

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

A report on the quality of education in

**Ysgol Bryn Pennant C.P.
Ffordd Pennant
Maes Pennant Estate
Mostyn
Flintshire
CH8 9NU**

School number: 6642046

Date of inspection: 23 February 2010

by

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Introduction

Ysgol Bryn Pennant C.P. 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 Bryn Pennant C.P took place between 23/02/10 and 25/02/10. An independent team of inspectors, led by Carolyn Jane Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

- 1 Bryn Pennant C.P. School is a community school located in the small village of Mostyn. It is situated in a large housing estate. The Local Authority (LA) is Flintshire. There are 88 pupils on role aged between 3 and 11. Pupils begin school full time after their fourth birthday. There are no pupils "looked after" by the LA. There are four full time and one part time teachers at the school; the head teacher is not in charge of a class.
- 2 Pupils come from social backgrounds described by the school as socially disadvantaged and an area of high deprivation. The school is a Community First school and has benefited over the last three years from the RAISE project. The school reports that 41 per cent of pupils are eligible for free school meals; this is higher than the average for Wales.
- 3 A Nurture Class was set up within the school in September 2004. The Resource provides for groups of pupils who share a similar kind and level of additional needs.
- 4 English is the sole medium of instruction. The language of all pupils at the school is English. All pupils come from a white ethnic background.
- 5 There have been no significant changes to the building since the last inspection.
- 6 The school was last inspected in March 2004.

The school's priorities and targets

- 7 The school's priorities for 2010 are to:
 - review and develop Schemes of Work for the new Key Stage 2 curriculum
 - use self evaluation as a basis for all action
 - implement aspects of Thinking Skills
 - further develop pupil questionnaires
 - ensure all pupils have equal opportunities for learning
 - set realistic targets ensuring high expectations; ensure pupils know what is expected of them
 - implement Performance Management throughout the school
 - arrange pupil progress meetings with parents at least twice each year
 - ensure effective transition between key stages
 - carry out health and safety audit annually
 - ensure that learning resources are adequate and well matched to curricular and pupil needs.

Summary

- 8 Bryn Pennant school is a school which has good features. High quality teaching engages pupils enthusiastically in their work and the innovative curriculum is full of interest and excitement for them. Leadership is focused on ensuring equality for all and this is an outstanding feature of the school. The relationships in this exceptionally caring environment are outstanding.
- 9 The inspection team agrees with the school's judgements in its self-evaluation report in six out of the seven key questions. The team has given a lower grade to key question three because of the identified shortcomings.

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

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

Grades for standards in subjects inspected in key stage 1 and key stage 2

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design Technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 3	Grade 3

- 11 During the time of the inspection, standards of achievement in lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	93%	0%	0%	0%

- 12 Pupil's standards of achievement in lessons compare well with the figures noted in Her Majesty's Chief Inspector's Annual Report 2008-09 of standards

being good or better, grade 2 or grade 1, in 87 per cent of lessons. The comparison is less favourable when considering outstanding standards, grade 1, where HMCI's Annual Report states that standards are outstanding in 18 per cent of lessons. There is significant improvement since the last inspection in the number of pupils attaining standards above average.

- 13 In Key Stage 1, in English, mathematics and science, and when the three subjects are combined, the 2009 national assessments for seven year olds show that results are below the national and local averages. When results are compared to the baseline assessments of children on entry, they show that learners make good progress. When the results are compared to schools with a similar proportion of learners entitled to Free School Meals, the 2009 results place the school in the middle quartile.
- 14 In Key Stage 2, in English, mathematics and science, and when the three of the subjects are combined, the 2009 national assessments for eleven year olds show that results are below the national and local averages. When the results are compared to schools with a similar proportion of learners entitled to free school meals, the 2009 results place the school in the lowest quartile in the family of schools.
- 15 Girls do better than boys overall at both key stages, but boys have made relatively better progress than girls over the past two years and the gap in achievement is narrowing. Pupils with Additional Learning Needs make excellent progress in relation to their prior attainment and underlying capabilities regardless of their social, ethnic or linguistic background, the vast majority of pupils make good progress from the time they start school and are making good progress towards fulfilling their potential. They are confident about moving on to the next stage of their education.
- 16 Standards in pupils' key skills, including children under five, are good. Pupils' standards and progress in listening and speaking are good. Most pupils across the school speak confidently and clearly. They all ask questions well and all listen carefully to each other and their teachers. Standards in writing are well developed and pupils use their knowledge of writing skills effectively and consistently. Standards in numeracy and information communications technology (ICT) are good.
- 17 Pupils' bilingual skills are outstanding. They use both languages with ease. The majority of learners conduct very good discussions independently without being prompted or guided by adults. This is an outstanding feature of the school.
- 18 Attitudes of pupils to their work and behaviour are good throughout the school. Pupils work very well in pairs and in small groups, supporting each other and ensuring that everyone makes a contribution. Pupils' independent skills are outstanding. Attendance is good and is similar to the national average for all schools and slightly below the LA. Overall punctuality is good at the start and throughout the day.

