

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

A report on the quality of education in

**Bryncoch Church in Wales School
Furzeland Drive
Bryncoch
Neath
SA10 7UG**

School number: 6713311

Date of inspection: 14/09/09

by

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Introduction

Bryncoch C.I.W. 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 Bryncoch C.I.W. School took place between 14/09/09 and 16/09/09. 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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 Bryncoch Voluntary Aided Primary School caters for pupils aged three to eleven years old and is located in the village of Bryncoch near Neath. The local authority is Neath Port Talbot Unitary Authority (UA). There are 178.5 pupils (full-time equivalent) on roll, most of whom come from the village itself and the immediate area. The number on roll has slowly declined over the last few years in line with local trends.
- 2 The school considers its catchment to be neither economically nor socially disadvantaged. Five per cent of pupils are entitled to free school meals; this percentage is significantly lower than the UA and national averages.
- 3 Pupils attending the school represent the full range of ability. Thirty-one pupils (17%) are identified as requiring special educational needs' (SEN) support, including one who has a statement of SEN. This percentage is below both local and national averages. All pupils come from mainly English speaking backgrounds. No pupils are looked after by the local authority.
- 4 In 2008, the school was awarded the Basic Skills' Quality Mark for the third time. It has also achieved Phase 2 of the Healthy Schools' initiative and the Bronze and Silver Eco Schools' awards.
- 5 As the school is a voluntary aided school, an inspector appointed by the Church undertook a separate inspection of religious education, collective worship, and pupils' spiritual and moral development.
- 6 The school was last inspected in September 2003. Since then, there have been improvements to the accommodation and the grounds. There have also been many staff changes. The current headteacher has been in post for a very short period of time. In the period leading up to the inspection, the school was led and managed by the deputy headteacher, who was also the school's nominee for the inspection.

The school's priorities and targets

- 7 The school's main aim is to serve its community by providing an education of the highest quality within the context of Christian belief and practice.
- 8 The school's current priorities and targets include to:
 - develop assessment for learning and thinking skills strategies;
 - prepare for the roll out of the Foundation Phase;
 - develop the opportunities for pupils to use Welsh during lessons;
 - develop the monitoring role of the governing body; and
 - develop the school grounds further as a learning environment.

Summary

- 9 Bryncoch CIW School has many good features. It succeeds in creating a caring and supportive environment for its pupils that effectively promotes their learning and their development. Since the last inspection, the school has enhanced the quality of the educational provision further in many areas and there is a strong commitment amongst all the school's partners to ensuring further improvement.

Table of grades awarded

- 10 The inspection team judged the work of the school as follows:

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
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 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7 How efficient are leaders and managers in using resources?	Grade 2

- 11 The self-evaluation report produced by the school before the inspection is clear and informative identifying the strengths and areas where improvements are needed. The inspection team agreed with the school's judgements in four out of the seven key questions. Where there was a difference in key questions 1 and 4, there were insufficient outstanding features to justify the Grade 1 allocated by the school. In key question 6, a lower grade was awarded as shortcomings were identified.

Standards

- 12 In the subjects inspected, pupils' standards of achievements are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	69%	19%	0%	0%

- 13 These figures are a little below the findings of the previous inspection. They are also below the national averages published in Her Majesty's Chief Inspector (HMCI)'s latest Annual Report for 2007-2008, which states that standards in primary schools in Wales are Grade 1 or 2 in 84% of lessons. The amount of Grade 1 standards, however, is the same as the national average of 12%.

Grades for standards in the subjects inspected

- 14 In key stages 1 and 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Welsh second language	Grade 3	Grade 3
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 1

- 15 Overall, the education provided by the school meets the range of pupils' needs. Most pupils, including those with SEN, make consistent progress in gaining new skills, knowledge and understanding and achieve their agreed learning targets and goals.
- 16 In the national curriculum (NC) teacher assessment tasks in 2009, pupils' attainments in key stage 1 and key stage 2 were above the county and national averages in English, mathematics and science. The assessments indicate some variations between the performance of boys and girls in both key stages, but no clear pattern emerges. When compared with similar schools across Wales, on the basis of entitlement to free school meals, their attainments place the school in the upper 50% of similar schools. Over a four-year period, the overall results are uneven but place the school in the upper 50% of similar schools in most years. A study of school data indicates that pupils make good progress in moving on to the next stage of learning.
- 17 The quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
- 18 Children under five make good progress in acquiring thinking, communication, numeracy and information communications technology (ICT) skills. They settle exceptionally well into school routines and engage enthusiastically in a range of activities.
- 19 In key stages 1 and 2, pupils' progress and standards in key skills across the curriculum are good. Most use their thinking, communication, number and ICT skills effectively in their work. Nevertheless, pupils do not extend their skills progressively as they move through the key stages. Pupils develop their creative skills well in subjects such as art, music and physical education.
- 20 Good features outweigh shortcomings in progress and standards in pupils' bilingual competence. Across the school, pupils communicate readily and effectively in English. Their progress in Welsh is more uneven. Many pupils lack confidence and a sufficient grasp of language patterns and vocabulary to communicate in informal situations during the school day. This has been identified appropriately by the school as an area for further development.

- 21 Pupils have a good awareness of the Cwricwlwm Cymreig (Welsh Curriculum) as demonstrated in their work in subjects such as geography and history. Through their studies across the curriculum, they also demonstrate a good awareness of the social and cultural traditions of other countries. They also have a good understanding of the importance of treating everyone equally, fairly and without discrimination.
- 22 Pupils understand the purpose of targets and are aware of their personal targets for improvement. In the best practice, they can discuss well the particular strengths and weaknesses in their work. In general, however, their ability to understand what they need to do to improve their own learning is at an early stage of development. This aspect is identified appropriately for attention in the school development plan.
- 23 Pupils' behaviour is good. They respond positively to the good behaviour management strategies adopted by the school and are polite, courteous and considerate.
- 24 Most pupils' attitudes towards learning are good and contribute significantly to the standards achieved and the quality of life in the school.
- 25 Attendance rates for the past three terms average 93.2%. These rates are broadly in line with national rates of attendance for pupils of primary school age but lower than attendance rates for schools that have a similar number of children entitled to free school meals. The governing body is rightly concerned about the number of parents who take their children on holiday during term time. This puts pupils, especially those who are away in excess of two weeks, at a disadvantage as they miss a considerable amount of work in many subjects.
- 26 Pupils make good progress in their personal, social, moral and wider development. The very good relationships with staff underpin this development and pupils feel confident in expressing themselves because they know staff value their views. Through the curriculum, collective worship, circle time and school council activities, for example, they develop a secure set of moral and social values.
- 27 Pupils are developing a good understanding of their local community and support a range of initiatives and activities. Their understanding of the workplace is more limited.

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
15%	76%	9%	0%	0%

- 29 Overall, the above figures are a little below the outcomes of the last inspection but are well above the national findings reported in HMCI's Annual Report for 2007-8, which states that the quality of teaching in the primary schools in Wales is Grade 1 or 2 in

83% of lessons. However, the amount of Grade 1 teaching is a little below the national average of 16%.

