

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

A report on the quality of education in

**Ysgol Bro Banw
High Street
Ammanford
Carmarthenshire
SA18 2NS**

School number: 6692392

Date of inspection: 26 April 2010

by

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Introduction

Ysgol Bro Banw 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 Ysgol Bro Banw took place between 26/04/10 and 29/04/10. An independent team of inspectors, led by Rhiannon Harris 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 **full** 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 Ysgol Bro Banw is situated in the town of Ammanford and is maintained by Carmarthenshire Education Authority (LEA). The infants department and Assessment and Language Units of the school are on the outskirts of the town, whereas the junior department and Special Needs Unit (SU) are in the centre.
- 2 The school serves the local community but about half the pupils travel from a wider area to the Assessment Units (AUs), the Language Unit (LU) and the SU. The school states that whereas approximately 25% of its pupils come from a background which is neither economically prosperous nor disadvantaged, many come from a more disadvantaged background. Pupils represent the full range of ability.
- 3 There are 22% of pupils who are entitled to free school meals, a figure which is higher than local and national averages. One hundred and eighty four pupils, including those from mainstream, the three special classes in the infants department and the SU (which also has 15 pupils aged 11 years or more), altogether some 44%, have been identified as having special educational needs (SEN). Thirty-eight of these have a statement for SEN. Ten pupils are looked after by the LEA.
- 4 The school is a designated Category A/B school under the language policy of the LEA with mainstream pupils set linguistically. Five classes have Welsh as the main medium of instruction, and 16 classes are taught through the medium of English, with Welsh taught as a second language. Approximately 8% of pupils come from homes where Welsh is the main language. Pupils in key stage (KS) 2 are also set according to ability when taught the core subjects. Some 1% of pupils come from ethnic minority backgrounds and 1% receives support teaching in English as an additional language. No pupil has been excluded during the last 12 months.
- 5 Currently, there are 411 pupils on the school roll, including 32 nursery children who attend full time, and 15 pupils of secondary school age in the SU. Pupil numbers have dropped slightly over the last three years. Pupils are divided into 21 classes, three of these include pupils of the same school year age and the other 18 include pupils from two or more school years. The school currently employs 23 teachers, including the headteacher and four part time teachers. Three teachers are currently on maternity leave.
- 6 Ysgol Bro Banw was established in 2008 from an amalgamation of Ammanford Infants School, Ammanford Junior School and the SU. The school continues to operate on all three sites, and awaits the outcome of a consultation survey which will determine its future location. On the whole, all three buildings are in good condition.
- 7 The schools which formed Ysgol Bro Banw were inspected in May 2006 and January 2008. The headteacher was seconded to manage the new school in April 2005, and was given a permanent appointment in September 2008. The deputy headteacher was also appointed in 2008.

The school's priorities and targets

- 8 The school's priorities are to:
- aim to produce independent and reliable young people;
 - strive to fully develop pupils' potential academically, personally and socially by providing quality teaching and learning;
 - through continual self-evaluation, provide excellent teaching for learning opportunities and have the highest expectations; and
 - recognise that a positive partnership between parents, carers and staff is a key element in raising standards.
- 9 The school's priorities for this year are to:
- raise standards of attainment in oracy and reading throughout the school;
 - raise standards in aspects of all subjects across the curriculum in both key stages and in the SU;
 - re-write schemes of work for science, information technology, design and technology, art and physical education;
 - prepare for statutory assessment of Welsh second language at KS2;
 - develop the Foundation Phase outdoor area and further develop Y1 classrooms to support the strategies of the Foundation Phase;
 - develop the playground and sensory garden area of the SU;
 - conduct survey of all stakeholders of the school to better inform self-evaluation; and
 - work towards the dyslexia friendly school Quality Mark, British Educational Communications and Technology Agency (BECTA) accredited status, the green Eco-Schools flag and the third leaf of the Healthy School Award.

Summary

- 10 Ysgol Bro Banw is a good school with outstanding features. These include teaching of outstanding quality, a curriculum which provides a wide range of learning experiences for all pupils and excellent care, guidance and support. Provision of learning experiences and support in the Special Units both in the infant and junior departments is excellent. Leaders and managers plan and evaluate provision highly effectively. The headteacher and staff work together very successfully as a team to create a school community which focuses on the development of the whole child to meet the challenges of the twenty first century.
- 11 The inspection team agree with the school's judgement in its self-evaluation report in six of the key questions but has awarded a lower grade to key question 1. The team identified good features and no important shortcomings in this key question.

Table of grades awarded

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

Grades for standards in the subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	79%	6%	0%	0%

- 12 These figures are higher than the national percentages in Her Majesty's Chief Inspector's (HMCI) annual report for 2008-2009 which states that standards in schools in Wales are good or better (Grade 1 and 2) in 84% of lessons and are outstanding in 12%.

Grades in the areas of learning inspected

	Nursery	Reception
Personal and social development, wellbeing and cultural development	Grade 1	Grade 1
Language, literacy and communication skills	Grade 2	Grade 1
Welsh language development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 1
Knowledge and understanding of the world	Grade 2	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1
Foundation Phase	Grade 1	

- 13 Overall, the quality of the provision for children under five years of age is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase

Grades awarded in the subjects inspected

Inspection area	KS1	KS2
Welsh first language	Grade 2	Grade 2
English	Grade 2	Grade 1
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 1
Science	Grade 2	Grade 1
Information and communications technology (ICT)	Grade 2	Grade 1
Design and Technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 1	Grade 2

- 14 Pupils throughout the school make good progress in the acquisition of new skills, knowledge and understanding. Pupils with additional learning needs, including those with SEN make good progress and achieve well over time. Pupils succeed whatever their background, and at the end of KS2 they are well-prepared to move on to the secondary school.
- 15 Pupils in both key stages are aware of their targets, and know when they have achieved them. They respond with understanding to strategies which encourage them to evaluate their own learning in the course of lessons.
- 16 Teacher assessments of the core subjects in KS1 in 2009 indicate that the percentage of pupils who achieve level 2 (the level expected of seven-year olds) is above local and national averages in English and Welsh first language and in the core subject indicator (CSI), but in mathematics and science it is below local and national averages. The percentage of pupils who achieve level 3 in English, mathematics and science is above local and national averages, but in Welsh it is below local and national averages.
- 17 In KS2 in 2009, the percentage of pupils who achieved level 4 (the level expected of pupils at 11 years of age) in English and Welsh is above local and national averages, but in mathematics and science it is below local and national averages. The percentage of pupils who achieve level 5 in all four core subjects is above local and national averages.
- 18 Boys perform better than girls in KS1 in 2009, but in KS2 girls outperform boys. The school notes that a high percentage of boys in the KS2 assessments in 2009 were pupils with SEN.
- 19 In comparison with similar schools in the same free school meals group, the school's percentages in KS1 are in the third quarter in English, mathematics and science, but in the first quarter in Welsh and in the second quarter in the CS1. In KS2, they are in the second quarter in English and Welsh and in the third quarter in mathematics, science and the CS1. In comparison with schools in the same family, the school's percentages are higher in all four core subjects and in the CS1 in both key stages.
- 20 Overall, standards in communication skills are good and in listening skills they are outstanding. Children under five have communication skills which are consistently good. Speaking and reading skills are good across both key stages, in English and Welsh second language in the English stream, and in Welsh in KS1 and in both languages in KS2 in the Welsh stream. Writing skills in English in KS2 are excellent.
- 21 The numeracy skills of children under five and pupils in KS1 and KS2 are good and they have a range of opportunities to use them across the curriculum. Information and communication technology skills are good in the Foundation Phase and KS1, but in KS2 they are outstanding. Pupils' bilingual skills are good throughout the school, particularly in KS1. Those in the English stream acquire a good level of incidental Welsh, and though the majority of pupils in the Welsh stream come from non-Welsh speaking homes, they learn Welsh quickly and develop a good fluency in both languages.
- 22 Pupils make outstanding progress in their personal, social and moral development and in their wider development. Children under five and pupils in both key stages show good motivation when engaged in their work, and their

ability to work independently is developing well. They behave responsibly and courteously around the school, and display respect towards each other and towards adults. Pupils from the mainstream and from the special classes share learning experiences in a way which is marked by kindness and sensitivity. They are well aware of the importance of equal opportunities.

- 23 Children under five develop a very good understanding of the world of work and the community through role-play. In both key stages, pupils' excellent understanding of the world of work is the result of strong links with local businesses and involvement in entrepreneurial projects. Pupils contribute well to and benefit from a wide range of community activities.
- 24 Over the three previous terms, average attendance of pupils in the mainstream, the special classes in KS1 and the SU is 91.4% which is lower than local and national averages. Almost all pupils arrive at the school on time.

The quality of teaching and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	67%	5%	0%	0%

- 25 These figures are higher than the national percentages in HMCI's annual report for 2008-2009, that overall, the quality of teaching in primary schools in Wales is good or better (Grade 1 and 2) in 85% of lessons and outstanding (Grade 1) in 17%. The quality of teaching is a strength of the school.
- 26 The quality of the working relationship between teachers and learners is of a high standard. Teachers have high expectations, and pupils' efforts are praised consistently. They promote pupils' bilingual skills well, particularly in the Foundation Phase and KS1. Great emphasis is placed on equality of opportunity for learners and very effective use is made of a range of teaching methods and resources. Teachers deploy learning support assistants to support groups or individuals very well. Their planning identifies clear learning objectives and effective matching of tasks to meet the needs of pupils with differing abilities, including those with SEN. Most lessons develop at a good pace.
- 27 Where the teaching is outstanding, teachers have thorough subject knowledge and use a wide range of skills, strategies and resources to maintain pupils' interest. They have high expectations and organise lessons very well. Lessons develop at an excellent pace and teacher intervention is well-timed and very effective. The quality of questioning in introductory and plenary sessions is outstanding. The work of learning support assistants is very effectively organised.
- 28 In the few lessons where teaching was judged to have shortcomings, introductions were too long, strategies for maintaining pupils' interest and active participation were less effective, and the organisation and pace of the lesson were less well managed.
- 29 The school's assessment procedures are good with some outstanding features and meet statutory requirements with regard to recording pupils' achievements and reporting annually to parents. Pupils' progress in all subjects is tracked very effectively, and work is marked consistently. Very good use is made of baseline and core subject assessments to identify pupils' needs, to set targets and to plan activities. Assessment opportunities identified in the short term planning and

questioning during lessons provide information about pupils' progress which is used purposefully. Effective strategies for assessment for learning are in place, and pupils develop a more active role in setting their own targets and evaluating their progress.