- 19 All pupils' personal, social, moral and wider development is good overall. Throughout the school, pupils' are happy to take responsibility in a variety of aspects of school life, and they are enthusiastic about the developing role of the school council. However spirituality is not as well developed and pupils do not take sufficient opportunities for quiet reflection and to consider spiritual issues.
- 20 Pupils' awareness of equal opportunities is good. Pupils' knowledge and understanding of the workplace is helped by visitors to the school. However, these experiences are limited and not consistently built on; therefore pupils' knowledge and understanding of the world of work is not as well developed.

The quality of education and training

Grades for teaching

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

- 21 The quality of teaching in lessons observed is higher than the average reported in HMCI's report for 2008-09 which is that teaching is good or better (grade 1 or 2) in 90 per cent of lessons. Grade 1 for teaching was not awarded in the last inspection and this is a significant improvement.
- 22 Teachers have a sound knowledge of the revised curriculum, the framework for the Foundation Phase and religious education. This is reflected in the lessons where the teaching promotes the appropriate skills and incorporates them in the subjects. There are excellent relationships between teachers, learning support staff and pupils. This co-operation creates a positive working ethos in the school, and instils in the pupils' the confidence to express themselves. Pupils' bilingual competence is given very good and consistent attention in all classes.
- 23 The school conforms to the statutory requirements for assessment, recording and reporting on pupils' progress. Procedures for the standardisation and moderation of assessment are developing well.
- 24 The school has set a recent focus on assessment for learning and for peer assessment practices, and has begun to establish the recording of pupils' progress in the light of the revised curriculum. There is an appropriate emphasis on areas of their development as learners. This is an area for development. Reports to parents are informative and conform to statutory requirements.
- 25 The curriculum is broad and balanced and meets the needs of the range of pupils well. It also meets the statutory requirements for the Foundation Phase, the Curriculum at Key Stage 2 and Religious Education. The school uses a thematic approach to curricular planning and these plans are appropriately cross referenced to the National Curriculum key skills. However the cross phase links are not as well developed and this is an area identified by the school.

- 26 The overall provision for pupils' moral, social and cultural development is outstanding. Partnerships with parents, the community and other academic organisations are good. They have great confidence in the head teacher and staff and value the very welcoming nature of the school. Parents and carers are pleased with the standard of education and the high quality pastoral care their children receive in the school.
- 27 The school provides very good personal support and guidance. The head teacher's personal commitment to the pastoral care of pupils underpins the life and work of the school, and pupils state that they feel secure, safe and respected in the school. This is a very significant feature of the school. The school has appropriate policies and procedures in place to ensure health, safety and well-being of pupils, which are monitored carefully by the staff and governing body. The school is successful in promoting healthy eating and a healthy lifestyle. The school has adopted the policy of the LA to guide practice in child protection issues.
- 28 The provision for pupils with Additional Learning Needs is outstanding. The policy of early intervention is highly successful and the school's policy complies with the Code of Practice and the framework for inclusive education.
- 29 The school celebrates diversity in a range of links and activities with people from other countries, faiths and cultures. Pupils' entrepreneurial skills are not as well developed.

Leadership and management

- 30 The school is well led and managed and the head teacher is well supported by her staff. High expectations and aspirations for all pupils are at the forefront of their shared vision. The quality of all leaders at different levels at the school is good and makes the school a purposeful and effective community.
- 31 The Governing Body works closely with the professional leadership of the school. The chair of governors and individual governors support the school well. They are well informed about the long-term needs of the school and their monitoring of the quality of provision at the school is good.
- 32 The process of self-evaluation is good. It is generally based around first hand evidence. The school's self-evaluation is mostly accurate in terms of grades and the inspection team agrees with the school's identification of its main strengths and areas for development. The views of all those involved in the school are considered. The school's self-evaluation document fully informs the School Development Plan.
- 33 The school has made good progress in addressing the key issues raised by the last report, with the exception of the development of spirituality.
- 34 The school is well staffed by well qualified and experienced teachers. The use of support staff is a very good feature of the school. The day-to-day life of the school is organised effectively.

- 35 The school is very clean and well maintained. It provides suitable accommodation for all pupils. The use of the accommodation in the Foundation Phase is good. The outdoor environment is used well. The school uses and deploys its teaching resources well.
- 36 The school gives good value for money.

Recommendations

- 37 In order to further raise standards and improve the quality of education provided, the school should:
- R1 raise standards of writing in English in Key Stage 2: and Music and spirituality across the school **
- R2 further develop continuity and progression in the planning of the curriculum
- R3 continue efforts to develop pupils' understanding of the world of work. **

** The school has identified these recommendations in the School Development Plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

39 Pupils' standards of achievement in lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	93%	0%	0%	0%

40 Pupil's standards of achievement in lessons compare well with the figures noted in HMCI's Annual Report 2008-09 of standards being good or better, grade 2 or grade 1, in 87 per cent of lessons. However, the comparison is not as favourable when considering outstanding standards, grade 1, where HMCI's Annual Report 2007-08 states that standards are outstanding in 18 per cent of lessons. There is significant improvement since the last inspection in the number of pupils attaining standards above average.