- 30 The outstanding features of the teaching observed include high expectations, the imaginative use of a range of teaching and learning strategies and stimulating presentations. Throughout the school, there are excellent working relationships between teachers, support staff and pupils.
- 31 The good features of the teaching include thorough preparation, the focus on developing key skills, and the good opportunities for pupils to work individually, in pairs or in groups. There is very effective use of support staff in working with pupils in all classes.
- 32 Lessons are for the most part well planned. In the best examples, teachers cater well for the differing learning needs of their pupils building on prior learning and ensuring that tasks offer all pupils, including the more able, an appropriate challenge to extend their learning. This good practice is not a consistent feature across the school.
- 33 Good features outweigh shortcomings in the quality of assessment, recording and reporting of pupils' progress. A range of appropriate assessment procedures has been recently introduced and in the best practice there is good attention to developing pupils' skills in assessing their own learning and development.
- 34 The school provides a broad, rich curriculum that includes all the statutory requirements. Planning for the development of key skills is more uneven and does not always allow for their progressive development across the key stages.
- 35 Good features outweigh shortcomings in the provision to promote pupils' bilingual competence. While there are examples of effective practice, this aspect remains an area for further development across the school especially in relation to developing pupils' bilingual competence in informal situations during the day, whole school activities and displays. There is suitable emphasis on developing pupils' knowledge of the culture and heritage of Wales through the Cwricwlwm Cymreig and studies across the curriculum.
- 36 There are good features to the range of extra-curricular activities provided for pupils. They include clubs and a range of music and sport activities. There is good use of visitors to the school and the variety of visits, in and beyond the immediate locality, complements and enriches the curriculum.
- 37 There is strong emphasis on all aspects of health education and the promotion of a healthier lifestyle, including physical fitness, permeates the curriculum and is evident in daily routines.
- 38 The range of learning and curricular experiences successfully promotes pupils' moral, social and cultural development. The school's ethos focuses effectively on promoting caring values, and important moral messages are reinforced consistently during the school day.

- 39 The school's partnerships with parents, the parish, the local community, other schools and higher education institutions are good and enrich the life and work of the school.
- 40 This is a school which gives very good attention to pupils' wellbeing. This is reflected in its policies and procedures, in the school's ethos and in the relationships between pupils and staff. All these factors contribute well to promoting pupils' personal and educational development, including their standards of achievement.
- 41 The quality of pastoral care, support and guidance offered to pupils is good. The 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 also implemented appropriately. Risk assessments are undertaken in relation to school visits and activities.
- 42 There are good features in the provision for pupils with a range of SEN. Planning and procedures meet the requirements of the Code of Practice. Teachers and other experienced staff offer pupils very good support.

Leadership and management

- 43 The quality of school leadership and management is good. In the extended period following the previous headteacher's retirement and the appointment of the new headteacher, the acting headteacher has led the school with a clear sense of purpose and direction demonstrating a good understanding of the way forward for the school. Her constructive approach with the emphasis on effective teamwork has created a positive learning environment for staff and pupils.
- 44 The school is well served by hard working and conscientious staff that share a common purpose to promote the personal and educational development of their pupils.
- 45 The school development plan sets realistic objectives in specific areas and there is evidence of good progress in addressing the short-term targets. There is insufficient attention, however, to planning for the medium and longer term and linking forward planning with self-evaluation processes and outcomes. The budget is carefully managed, and spending corresponds to the school's main targets.
- 46 The school is committed to improving standards and a constructive monitoring programme is in place that provides useful information for improvement. Overall, the self-evaluation programme does not ensure a sufficiently comprehensive scrutiny of the quality of provision and pupils' standards of achievement.
- 47 The governing body is very supportive and makes a full contribution to the life and work of the school. Members have a good awareness of the school's current needs and are contributing effectively to the strategic planning processes. Their role in monitoring the quality of the provision and pupils' standards of achievement is less well developed. This aspect has been identified appropriately by the school as an area for further development.

- 48 The school has made good progress in addressing most of the key issues identified in the previous inspection report. Standards have improved in physical education, pupils are offered a broad and balanced curriculum and new assessment strategies are being introduced. Aspects relating to raising standards in Welsh and school development planning remain as areas for further attention.
- 49 There are good features in the management and use of resources. There is a good complement of suitably qualified and experienced teachers and support staff to carry out the work of the school. There are sufficient resources and equipment which are used effectively to support pupils' learning. The headteacher, the governing body and the UA review and monitor expenditure regularly. Overall, the school provides good value for money.

Recommendations

In order to develop further, the school needs to-

- R1 raise standards in Welsh in both key stages* and improve standards of bilingualism across the school;
- R2 strengthen lesson planning to ensure that tasks consistently offer all pupils, including the more able, sufficient challenge;
- R3 promote greater consistency in the use of assessment strategies and the development of key skills across the school;*
- R4 strengthen self-evaluation arrangements, including the role of the governing body,* ensuring that there is a close link with school development planning.

** 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 2: Good features and no important shortcomings

- 50 The findings of the inspection team do not match the Grade 1 judgement made by the school in its self-evaluation report. The good features are acknowledged but a few shortcomings are also identified.

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	69%	19%	0%	0%

- 51 These figures are a little below the findings of the previous inspection. They are also below the national averages published in HMCi's latest Annual Report for 2007-2008, which states that standards in primary schools in Wales were Grade 1 or 2 in 84% of lessons. The amount of Grade 1 standards, however, is similar to the national average of 12%.

Subject grades for subjects inspected

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Welsh second language	Grade 3	Grade 3
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 1

- 52 Inspection evidence indicates that pupils whatever their age, ability or social background, make consistent progress towards fulfilling their potential and achieve their personal targets.
- 53 In 2009, pupils' attainments in the NC assessments in key stage 1, according to teacher assessment, were above the county and national averages in English, mathematics and science. The percentage of pupils achieving the higher level, that is level 3, was significantly above the national averages in all subjects. When compared with similar schools across Wales, on the basis of entitlement to free school meals, pupils' attainments were in the upper 25% in English and the lower 50% in mathematics and science. The school's overall results placed it in the upper 50% of similar schools. Over a four-year period, the school's overall results have been consistently above the county and national averages. When compared with similar schools across Wales the overall results are uneven but place it in the upper 50% in most years.