- 30 The school provides a broad and balanced curriculum which meets the needs of all pupils very effectively, including those with SEN and the more able and talented. It meets statutory requirements across all age ranges.
- 31 Whole-school planning provides well for the development of the key skills of literacy, numeracy and ICT in all subjects.
- 32 Consistent opportunities are provided to develop pupils' thinking and problem-solving skills, and creative skills are promoted very successfully throughout the curriculum. The Cwricwlwm Cymreig features prominently in many areas of the provision. The school's promotion of bilingual skills is good, and opportunities for the use of Welsh during school routines are developing well, particularly in the Foundation Phase and KS1. Religious education, geography and art lessons raise pupils' awareness of other cultures in a highly effective way.
- 33 Pupils have equal opportunities to participate in a wide range of extra curricular activities. Their educational experience is enriched by visits to places of worship, businesses and heritage sites, and by the contributions of a variety of visitors to school.
- 34 The provision for pupils' spiritual, moral, social and cultural development is good with outstanding features. Religious education lessons and daily collective worship provide exceptionally well for pupils' spiritual development, and meet statutory requirements. The personal and social education (PSE) programme is organised highly effectively to include discrete lessons and aspects which permeate the whole curriculum. Membership of the school council and the eco council affords excellent opportunities for pupils to represent the views of their peers.
- 35 The school has promoted education for sustainable development very well and is part of the Eco-Schools initiative. Pupils' understanding of global citizenship is enhanced by awareness of the importance of Fair Trade and the sponsoring of two orphan children in Africa. The school has previously gained five leaves in the Healthy Schools programme, and is working towards the platinum award currently in the Eco-Schools programme.
- 36 The school's partnerships are outstanding. The school works successfully with parents for the benefit of their children and parents make a very good contribution to the school. Partnerships with parents of pupils in the LU, AUs and SU are outstanding.
- 37 Sound links with other primary schools in the cluster ensure close collaboration. Arrangements for transferring pupils to the secondary school are excellent and links with teacher training and further education colleges are also very good.
- 38 Local industry and businesses have well-established links with the school and pupils' entrepreneurial skills are developing very well through selling fruit in the healthy eating tuck shop and making a range of goods for sale at school fairs.
- 39 The school's care and guidance arrangements are planned and managed very effectively. The school is a caring and inclusive community, where pupils feel

secure and happy. Highly effective use is made of welfare services and agencies in order to support all pupils, especially those with SEN.

- 40 Monitoring and analysing attendance and punctuality is thorough and consistent, and the school's procedures for monitoring pupils' progress are detailed. Where there are concerns about a pupil's attendance or behaviour, prompt action is taken.
- 41 The school ensures the welfare of all pupils. Its supportive ethos makes a valuable contribution to the development of pupils' self esteem. Child protection arrangements are well established and meet statutory requirements.
- 42 The provision for pupils with SEN is of a high quality and managed very effectively. Pupils' learning needs are identified at an early stage, and they make good progress. A range of successful initiatives such as the Early Bird project, a play scheme for pupils with complex difficulties, and the Strengthening Families programme are based at the school, and managed by staff. They provide training and support for parents. Teaching and support staff within the SU and special classes provide an environment and learning experiences which are outstanding and very well matched to pupils' individual needs. Support for pupils with literacy difficulties in the mainstream, is of a very good quality.
- 43 Excellent provision is made for the development of more able and talented pupils by the school's streaming procedures and by the Blue Skies project.
- 44 The school has effective health and safety policies and procedures. Pupils are encouraged to keep healthy through the promotion of physical activities, extra curricular sporting activities and healthy eating.
- 45 The school ensures that pupils with physical disabilities are not placed under disadvantage, and they are integrated very well into the life of the school. There is a detailed Disability Equality and Accessibility Plan in place.

Leadership and management

- 46 In the short time since the establishment of Ysgol Bro Banw the headteacher and leadership team have made remarkable progress in creating a coherent school community which has a shared vision and a clear sense of direction. Staff and governors share a strong commitment to develop the whole child and to equip him to meet the challenges of the twenty first century. Daily routines are managed very efficiently to ensure the full participation of all staff and pupils in all the activities of the school.
- 47 The headteacher's high expectations of herself, of staff and pupils are shared by all members of the school community, and she is well supported by the deputy head and curriculum leaders. Staff work very well together as a team. Annual cycles of monitoring standards and provision, self-evaluation, and school improvement planning are carefully linked and rigorous. The school's consideration of local and national priorities is outstanding.
- 48 The governing body is very supportive of the life and work of the school. Members are very well informed and take a proactive role in working with the headteacher to manage the expenditure of the budget and the school buildings and to determine the school's strategic direction through priorities in the school development plan (SDP). Their role in monitoring the educational provision is well established and effective. They meet regulatory and legal requirements fully.

- 49 The self-evaluation process has been firmly established in the school's culture and the self-evaluation report is a useful working document which provides a range of relevant information. Judgements are based on monitoring procedures which are consistent and thorough. Detailed attention is paid to the contribution of a range of stakeholders including staff, pupils, parents and governors.
- 50 There is a clear link between the self-evaluation process, performance management, continuous professional development (CPD) and school development planning.
- 51 The school is very well staffed with suitably qualified and experienced teachers, and teaching assistants who support learning and teaching extremely well. All have clear roles and are deployed well as an effective team.
- 52 There is overall an excellent range of learning resources to support the curriculum. They are well organised and highly effective, and efficient use is made of them. Regular audits ensure that they are suitable and sufficient. The school's budget is managed effectively by the headteacher, the administrative officer and the governors.
- 53 Overall, the buildings are in a good state of repair and provide sufficient learning space. The split site makes the smooth running of the school a daily challenge but this is overcome through efficient and effective management.
- 54 Considering the contribution of outstanding teaching, the richness of curriculum provision, the quality of the care, guidance and support for all pupils and the focus of leadership and management on raising standards, the school provides very good value for money.

Recommendations

- 55 In order to continue with the progress that the school has made, the governing body and staff need to:
- R1** raise the good standards and maintain the outstanding standards in the subjects inspected;
 - R2** continue to share the outstanding teaching practice that exists at the school;
 - R3** continue to develop the long and mid term planning for the new KS2 curriculum and extend the provision in the Foundation Phase to Y1 and Y2; and
 - R4** raise standards in attendance

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

- 56 The findings of the inspection team do not agree with the judgement given by the school in its self-evaluation report. Inspectors are of the opinion that there are good features in the standards achieved by pupils and no important shortcomings, and that the key question should be awarded a Grade 2.

Grades for standards in lessons observed during the inspection

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	79%	6%	0%	0%

- 57 These figures are higher than the national percentages in HMCI's annual report for 2008-2009, which state that standards in schools in Wales are good or better (Grade 1 and 2) in 84% of lessons and are outstanding in 12%.

Grades for the areas of learning inspected

	Nursery	Reception
Personal and social development, wellbeing and cultural development	Grade 1	Grade 1
Language, literacy and communication skills	Grade 2	Grade 1
Welsh language development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 1
Knowledge and understanding of the world	Grade 2	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1
Foundation Phase	Grade 1	

- 58 The overall quality of the provision for the under- fives is appropriate to their needs, and children make good progress towards the Foundation Phase outcomes.

Grades awarded in the subjects inspected

Inspection Areas	KS1	KS2
Welsh first language	Grade 2	Grade 2
English	Grade 2	Grade 1
Welsh Second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 1
Science	Grade 2	Grade 1
Information Technology	Grade 2	Grade 1
Design and Technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 1	Grade 2

- 59 Pupils throughout the school make good progress in the acquisition of new skills, knowledge and understanding. Pupils with additional learning needs, including those with SEN make good progress and achieve well over time. Pupils succeed whatever their background, and at the end of KS2 they are well-prepared to move on to the secondary school.

- 60 Pupils in both key stages are aware of their targets, and know when they have achieved them. They respond with understanding to strategies which encourage them to evaluate their own learning in the course of lessons.
- 61 Standards in communication skills are good and in listening they are outstanding. Children under five have good communication skills which encourage their progress in learning. Pupils in both key stages listen very well to teachers' presentations, and respond well to questions and to opportunities to discuss their work in pairs and small groups. While the emphasis in the English stream is on English and in the Welsh stream on Welsh and English, pupils in both streams read a variety of texts in both languages competently and with understanding, according to their age and ability. Pupils' writing skills in KS1 are good in both English and Welsh, and in KS2 writing skills in English are outstanding.
- 62 In the Foundation Phase and in both key stages numeracy skills are consistently good, and are used in a range of subjects across the curriculum. Information and communications technology skills are good in the Foundation Phase and in KS1, but in KS2 they are outstanding. Children under five draw pictures, play language and numeracy games and control Bee-bots. Pupils in KS1 use computers both in the suite and in the classroom to present work in a variety of ways including word-processing, graphs, tables and pictures, and to use self-correcting mathematics and language programmes. They use digital cameras competently and use the Internet to access relevant information. Key stage 2 pupils create their own web pages, and make successful use of an animation package and spreadsheets.
- 63 Pupils' bilingual skills are good. Pupils in the English stream develop good bilingual skills and are acquiring a good level of incidental Welsh in their learning experiences. Though the majority of pupils in the Welsh stream come from non-Welsh speaking homes, they learn Welsh quickly and develop a good fluency in both languages.
- 64 Teacher assessments of the core subjects in KS1 in 2009 indicate that the percentage of pupils who achieve level 2 (the level expected of seven-year olds) is above local and national averages in English and Welsh first language and in the CSI, but in mathematics and science it is below local and national averages. The percentage of pupils who achieve level 3 in English, mathematics and science is above local and national averages, but in Welsh below local and national averages.
- 65 In KS2 in 2009, the percentage of pupils who achieved level 4 (the level expected of pupils at 11 years of age) in English and Welsh is above local and national averages, but in mathematics and science it is below local and national averages. The percentage of pupils who achieve level 5 in all four core subjects is above local and national averages.
- 66 Boys perform better than girls in KS1 in 2009, but in KS2 girls outperform boys. The school notes that a high percentage of boys in the KS2 assessments in 2009 were pupils with SEN.
- 67 In comparison with similar schools in the same free school meals group, the school's percentages in KS1 are in the third quarter in English, mathematics and science, but in the first quarter in Welsh and in the second quarter in the CS1. In KS2 they are in the second quarter in English and Welsh and in the third quarter in mathematics, science and the CS1. In comparison with schools in the same

family the school's percentages are higher in all four core subjects and in the CS1 in both key stages.

- 68 Children under five are well motivated to work enthusiastically on the interesting activities which are organised for them. In both key stages pupils show interest in their work and their ability to concentrate in lessons is good. They are keen to join in the activities prepared for them, which include opportunities for individual, paired and group work.
- 69 Pupils' personal, social and moral skills are outstanding. They develop their personal values successfully, and show a respect for and an understanding of the values of others. Their behaviour around the school is responsible, and they are friendly and courteous to all adults, including visitors, and to each other. Pupils from main stream and those from the special classes share learning experiences in a way which is marked by kindness and sensitivity. This is an outstanding feature and one of the strengths of the school.
- 70 Pupils' awareness of equal opportunities is good. They take an active part in the life of the school, through the school council and eco council, playground 'buddies' and in the wide range of extra-curricular activities. Pupils are happy to take responsibility for others and for the environment.
- 71 Learners prepare very well for participation in the world of work and in the community. Children under five take an active part in role-play and learn about those in the community who help others. Pupils in both key stages visit local businesses. Mainstream pupils benefit well from the experiences of the Formula 1 Challenge, and those in the SU learn useful life-skills in the Mathematics Challenge. All pupils participate in the many activities which link the school with its community, including concerts, singing in the old people's home, and visits from members of the community into school.
- 72 The ability of the children under five and pupils in KS1 to work independently is excellent, through opportunities to make choices, to take ownership for a range of class tasks and in completing self-supporting activities. Key stage 2 pupils' ability to work independently is developing well, both in individual and group work. Throughout the school pupils' problem-solving skills are good and their creative skills are excellent across a wide range of areas of learning and subjects.
- 73 Over the three previous terms, pupils' average attendance is 91.4% which is lower than local and national averages. Parents are made aware of their responsibility with regard to attendance and punctuality and almost all pupils arrive at school on time.

