make good progress relative to their age and stage of development. The school takes good account of the statutory framework for inclusive education.
125. The ALNco works very closely with teachers, support staff and parents to ensure high quality support for pupils and to agree achievable targets in the IEPs. Procedures for the identification of pupils' individual learning needs are rigorous and implemented highly efficiently. Effective early intervention and diagnosis ensures that pupils' individual needs are met and that they are able to make good progress. Record keeping is thorough and well-organised.
126. The quality of the support provided for pupils and the excellent liaison between all teachers and support staff are strengths in the school. The skills and training the staff have gleaned for their individual duties and roles enable them to meet the changing needs of pupils in a flexible and adaptable way. Good support with a specific focus is provided in group withdrawal sessions and alongside pupils in their classes. This work focuses well on targets identified in their IEPs or reinforces concepts presented in the mainstream class. Lesson planning, however, does not always ensure that strategies in mainstream classes are deployed consistently to match tasks appropriately to the pupils' learning needs, particularly for the more able pupils.
127. The school is eligible for the 'Raise Attainment and Individual Standards in Education' (RAISE) grant. It is used effectively to employ a teacher to provide high quality language and literacy sessions for identified groups of pupils and to employ a male learning support assistant as a further role-model for pupils. There are clear gains in pupils' skills and in their confidence as learners.
128. The provision and arrangements to meet the needs of pupils who are looked after by the local authority are well-managed.
129. Induction procedures for pupils when they join the school are good. Pupils settle quickly and confidently into school and class routines. They are well-supported when moving from class to class and when they transfer to the secondary school.

130. Clear policies and set procedures to ensure the health and safety of all staff and pupils are well implemented. They include appropriate risk assessments which are monitored by the headteacher, staff and governing body. Many staff have received training in first-aid and appropriate procedures are in place for reporting any accidents.
131. The Disability Equality Scheme and action plan set out clear measures to ensure equal treatment of disabled learners and ensures that they are not put at any disadvantage. The scheme and plan is monitored by governors and reported upon in the governors' annual report to parents.
132. The school is a friendly and welcoming community and its policies and practices promote equal opportunities and diversity highly effectively. All pupils receive equal access to all areas of the school's curriculum and to the extra-curricular activities. The school's racial equality policy satisfies current requirements and governors are regularly updated. Pupils are taught to value and respect diversity. The provision for support and guidance recognises pupils' various backgrounds and needs. Pupils learn well the importance and need for respect and tolerance through their curricular work and collective worship.

Leadership and management

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

Grade 2: Good features and no important shortcomings

133. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
134. Although the inspection team judged key question 1 as Grade 3, the inspection evidence demonstrates clearly that the school's leadership and strategic management has improved the quality of the educational provision, raised standards of achievement in many of the subjects inspected and developed pupils' learning skills. The school has succeeded well in improving girls' attainment across the core subjects and has good support structures in place which are improving boys' attainments overall.
135. The quality of leadership and management shown by the headteacher is a strength of the school. He provides a strong sense of direction which creates a very positive learning environment for staff and pupils. His total commitment to pupils' personal and educational development, and to ensuring equality of opportunity lies at the heart of the school's core aims and is firmly embedded in the ethos of the school. This is an outstanding feature.
136. The deputy headteacher offers strong support and fully participates in the management of the school. She is a very good role model for colleagues. Staff with leadership and management roles have a thorough understanding of their responsibilities for improving standards and the quality of provision. All staff

collaborate well as a team demonstrating a shared vision and common purpose, which serves the school well.