- 54 In 2009, pupils' attainments in the NC assessments in key stage 2, according to teacher assessments, were above the county and national averages in English, mathematics and science. The percentage of pupils achieving the higher level, that is level 5, was significantly above the national averages in all core subjects. When compared with similar schools across Wales, on the basis of entitlement to free school meals, pupils' attainments were in the upper 50% in English and the lower 50% in mathematics and science. The school's results overall placed it in the upper 50% of similar schools. Over a four-year period, the school's results also place it in the upper 50% of similar schools in most years.
- 55 The school is successful in meeting its end of key stage targets. Overall, there are no significant differences in the performance of boys and girls.
- 56 Over the last four years, there have been some fluctuations in overall performance in both key stages. School data indicates that the number of pupils on the SEN register, particularly at school action plus, impacts on the school's overall results. A study of the data also indicates that pupils make good progress in moving to the next stage of learning. This is evidenced, for example, in the outcomes of on-going assessment of pupils' language and mathematical development. Overall, the percentage of Year 6 (Y6) pupils achieving levels 4/5 shows good progress when compared with their attainments when in Y2.
- 57 The quality of educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes.
- 58 Baseline assessments and school data indicate that most children's attainment on entry is generally good. The children settle well into school routines and apply their learning skills effectively and confidently in their work. Children under five make good progress and achieve good standards in acquiring thinking, communication, numeracy and ICT skills across the curriculum. The development of their personal and social skills, and their learning skills, is also good.
- 59 In both key stages, pupils' progress and standards in key skills across the curriculum are good. Throughout the school, pupils' listening and speaking skills are good. Pupils of all ages listen carefully to adults and to other pupils' contributions. Most pupils speak clearly and confidently using an extended vocabulary with understanding. Pupils use their reading skills appropriately to gather information from different sources. They write for different purposes across the curriculum and the best work is of good standard. However, pupils generally do not write at length. Pupils' ability to develop and apply their reading and writing skills are restricted at times by tasks that involve completing worksheets.
- 60 Pupils use and apply their number skills accurately in tasks across the curriculum. The best work is of a good standard where they apply their numeracy skills effectively to measure, calculate and record in aspects of their work in subjects such as science and geography. In both key stages, pupils' ICT skills are good. They use a variety of equipment and software demonstrating a good understanding of relevant programs and functions.

- 61 In the best practice, pupils understand what they are doing and can discuss sensibly how well they are progressing. In general, pupils' ability to understand what they need to do next to improve the standard of their work is at an early stage of development.
- 62 Pupils' learning skills are good. They increasingly apply the thinking and learning skills' strategies promoted by the school to good effect. Pupils' problem-solving skills are developing well as demonstrated, for example, in Y5 pupils' work in geography. Pupils' creative skills are also good across the school and they apply their skills effectively in subjects such as art, music and physical education.
- 63 Pupils' bilingual competence has good features that outweigh shortcomings. Pupils of all ages communicate readily and confidently in English. Many pupils, however, lack confidence and a sufficient grasp of vocabulary and language patterns to communicate simply in Welsh in informal situations during the school day. Through their studies in subjects, such as history and geography, pupils' knowledge and understanding of the Cwricwlwm Cymreig is developing appropriately.
- 64 Pupils' behaviour is good. A clear code of conduct exists throughout the school and pupils understand what is expected of them. They are aware of the consequences imposed for inappropriate behaviour and appreciate the need for class and school rules, which they perceive as fair. Pupils are friendly, sociable and relate well to staff, visitors and to each other.
- 65 Most pupils have positive attitudes towards their work and play. They listen carefully, co-operate willingly with staff and their fellow pupils, settle quickly to tasks and sustain concentration to the best of their ability.
- 66 Attendance rates for the past three terms average 93.2%. These rates are broadly in line with national rates of attendance for pupils of primary school age but lower than attendance rates for schools that have a similar number of children entitled to free school meals. Most pupils are punctual and keen to attend school. Registration is conducted promptly and efficiently and pupils settle quickly into their class routines.
- 67 Pupils are developing well the skills to work independently and to take more responsibility for their own learning. They work together in pairs and groups with confidence, organise activities fairly and ensure everyone contributes. These skills are particularly evident during physical education lessons and contribute significantly to the standards pupils achieve.
- 68 Pupils' personal, social, moral and wider development is good. Most pupils have a strong sense of fair play, take responsibility for their actions and demonstrate care and consideration towards others.
- 69 In discussion, pupils demonstrate a good awareness of equal opportunities issues and show a genuine respect for faiths and cultures that differ from their own. They are tolerant, open-minded and accepting of diversity within their school, their community and the wider world.
- 70 Pupils are developing a good understanding of their local community and they readily support community initiatives and activities. Older pupils can discuss well the range of

businesses in their area and compare them with large business enterprises in a local city. There are a few opportunities for pupils to develop their entrepreneurial skills as they raise funds for charity, and by participating as members of the school council they also learn to apply planning and decision-making skills. Overall, however, pupils' knowledge of the world of work and their entrepreneurial skills are at an early stage of development. The school has highlighted these aspects appropriately in the school development plan as areas for further development.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

71 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	76%	9%	0%	0%

73 Overall, the above figures are a little below the outcomes of the last inspection but are well above the national findings reported in HMCI's Annual Report for 2007-8, which states that the quality of teaching in the primary schools in Wales is Grade 1 or 2 in 83% of lessons. However, they are a little below the 16% of lessons which were judged Grade 1.

74 Throughout the school, there are excellent working relationships between teachers, support staff and pupils. All staff succeed in treating pupils equally, irrespective of their gender, age or ability and create a positive work ethos in their classes.

75 Teachers have a good knowledge of the subjects they teach and through regular staff development initiatives are familiar with the latest developments in the field of primary education. Through on-going training and collaborative work with schools in the cluster, for example, teachers are developing new approaches to pupil assessment.

76 Teachers use a variety of teaching strategies and make good use of relevant resources including interactive white boards to support pupils' learning.

77 In the lessons judged to be Grade 1, the outstanding features in the teaching include high expectations, the imaginative use of a range of teaching and learning strategies, stimulating presentations, effective questioning techniques and clarity of exposition.

78 In lessons judged to be Grade 2, the good features include the sharing of lesson objectives and success criteria with pupils, the focus on developing key skills, the good opportunities for pupils to work individually, in pairs or in groups and the effective use of plenary sessions to revisit learning objectives and to consolidate learning.

- 79 Although there are good features in the 9% of lessons judged to be a grade 3, there are also shortcomings, which include a slow pace and insufficient variety and challenge in the activities provided to maintain pupils' interest for lengthy periods.
- 80 A scrutiny of pupils' work demonstrates an overemphasis on worksheets which limits the opportunities for pupils to express their ideas and to record their findings in a more extended manner. The standard of handwriting and presentation of pupils' work is uneven. A minority of pupils' work is untidy.
- 81 Lessons are for the most part well planned. They include clear learning objectives and are well structured and organised. In the best examples, teachers cater well for the differing learning needs of their pupils building on prior learning ensuring that tasks offer pupils, including the more able, an appropriate challenge to extend their learning. This good practice is not consistent throughout the school. During lessons, teachers effectively monitor progress alongside the pupils.
- 82 Teachers across the school demonstrate positive attitudes towards the Welsh language. However, planning and provision for the progressive development of pupils' bilingual skills and opportunities for them to use the Welsh language outside formal Welsh lessons are limited. There is appropriate use of the opportunities within subjects, such as geography and history, to develop their knowledge of the Cwricwlwm Cymreig
- 83 When working alongside teachers, the learning support assistants make a good contribution to the quality of the teaching and learning. They offer well-focused help to small groups of pupils within the classroom as well as supporting individuals and pairs who need additional encouragement to satisfy special educational needs.
- 84 Teachers successfully challenge stereotypical images and views and pupils are actively encouraged to participate in the full range of activities provided.
- 85 Good features outweigh shortcomings in the quality of assessment, recording and reporting of pupils' progress. A range of appropriate assessment procedures has been recently introduced and in the best practice there is effective use of the information gathered to plan future learning.
- 86 Procedures for assessment and recording comply with statutory requirements. Baseline assessment is undertaken correctly and NC assessments are reported to parents at the end of both key stages. There are appropriate assessment and reporting arrangements of pupils with SEN.
- 87 Pupils' achievements and progress in the core subjects are assessed fairly and accurately. On-going teacher assessments and more formal assessments, including the use of standardised tests, assist the school in evaluating the progress of individuals and groups of pupils. The analysis of data identifies trends and aspects for attention; this is a developing feature.
- 88 Teachers work closely with the local cluster of schools, including the secondary school, in developing assessment procedures and evaluating outcomes. This