The quality of education and training

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

Grade 1: Good with outstanding features

- 74 Overall, the findings of the inspection team support the judgement made by the school in its self-evaluation report.
- 75 In the lessons observed during the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	67%	5%	0%	0%

- 76 The quality of teaching is a strength of the school and a key factor in the progress that pupils of all abilities make and the standards they achieve. The figures for good or better teaching (Grades 1 and 2) are above the most recent national figures noted by the HMCI annual report for 2008-2009. Nationally, the quality of teaching is good or better in 85% of lessons, with 17% having outstanding features.
- 77 Teachers are role models of a high standard. Throughout the school there are very good working relationships between teachers, support staff and pupils which promote learning effectively. Teachers have high expectations and praise effort and attitude towards class work consistently.
- 78 Overall teachers have thorough subject knowledge and are familiar with recent developments in the world of primary education.
- 79 Teachers place great emphasis on ensuring equality of opportunity for learners. They are enthusiastic, provide stimulating classroom environments and use a good range of teaching methods and strategies. Good and often very good use is made of teaching aids and resources including interactive whiteboards. Very good use is also made of classroom assistants who support learning very effectively when working with small groups or supporting individuals and pairs of pupils with SEN.
- 80 Attitudes towards the Welsh language are very positive and well focused strategies are in place to promote bilingual skills throughout the school. These are particularly well implemented in Welsh medium classes and with younger children and pupils.
- 81 Lessons are well planned, suitably challenging and succeed in interesting pupils. They have clear learning objectives which together with the key skills under focus are for the most part effectively shared with pupils so that they are clear about what is expected of them. Learning objectives and key skills are effectively revisited in closing sessions. The structure and organisation of lessons is good and most develop at a good pace. Effective questioning skills are a feature of most lessons. Teachers' planning of differentiated tasks for different ages and abilities is highly effective.
- 82 Features of outstanding teaching include:
- effective skills and strategies to gain and maintain pupils' interest;
 - thorough subject knowledge and use of resources;
 - high expectations in relation to pupil achievement;
 - very good management and organisation of lessons
 - well-thought out deployment of support assistants;
 - lessons developing at a very brisk pace;
 - very skilful use of questioning,
 - well-timed and purposeful teacher intervention when pupils are employed on their tasks, and
 - plenary sessions of a high order.
- 83 In lessons where teaching was judged to have shortcomings, these include:
- overlong introductions;
 - insufficient pupil participation

- less effective strategies for maintaining learners' attention,
 - less effective levels of lesson organisation and management, and
 - lessons developing at a less effective pace;
- 84 Procedures in assessment, recording and reporting are good with some outstanding features. There is a revised policy document in place which offers clear guidelines.
- 85 Data collected from baseline assessments of children under five is analysed rigorously and used very effectively to identify needs and inform teachers' planning of experiences. Observations are undertaken regularly by teachers and support staff. Children are assessed within specific activities and field notes in all seven areas of learning are kept to inform future planning and groupings.
- 86 In KS1 and KS2, very good use is made of standardised tests, together with National Curriculum tests in the core subjects to identify strengths and areas for development and to set targets for individual pupils and year groups. Assessment procedures in the foundation subjects and religious education are more informal. Good use is made of pupils' books to provide evidence of progress in all subjects. Portfolios of levelled work are being developed and these are used effectively to support teacher assessment. Procedures for assessing and recording the progress of pupils with SEN are very good.
- 87 Very effective electronic tracking systems are in place for all subjects and they are particularly well used in the core subjects to identify pupil progress and underachievement. Detailed evidence of assessment in the core subjects is kept in individual pupil folders which are passed on from class to class.
- 88 Short term planning activities are evaluated effectively and the use of on going evaluations to inform further planning for pupils of all abilities is very thorough.
- 89 The focus on the assessment for learning initiative features prominently in the school's current priorities. Effective procedures are in place and aspects of this initiative are being developed further.
- 90 Effective questioning and high quality feedback ensure that pupils receive relevant information about their achievements in lessons. Pupils' ability to evaluate their own work and the work of their peers in relation to lesson aims and key skills is developing well in most classes. Marking is consistent and for the most part identifies ways forward for pupils clearly. Termly personal targets are set for individual pupils in language, mathematics and general development and pupils are beginning to play a more active role in setting targets and in evaluating their progress.
- 91 The school has comprehensive arrangements for informing those with a legitimate interest about pupils' progress and achievements. Relevant data is transferred to the receiving secondary school and governors are kept well informed.
- 92 Annual reports to parents comply with statutory requirements and, overall they are of a very good quality. They record children's achievements in the areas of learning for the under fives very clearly. In KS1 and KS2, they record pupils' achievements in all subjects well and particularly effectively in the core subjects. Clear targets for improvement are included. Opportunities are given to parents to make written replies to reports and to discuss their contents with teachers.

- 93 Parents appreciate the school's open-door policy which provides opportunities for them to come and discuss their children's progress. More formal meetings are held on a termly basis when parents have opportunities to discuss children's targets and progress.

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

Grade 1: Good with outstanding features

- 94 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 95 The school's response to pupils' learning needs is outstanding. The curriculum is broad and balanced and meets the needs of all its pupils. It is equally accessible to all and fully meets statutory requirements. The school caters very effectively for all pupils, including those with additional learning needs and disabilities. The school has updated the curriculum to take into account the revised curriculum for KS2 and the Foundation Phase.
- 96 The overall quality of curricular provision for the under-fives is appropriate to their needs and pupils make good progress towards Foundation Phase outcomes. Children both in nursery and reception classes benefit from an enriched programme of work with well-planned activities. Foundation Phase provision is a strength of the school.
- 97 Subject policies and schemes of work are of a very good quality. These are consistently followed throughout the school to ensure pupils build on what they know and can do.
- 98 Whole-school planning ensures effectively that all pupils are given the opportunity to acquire the necessary and relevant basic and key skills, and that they are aware of the skills they are learning. These include very good listening, personal and social and creative skills with pupils working collaboratively on a wide range of activities. Good curricular opportunities are provided for the delivery of the key skills of ICT. Regular opportunities are provided to develop pupils' thinking and problem solving skills. The school has been awarded the Basic Skills Quality Mark. The school meets all statutory requirements successfully, including those for religious education and collective worship.
- 99 The Cwricwlwm Cymreig is promoted successfully through a variety of subjects, such as history, geography, religious education, art and music. Very good opportunities are provided for pupils to learn about the culture, environment and history of Wales. Overall the school's promotion of pupils' bilingual skills is good. Opportunities for the use of Welsh during school routines are developing well, but those provided for pupils in some year groups in KS2 to use bilingual skills throughout the day and across the curriculum are inconsistent.
- 100 The provision for the pupils' spiritual, moral, social and cultural development is good with outstanding features. Spiritual development is promoted successfully during morning worship. Collective worship takes place daily and plays an important part in developing pupils' understanding of being part of the community. Pupils are encouraged to reflect on their own experiences and consider the beliefs of others.

- 101 Pupils' moral development is very good. The school provides pupils with a good understanding of what is right and wrong and these values are reinforced through highly effective strategies which promote PSE within the curriculum. The PSE programme is arranged extremely well to include discrete lessons and aspects which permeate the whole curriculum.
- 102 Excellent opportunities are provided for pupils to learn about their Welsh heritage and culture and that of the local area. Pupils enjoy participating in Welsh cultural activities, such as St. David's Day, and the Eisteddfod. Pupils' understanding of cultural diversity is successfully promoted by themes in religious education and geography and the local environment.
- 103 Pupils have equal opportunities to participate in a wide range of extra-curricular activities of a sporting, cultural and academic nature. These include ball skills, board games, French Club, Welsh Club, and a wide variety of sports. Pupils in KS2 benefit greatly from weekly music singing lessons taken by a peripatetic teacher. These extend the experiences of the school day and make an effective contribution to the personal and social development of all pupils.
- 104 Pupils' educational experiences are enriched through visits to places within their locality such as the feeder secondary schools, local churches and businesses and through residential visits such as Pendine and Llangrannog. Pupils also benefit from a variety of cultural activities. Visitors to the school provide the pupils with opportunities to broaden and enhance their learning experiences.
- 105 The school's partnerships with parents, the local community and the wider community including other schools are highly successful. The 'Friends of the School' are actively involved in the life and work of the school and they make a valuable contribution to the provision made. Partnerships with parents of pupils in the LU, AUs and the SU are outstanding.
- 106 The school has very good partnerships with the local community and other primary schools in the cluster. Links with the local secondary school are outstanding. Transfer arrangements are well established and provide highly effective liaison between schools. Links with teacher training and further education colleges are also very good.
- 107 Local industry and businesses have well established and effective links with the school and often visit to provide advice and guidance to pupils. The school's provision of experiences which enable pupils to participate in the world of work is excellent.
- 108 The school has an all inclusive ethos. It strongly promotes equality in everything it offers. Any incident of stereotyping is effectively challenged. Policies for promoting and practising equality of access, equal opportunity and racial equality are implemented consistently by all staff.
- 109 Sustainable development and global citizenship are promoted very effectively throughout the school. Pupils' understanding of global citizenship is enhanced by their awareness of the importance of Fair Trade and the sponsorship of two orphan children in Africa. There are several practical examples of initiatives promoting sustainable development visible in and around the school. Procedures to promote education about the environment, for example, recycling, litter management, water coolers, composting and energy conservation are well

established. The school is part of the Eco-Schools' initiative with a pupil eco-group, and is working towards gaining the Green Flag as Ysgol Bro Banw.

- 110 Pupils' entrepreneurial skills are developing well with pupils involved with raising funds for the school and charities. They manage the school's healthy eating tuck shop and they make a range of goods for sale at the school fairs. One of the current priorities is to gain the platinum award for Healthy Schools.
- 111 The school pays good attention to national priorities for lifelong learning and community regeneration. Initiatives to develop pupils' awareness and understanding of Ammanford and the surrounding area are very effective. This is an outstanding feature.

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

Grade 1: Good with outstanding features

- 112 The findings of the inspection team match those of the school's self evaluation report:
- 113 Outstanding features include:
- the high quality care, guidance and support for all pupils and particularly those within the special classes;
 - the successful promotion of pupils' well being;
 - the exemplary practice in evidence and provision for pupils with SEN; and
 - the inclusive ethos of the school.
- 114 The school provides a very caring and stimulating learning environment for all its pupils. Pupils report that they feel the school is a friendly, happy and safe place, and that staff are approachable and respond to any concerns that they might have.
- 115 There is very good support for pupils within lessons. Very good relationships and a positive, purposeful ethos are in evidence in classrooms. In particular, pupils with SEN are supported effectively by well trained teaching assistants.
- 116 Partnership links with parents are well established. They receive very good information about the school's activities, and are kept informed regularly about their child's progress. They are guided in how they can support their child further through meetings and presentation evenings held at the school.
- 117 The school council meets regularly and the school has responded to its suggestions in providing outdoor seating and additional play equipment. The school council is also active in organising fund raising activities for charities.
- 118 For the secondary age pupils in the SU, the school provides the opportunity to attend "taster" courses at a local post-16 college. They benefit from good support and guidance in making choices for their future.
- 119 Good links with MENCAP and Careers Wales enable pupils to undertake work experience placements successfully in the local community. Pupils are provided with opportunities to visit a variety of work placements, and there is good support and advice available. The school is meeting the requirements of the 14-19 Learning Pathways well.