137. The headteacher is very clear about the future direction of the school to ensure further improvement, particularly in relation to pupils' standards of achievement. Aspects are clearly recorded in the school development plan and self-evaluation report. An analysis of the school assessment data in 2007 indicates that more able pupils achieve the expected levels and that many average and less able pupils make clear gains attaining, and sometimes exceeding the expected levels. Overall, pupils make good progress in their personal and social development.
138. The school takes good account of national priorities, new initiatives and local partnerships which are integrated appropriately into its strategic planning. The school constantly seeks to improve provision in all aspects of school life and raise the standards of achievement and attainment of its pupils. It has gained the Basic Skills' Quality Mark for the third time. The RAISE programme is an example of a successful initiative which is improving standards in literacy. Good attention is paid to the professional development of staff and the school has gained Investors in People accreditation.
139. Well-planned initiatives are successfully helping pupils to gain a greater understanding of a healthy lifestyle and to raise their awareness of sustainable development and global citizenship. The personal and social education programme is a strong feature in addressing aspects such as pupils' lack of confidence and self-esteem. The school council also helps pupils to contribute well to the decisions that affect them.
140. The school works effectively with local primary and secondary schools on curricular and staff development initiatives. An example is the effective curricular and transition activities with the local secondary school.
141. The school effectively manages and improves the performance of individual staff, and year group teams. There is a strong commitment to ensuring the continuing professional development of staff with good use of national grants and links with a range of providers to offer staff effective opportunities to extend their knowledge and skills. The good teaching and pupil-support structures seen in the school reflects the positive effect of training, including in-house training successfully led by members of staff. Weekly staff and year group meetings develop effective communication and a good understanding of school, staff and individual needs.
142. The school successfully implements performance management procedures in line with statutory requirements. Senior managers' regular monitoring and evaluation of teaching and learning is an important and effective part of this process. The headteacher gives a high priority to formal and informal arrangements for staff appraisal. There are regular interviews with all members of staff to review performance and to discuss their further professional development. An example is the guidance given to support staff to enable them to gain additional professional qualifications.

143. The school development plan includes relevant targets for the further development of the school. There are suitable processes for setting targets and the implementation of the action plans is analysed effectively by the headteacher and the governing body. Good progress is made in addressing the main targets set and clear improvements are evident in areas such as improving standards of achievement in the core subjects and extending the curriculum. The budget is managed efficiently and expenditure is closely linked to school priorities.
144. There are good processes in place to set realistic targets for pupils at the end of the key stage. The targets are based on the likely performance of each pupil. Most pupils achieve their personal targets. The headteacher effectively analyses the school's overall performance in relation to school, county and national data. There is rigorous analysis of areas of specific weaknesses of groups of pupils across the school and the identification of appropriate targets to address specific needs, such as boys' underachievement in aspects such as oracy.
145. The governing body, which includes a number of new members, is supportive and closely involved in the life of the school. Members take a keen interest in the progress and welfare of the pupils.
146. Governors know their roles and effectively support the headteacher in setting the strategic direction of the school. All statutory sub-committees are in place and their discussions and findings are reported to the full governing body. Through discussions with staff and school visits, members play an increasing role in monitoring standards and quality.
147. The governing body meets regularly and fulfils its regulatory and legal responsibilities. Members are kept well-informed by the headteacher regarding the issues that need to be addressed. School policies and documentation give good attention to statutory requirements. They are systematically reviewed and updated to meet the changing needs of the school.

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

Grade 2: good features and no important shortcomings

148. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
149. A culture of self-review and evaluation is well-established in this school and the headteacher, staff and governors are fully committed to raising standards and improving provision. A monitoring programme ensures that subjects and aspects of provision are evaluated thoroughly and systematically.
150. All personnel are included in the self-evaluation process and the views of governors, parents and pupils are taken into account. Through extensive discussions, staff and governors have contributed towards the document that summarises the school's self-evaluation findings. Pupils' views are sought through school and class councils. The

school development plan includes a target to formalise the consultation with parents further by distributing questionnaires to gauge their views on pupil progress and school standards.