collaborative approach strengthens the moderation and standardisation of pupils' standards of achievement.

- 89 The consistency and quality of marking is variable across the school. In the best practice, work is marked alongside the pupils which reflects the supportive ethos of the school. Overall, there is insufficient attention to identifying the next steps to assist pupils in improving their work.
- 90 The setting of individual targets alongside pupils is at an early stage of development. Ensuring that learners understand the purpose of assessment and are involved in planning their own progress and improvement is an area appropriately identified by the school for further development.
- 91 Annual reports to parents comply with statutory requirements. They provide relevant information on pupils' individual achievements but areas for improvement are not identified. Parents have opportunities to comment on reports and to discuss them with the teachers. In addition to the open door policy, which is a good feature of school life, there is one formal occasion during the year when parents have the opportunity to discuss their children's progress with teachers.

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

- 92 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 93 The school provides a broad and balanced curriculum for pupils which meets both legal and course requirements and the wider range of needs. In both key stages, appropriate curriculum policies and schemes of work are in place for all subjects. Teachers are in the process of revising these documents to incorporate the new curriculum orders and the Skills' Framework.
- 94 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes. Thorough planning ensures that children receive a wide range of rich and stimulating learning experiences which successfully promote investigative skills and curiosity.
- 95 Provision for the development of pupils' key skills has good features that outweigh shortcomings. Planning to ensure that all of the key skills are developed systematically so that pupils build successfully on all aspects of what they already know and can do is at an early stage of development. Pupils themselves are aware of the key skills and understand what they are and how to use them.
- 96 The school has policies and established procedures for ensuring that equal opportunities are available for all pupils. The school offers good opportunities for extra-curricular activities which enhance and enrich learning; these include netball,

football, recorder, singing and dance. Educational trips to places of interest both locally and further afield are planned regularly. They include residential visits to outdoor and adventure activity centres which are used effectively to enrich and extend the curriculum.

- 97 Provision for pupils' personal development, including their social, moral and cultural development, is good. The school has responded well to the 'Personal and Social Education Framework' providing good opportunities for pupils to work together as members of the school community, to show initiative and to take responsibility. Circle time sessions help to strengthen relationships and offer good opportunities for pupils to share views and concerns. Y6 pupils, for example, have a class book where they record their personal thoughts.
- 98 The provision for the development of pupils' bilingual competence has good features which outweigh shortcomings. In the best practice, there is good use of incidental Welsh within lessons, during school activities and in class displays. However, this is not a consistent feature across the school. The Cwricwlwm Cymreig is suitably promoted through pupils' studies across the curriculum, visits to places such as St Fagan's, National Botanical Gardens of Wales, Llandaff Cathedral, Llancaiach Fawr, and the annual celebration of St David's Day.
- 99 Homework tasks are provided but in the pre-inspection meeting with parents and the questionnaires returned, a few parents would like more clarity about homework arrangements.
- 100 The school enjoys good partnerships with parents, schools, colleges and the local community. These partnerships enrich the life and work of the school and enhance pupils' learning experiences. Most parents are supportive of the school and express satisfaction with the aims and values that the school promotes. Communication with parents is well established and effective; a constructive home/school agreement is in place that has been well received by parents.
- 101 The school enjoys positive partnerships with other schools in the locality and with the main receiving secondary school in particular. Pastoral, administrative and curriculum liaison is very well established and there is a well-focused transition plan in place which contributes to the continuity and progression of pupils' education as they move from key stage 2 to key stage 3.
- 102 The school has good partnerships with several institutions of higher education and regularly welcomes student teachers on placements. Students are well mentored and supported and they make a positive contribution to the life of the school.
- 103 Links with the local community and parish are wide-ranging and successful. Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning and understanding of the community in which they live.
- 104 Good features outweigh some shortcomings in the provision for work related education (WRE) and in the development of pupils' entrepreneurial skills, and this is an area for development identified appropriately by the school. Pupils have some

opportunities to visit shops, and a study of the local market and of tourism in Wales has formed a part of pupils' studies in geography in one class. There are a few opportunities for pupils to develop their entrepreneurial skills as they raise funds for charity and their school but overall, enterprise activities are insufficiently promoted. No teachers have undertaken a relevant industrial or business placement with a view to enhancing professional development and enriching curriculum provision for pupils.

- 105 The provision for education for sustainable development and global citizenship and the efforts made by the school to act in a sustainable way are good. The school's Eco Committee members are pro-active and pupils are involved in re-cycling, composting, water and energy conservation, fair trade initiatives and in waste minimisation schemes.
- 106 Global citizenship is well promoted. Through their work in geography and personal and social education, for example, pupils are made aware of the lives of children in other parts of the world, the economic and social inequalities that exist and how global forces shape their lives. As part of the eco schools award scheme, the school has received the bronze and silver awards in recognition of its commitment to conservation and the environment.
- 107 The school is committed to the national priorities for lifelong learning and community regeneration. Priorities such as pupils taking more responsibility for their own learning and the development of strong links between primary and secondary school are well reflected in the school's life and work. Governors, staff and pupils actively seek to contribute to the continued success of the community through active citizenship, education and care for the environment.

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 judgement made by the school in its self-evaluation report. Insufficient outstanding features were identified to merit a Grade 1.
- 109 The overall quality of care, support and guidance is good with some outstanding features. Close attention is paid to the individual needs of pupils with their safety and wellbeing at the core of the school's provision. Observation of pupils and conversations confirm that they feel valued and well supported. They feel that their needs are met appropriately and with sensitivity. This is a particular strength.
- 110 The school works effectively with parents and carers to support their children's care, guidance and wellbeing. Parents and carers have appropriate opportunities to put forward their ideas and opinions and the school gives careful consideration to them. Discussions with parents demonstrate that this is a caring school where relationships are very good.
- 111 Pupils have regular opportunities to voice their views and opinions through the school council. The council, which operates in accordance with national guidelines, is a good

forum for the development of pupils' personal and social skills and provides a good opportunity for pupils of different ages to work together and contribute to decision-making.