- 120 Very good provision is made for all pupils' personal and social development. A well devised PSE programme is delivered effectively by school staff with appropriate input from other agencies such as the health and police services.
- 121 Very good systems are in place to monitor and track pupils' progress. Where there are concerns about a pupils' attendance or behaviour prompt action is taken, with good use being made of additional support agencies when necessary.
- 122 The school contributes successfully to the well being of its pupils and its supportive ethos makes a valuable contribution to the development of pupils' self esteem. It has previously achieved the five leaves of the Healthy Schools programme and is currently working on updating this award, together with the Green Flag platinum award. Along with the breakfast club and extensive variety of active and sporting clubs, it provides excellent encouragement and support for pupils' healthy development.
- 123 All staff have been trained to deliver emergency aid, and the school has a designated trained first aider. Good systems are in place to deal with accidents.
- 124 Child protection policies and procedures are well established. The headteacher is the designated officer, staff have received appropriate training, and there is a linked designated school governor responsible for child protection issues.
- 125 Provision for pupils with additional learning needs is of a very high quality and is a strength of the school. Every pupil is carefully assessed and progress is monitored rigorously. Diagnostic data is used effectively to develop detailed individual education plans which, in turn, feed into lesson planning. Assessment, recording and reporting procedures are very good and fully meet the Code of Practice.
- 126 The school's three SEN co-ordinators (SENCo) work very well together and ensure that pupils with a very wide range of SEN are provided with a stimulating learning environment. The SENCos are very experienced, and use their expertise to provide training and support for staff and parents, as well as in the wider community. For example, the Early Bird project which supports parents of autistic pupils, the play scheme for pupils with complex needs and the Strengthening Families programmes are all based at the school.
- 127 The SENCos work closely with other professional support services, maintaining regular links with the education psychologist, the speech and language service, health and social services.
- 128 Teaching and support staff within the SU and special classes are highly skilled. They succeed in providing a stimulating curriculum well matched to pupils' individual needs, as well as a very caring and supportive environment. In particular pupils within the SU receive high quality support for their personal care needs and social development; there is an excellent ethos within the SU.
- 129 Pupils with emotional or behavioural difficulties receive weekly mentoring sessions, and when necessary additional support from the community behaviour team. The school uses a number of successful strategies for supporting pupils with literacy difficulties. Trained staff deliver daily sessions in Catch Up and Dyfal Donc as well as individualised phonics programmes.

- 130 The school develops individual talents by means of a wide variety of clubs and activities such as the Blue Skies scheme, and there are many opportunities for pupils to develop individual intellectual, creative as well as sporting prowess.
- 131 The school is successful in ensuring that all its pupils are treated equally and with respect. It puts its equality policies into practice, providing a secure and inclusive environment for all its pupils irrespective of their educational needs or their social or racial background.
- 132 Pupils report that they feel well supported by staff both in class and in the playground, and that any incidents of bullying or inappropriate behaviour are dealt with effectively. Pupils are also encouraged to support each other through the "buddy" roles which they take on as well as the "helper of the day" responsibilities.
- 133 The school has a detailed Disability Equality Scheme and Accessibility Plan in place. Pupils with disabilities are very well integrated into the life of the school, and are very much part of the school community. They are very well supported by staff.
- 134 Pupils have the opportunity to learn about diversity in society through the weekly values assemblies which address issues such as Fair Trade, world awareness and global citizenship. The school is active in raising money for charities; pupils have taken part in fundraising for the Haiti disaster, as well as supporting two African pupils who have been "adopted" by the school. The school's PSE and religious education curriculum provide further opportunities for encouraging respect and tolerance of others within our diverse society.

Leadership and management

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

Grade 1: Good with outstanding features

- 135 The findings of the inspection team agree with the judgement given by the school in its self-evaluation report. Though key question 1 has been given a Grade 2, inspectors are convinced that leadership and management have outstanding features which merit Grade 1. The amalgamation of two schools and the SU has been very effectively managed and policies and procedures are well established. Insufficient time has elapsed to ensure the full impact of the restructured leadership and management on pupil standards.
- 136 In the short time since the school has been established as Ysgol Bro Banw with the amalgamation of the former Ammanford Infants and Junior Schools and the Special Needs Unit, the headteacher and leadership team have made remarkable progress in creating a coherent school community which has a shared vision and a very clear sense of direction. Staff and governors share a strong commitment to develop the whole child and to equip him to meet the challenges of the twenty first century. School aims ensure equal opportunities for all throughout the work of the school, whether in mainstream provision or in the special classes and SU. Though the school operates on three separate sites, which necessitates car or mini-bus journeys, the school is very well managed, and day-to-day routines are very efficient. Effective and detailed planning and organisation ensures that all staff and pupils participate fully in all school activities.

- 137 The headteacher's very effective leadership and management are at the heart of the school's development and improvement. She has very high expectations of herself and of the leadership team, and of all the teaching, support and administrative staff. She has re-organised the management structure across the new school, and established and embedded procedures for self-evaluation, school improvement planning and performance management.
- 138 The deputy head leads teaching and learning and the monitoring of provision and standards very efficiently, and works strategically alongside the headteacher and staff to release curriculum leaders for reviewing and monitoring their subject areas.
- 139 Curriculum leaders' roles are well-defined and they have an excellent understanding of their responsibilities for improving standards and the quality of provision. They take a coherent and consistent approach to the management of their subjects, and they have a thorough knowledge of the standards achieved. A well-established monitoring programme includes the review of teachers' planning, lesson observation, scrutiny of pupils' work and analysis of performance data. Staff work very well together as a team.
- 140 The school gives excellent consideration to national priorities. Involvement in the Healthy Schools and Eco-Schools programmes is long established, and the school has made outstanding progress in the development of the Foundation Phase and the new curriculum for KS2. Lessons have a clear focus on the development of pupils thinking skills, problem-solving skills, ICT skills and bilingualism.
- 141 The SDP is a comprehensive working document which includes a number of national and internal priorities and sets challenging targets. The plan and its effect on initiatives in the school are monitored regularly.
- 142 The school's performance management policy and procedures are very effective. Targets are clearly linked to the self-evaluation process and to the SDP. Staff professional development needs are identified and well-planned arrangements are in place to provide opportunities for courses and in-house training. These procedures make an invaluable contribution to the quality of teaching and curricular provision.
- 143 The headteacher, deputy and staff analyse the school's performance data thoroughly and make good use of it to set targets.
- 144 The governing body fulfils its duties conscientiously, and is strongly supportive of the life and work of the school. They meet regularly as a full body and in sub-committees. Governors are very well informed about all aspects of the school's provision through the headteacher's reports and from their visits to school. They take a proactive role in working with the headteacher to manage the expenditure of the budget and to determine the school's strategic direction. They have a detailed knowledge of the challenges of managing the school on three sites. There is a current accessibility plan for disabled pupils, staff and visitors.
- 145 Strong links have been established between individual governors and curriculum subjects, and they take responsibility for monitoring standards and provision in those subjects. There is a link governor for SEN.
- 146 They are fully aware of regulatory and legal requirements and they meet them fully.

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

Grade 1: Good with outstanding features

- 147 The findings of the inspection team agree with those given by the school in its self evaluation report.
- 148 The culture of self-evaluation which permeates all aspects of the provision is an outstanding feature and a strength of the school. The school involves all stakeholders in the process regularly and self-evaluation and the efforts towards continuous improvement are integral to its life and work.
- 149 The headteacher and senior management team monitor the teaching and teachers' development consistently through procedures that include highly effective performance management. The strengths of staff and any areas for development are clearly identified.
- 150 The whole school role of the subject co-ordinators is very well developed. The co-ordinators make an important contribution to self-evaluation and planning for improvement in their specific areas through evaluating planning and assessment, continuity of learning experiences and the provision of resources. Each co-ordinator produces a detailed subject based evaluation which feeds into the school's overall evaluation.
- 151 The contribution made by the school governors to the process of self-evaluation is an important one. They are involved in the arrangements and contribute extensively to the discussion.
- 152 Teachers reflect well on their teaching and pupils' achievements and the support staff maintain this process effectively. All staff contribute to the process of self evaluation through questionnaires and suggestions for the school development programme, and are fully aware of the school's strategic direction. Teachers make very good use of the outcomes of teachers' assessments, standardised tests and continuous assessment. Development is monitored through use of the INCERTS programme.
- 153 Pupils' opinions are heard through the school council and eco council and both pupils and their parents complete questionnaires.
- 154 The SDP is a useful working document which the senior management team use to identify areas for development and to prioritise resources. It makes clear references to success criteria, time allocation, responsibilities and monitoring of impact on provision and standards. There are clear links with the self-evaluation and performance management cycles.
- 155 The inspection team's findings support the school's opinion in relation to six of the seven key questions whilst giving a lower grade to key question 1. The team felt that the school had not yet succeeded in raising standards across the school to a level which could be judged as outstanding.
- 156 As this was the first inspection which has been carried out in the school since its formation, no judgement can be made as to progress regarding key issues of previous inspections.

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

Grade 1: Good with outstanding features

- 157 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 158 The school is very well staffed with suitably qualified, experienced teachers who have varied interests and specialist knowledge and expertise to teach all aspects of the school's curriculum and meet the needs of the pupils effectively. There is an outstanding number of teaching assistants and higher level teaching assistants who are appropriately skilled. They support the learning and teaching extremely well. All have clear roles and are deployed well as an effective team. They make a valuable contribution to classroom activities. This effective partnership, which is an outstanding feature of the school, contributes greatly to standards achieved by all pupils.
- 159 There are effective and efficient administrative systems in place and the administration officer and clerical staff give outstanding support to the headteacher and staff. The caretakers' additional role of pupil supervision at lunchtime benefits the school greatly and is an outstanding feature. Cleaning, caretaking, catering and midday duties are carried out diligently and effectively. Daily routines are well established. All are valuable and highly valued members of the school and contribute well to the excellent team spirit, supporting each other at all levels to ensure pupils are cared for very well.
- 160 The range of resources to support the learning experiences in all classes is outstanding and effective and efficient use is made of them. Almost all subjects are well resourced and very well organised in a way which makes them accessible to staff and pupils. However resources for design and technology in KS1 are limited. The purchase of ICT resources and the ICT suite have resulted in improved standards and the purchase of a range of resources for the Foundation Phase has supported children well in their independent learning. The library areas have a good range of books to cater for pupils' individual interests and small areas are well resourced for specialist use.
- 161 The building is in a good state of repair and effective use is made of the available space within the school. In the Infant building good features are the separate rooms for art and craft, the hall and library provision, the outdoor learning areas to support environmental learning and the Foundation Phase area. In the junior building good features are the computer suite, areas for support teaching, changing rooms, separate hall and dining provision and outdoor learning areas. Good features in the SU are a communal area and a soft play area.
- 162 The internal environment is bright and attractive. Display boards with bilingual headings show the pride pupils and members of staff have in their work, their local heritage and in being Welsh. Through informative displays, the school promotes the activities of the school throughout the year such as educational visits, clubs and the school council.
- 163 Classrooms, especially in the infant building are overcrowded and have no immediate access to the outdoor areas. They do not lend themselves to the introduction of the Foundation Phase into year 1 and 2. The split site provision makes the smooth running of the school a daily challenge. However the school

expects a new school to be built in the not too distant future, which will address these problems.