151. The process of gathering information about the performance of the school and of identifying the school's strengths and areas for development is comprehensive, systematic and based on first-hand evidence. It involves the analysis of a range of data and the collection of a variety of first hand evidence which includes observing lessons, the scrutiny of pupils' work, listening to pupils and speaking with staff.
152. Subject development responsibilities have been shared amongst the teaching staff, and co-ordinators undertake their planning, advisory and supporting responsibilities effectively. They play an active part in the self-evaluation process and use the information gathered effectively to evaluate standards across the school. They produce subject reports of good quality, identifying strengths and any aspects that require further development.
153. The monitoring of standards of pupils with ALN by the ALNco and all staff is rigorous. The detailed improvement plans and range of expertise available for these pupils have brought about improvements in the standards they achieve.
154. The school's self-evaluation report, produced prior to the inspection, is a comprehensive and honest document which identifies strengths and areas where improvements are required. The inspection team's findings match the school's judgements in six of the seven key questions. The inspection team awarded a lower grade to key question 1 as shortcomings were identified that need to be addressed further. The inspection team agreed with the school's judgements of standards in each of the six subjects inspected.
155. Planning for improvement is good. The links between the processes of self-evaluation and planning for improvement in the school development plan are thorough and focus on the raising of standards and improving the quality of provision.
156. The staff and governors are involved in discussing and establishing priorities for inclusion in the school development plan which includes clear priorities and actions to bring about improvement. Priorities are supported very effectively through the allocation of resources and there is good evidence that actions taken by the school have led to measurable improvements. For example, the acquisition of additional ICT resources has contributed well to raising standards across the school.
157. Effective use is made of local and national benchmarking information to compare the school's performance with that of similar schools, and realistic targets for improvement are set as a result of this analysis. Pupils achieve their personal targets.
158. Overall, the school has made good progress in addressing the key issues arising from the last inspection. In particular, good progress has been made in raising standards of information and communications technology and mathematics. The development of pupils' key skills is progressing well as a result of the implementation of an effective whole-school strategy which is consistently followed in all classes. The health and safety issues listed in the previous report have been addressed but a

few additional issues were discussed further with the headteacher and the governing body.

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

Grade 2: good features and no important shortcomings

159. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
160. Although the inspection team judged key question 1 as Grade 3, the inspection evidence demonstrates that the efficient management and effective use of resources succeed well in enriching the curriculum and improving standards.
161. There are a sufficient number of teachers with suitable qualifications to teach all aspects of the curriculum. Overall, the deployment of teachers and support staff is well-planned and linked to the school's needs. However, the bilingual skills of many members of staff are under-utilised in supporting the teaching of Welsh as a second language across the school.
162. There is a strong commitment by staff to undertake continuing professional development. It is guided by local and national initiatives, the school development plan and the developmental needs of individual teachers. The good teaching seen within the school reflects the positive effect of aspects of the training courses attended such as developing pupils' learning skills in subjects such as English, mathematics and religious education.
163. The good quality of the support provided by learning support assistants is a strength of the school. They work closely with the teachers and make a significant contribution to pupils' learning experiences and to the life of the school. All have National Vocational Qualification (NVQ) level 3.
164. The two part-time administrators and the ancillary staff work efficiently in order to ensure the school's daily routines run effectively. The caretaker and support team work hard and keep the school clean and tidy for the pupils.
165. The peripatetic teachers who visit the school to teach music and Welsh, and the support teacher for religious education, make a good contribution in their areas of expertise. Visitors to the school contribute well by supporting teachers and enhancing the rich curriculum experiences offered to pupils.
166. All members of staff have job descriptions that give a clear outline of their responsibilities. All staff, governors and volunteers are Criminal Records Bureau checked.
167. The school has responded well to the requirements of workforce remodelling. Statutory requirements are met, and resources are managed efficiently. Arrangements for providing teachers with time for planning, preparation and assessment are successfully implemented and contribute well to extending the

curriculum and improving standards by using a member of staff to offer specialist teaching in subjects such as art and information and communications technology.

168. There is good use of resources across the school ensuring that pupils receive meaningful learning experiences. Resources for teaching and learning are of good quality and well matched to pupils' needs. There are interactive white boards in each class and a good selection of books in classes and the school library.
169. Good features outweigh shortcomings in the school's accommodation. The school is housed in three separate blocks and staff and pupils often have to cross the playground to use facilities housed in the different buildings. This is particularly inconvenient in wet weather. The hard surfaced play areas are extensive and well-utilised but there is no grassed area. Good planning and investment has resulted in a significant improvement in the quality of the outdoor hard play areas for pupils.
170. The internal accommodation is spacious for the number of pupils on roll and is clean and well-maintained overall. The headteacher and staff make good use of all available space to provide pupils with a bright and welcoming learning environment. There is good use of shared areas such as the library, the music room and the computer suite.
171. The school has been successful in improving the accommodation in recent years and the health and safety issues relating to the accommodation, which were identified in the last inspection, have been dealt with appropriately. Shortcomings remain, however, in relation to aspects of both the internal and outside areas. The inspection team discussed these with the headteacher and the governing body.
172. Two of the accommodation blocks are accessible to wheelchair users but there is no disabled access to the lower block. Governors have highlighted this for attention in their Disability Equality Scheme and accessibility plan.
173. Resource acquisition corresponds well with the school's priorities for development. Annual reviews are held to ensure that learning resources are sufficient. Expenditure is regularly and effectively reviewed to ensure best value for money. The school's spending decisions are well linked to plans for development and very effective use is made of additional grants such as the RAISE funding to raise literacy standards. Other spending decisions which have been instrumental in moving the school forward include the investment in ICT, the scheme of work for mathematics and, in particular, the focus on staff development. The school provides good value for money.