- 112 There are good induction processes in place. New pupils, together with their parents visit the school, are given information packs and introduced to other pupils and teachers. A buddy system operates to offer initial support and there are designated friendship stops on the playground. Pupils in Y6 take part in a number of visits and curriculum based activities as part of a successful secondary school induction process.
- 113 The quality of personal support and guidance provided for pupils is good. Daily routines encourage pupils to take responsibility for their own actions and to respect the views of others.
- 114 Relevant policies and procedures are implemented to ensure the health, safety and the wellbeing of learners. Risk assessments are undertaken as necessary. The school successfully promotes healthy lifestyles and gives appropriate attention to pupils' sex education, and aspects such as substance misuse and personal safety.
- 115 This is a school which gives very good attention to pupils' wellbeing. This is reflected in its policies and procedures, in the school's ethos and in the relationships between pupils and staff. All these factors contribute well to promoting pupils' personal and educational development, including their standards of achievement.
- 116 The headteacher has designated responsibility for child protection issues and there is also a named governor for child protection. National child protection guidelines are followed, training is regularly updated and all adults in the school are made aware of the correct procedures to be followed.
- 117 There is good provision to promote a healthy lifestyle. Aspects of health education are integrated across the curriculum and the school has achieved its third Healthy School award. High priority is placed on healthy eating, which is implemented through aspects such as the fruit shop run by pupils and the healthy options offered at lunchtimes. The 'Bike It' scheme is promoted effectively to ensure safe travel to school and a bike shed has been constructed to accommodate the cyclists. The school actively encourages physical fitness through the curriculum and after school activities.
- 118 The school grounds are secure and stimulating. Tarmac, grassed areas and pathways effectively promote activity. The three gates that give access to the school are locked after school starts. Access to the school buildings is secure and effectively controlled.
- 119 There are efficient procedures to monitor pupils' behaviour, performance, attendance and punctuality, and early intervention ensures that any individual concerns are dealt with quickly and efficiently.
- 120 The monitoring of attendance and punctuality is thorough and rigorous and the school works closely with the education welfare officer (EWO) to support those families

experiencing difficulties. The school complies with all discipline and attendance requirements set out in National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support.

- 121 Class teachers monitor the academic performance of pupils carefully, and pupils are increasingly taking a more active role in the setting and monitoring of their individual targets and planning their own progress.
- 122 The school is well ordered and friendly. There are effective strategies in place to deal with oppressive behaviour, including bullying, racial discrimination and all other forms of harassment. The school has recently developed a new behaviour policy, which is implemented fairly and consistently by staff, and is working well. In discussion, pupils state that they would be confident in reporting instances of bullying and felt that staff would listen to them and take their concerns seriously.
- 123 The quality of provision for additional learning needs is good and staff take good account of the statutory framework for inclusive education. All staff understand the process of early identification of learning needs and teachers use a 'concerns file' for noting any pupils' potential learning difficulties. These are discussed with the SEN co-ordinator to decide specific interventions when necessary.
- 124 Good provision is made for pupils with SEN commensurate with their needs. Individuals and groups are effectively supported in the classroom and in small group situations by learning support assistants. In the best practice, class teachers successful match tasks to pupils' abilities. This is not consistent practice across the school.
- 125 The work of the learning support assistants is a particular strength of the school. Their role is clearly defined and their support has a beneficial impact on pupils' learning. They are very committed to the pupils they support.
- 126 The school pays due regard to the SEN Code of Practice. The 32 pupils on the SEN register all have an individual education plan (IEPs). IEPs are will constructed and have short-term achievable targets. They are working documents and are constantly reviewed and revised. The reviews of pupils with statements of SEN are in line with statutory requirements.
- 127 The school has identified three pupils as being more able and talented learners. These pupils have an IEP that identifies appropriate areas of work that will provide further challenge. They work within the class with higher level learning objectives or are withdrawn to work individually or as a group on specific targets at level 6, usually in writing. Their progress is regularly monitored and reviewed.
- 128 There is close liaison with support agencies. There is good use of the UA speech and language support staff, the educational psychologist and the behavioural support service as required.
- 129 The school's provision for equal opportunities is good and the school places a high priority on the social inclusion of all pupils. Gender equality is promoted well and boys

and girls work and play co-operatively together. Good race relations are promoted and the school recognises, respects and celebrates diversity.

- 130 The school makes good efforts to secure the equal treatment of disabled learners and ensures they are fully included in all aspects of the life and work of the school. A disability equality scheme and accessibility plan is in place, and the school is accessible to wheelchair users.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 131 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 132 The school's explicit aims and values underpin all aspects of its provision and ensure that all pupils are treated equally and fairly.
- 133 The quality of leadership and management is good. In the extended period following the previous headteacher's retirement and the appointment of the new headteacher, the acting headteacher has led the school with a clear sense of purpose and direction demonstrating a good understanding of the way forward for the school. Her constructive approach with the emphasis on effective teamwork has created a positive learning environment for staff and pupils. Clear and effective procedures have been established, particularly in curriculum planning, which are understood and implemented by all members of staff.
- 134 As a result of the recent retirement of senior staff, the 'Teaching and Learning Responsibilities' (TLR) structure is not fully in place. Teachers with subject co-ordinating roles have a good oversight of their roles and regularly provide curriculum advice and guidance to staff.
- 135 There are effective processes to set realistic targets for pupils at the end of the key stages. NC test results are carefully analysed to identify strengths and weaknesses in conjunction with the school's own assessment and monitoring procedures. Pupils achieve and often exceed their personal targets in these assessments.
- 136 The school takes good account of many national priorities such as the introduction of the Foundation Phase and the promotion of a skills-based curriculum in key stage 2. Staff and governors are fully committed to broadening pupils' understanding of healthy lifestyles and of sustainable development. There is clear evidence that these initiatives contribute well to pupils' learning. The promotion of bilingualism is less well developed.

- 137 The school plays a full role in local priorities and partnerships. Recent initiatives within the cluster include strengthening transition links with the secondary school and the development of assessment for learning strategies.
- 138 The school successfully implements performance management procedures in line with statutory requirements. Outcomes include the setting of personal targets linked to relevant training opportunities.
- 139 The school effectively promotes the professional development of staff according to individual and school needs. Members of staff take up the opportunities to undertake further professional development as a tool to enhance teaching and learning, and to further their career opportunities.
- 140 The acting headteacher reviews the performance of individual members of staff as part of the monitoring programme. This process contributes well to the identification of training needs. New and more recently appointed staff are well supported, monitored and guided by a senior member of staff. Regular staff meetings develop effective communication and a good understanding of school, staff and pupil needs.
- 141 The governing body meets regularly and fulfils its regulatory and legal responsibilities. Although school policies and documentation give appropriate attention to statutory requirements, they have not been recently updated to reflect the school's current arrangements and practices. The new management team is aware of this and a review and rewrite has started. There are suitable procedures in place for dealing with appeals and complaints.
- 142 The governing body brings together a wide range of expertise and a deep commitment to the aims and values of the school. Members make effective use of use of their professional knowledge drawn from different backgrounds to support the school. They also attend relevant courses to enhance their knowledge and skills as governors. Members take an active role in helping to set the school's strategic direction by agreeing targets and priorities for the school development plan and monitoring progress towards achieving these goals.
- 143 The governing body is kept well informed about the work of the school through written and oral reports provided by the acting headteacher. Individual governors visit the school but the governing body's role in monitoring the quality of provision and standards is less well developed. The self-evaluation report appropriately identifies the need to extend the governors' monitoring role by, for example, linking governors with specific subjects and establishing liaison with subject co-ordinators.