- 164 The remodelling of the work force has created a strong team which has resulted in good progress being made in the introduction of the Foundation Phase and the skills' based curriculum and in its effective management. The organisation of classes is appropriate. Lesson time in the main is used effectively so that children remain well focussed.
- 165 Support staff are fully involved in planning, assessing and recording of pupils' work. They work closely together and attend training courses together to ensure continuity of approach and staff development. Arrangements for planning, preparation and assessment result in high standards being maintained. There is appropriate professional development of all staff. Training is undertaken both internally and externally and the programme is linked with the school and national priorities and individuals' needs identified through the performance management system.
- 166 The school makes highly efficient, effective and economic use of resources, linking spending decisions to the school's priorities. Curriculum leaders undertake annual audits in their subject areas, identify resource needs and these are prioritised. The administration officer gives outstanding support to the headteacher in setting and reviewing the budget. Systems are rigorous and ensure the careful costing of priorities for development, and ongoing consultation with the finance sub- committee of the governing body.
- 167 Ysgol Bro Banw gives very good value for money. This is evident in the quality of care, guidance and support given to pupils, the richness of the curriculum provision, the outstanding quality of teaching, how leaders and managers evaluate and improve quality and standards and the highly effective leadership of the headteacher.

Standards achieved in subjects and areas of learning

Foundation phase for under-fives

- 168 The overall quality of educational provision for the under fives is appropriate to their needs and children make good progress towards the Foundation Phase Outcomes.

Personal and social development, well-being and cultural diversity

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

- 169 Children are happy and confident when they come in to school and engage in learning enthusiastically. They have very good relationships with one another and with practitioners. They concentrate very well and work hard.
- 170 Older children in Reception are very good role models for the more recent entrants, because their personal and social skills have been well developed. They know their routines well, settle to tasks quickly and are happy, secure learners.

- 171 Nursery and Reception children are excellent listeners, well able to follow instructions and play well together.
- 172 Reception children's ability to concentrate for long periods of time is very good. They take turns, share equipment readily and work co-operatively. They complete tasks within a specified time and their ability to communicate and socialise in small groups is very good. Behaviour is exemplary and they are independent learners.
- 173 They enjoy their outdoor experiences and understand simple rules for their health and safety. They greet new experiences with enthusiasm and confidence. Through such activities as hatching chickens from eggs in the classroom, they are able to understand that living things need to be treated with care, respect and concern.
- 174 Reception children begin to develop a positive understanding of their own and other cultures.
- 175 Both Nursery and Reception children understand the importance of aspects of hygiene, such as washing their hands.

Shortcomings

- 176 There are no important shortcomings.

Language, literacy and communication skills

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 1: Good with outstanding features

Outstanding features

- 177 Reception children make very good progress because they are given interesting opportunities to listen and talk. As a result they speak very clearly and confidently, expressing their opinions well.
- 178 Reception children enjoy books and stories. They have a very good bank of familiar words. Older children read expressively, and use their knowledge of letter sounds well to read new words and establish meaning, for example, 'Hufen iâ'. Children develop their phonic skills well and most show a good recall of the phonic sounds they have learnt.

Good features

- 179 Nursery children talk appropriately and respond to questioning on their interests and activities. They form good relationships with the teaching and support staff and their peers.
- 180 Younger and older children's skills are extended further through different role-play situations such as the seaside café. Many use the outdoor area as extra stimuli for their conversation with others; they use appropriate vocabulary in spontaneous and structured situations.
- 181 Children's early writing skills are developing well. Nursery children enjoy a range of activities to enhance their pre-writing manipulative skills. Many reception children are skilful emergent writers and make accurate representations of letters and simple words through using a range of tools and materials.

182 Throughout the Foundation Phase all children are able to transfer their communication skills to other areas of learning.

Shortcomings

183 There are no important shortcomings.

Welsh language development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

184 Children across the Foundation Phase make good progress in their Welsh language development and enjoy using the language during discussion and sharing times. They use simple words and greetings accurately.

185 Reception children understand simple commands using Welsh and carry out simple tasks that are asked of them, such as in physical education lessons and other enhanced activities in the classroom.

186 All children join in enthusiastically with songs and rhymes in Welsh. Reception children's pronunciation is generally good and clear.

Shortcomings

187 There are no important shortcomings.

Mathematical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 1: Good with outstanding features

Outstanding features

188 Reception children develop their skills relating to weight and capacity through their play activities in the sand and water and in taking part in baking activities. They use mathematical language effectively when involved in tasks.

189 Older children recognise the importance of money in the role-play area as they experiment with paying and giving change in the seaside café-shop.

190 Reception children count accurately to 20 and beyond. They understand addition to 10 and can name a range of two and three-dimensional shapes and identify their properties. They input right and left, forward and back instructions into a movable toy effectively, for example, a 'Beebot' to enable it to reach its destination. Children use computer programs competently.

Good features

191 Children quickly understand that mathematics is part of everyday life because practitioners help them to make calculations and estimations frequently during daily play activities inside and outside the classroom.

192 All children enjoy counting activities and join in with enthusiasm number rhymes, songs and counting games. Nursery and reception children engage fully in a range of activities that help them match, sort, order and count.

193 Nursery children count reliably to 10. They recognise regular two and three dimensional shapes and copy and finish patterns.

Shortcomings

194 There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 1: Good with outstanding features

Outstanding features

195 Nearly all the four and five year-old children develop their curiosity in an outstanding way while experimenting in a practical manner with boats in a sinking/floating activity. They are confident to express their views within a group.

196 Reception children give simple instructions very competently to a programmable toy, a Beebot, helping it to move and turn correctly.

197 Reception children have a very good awareness of the concept of change, which is consolidated when they study seaside photos from the past and compare them with today. They develop a good understanding of change and growing when watching chicks hatching in the class.

198 Reception children's investigation skills are excellent. They can solve simple problems confidently.

Good features

199 Nursery and Reception children work co-operatively with an adult to make ice cream and also sandwiches for their seaside picnic. They know the names of the ingredients and recognised their colours. Picture clues on cards helped the children follow the instructions. Children notice how substances change.

200 Nursery children begin to develop early mapping skills when looking at places on 'Google Earth'. They also experiment with a variety of sound sources.

Shortcomings

201 There are no important shortcomings.

Physical development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

202 All children in nursery and reception develop fine motor skills in an outstanding manner. They handle small tools, such as scissors, pencils and paintbrushes, with very good control and are developing extensive skills. They also manipulate small construction equipment and materials such as clay and play dough with dexterity.

203 Reception children participate enthusiastically in physical activities in the hall and in outdoor spaces. The children develop their spatial awareness very confidently. Children fully understand and explain the need for 'warm up' and 'cool down' in

their physical education sessions inside in the hall. They run, jump, hop and land appropriately.

204 They demonstrate a very high level of engagement as they role-play a day at the sea side.

Good features

205 Both Nursery and Reception children move around the classroom confidently with increasing control and co-ordination.

206 Nursery children catch and throw large and small balls accurately and with confidence.

207 All the children display increasing competence when moving the computer 'mouse' to place pictures appropriately on the screen and 'drag and drop' items on the screen accurately.

Shortcomings

208 There are no important shortcomings.

Creative development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

209 Children explore and experiment with a wide range of art and craft techniques with confidence and skill. These include cutting, sticking, painting, colour mixing, completing sand bottles, printing and pattern making. They make choices of materials, colour and shape. Paintings in the classrooms are bold and distinctive and they create colourful and effective pictures.

210 Reception children display an increasing awareness of the creative process as they weave the waves of the sea.

211 Both Nursery and Reception children successfully make sandwiches for their seaside picnic, lollipops and different flavour ice-cream.

212 Children under five manipulate small tools effectively to create their ice-creams from clay. They concentrate, adapt and embellish their work, and outcomes are of excellent quality.

Good features

213 Nursery and Reception children engage imaginatively in role-play, particularly when they play in the café and outside as a seaside resort.

214 Children in Nursery and Reception join in enthusiastically with musical activities and this has a positive impact on the progress they make. Most can recall a range of songs and rhymes. Musical skills involving rhythm and a range of instruments are also evident.

Shortcomings

215 There are no important shortcomings.

Welsh first language

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

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

Good features

- 216 Throughout the school, pupils listen very well to their teachers and their peers in a whole-class situation and in pairs and groups. They share ideas with their speaking partners and are confident in reporting on them to the whole class. They express an opinion effectively in evaluation sessions at the end of lessons.
- 217 Pupils in KS1 read fluently according to their age and ability. They use phonic strategies and visual clues to analyse words.
- 218 Each pupil can recognise the title of a book, the author and the publisher. They show enjoyment in reading. They use good expression when reading to an audience. They recognise and discuss characters and speak excitedly about their favourite books. They show good understanding of the order and sequence of a story and predict well.
- 219 In KS2, pupils' reading skills are developing well. They speak enthusiastically about their favourite stories and like using humour in a story. They make good use of a range of fictional and factual books. They use their reading skills well to research websites and to find books in the library where they understand the organisation system well.
- 220 In KS1, pupils' writing skills are developing well. At the end of Y1, the majority of pupils write full sentences and make good use of the short form of the verb. They use proper and common nouns and choose appropriate adjectives to describe, for example, St Dwynwen. They gather information and write interesting sentences about polar bears.
- 221 In Y2, the majority write well for different purposes across the curriculum, using neat handwriting, appropriate vocabulary and correct punctuation.
- 222 In KS2, when discussing the story 'Trafferth i Letang a Sioned', the majority of pupils show their understanding of the needs of pet animals through completing correct details on an animal's identity card, using information to create a poster, and through writing instructions on how to look after a hamster.
- 223 In their descriptions of a clown, they use idioms such as "yn wên o glust i glust" and comparisons such as "yn wyrdd fel y gwair" effectively and make good use of adjectives. In their stories about Gelert, they use the short form of the verb in the first person correctly and effectively.
- 224 When preparing and creating a book for children, the majority of pupils understand the process of writing to a variety of aural and visual stimuli. In their comprehension work, the majority of pupils respond well, using standard language. In improving the story 'Antur yr eira', they show sound story format and use language conventions well. They write poems about healthy eating and acrostic work effectively.
- 225 Handwriting, spelling and dictionary skills are developing well throughout the school.

Shortcomings

- 226 There are no significant shortcomings, but the majority of pupils answer "ie" to "ydych" and "oes" questions.

English

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

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

227 In KS2, pupils produce outstanding examples of extended writing across a range of subjects such as history and religious education, and for a variety of audiences.

228 Key stage 2 pupils write creatively and passionately about topics of current interest such as sustainability using examples of poetry to raise emotions.

229 Pupils in KS2 write in a wide variety of genres including dialogues and poetry.

Good features

230 Pupils in KS1 listen carefully to their teachers' explanations and also to the contributions made by other pupils. They listen carefully to stories, are able to sequence events and can retell the important information using their own words. They speak confidently in a variety of contexts and collaborate well with others in discussions.

231 Pupils make good progress in reading in KS1. In Y1, many pupils are able to recognise and read words displayed in the classroom. By the end of the key stage, more able pupils read from a variety of sources and these pupils display a good understanding of characters, settings and the structure of stories. Most pupils have a positive attitude to reading and draw upon a range of reading strategies to help them decode unfamiliar words and understand the text.

232 Progress in writing is good in KS1; many pupils form letters correctly, and understand how to use capital letters and full stops correctly. The more able pupils write extended pieces of work in a well organised manner across a range of topics including creative writing.

233 Listening skills in KS2 are very good; most pupils listen carefully both to their teachers and to their peers. Pupils remain focused for sustained periods and answer questions in full sentences or phrases. They collaborate effectively in paired, group and whole-class discussions.