Standards achieved in subjects and areas of learning

English

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

Good features

174. Pupils' listening skills are good. They listen attentively to their teachers and peers and follow instructions carefully. Most pupils respond appropriately to questions and offer relevant answers when recalling elements of the lesson.
175. The speaking skills of the more able pupils are good. They express themselves confidently and use extended language. All pupils know to take turns when in a group discussion and the majority speak clearly. The opportunities to participate in role-play and drama activities succeed well in improving pupils' speaking skills across all abilities.
176. All pupils make good progress in their reading skills. More able pupils read accurately and fluently and include good expression in their reading. They can discuss the characters and story confidently. They use reference skills well to find a wide range of information. Pupils who have difficulty with mastering reading skills develop a good sight vocabulary and many use phonetic cues successfully to read unfamiliar words.
177. Pupils produce an appropriate range of written work and they exhibit a good awareness of a variety of writing forms. They write for different purposes, adapting their style of writing well to match the task, including poems, posters, journals, debates, stories and presenting information. More able pupils write in an interesting and extended manner and there is clear progression in the quality and accuracy of their work. All pupils use dictionaries effectively to help them to spell correctly.
178. Pupils have a good understanding of the importance of description and use adjectives and similes well in their writing. Pupils of all ability write poetry of good quality demonstrating creativity in their ideas.
179. By the end of the key stage, most pupils are making good progress in their handwriting and presentation skills.

Shortcomings

180. The less able pupils' oral and written expression is hampered by errors in spelling, syntax and a limited range of vocabulary.

Mathematics

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

Good features

181. In all year groups, pupils make good progress in their knowledge and understanding of number and in the development of mathematical skills, knowledge and concepts. The majority of pupils use mathematical terminology well when discussing their work.
182. Pupils throughout the school demonstrate a positive attitude towards mathematics. Most pupils show good development of mental mathematical skills and respond well to oral sessions at the beginning of lessons.
183. In Year 3 and Year 4, most pupils demonstrate a secure understanding of number and place value and record their mathematical work correctly and neatly. They extend their skills of addition and subtraction to more complex three figure numbers and develop a good understanding of two, three and five-times tables.
184. Pupils understand the concept of estimation and can estimate height, length and distance in metres and kilometres. The majority of pupils are developing good mathematical investigative, predictive and problem-solving skills through a range of activities.
185. The majority of pupils in Year 5 and Year 6 understand the concept of doubling and halving and apply this knowledge well to a variety of problem-solving situations. The majority of older pupils are developing a sound understanding of negative and positive numbers and apply this knowledge accurately to solve a range of problems.
186. Year 5 and Year 6 pupils show confidence and develop good skills in using computer software to calculate the area and perimeter of irregular shapes.
187. Throughout the school, pupils' data handling skills develop well. They tally confidently and complete various tables accurately to show results.
188. By the end of the key stage, most pupils demonstrate a quick recall of multiplication table facts and correctly identify common multiples. They use and apply their mathematical skills well to solve problems and they explain their thinking well.

Shortcomings

189. The less able pupils' grasp of problem-solving strategies is not always secure.

Welsh second language

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

190. Across the school, pupils respond appropriately to greetings, instructions and the marking of the register in Welsh.
191. In Year 3 and Year 4, pupils respond accurately to questions about themselves, the weather and where they live. They have a secure knowledge of selected sentence patterns, phrases and vocabulary which they use accurately. Their pronunciation is good. They know a range of Welsh songs and rhymes which they sing well.
192. Year 3 and Year 4 pupils read sentences from the class story accurately and can give the English words for nouns in the story. They demonstrate a good understanding of the story line and can name and describe the characters well. They write simple sentences from a given pattern correctly and can read out what they have written with good accuracy.
193. Most pupils in Year 5 and Year 6 have a general understanding of basic sentence patterns, phrases and vocabulary. The more able pupils respond accurately and in full sentences using familiar vocabulary when answering questions relating to themselves. A few pupils demonstrate a firmer grasp of language patterns and use them well when working in pairs. Most pupils read basic terms and sentences correctly. They complete a range of basic writing tasks linked to class activities with reasonable accuracy.