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

Grade 3: Good features outweigh shortcomings

- 144 The findings of the inspection team do not match the Grade 2 judgement made by the school in its self-evaluation report. The inspection team awarded a lower grade to this

key question as they found shortcomings in the rigour of self-evaluation and the effectiveness of planning for improvement over time.

- 145 The headteacher, governors and staff are committed to raising standards and to improving the quality of the educational provision. Recently, the self-evaluation policy and programme has been updated for further consideration by the governing body. It includes relevant details on developing self-evaluation further including extending the roles of pupils, parents and governors in the process. Currently, there are no formal procedures to seek the views of parents other than through their representatives on the governing body
- 146 There is appropriate use of strategies, such as an audit of aspects of provision and some observation of teaching and learning, to gather evidence about the school's performance. The information collected is used well to make improvements in subjects such as physical education. Overall, the self-evaluation programme does not ensure a sufficiently comprehensive scrutiny of the quality of provision and pupils' standards of achievement.
- 147 Subject responsibilities are shared amongst staff and a few have recently been reallocated. Overall, subject leaders are well informed about aspects of planning and provision in their areas of responsibility. However, the process is not sufficiently based on first-hand evidence on the quality of learning in ascertaining a secure evaluation of the standards that pupils achieve, particularly in foundation subjects
- 148 The teaching staff have a thorough knowledge of their pupils' overall development and use regular staff meetings to share information and to identify needs. The school's analyses of pupil performance in relation to standardised tests and assessments contribute appropriately to this process.
- 149 The teaching staff are well informed about the school's performance in the core subjects of English, mathematics and science. A range of performance information, including comparative data, teachers' plans and samples of pupils' work are reviewed and discussed. This process helps to identify trends and areas for improvement.
- 150 The school development plan includes relevant targets and priorities for improvement in specific areas. Appropriate processes are used in order to set these targets. Nevertheless, many areas identified by the curriculum leaders for improvement are not yet included in the school development plan. Consequently, the link between the self-evaluation process and forward planning is not sufficiently developed.
- 151 The acting headteacher and the governing body monitor the implementation of the action plans through their termly meetings. There is progress in addressing the main targets set, and improvements can be seen in areas such as developing pupils' key skills. The budget is carefully managed and spending is linked to the school's main priorities.
- 152 The self-evaluation report produced by the school prior to the inspection is a detailed document based on the inspection framework. The team agrees with many of the areas for development identified. However, the way the school intends to address

these areas is not yet recorded, costed and planned for over time in the school development plan.

- 153 The inspection team agreed with the school's judgments in four of the seven key questions. A lower grade has been awarded to key questions 1 and 4 as insufficient outstanding features were identified to merit a Grade 1. In key question 6, the team considered the provision in this question to have good features but also shortcomings in specific aspects.
- 154 The school has made good progress in addressing most of the key issues identified in the previous inspection report. Standards have improved in physical education, pupils are offered a broad and balanced curriculum, new assessment strategies are being introduced, and a register of more able and talented pupils ensures that pupils who fall into this category have an IEP. Aspects relating to raising standards in Welsh and school development planning remain as areas for further development.

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

Grade 2: Good features and no important short comings

- 155 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 156 The school has an appropriate number of suitably qualified teachers for the number of pupils on roll. The deployment of teachers is good and their expertise is effectively developed through in-service training and attendance at relevant courses. The good teaching seen within the school reflects the positive effect of aspects of the training courses attended such as developing pupils' thinking skills. There are appropriate support and mentoring arrangements for newly qualified teachers.
- 157 The quality of support staff is a particular strength. They are thoughtfully deployed and make a significant impact to the quality of pupils' learning.
- 158 The good administrative support provided by the school secretary is a factor in the efficient running of the school. Lunchtime supervisors, cleaning staff and the school-crossing lady identify with the aims and objectives of the school and their contribution is valued.
- 159 All members of staff have job descriptions that give a clear outline of their responsibilities. According to the school, all staff, governors and volunteers are Criminal Records Bureau checked.
- 160 Arrangements for providing teachers with time for planning, preparation and assessment are successfully implemented. Statutory requirements are met, and resources are managed efficiently. The effective use of resources for workforce remodelling has allowed greater concentration by teachers on the quality of teaching and learning which impacts directly on standards of achievement. There are appropriate arrangements to reduce teachers' administrative and clerical tasks.

- 161 Overall, there are sufficient resources to support the learning. Books and other resources are easily accessible and used by pupils across the school. There is good use of interactive whiteboards and the centrally located computer suite to support teaching and learning. Resources are monitored by subject co-ordinators and are replaced as required.
- 162 The quality of accommodation is good and well maintained. Classrooms and teaching areas are bright and cheerful and stimulate learning. The school grounds are extensive and used effectively for recreation, games and sports. The outdoor play provision for the Foundation Phase is a suitably resourced area that is being continually developed for play activities.
- 163 The purchase of resources is matched to the priority areas for development in the school development plan and programme of school improvement. Very careful consideration is given to the purchase of resources and the governing body considers the effectiveness and value for money of all purchases. Overall, the school gives good value for money.

Standards achieved in subjects and areas of learning

Mathematics

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

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

Good features

- 164 In both key stages, pupils at all levels make good use of appropriate mathematical vocabulary and explain their mathematical reasoning well. They apply an increasing number of strategies successfully for working out mental mathematics problems.
- 165 In key stage 1, most pupils have a good understanding of basic number bonds and patterns. They can double and halve numbers and they recognise number sequences, including odd and even numbers. They count confidently forwards and backwards, and most pupils recognise and name larger numbers correctly.
- 166 Key stage 1 pupils have a good knowledge of two-dimensional shapes and can identify and describe their properties. Pupils know the value of different coins and they use them correctly to count small amounts of money. Most pupils use everyday non-standard and standard units appropriately and understand well the concepts of longer and shorter, and heavier and lighter.
- 167 Pupils gather data and present it accurately in the form of simple graphs and most pupils interpret the information well.
- 168 In key stage 2, pupils use known number facts and place value to calculate accurately. More able pupils complete more complex calculations using the four operations of

number with understanding. They make good progress in their knowledge and understanding of decimals and fractions. Most can offer reasonable estimates of answers to number problems.

- 169 In key stage 2, pupils have a good understanding of shape and measure. They can find the perimeter of regular polygons and use this to solve problems related to shape. They can explain well what units of measurement are needed in different contexts.
- 170 Pupils collect data for different purposes and record in an orderly way, using tables and graphs. Most analyse and interpret data accurately.