234 Pupils are able to access information from a variety of sources both printed on page or on-screen. Most read aloud fluently and many do so effectively with expression. They ask questions about the topics they investigate and can suggest sources of information. Most pupils at the end of the key stage can identify nouns, verbs, adjectives and adverbs. By Y6, many pupils are confident in discussing their favourite authors, the plot and characters within a story. More able read with expression using different voices for different characters, and make sensible predictions about how a story may develop.

235 Pupils in KS2 understand the conventions for different kinds of writing. They write using a well formed script, and present their work neatly.

Shortcomings

236 There are no important shortcomings.

Welsh second language

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

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

Good features

- 237 In both key stages, pupils demonstrate positive attitudes towards Welsh.
- 238 As they move through the school, they develop an increasing confidence in their use of Welsh. Pupils in both key stages use the Interactive whiteboard effectively to develop their knowledge of the language.
- 239 In KS1, pupils speak clearly and have a good understanding of simple phrases and greetings. They respond well to instructions correctly and confidently answer questions using familiar language patterns on familiar topics such as the weather or transport.
- 240 Key stage 1 pupils make good progress with their reading skills showing appropriate understanding of text. Pupils write simple sentences based on familiar patterns.
- 241 Pupils in KS2 demonstrate good speaking and listening skills and respond with enthusiasm. They use the language confidently to answer a variety of questions and display good progression in previously learnt patterns.
- 242 Key stage 2 pupils use a variety of reading materials effectively and make good progress in their reading skills. They read dialogues and books with expression.
- 243 In KS2, pupils reinforce their oral work in a range of writing activities and use familiar patterns to write sentences, dialogues, diaries, questionnaires and letters accurately. They apply their writing skills to other areas of the curriculum successfully.

Shortcomings

- 244 There are no important shortcomings.

Mathematics

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

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

- 245 Pupils in KS2 make very effective use of thinking skills in their mental mathematics, and are confident in using their knowledge and understanding of the properties of number to solve problems and undertake a range of investigative work.
- 246 Key stage 2 pupils present data very clearly in a variety of ways, including tally charts, pie-charts and pictograms, a range of graphs and spread sheets and use ICT highly effectively in this context. They interpret and analyse their work accurately
- 247 Older pupils in KS2 have a sound knowledge of multiples, factors, prime numbers, triangular and square numbers. They have a very good grasp of the place value of five-digit numbers. They can offer reasonable estimates of answers to number problems and use a variety of methods to calculate the

answers to mental mathematics problems. They know that decimal, fraction and percentage forms can be equal to each other, and they can round decimals to the nearest tenth. They multiply and divide fractions with accuracy.

248 Pupils in Y5 have a very good understanding of perpendicular and parallel lines and of the terms horizontal and vertical. Year 6 pupils know the properties of a wide range of regular two-dimensional shapes, and can calculate perimeter and area accurately. They develop a good grasp of scale, and can estimate and measure angles with confidence. They have a very good knowledge of acute, obtuse and right angles, and can calculate the angles of a triangle. They have an excellent understanding of reflective symmetry and axes, and plot co-ordinates correctly. They develop a good understanding of probability and make suitable predictions.

Good features

249 Pupils in KS1 make good progress in mathematics and achieve standards which match their age and ability. They demonstrate good number skills. They have a secure understanding of addition and subtraction bonds to 10 and 20, and the majority of pupils can count forwards and back in twos, fives and tens using a number line.

250 In KS1, pupils develop a sound understanding of place value in two digit numbers and use this knowledge correctly to order numbers. They recognise sequences of simple numbers including odd and even numbers. Most pupils have a firm grasp of ideas such as more, less and how many are left and understand the mathematical language of doubling and halving. They identify simple fractions such as $\frac{1}{2}$ and $\frac{1}{4}$. Older pupils have secure mental mathematics skills and can explain the methods they use to find answers.

251 Key stage 1 pupils can identify the most common coins and can add simple sums of money correctly to make different totals. They develop a good understanding of non-standard measures and standard measures such as metres and centimetres. Pupils can identify a range of two-dimensional shapes well and discuss their properties confidently. Most Y2 pupils have a good grasp of three dimensional shapes and develop a good understanding of their properties. They begin to understand the symmetry of simple shapes and half and quarter turns clockwise and anti-clockwise. Older pupils tell the time on an analogue clock in hours and half-hours.

252 In KS1, pupils handle data confidently. They gather information systematically using a tally chart and present results in a variety of ways including bar and block graphs and pictograms. They can interpret their findings meaningfully.

253 Younger pupils in KS2 count forwards and back confidently in fives, tens, fifties and hundreds. They have a very secure understanding of the place value of four-digit numbers and of the four operations of number, and round up numbers to the nearest 10. They use mathematical language, showing understanding of multiples and factors. They understand simple fractions such as $\frac{1}{3}$, $\frac{1}{5}$ and $\frac{1}{8}$ and can identify these fractions of shapes and numbers. Year 4 pupils have a sound understanding of equivalent fractions and mixed fractions. They investigate the addition of odd and even numbers in different combinations.

254 Year 3 pupils can identify a good range of three-dimensional shapes and discuss their faces, edges and vertices confidently. Year 4 pupils have a good knowledge

of equilateral, isosceles and right-angled triangles and some of their properties. They develop a good understanding of lines of symmetry. They have a secure knowledge of the points of the compass, and understand what a right angle is. They calculate measurements in metres, centimetres and millimetres, and change metres to kilometres, and develop an understanding of litres and millilitres. They read an analogue clock in minutes past and to the hour, and can calculate lapsed time in hours and minutes.

Shortcomings

255 There are no important shortcomings.

Science

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

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

256 Most KS2 pupils of all abilities develop very good knowledge and understanding in relation to the topics which they study.

257 The majority of KS2 pupils develop outstanding skills in carrying out investigations.

Good features

258 Pupils across KS1 develop a good knowledge of plants and animals. They focus effectively on planting seeds and the growing process. At appropriate levels, they have a good knowledge of the importance of the senses and parts of the body and a good awareness of the functions of the skeleton.

259 As part of their introductory work to the topics of forces and motion, the majority of pupils across KS1 develop a good understanding of the factors that bring about movement in different kinds of vehicles. At appropriate levels, pupils enhance their understanding as they experiment with the different means of transport which they have created.

260 Most KS1 pupils demonstrate good prediction and investigative skills as they explore the relationship between the age of a child and her/his height. They classify and change materials as they investigate the effect of adding water to different solids and in their experiments relating to the effect of different temperatures on water. The majority are beginning to develop an awareness of the importance of a fair test and present their findings effectively in different ways which include using graphs.

261 At appropriate levels, pupils across KS2 develop a good knowledge and understanding of a number of features relating to life processes. Older pupils understand variations in habitats and how animals are suited to their environment. They make good use of keys in this context.

262 Pupils across the key stage and in particular older pupils, demonstrate a good understanding of the concept of electricity. Most pupils know how sound and light travel. They have a good knowledge and understanding of the solar system and have investigated the concepts of force and friction effectively.

- 263 Most pupils in Y3 develop a good understanding of different kinds of solids and liquids. They demonstrate good prediction and observational skills as they investigate the effects of mixing various solids and liquids. They note that certain solids dissolve while others do not.
- 264 Pupils in Y4 and Y5 develop a very good understanding of the properties of solids, liquids and gases which they classify very effectively in a variety of ways. They understand clearly the concepts of reversible and irreversible change and demonstrate very good strategies in their planning to separate mixtures of materials. They use a range of apparatus very effectively.
- 265 Most pupils at the upper end of KS2 demonstrate a very good understanding of different types of rocks and soils and make excellent use of their ICT skills to further enhance their knowledge. They demonstrate highly effective investigative skills in exploring the concept of the permeability and durability of different types of rocks and choose suitable types of graphs to record their findings.
- 266 Across KS2, most pupils develop a very good knowledge of the various parts of the body and their functions, and show a clear understanding of factors that contribute to healthy eating and living. Older pupils in particular undertake effective investigations into the effects of exercise on the heart rate and make particularly good use of their ICT skills to present findings in graph form.
- 267 Most older KS2 pupils have a very good understanding of the concept of a fair test and demonstrate effective skills in planning and conducting investigations.

Shortcomings

- 268 There are no important shortcomings.

Information and communications technology

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

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

- 269 Many pupils in KS2 create their own web pages successfully using an interactive online website. They make effective use of digital cameras and the internet to upload images on to their sites. Pupils plan their web site taking into account its purpose and intended audience. They evaluate their own and others' work, posting comments on their classmates' websites.
- 270 Many KS2 pupils make successful use of an animation package to create a moving sequence to support their PSE work.
- 271 Most pupils in Y5 and Y6 have very well developed computer skills, which they use effectively in aspects of their learning. They are competent users and use complex programs, such as spreadsheets, with confidence.

Good features

- 272 Many of the pupils in both key stages use the internet effectively to select and use information in their work. They make well considered choices to ensure the information they access is suitable for the intended purpose.

- 273 Most pupils in both key stages have a good understanding of safety issues when using the internet and sending emails. They explain how they access the internet safely and the dangers to avoid when using it at home.
- 274 In both key stages, nearly all pupils manage their workspace in the computer confidently to store and retrieve their work.
- 275 In KS1, a majority of pupils create good quality graphic images using a range of software. Most pupils use painting programs confidently to produce colourful art work. They are very competent with their computer skills and explore the functions of the program with confidence. They show good skills when using the interactive whiteboard.
- 276 They create graphs to show for example different ways of transport and create simple pictorial musical scores. They use a program to draw plans of houses labelling features effectively.
- 277 Pupils in KS1 have a good knowledge of the functions of a word processor. They locate the keys on a key board confidently. They have good skills in combining text and graphics. Nearly all pupils enter text reliably and write complete sentences. They redraft their work confidently, save it and print out a copy independently.
- 278 Most KS1 pupils are skilful in the control aspect of the subject. They use the floor turtle to create, test, modify and store instructions. Pupils write simple programs using 'forward', 'backwards' and 90 degrees. They assess their route around an island carefully to see if it's correct.
- 279 In KS2, pupils use an art package to create art work in the style of a local artist. They begin to build up data bases such as the books in school to be used as a reference base. They use their excellent word processing skills to support all areas of the curriculum.
- 280 Many KS2 pupils create good PowerPoint presentations inserting hyper links and action buttons confidently to give information about homes through the ages.
- 281 In Y6, pupils use logo on screen confidently, setting instructions to create a sequence using commands, such as pen up, pen down and repeat functions. They use a program to design three-dimensional images on screen confidently.

Shortcomings

- 282 There are no important shortcomings.

Design technology

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

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

Good features

- 283 In KS1, most pupils develop good designing and evaluating skills in their work.
- 284 Most pupils across KS1 demonstrate good investigative skills and generate ideas well as they design and plan different moving vehicles.
- 285 Pupils across KS1 investigate toys and games which are of interest to younger children effectively. Using a variety of materials, Y1 pupils create good quality

board games while Y2 pupils create hand puppets. Their work demonstrates that the majority are developing good planning and designing skills.