Shortcomings

194. Pupils generally demonstrate an insufficient grasp of a range of language patterns and vocabulary to communicate in informal situations during the school day.
195. The independent reading and writing skills of older pupils are limited.

Information and Communications Technology

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

Good features

196. Pupils develop an increasing level of confidence and skill in using information and communications technology as they progress through the school. Older pupils have the ability to work independently and can select the appropriate software program to undertake a given task.
197. The majority of pupils can make critical judgements about the use of information communications technology to enhance their work. Pupils manage their work well and are able to save and retrieve pieces of work by accessing appropriate files.

198. Pupils' progress in using information and communications technology is good. Year 3 and Year 4 pupils have good keyboard and mouse skills. They use word processing packages effectively and organise text by changing font styles, size and colour to good effect when designing a poster. Most pupils are able to import and alter pictures confidently to suit a given purpose. These skills are put to effective use when planning and designing a leaflet welcoming visitors to their locality.
199. Year 3 and Year 4 pupils are developing early skills in using Digital film cameras and understand the process of sequencing pictures for a given time in order to record an animation film. Year 4 pupils show good skills in drawing up a survey about how they travel to school and can represent the data collected on a simple spreadsheet, graph and pie chart.
200. Many of the older pupils use power-point effectively to prepare slideshows about pirates. They can create a variety of effects to design self-portraits in the style of Andy Warhol.
201. Most pupils use the Internet effectively to access information to support their investigations and research across the curriculum. They cut and paste relevant information and pictures from the Internet for use in aspects of their work.
202. By Year 6, pupils have a good knowledge of the strengths and limitations of computers and understand the possible dangers of using the Internet.

Shortcomings

203. There are no significant shortcomings.

History

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

Good features

204. Pupils generally have a good understanding of the chronological order of events and make good use of timelines to sequence events in different historical periods. They use a good range of sources to gather information about important events including photographs, artefacts, reference books and the Internet.
205. Overall, pupils' enquiry skills are good. They demonstrate a good understanding of the past when recalling visits to places of historical significance, such as the Tudor Merchants House, Pembroke Castle and The World War II museum. Most pupils are developing a good awareness of local and Welsh history.
206. Pupils in Year 3 and Year 4 draw well-considered comparisons of the lives of the rich and the poor when studying the home of a Tudor Merchant and that of people who lived in a hovel.

207. The majority of pupils in Year 5 and Year 6 can distinguish between a cause, a consequence and a solution when discussing their work on life during World War II. Many have conducted good investigative work to discover what life was like when food was rationed. A few pupils have produced their own projects about the experiences of soldiers who fought in the war.
208. Pupils organise their findings appropriately and use a wide range of methods to communicate their knowledge and understanding. Pupils' use of historical vocabulary relating to the periods that they study is well-developed. They make good use of ICT to research topics and to present their findings.

Shortcomings

209. There are no significant shortcomings.

Religious education

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

Good features

210. Throughout the school, pupils are aware that the Bible is a special book for Christians. They are familiar with stories from the Old and the New Testament and can recount them accurately both verbally and in writing. Year 5 pupils, for example, demonstrate their knowledge well through drama, song and the use of ICT.
211. Throughout the school, pupils have a good awareness of the purpose of prayer, and when discussing prayers of thanks they can offer a multitude of ideas about the things for which they are grateful. They write meaningful prayers of their own for different occasions. Following visits to the local church, most pupils can describe their main religious features correctly using correct terms.
212. Pupils can discuss well the different reasons for celebration which are relevant to them and their families' circumstances. They have a good understanding of the main Christian festivals, together with ceremonies such as christenings and weddings.
213. Pupils have a good awareness of a range of other celebrations and festivals. Year 3 and Year 4 pupils, for example, know that Hindus celebrate Diwali and demonstrate a good understanding of the customs associated with that festival. They can discuss the story of Rama and Sita and can link the story well to the celebration and the feelings being expressed.
214. In Year 5 and Year 6, pupils have a good knowledge of how the followers of the Muslim faith worship and celebrate their faith. They understand well how worshippers apply the characteristics and values of their faith to their everyday life. Pupils can discuss well the five pillars of Islam, the significance of a range of artefacts, the festival of Ramadan and the special observations.