Shortcomings

- 171 In a very few classes in both key stages, pupils' problem solving skills are insufficiently developed across a range of tasks.

Welsh second language

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 172 Across the school, pupils display very good attitudes and enthusiasm in Welsh lessons. Most pupils understand and respond accurately to greetings and instructions.
- 173 In key stage 1, pupils listen attentively and speak with reasonably accurate pronunciation. Most pupils gain confidence in using Welsh and make steady progress in building up their basic vocabulary. They know and use everyday greetings and confidently say a prayer in Welsh at the end of the day. They sing and enjoy rhymes and songs thus increasing their understanding of the language.
- 174 A few pupils in key stage 1 read and write basic Welsh words and phrases unaided. Many know the names of the colours in Welsh and numbers to twenty.
- 175 In key stage 2, most pupils understand the basic sentence patterns, phrases and vocabulary used during the lessons and use them reasonably accurately to respond to questions. A few pupils respond confidently using familiar vocabulary when answering questions about themselves.
- 176 Younger key stage 2 pupils can answer simple questions about where they live. Most can complete sentences using the correct form for 'he' and 'she'.
- 177 Older key stage 2 pupils use and recognise a developing range of vocabulary, listen well to recorded dialogues and understand what is said. They are beginning to use the past tense correctly when composing simple dialogues and when describing the weather, food and features of other countries. Working together, they can compose a

simple dialogue in the context of a recently taught pattern with reasonably accurate pronunciation and expression. With support, pupils can read texts and dialogues from the whiteboard and substitute words to change the meaning of a text.

Shortcomings

- 178 In both key stages, many pupils demonstrate an insufficient grasp of a range of language patterns and vocabulary to communicate with confidence and fluency during lesson activities.
- 179 The independent reading and writing skills of many key stage 2 pupils are limited.

History

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

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

Good features

- 180 In both key stages, pupils have a good understanding of the chronological order of events and make good use of timelines to sequence events in different historical periods.
- 181 In both key stages, pupils' enquiry skills are good. They demonstrate a good understanding of the past when recalling visits to places of historical significance, such as St Fagan's Museum and Llanchaiach Fawr. Most pupils are developing a good awareness of local and Welsh history.
- 182 In key stage 1, pupils have a good awareness of the concept of the past and present. They use photographs and pictures confidently to sequence events and more able pupils understand how change happens in different contexts.
- 183 When discussing The Great Fire of London, for example, key stage 1 pupils demonstrate feelings of empathy for people who lost their homes and can discuss how this event would have affected their lives. They understand why the fire broke out and consider well the problems people would have had in extinguishing it compared with today. They make correct use of words and phrases relating to the passage of time.
- 184 In key stage 2, pupils are aware that there is a range of sources that inform us about the past including museums and historical sites. They use a good range of sources to gather information about important events including photographs, artefacts, reference books and the Internet.
- 185 In key stage 2, the majority of older pupils can describe in detail aspects of life and work in Victorian times and can compare and contrast how people lived. They understand how fashion was influenced by the death of Prince Albert. They demonstrate empathy for children who lived in the orphanages and for those who worked in the workhouses.

- 186 During lessons about World War II, most pupils have a good understanding of the impact of air raids and they know that the bombing of London was called the Blitz and that children were evacuated to the country including parts of Wales. They have conducted investigations into invasion sites and can express their own views well about the consequences and impact of events.
- 187 Younger pupils in key stage 2 can describe life in Roman times effectively, including the style of clothing and how people lived. They can describe the impact of the Romans in Britain and draw well-considered comparisons of the lives of the rich and the poor.
- 188 In key stage 2, pupils' use of historical vocabulary relating to the periods that they study is well developed. Pupils organise their findings appropriately and use a wide range of methods to communicate their knowledge and understanding.

Shortcomings

- 189 There are no significant shortcomings.

Geography

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

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

Good features

- 190 In key stage 1, pupils can identify and name many geographical features, such as buildings, parks and roads, in their local area. They can also describe the jobs and professions of many people who live in their community.
- 191 In key stage 1, pupils discuss well the similarities and differences between their own village and a coastal area making correct use of geographical terminology. During a field trip to Port Eynon, Y2 pupils apply a range of geographical skills effectively to undertake an environmental survey, make observational drawings of land use, complete questionnaires of visitors' views, and carry out a survey of geographical features.
- 192 In key stage 1, pupils can draw a map of the immediate locality around the school site and locate the buildings and roads around it. They can identify leisure facilities and determine what new facilities they would like to see. They use their investigative skills well to gather, record and create a database showing how pupils travel to school. They can also draw a simple map of their route from home to school drawing and labelling geographical features clearly.
- 193 Key stage 1 pupils can make simple comparisons between the natural and human features of different localities. As groups they identify well the main physical and human features of the Isle of Struay.

- 194 In key stage 2, younger pupils have a good knowledge of their own locality. Following effective fieldwork, they can correctly name and discuss the physical and human features of the area. Most pupils can locate their village on maps of the local area and of Wales.
- 195 In key stage 2, older pupils can explain well the natural and human features of different localities and how and why places are different. For example, they have a good understanding of different types of rainforests, the lifestyles of people who live in the forests and the impact of deforestation. Y5 pupils can discuss well many aspects of the physical and human features of China including the landscape, climate, demographic issues and pollution.
- 196 Year 4 pupils investigate well the impact of tourism on specific areas in Wales, including identifying many environmental issues. They can also compare and contrast the geographical features of St Lucia with Wales and design an interesting advertisement campaign to promote St Lucia as a tourist destination. Pupils use their ICT and numeracy skills well to compare markets in Neath and St Lucia.
- 197 Pupils create appropriate maps of various scales and use symbols and keys correctly to identify and record geographical features.
- 198 In both key stages, pupils have a good understanding of the impact that human activity has on the environment. They understand the dangers caused by different types of pollution and the importance of recycling.

Shortcomings

- 199 There are no important shortcomings.

Music

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

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

Good features

- 200 In both key stages, pupils know and sing an appropriate range of songs, hymns and rhymes. In key stage 1, they sing tunefully with good attention to actions to illustrate the content. Pupils in key stage 2 sing with good control of their breathing, diction, phrasing and pitch. Older pupils maintain their part very well when singing songs in two parts. The school choir performs to a high standard in sessions of collective worship.
- 201 In key stage 1, pupils can clap and repeat a rhythm with reasonable accuracy. They can identify familiar nursery rhymes by listening to the rhythm of the words.