- 286 Pupils across the key stage design a range of products including model fireworks and polar bears using junk materials. Year 1 and Y2 pupils use salt dough effectively to make pleated loaves and corn dollies of good quality.
- 287 Key stage 1 pupils use construction kits effectively to create features such as model towns. In their work on food technology, pupils describe the process of making and decorating chocolate reindeer clearly.
- 288 Across KS1, pupils evaluate their own and each other's work well at levels appropriate to their age and ability.
- 289 Pupils of all abilities in KS2 plan and design foods. Younger pupils plan and make fruit salads effectively while older pupils succeed in making pizzas and a variety of cakes and decorating them.
- 290 Previous work shows that pupils across the key stage have used a range of materials to design and make packages for healthy food, moving vehicles, masks and have successfully worked with mechanisms and levers.
- 291 Pupils in one KS2 class design a mosaic for their environment. The final product is particularly impressive.
- 292 Pupils in Y4 and Y5 design a character from plasticine and film a short animation using Digiblu to record the images. Most pupils in a Y4/5 class demonstrate good research skills as they consider the suitability of various animal shelters and support their observations with well thought out reasons. They work well in groups to find the most suitable materials for creating bird houses and demonstrate a good understanding of the design process in their initial planning work.
- 293 Linking their work effectively to their knowledge of the blitz during the Second World War pupils in a Y6 class generate ideas effectively in their initial work on designing air raid shelters. They demonstrate good problem solving skills and make good use of their work in science as they test the effectiveness of the various materials under consideration and note their findings on recording sheets.
- 294 Across the key stage, pupils record the processes involved in creating their end products effectively and work productively individually and in groups to evaluate their work.

Shortcomings

- 295 Pupils in KS2 in particular do not work with a sufficiently wide range of resources.

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

- 296 Across KS1, pupils' awareness of chronology is beginning to develop well as they sequence activities and events in their own lives.
- 297 As a result of their visit to the Welsh Folk Museum, KS1 pupils extend their awareness of how the past was different to the present in aspects of home life.

The majority have a good understanding of how the introduction of electricity into homes has changed daily life. Most compare aspects of shopping in Gwalia Stores at the beginning of the last century with visiting a supermarket today very competently. They draw clear comparisons between school life in Victorian times with their own experiences of school.

- 298 Pupils across the key stage make good use of the opportunity to listen to a visitor to the school talking about the time when she was a child to enhance their understanding of children's experiences in the not too distant past and how they differ from their own experiences of childhood.
- 299 Key stage 1 pupils use stories about people in the past to enhance their awareness of aspects of life in different periods and to draw some comparisons with their own experiences. They study the early life of O M Edwards and how efforts were made to discourage the use of Welsh in schools. They use role play situations in the story of the Welsh pirate Barti Ddu to develop a good understanding of why people in the past acted as they did.
- 300 Lower KS2 pupils develop an appropriate understanding of features relating to life in Roman times. They are aware of where the Romans came from and of the role played by Roman soldiers. The majority have a good awareness of the work of archaeologists and begin to make good use of a variety of artefacts to extend their knowledge of the period.
- 301 Pupils in a Y4/Y5 class make good use of a timeline to identify key historical periods. They have a good awareness of the differences between the homes of the rich and poor in Victorian times and develop a good knowledge of the effects of overcrowding in towns and cities on health. They make effective use of artefacts and pictorial evidence to enhance their understanding of the Victorian era.
- 302 Pupils in Y4 and Y5 demonstrate a good understanding of some Victorian inventions and the changes they brought about. They have a good knowledge of the working conditions of many Victorian children and of Lord Shaftsbury's work in this context.
- 303 Most older KS2 pupils have a very good knowledge and understanding of some of the important events relating to the Second World War. They know the story of Ann Frank. Most pupils develop a very good understanding of the effect of the war on social life. They discuss, for example, the effects of air raids, evacuation and rationing effectively. They make good use of a visit to a local museum to enhance their knowledge.
- 304 Key stage 2 pupils demonstrate very good skills of gathering information from a variety of sources and make effective use of oral evidence. Pupils have a good understanding of the differences between primary and secondary sources and use poetry and a class novel to enhance their knowledge of the period. Pupils communicate their knowledge and understanding in a variety of ways, making particularly good use of extended writing and ICT skills. Some pupils complete individual projects to explore further aspects of the topic.

Shortcomings

- 305 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

- 306 In KS1, pupils' awareness of their own locality and beyond is developing well. Within their own locality pupils are able to name and locate human and physical features. They speak confidently about Ammanford's main features such as the 'Rec.' and the local swimming pool, shops, parks and houses. They locate Ammanford on a map of Wales.
- 307 In KS1, pupils use simple symbols to record aspects of the weather and use pictorial graphs to record information.
- 308 Pupils in KS1 develop a good knowledge of Kenya and its geographical features, including the climate and aspects of life in the country. They are able to make comparisons between Kenya and Wales.
- 309 Pupils identify features on aerial photographs such as the sea, beaches, roads and buildings including in pictures of the local area. They identify important towns on maps of Wales and name and label the countries of the United Kingdom.
- 310 In KS2, most pupils' knowledge of the locality and beyond is good. They undertake effective studies of the local area and can use maps and atlases to locate places.
- 311 Younger pupils in KS2 use maps of Ammanford competently to identify familiar places, to trace their routes from home and to locate these places using alphanumeric co-ordinates.
- 312 Pupils have studied the main features of Snowdonia and are able to present their findings using ICT to create brochures and to display data collected.
- 313 In upper KS2, pupils pose relevant questions, identify geographical patterns and offer competent explanations particularly in relation to their studies on Kenya. They use a range of resources in their enquiry work in order to compare and contrast life in Kenya and Wales. Through discussion and collaboration they develop an understanding of issues such as economic development and sustainability.

Shortcomings

- 314 There are no important shortcomings.

Art and design

Key Stage 1: Grade 1: Good with outstanding features

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

Outstanding features

- 315 Pupils in KS1 paint landscape pictures in the style of Kadinsky which show meticulous attention to detail and pattern and a good understanding of warm sunny colours. Using Van Gogh's 'Olive Trees' as a starting point they succeed in painting a landscape with trees which shows an appreciation of shape, colour and texture.

- 316 Pupils in KS1 use their investigation into the self-portraits of several world-famous artists to experiment with pencil, paint, pastels and charcoal to create their own self-portraits. Their line drawings have an outstanding quality, and their painted portraits indicate a good grasp of colour and shape.
- 317 Key stage 1 pupils develop very good printing skills using a range of natural and man-made objects. They create small tile printing blocks and use them to make mono-prints on paper and fabric in a range of colours, which show an excellent understanding of shape and pattern. They reproduce complex repetitive patterns using an ICT package.
- 318 Pupils in KS2 develop very effective planning, designing and making skills in completing whole class projects with Sonia Williams as an artist in residence. The montages of the Millennium Centre, the Arcade in Ammanford, the Twrch Trwyth and other themes demonstrate an excellent understanding of colour and texture. Very effective use is made of small decorated clay tiles, pulped papier mâché, glass beads, marbled papers, and dyed fabrics and ribbons to produce vibrant and striking images.

Good features

- 319 Pupils in both key stages make purposeful use of sketch books to make observational drawings as a starting point for developing a range of pictures in different media.
- 320 In their three-dimensional work, KS1 pupils use papier mâché, clay, a range of fabrics and paper decorated with sequins, appliquéd fabrics and beads. Pupils in one Y1/2 class show an excellent choice of colour and texture in their paper and fabric weaving.
- 321 The study of Gusieppe Arcimboldo's collage of a face has proved a lively stimulus for making a temporary collage of fruit and pastel drawings of faces with fruit for hair. Montage work shows an excellent understanding of colour, shape and texture.
- 322 Pupils in KS1 paint and decorate masks of African jungle animals with a variety of papers and fabrics. They use different sizes of paint brush to imitate the strong straight, wavy, looped and jagged lines of patterns on African fabric. Key stage 1 pupils in the AU use good ICT skills to decorate gingerbread and to paint a ginger bread man.
- 323 In KS1, pupils use their sound understanding of hot and cold colours to create winter pictures using paint, pastels and chalks on a variety of papers, in the style of Gareth Davies' 'Aubade 2007'. They pay good attention to line, shape and texture, and respond sensitively to the mood of photographs of local landscapes in the snow.
- 324 Year 3 pupils show a good understanding of line and shape in their pencil drawings of a farmhouse in the style of Kyffin Williams' work Fferm Llwydiarth. They compare and contrast the work of Kyffin Williams with that of local artist Anthony Richards. Some pupils use paint and pastels to create a range of tones in their landscape, and imitate the work of George Seurat effectively.
- 325 Year 4/Y5 pupils' pencil sketches of Brunelleschi's dome in Florence cathedral show a good understanding of shape, proportion and linear perspective. Their tangram tessellations imitate the tiled floors of Italian cathedrals. Older KS2

pupils' self portraits which experiment with the symmetry of a photograph and a painted half-face show a good grasp of line and shape. Pupils in the SU show dexterity and imagination in their three-dimensional tree recycled from junk materials.

Shortcomings

326 There are no important shortcomings, but the development of KS2 pupils' skills in line drawings is constrained by a limited choice of pencils.

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

327 In both key stages, pupils sing tunefully and with enthusiasm.

328 In KS1, SEN pupils from the unit play a percussion instrument (drum) with confidence. They listen to African music and vary the techniques to play the percussion instrument so as to create different effects.

329 Key stage 1 pupils explore their voices and body percussion to perform a song showing that they have a good understanding of the musical element 'duration'. They understand a simple graphic score and appraise their own and other's music by using appropriate musical vocabulary.

330 In KS2, pupils performing, composing and appraising skills develop well. They listen to their own compositions and performances which they evaluate meaningfully and record using ICT. Pupils are able to combine sounds to produce a pattern on a graphic score for performance using percussion instruments. Many use computer programs confidently to compose pieces of music to represent different scenarios.

331 Key stage 2 pupils have a good sense of rhythm and respond appropriately to music in imaginative ways such as art, words and movement. They also have weekly singing lessons with a peripatetic teacher. This has a positive impact on standards in performance.

332 All pupils have a good awareness of music from different cultures including music from Wales. Many pupils have a range of instrumental lessons in school. All activities enhance pupils' knowledge, understanding and skills.

Shortcomings

333 There are no important shortcomings.

Physical education

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

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

Good features

334 In both key stages, pupils are familiar with different aspects of safety and understand the need for rules. All pupils dress appropriately for activities and approach their lessons in a disciplined manner.

- 335 Pupils in KS1 and KS2 are aware of the importance of warming up their bodies before exercise and cooling down afterwards. Older pupils are able to explain the effect of exercise upon the body.
- 336 Key stage 1 and KS2 pupils develop their dance and gymnastic skills well. Pupils appreciate good performance as demonstrated by their classmates and improve their own performance as a result.
- 337 Hand eye co-ordination in KS1 is very good. Pupils are taught a range of skills from reception class onwards through use of 'plus balls' and are proficient in a range of skills by the time they reach the end of the key stage. They exhibit good ball skills and co-ordination when throwing, catching, dribbling and shooting for goal. They use a range of suitable balls to develop these skills.
- 338 In KS2, pupils use ball skills confidently, and many become proficient at using them in competitive games.
- 339 In KS2, pupils use correct subject related vocabulary to describe aerobic and stamina building activities. They explain the need to use correct techniques when carrying out tasks and know how to enhance their own performance.
- 340 Year 3 and Y4 pupils show a good understanding of spatial awareness. They run at varying speeds, using changes of direction to use all available space. Pupils control balances using different parts of the body competently. They evaluate their own performance and that of others well.
- 341 Although no swimming lessons were observed, data produced by the school indicates that most pupils reach appropriate standards by the end of Y6.
- 342 Pupils in Y5 attend Pendine Education Centre where they develop their team building and problem solving skills well, and develop self confidence through participating in outdoor adventure activities.
- 343 Pupils develop their skills further in sport and in their general fitness in a range of activities organised both during the lunch hour and after school. These activities include mini tennis, football, dance and various competitive team games.