215. More able pupils display a good knowledge of the meaning of pilgrimage to followers of religion, and also the work of benefactors such as Dr Barnardo.
216. Pupils demonstrate a good understanding of Christian values and principles and refer to them intelligently when discussing and expressing an opinion on moral issues such as the effect of different forms of pollution on our world. More able pupils can talk well about what makes good friends and they understand the significance of families and communities.

Shortcomings

217. There are no significant shortcomings.

School's response to the inspection

We should like to thank the Inspection Team for their report and the courteous and thorough manner in which the inspection was conducted. The governors, head teacher and staff are pleased with the findings of this report, which acknowledges that our school is an establishment with many strengths. These include the clear commitment of all staff to pupils' educational development, the good teaching, the rich learning experiences provided and the high quality of the care, guidance and support offered to all pupils.

We are very pleased that the inspectors recognized the outstanding features in our management and provision for pupils with additional learning needs and consider this an outstanding feature of the school, as was the behaviour of our pupils.

The report states that there is a strong commitment to inclusion and a shared purpose amongst all school staff and governors to provide the best for our children, this being reflected in high ideals for pupils' well being and the fulfilment of their potential. It is most encouraging that this is recognized as an outstanding feature of the school.

We are proud of the fact that the pupils' attitudes to their learning and the interest they show in their work is recognized, with pupils showing good development in their social and thinking skills and in their ability to work together.

An action plan will be prepared during the Spring Term 2009 to address the recommendations in the report. Our school development plan will also be adjusted accordingly. The inspection report acknowledges that the school development plan is currently addressing three of the four of its recommendations.

It was also pleasing to note that the inspectors felt the school offered good value for money.

Appendix 1

Basic information about the school

Name of school	Burry Port Junior School
School type	Junior-Primary
Age-range of pupils	7-11
Address of school	Stepney Road Burry Port Llanelli
Postcode	SA16 0BE
Telephone number	01554833460

Headteacher	Mr D J G Davies
Date of appointment	September 1989
Chair of governors/ Appropriate authority	Mr N Evans
Registered inspector	Miss D Morris
Dates of inspection	20-22 October, 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	-	-	-	34	36	34	49	153

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0	8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.1:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	-	-	91.2%
Spring 2008	-	-	93.7%
Summer 2008	-	-	93%

Percentage of pupils entitled to free school meals	30%
Number of pupils excluded during 12 months prior to inspection	6

Appendix 3

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007							Number of pupils in Y6		39		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher	School	0	0	0	0	0	10	33	46	10
	assessment	National	0	0	0	0	1	4	16	50	29
Mathematics	Teacher	School	0	0	0	0	0	0	41	46	13
	assessment	National	0	0	0	0	1	3	15	50	30
Science	Teacher	School	0	0	0	0	0	0	33	51	15
	assessment	National	0	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	56.4%	In Wales	74%

- D Pupils who have been disapplied from the statutory arrangements
 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

Five inspectors, including the school's nominee and a peer assessor, spent the equivalent of seven inspection days at the school and met as a team prior to the inspection.

These inspectors visited:

- 26 lessons or part lessons, 23 in the subjects inspected and 3 in other subjects; and
- registration sessions, assemblies and acts of collective worship.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support and administrative staff;
- the school council; and
- representatives of organisations linked with the school.

The team also considered:

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

Following the inspection, the team held meetings with the headteacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss Dorothy Morris Registered Inspector	Context, Summary, Recommendations, Appendices Key Questions 1, 2, 5 and 7 English, Welsh second language, religious education
Mrs Sue Crowley Team Inspector	Key Questions 3, 4, 6 Mathematics, information and communications technology, history
Mrs Janet Warr Lay Inspector	Contributions to key questions 1, 2, 3,4 and 7
Mr Clive Condon Peer assessor	Conducted lesson observations, scrutinized pupils' work and contributed to team meetings
Mr David Davies Headteacher/Nominee	Attended meetings and provided information

Acknowledgement

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

Contractor:

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