- 202 In key stage 1, older pupils can identify high and low, and long and short sounds correctly by referring to sounds made by instruments, animals, voices and parts of the body. They can sort objects and pictures representing different sounds accurately into sets.
- 203 Younger key stage 2 pupils collaborate effectively as a group to create their own clapping rhythms. They perform them with reasonable accuracy. More able pupils can evaluate the performance well making relevant points. Most pupils are familiar with the terms lyrics, tempo and ostinato.
- 204 Younger key stage 2 pupils listen well overall to different types of music and offer sensible views on their preferences, likes and dislikes. Many pupils offer pertinent comments on the tempo and can name the instruments heard.
- 205 Older key stage 2 pupils can recall familiar musicals as part of their study of the genre of stage and screen. They demonstrate a good understanding of the main musical elements and most pupils use musical terms correctly when appraising the music.
- 206 In key stage 2, pupils can map the emotions of a piece of music well. Year 4 and Y6 pupils, for example, can map their personal feelings appropriately on a mood chart. They use their investigative skills effectively to explore a variety of instruments and how they can be played in different ways to represent different moods or textures. They evaluate their work confidently offering relevant comments.
- 207 In key stage 2, pupils co-operate effectively to compose interesting sequences in response to various stimuli or to exhibit particular characteristics. They are aware of musical patterns and respond to them effectively. On occasion, they record their compositions accurately in notational form.
- 208 In key stage 2, pupils perform their compositions confidently using different instruments. After performing their work, they offer intelligent suggestions on how their compositions can be improved. There are outstanding features in the range and diversity of compositions produced by Y6 pupils.

Shortcomings

- 209 In both key stages, pupils' make insufficient use of their ICT skills to support their work in music.

Physical education

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

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

- 210 In key stage 2, pupils' development and consolidation of skills and their application to activities is an outstanding feature.

- 211 In key stage 2, pupils show creativity, imagination and command of a range of skills when devising and performing sequences of movement.
- 212 In key stage 2, pupils understand the purpose of evaluation and apply their skills highly effectively for self and group evaluation. Pupils consistently improve their levels of performance based on the evaluation.

Good features

- 213 Pupils in both key stages warm up effectively and show a good awareness of space. They are aware of good safety practices and are conscious of the activities of other pupils.
- 214 In both key stages, pupils work hard in lessons exerting themselves physically. They have a good knowledge of the advantages of regular exercise for a healthy way of life.
- 215 In both key stages, pupils listen and respond carefully to instructions and suggestions and they participate enthusiastically as individuals, in pairs and in groups. There is good co-operation and teamwork.
- 216 In key stage 1, pupils respond imaginatively to music. They interpret the mood of the music from The Lion King and respond effectively in movement and dance to reflect a range of emotions. Pupils evaluate their work well which leads to an improved performance.
- 217 In key stage 2, pupils demonstrate a good understanding of the skills associated with team games. Their marking and dodging skills develop particularly effectively. Pupils work in a disciplined way.
- 218 In key stage 2, pupils plan and execute very good group sequences in dance, representing circus acts. They show good skills in balance and body positions. Individually and in groups, most pupils' movements show a very good understanding of shape, space and flow.
- 219 In key stage 2, pupils develop a wide range of skills related to gymnastics. They show good progression in travelling, balancing, jumping and rotation.

Shortcomings

- 220 There are no important shortcomings.

School's response to the inspection

We are delighted that the Inspection team has recognised and confirmed that Bryncoch CIW School has enhanced the quality of educational provision in many areas since its last inspection. Members of staff have worked very hard to raise standards and are committed to ensuring further improvement. Teacher assessments at the end of Key stage 1 and 2 indicate that pupils' attainments were above national averages in all core subjects. It is also pleasing to note that Foundation Phase provision was recognised for providing quality provision appropriate to the needs of our pupils and that children make good progress towards Foundation Phase outcomes. The report recognises that Bryncoch Church School has many good features and provides good value for money.

The report emphasises the strong partnership with parents, the parish and the local community, amongst others, in creating a caring, happy and industrious environment which enrich the life and work of the school. It also recognises that our pupils' behaviour is good and that they are polite, courteous and considerate. We are delighted that the report states that very good relationships with staff result in our pupils feeling confident in expressing themselves because we value their views.

The report also recognises that a good spirit of community, teamwork and harmony pervades the work of the school and that Bryncoch is a school which gives very good attention to pupils' wellbeing.

An action plan will be put in place to address the recommendations made in the report. These recommendations will be addressed in the post inspection action plan and will feature prominently in the next School Development Plan. The governors' annual report to parents will also report on the progress we are making with the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Bryncoch C.I.W. School
School type	Primary inc Foundation Phase
Age-range of pupils	3 -11
Address of school	Furzeland Drive Bryncoch Neath
Postcode	SA10 7UG
Telephone number	01639643359

Headteacher	Mrs K Phillips
Date of appointment	1 September, 2009
Chair of governors/ Appropriate authority	Mrs J Smitham
Registered inspector	Miss D Morris
Dates of inspection	14 -19 September, 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N(fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	9.5	29	19	22	22	24	30	23	178.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	1	9.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17.8:1
Pupil: adult (fte) ratio in nursery classes	8.5:1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	24.1:1
Teacher (fte): class ratio	1.18:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	88.5%	94.1%	92.6%
Spring 2009	92.9%	94.6%	94.6%
Summer 2009	91.1%	97.6%	92.8%

Percentage of pupils entitled to free school meals	5%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					22	
Percentage of pupils at each level									
			D	W	1	2	3		
English:	Teacher assessment	School	0	0	0	59	41		
		National	0.3	3.5	13.4	62.6	20.2		
Mathematics	Teacher assessment	School	0	0	4	46	50		
		National	0.2	2.0	10.7	64.9	22.1		
Science	Teacher assessment	School	0	0	4	46	50		
		National	0.3	1.7	8.1	65.4	24.5		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	95%	In Wales	81.1%

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 2009			Number of pupils in Y6							22	
Percentage of pupils at each level											
			D	W	1	2	3	4	5		
English	Teacher assessment	School	0	0	0	0	5	55	41		
		National	0.2	0.5	0.7	3.0	14.5	53.0	27.8		
Mathematics	Teacher assessment	School	0	0	0	0	9	59	32		
		National	0.2	0.5	0.5	2.6	13.6	53.1	29.2		
Science	Teacher assessment	School	0	0	0	0	9	41	50		
		National	0.2	0.5	0.4	1.8	10.6	55.7	30.7		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	95%	In Wales	77%

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

Appendix 4

Evidence base of the inspection

Six inspectors, including a peer assessor, spent a total of ten inspection days in the school and met as a team prior to the inspection. There was also a nominee on the team, who was the deputy headteacher.

These inspectors visited:

- thirty three lessons, as well as parts of learning sessions; and
- registration sessions 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;
- fifty three responses to the parents' questionnaire; 95% were highly positive;
- 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, 2a and 5 Geography, music
Mrs Sue Crowley Team Inspector	Key Questions 2b, 3, and 6 Welsh second language, history
Mr William Rees Team Inspector	Key Questions 4 and 7 Mathematics, physical education
Mrs Janet Warr Lay Inspector	Contributions to key questions 1, 2, 3 and 4
Mr Roy Jefferies Peer assessor	Conducted lesson observations, scrutinised pupils' work and contributed to team meetings
Mrs Deborah Thomas Deputy headteacher	Nominee

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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