Shortcomings

- 344 There are no important shortcomings.

Religious education

Key stage 1: Grade 1: Good with outstanding features

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

Outstanding features

- 345 Most pupils in KS1 have an excellent understanding of the main Christian, Jewish and Hindu festivals and why they are celebrated. The making of Rakhi bracelets for the Hindu festival of Holi and Christmas and Easter celebrations helps them to understand the importance of religious festivals very effectively.
- 346 Most KS1 pupils recall Bible stories such as the birth of Jesus, the Good Samaritan, and the Easter story very well. All recall the story of Noah very well. They sequence the story in pictures and words, make clay models of the ark and role play the story with a model ark and animals. They show a sound understanding of how actions are

related to feelings. They talk about challenges and how Noah overcame his challenges through his belief in God and with God's help.

- 347 Nearly all pupils in KS1 have a very clear understanding of the symbolism of journeys in the Bible. They recall confidently how the shepherds and the wise men travelled to Bethlehem, and can recount the story of Paul's journey to Damascus. They tell the story of the Good Samaritan and demonstrate an excellent understanding of what it means to be a good friend and neighbour. They describe confidently how they can be a good friend to others. They relate this to their golden rules of working hard, being honest, listening and of being kind. They create posters to illustrate their own feelings and write prayers to say thank you.
- 348 In their study of the Hindu festival of Rakshabandhan they discuss the importance of the relationship between brothers and sisters. They make colourful bracelets in three plaited strands to demonstrate that strong relationship. They recognise that sisters give a bracelet to their brothers who in turn care for their sisters throughout the year.
- 349 Most KS1 pupils have a thorough knowledge of the features of a church such as the font, the altar and the pews, and compare and contrast these features with those of the visiting mobile mosque.

Good features

- 350 Key stage 2 pupils recall confidently an increasing number of Bible stories from the Old and New Testaments.
- 351 In KS2, most pupils develop a good knowledge and understanding of the beliefs and practices of major faiths. Their learning is reinforced by the handling of appropriate artefacts talking to visitors and visits.
- 352 Most pupils know how Christians, Jews and Muslims worship and celebrate their faith. They are also aware of the ways in which peoples' lifestyles are affected by their religious beliefs.
- 353 Pupils in KS2 make good comparisons between Christian, Jewish and Muslim places of worship, finding similarities and differences. Most name the pulpit, the altar, the font, the pews and stained glass windows as main features of a church and understand their purpose. Most pupils understand the significance of the Star of David, the menorah lamp, the Torah scroll and the role of the rabbi. Most name the features of a mosque. They have a good understanding of the conventions of worship. They know that men and women in the Jewish and Muslim faith sit apart during worship.
- 354 In KS2, pupils become increasingly aware of the use of symbolism in religion and are able to explain its use and significance to believers of the major faiths followed by people in Wales.
- 355 In both key stages pupils in values' assemblies and in their charity work reflect on their own lives and those of others.

Shortcomings

- 356 There are no important shortcomings.

School's response to the inspection

Members of staff and governors have carefully considered the outcomes of the inspection and are delighted that the findings acknowledge that Ysgol Bro Banw has so many strengths and outstanding features.

The staff, pupils and governors of Ysgol Bro Banw would like to thank the inspection team for the professional manner in which the inspection was conducted. In particular we would like to express our appreciation to the Registered Inspector for ensuring that the process, from inception to completion, was undertaken with rigour, competence and courtesy.

We are very pleased that the outstanding features of the newly amalgamated school have been recognised and we are extremely proud of the achievements of our pupils and the recognition that we, as a school, ensure that they succeed whatever their background. The inspection team's acknowledgement that pupils make outstanding progress in their personal, social and moral development and in their wider development, confirms and endorses the efforts of the school's diligent and dedicated staff.

It is pleasing that the school has already recognised the recommendations as areas for development in its own self-evaluation and strategies for their implementation will be actioned through the school's current and future development plans.

As a new school, attaining the highest possible grade in six of the seven aspects of the inspection is a reflection of the commitment, professionalism and competence of all staff at Ysgol Bro Banw. However, it is also testimony to the excellent support network provided by Governors, parents, external agencies and all who contribute to the daily life of the school.

We will conscientiously continue our good work for the benefit of every pupil, in a continued attempt to achieve excellence.

Appendix 1

Basic information about the school

Name of school	Ysgol Bro Banw
School type	Primary including Foundation Phase and Special Unit
Age-range of pupils	3-19 (including Special Unit)
Address of school	High Street Ammanford Carmarthenshire
Postcode	SA18 2NS
Telephone number	01269 592481

Headteacher	Mrs. Meryl Davies
Date of appointment	September 2008
Chair of governors	Cllr M H Evans
Registered inspector	Mrs Rhiannon Harris
Dates of inspection	26-28 April 2010

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	32	49	58	50	48	53	58	48	396+15(11+)

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	24	0	24

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:2:1
Pupil: adult (fte) ratio in nursery classes	
Pupil: adult (fte) ratio in special classes	1:27:1
Average class size, excluding nursery and special classes	12:1
Teacher (fte): class ratio	1:6:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2009	82.46	90.26	91.1
Autumn 2009	77.87	87.3	91.45
Spring 2010	87.69	90.69	91.35

Percentage of pupils entitled to free school meals	22%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

Ysgol Bro Banw
Carmarthenshire

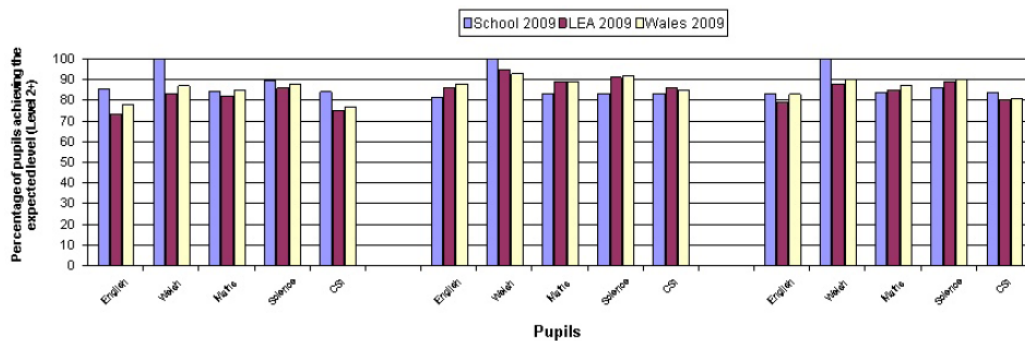
LEA/School no: 669/2392

School comparative information: National Curriculum Assessments 2009 with benchmarking

Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	86	73	78	81	86	88	83	79	83
Welsh	100	83	87	100	95	93	100	88	90
Maths	84	82	85	83	89	89	84	85	87
Science	89	86	88	83	91	92	86	89	90
CSI	84	75	77	83	86	85	84	80	81



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

More than or equal to 16 per cent and up to 24 per cent eligible for FSM

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		75	83	84		92	
Welsh		85		93		100	
Maths		80	84	88		96	
Science		85	86	92		100	
CSI		74		82	84	90	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report created by DEWi on 25/09/2009

Page 1 of 1

This report uses data for 2009 for LEA and Wales comparative information

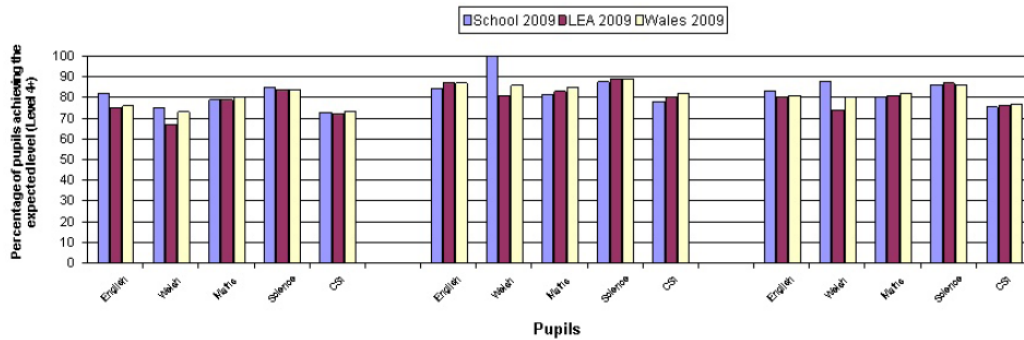
Ysgol Bro Banw
Carmarthenshire

LEA/School no: 669/2392

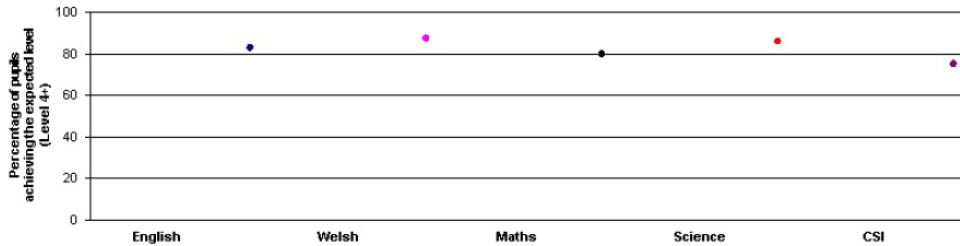
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	82	75	76	84	87	87	83	80	81
Welsh	75	67	73	100	81	86	88	74	80
Maths	79	79	80	81	83	85	80	81	82
Science	85	84	84	88	89	89	86	87	86
CSI	73	72	73	78	80	82	75	76	77



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent.
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
- Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 16 per cent and up to 24 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		74		82	83	87	
Welsh		67		78	88	89	
Maths		76	80	83		88	
Science		80	86	88		94	
CSI		69	75	77		83	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

A team of seven inspectors spent a total of 19 inspection days at the school. A peer assessor was also at the school for three days. The inspection team were assisted by the school's nominee. The team met before starting the inspection.

These inspectors visited:

- 76 lessons or parts of lessons;
- support sessions;
- registration periods, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspections;
- teachers and support staff;
- groups of pupils in each year;
- the school council and the eco council; and
- other interested parties linked to the school.

The team also considered:

- the school's self-evaluation report;
- 165 responses to the parents' questionnaire, the majority of which were positive;
- documentation prepared by the school both before and during the inspection;
- a wide range of pupils' current and previous work; and
- examples of pupils' reports.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Rhiannon Harris Registered Inspector	Led on: Context, Summary, Recommendations and Appendices Key Questions 1 and 5, mathematics, art and design
Gwynoro Jones Lay Inspector	Contributed to: Key Questions 1, 3, 4 and 7 Recommendations
Brin Jones Team Inspector	Led on: Key Question 2, Science, history, design and technology Contributed to: Recommendations
Meinir Howells Team Inspector	Led on: Key Question 3, Foundation Phase, Welsh (second language), music Contributed to: Recommendations
Gill Unwin Team Inspector	Led on: Key Question 4 Special Needs (including the Special Unit)
Brian Davies Team inspector	Led on: Key Question 6 English, geography, physical education
Ann Williams Team Inspector	Led on: Key Question 7 Welsh (first language), ICT, religious education
Grace Roberts Peer Assessor	Attended meetings and completed lesson observations
Meryl Davies Nominee	Attended meetings

Acknowledgement

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

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