41 The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. Most children begin school with low levels of basic skills for children of this age.

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design Technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 3	Grade 3

42 In Key Stage 1, in English, mathematics and science, and when the three subjects are combined, the 2009 national assessments for seven year olds show that results are below the national and local averages. However, the number of learners achieving Level 3 in English compares favourably with the family of schools and with those with similar numbers entitled to free school meals.

43 When the results are compared to the baseline assessments of children on entry, they show that learners make good progress. When the results are compared to schools with a similar proportion of learners entitled to free school

meals, the 2009 results place the school in the upper middle quartile of family of schools.

- 44 In Key Stage 2, in English, mathematics and science, and when the three subjects are combined, the 2009 national assessments for eleven year olds show that results are below the national and local averages. When compared with the family of schools they are in the lowest quartile of family of schools.
- 45 Girls do better than boys overall at both key stages, but boys have made relatively better progress than girls over the past two years and the gap in achievement is narrowing. Pupils with Additional Learning Needs make good progress in relation to their prior attainment and underlying capabilities regardless of their social, ethnic or linguistic background, the vast majority of pupils make good progress from the time they start school and are making good progress towards fulfilling their potential and are confident about moving on to the next stage of their education.
- 46 The tracking system and the setting of targets at the school provide evidence to indicate that there is improvement in pupils' achievements, and standards are good. The targets set for the majority of learners are challenging and realistic, however the targets set for the more able and talented learners are not always sufficiently challenging. Pupils are beginning to have an understanding of how well they are progressing and how to improve their work. The improvement in standards is well reflected in standards being awarded Grade 2 in this inspection in most subjects. Evidence drawn from the scrutiny of work and discussions with pupils reveals good standards and this is also evident in the lessons observed.
- 47 The overall standards in pupils' use of the key skills of speaking and listening, reading, writing, numeracy and information technology (ICT) are good with no important shortcomings. Pupils' bilingual competency is outstanding.
- 48 Children in the Foundation Phase make good progress in speaking, listening, early reading and writing skills, which sets a good foundation for further learning. Throughout key stages 1 and 2, pupils express their ideas with growing confidence both in group work and whole class discussions.
- 49 In both key stages, most pupils make good progress in their reading. Pupils read a variety of texts with good expression and good levels of understanding. In Key Stage 2, most pupils use their reading skills competently when searching for information from books or websites.
- 50 Pupils in key stages 1 and 2 write well for a variety of purposes in a range of subjects. Older pupils write effectively in extended forms for a wide range of audiences; however, the use of different styles and genres is underdeveloped.
- 51 Most pupils make outstanding progress in their bilingual competence. Nearly all children in the Foundation Phase are developing an excellent range of Welsh vocabulary and confidently use simple questions and answers. They respond appropriately to instructions in Welsh. In key stages 1 and 2, nearly all

pupils spontaneously use the Welsh language when interacting with each other and staff. Pupils ask and answer a wide variety of questions effectively with very good enunciation and understanding.

- 52 In the Foundation Phase and in key stages 1 and 2, good progress is made by almost all pupils in their ability to apply their numeracy skills. These are used consistently within lessons and during other activities. Pupils' enquiry skills are good in both mathematics and science. They present their findings using a broad range of graphs and tables for interpreting data.
- 53 Most pupils display good skills in information and communications technology. Foundation Phase and Key Stage 1 pupils use simple programs very confidently to reinforce their work in other subject. In Key Stage 2, most pupils use their ICT skills purposefully for gathering and presenting information and data. They use a range of software and equipment and demonstrate a good level of competence and independence.
- 54 Pupils' understanding of Welsh music, art, history and traditions are good with no important shortcomings. All have a strong awareness of the work of famous national and local people and they discuss events such as St David's Day with enthusiasm and pride. The majority of pupils are familiar with a range of Welsh tales and legends. They benefit from visits locally and across Wales.
- 55 Problem solving skills are good. Pupils work well in pairs and small groups, supporting each other and ensuring that everyone makes a contribution. Opportunities for them to work independently are strength of the school. Opportunities for pupils to acquire the skills to improve their own learning are developing well, and some of the more able pupils sometimes take the initiative for their own learning.
- 56 Pupils' attitudes to their work are positive throughout the school. Pupils are enthusiastic learners who enjoy their work. They work well with one another. They are keen to answer questions in introductory sessions, work with concentration on organised activities and are happy to share their work with others at the end of the session. These skills prepare them well for lifelong learning.
- 57 The behaviour of all pupils' is good in all areas of school life. They are extremely courteous towards staff and visitors and work closely and easily together. This is a good feature of the school and is a product of the ethos of personal responsibility that exists in the school.
- 58 The average level of attendance for the three terms prior to the inspection, at 93.6 per cent, is better than the average for similar schools (based on free school meals), similar to the national average for all schools and slightly below local authority (LA) average. Unauthorised absences, at 1.5 per cent, compare similarly. About half the absences are attributable to medical/sickness and about 20 per cent to holidays being taken during term time.

- 59 Overall, punctuality is good at the start of, and throughout, the school day allowing sessions to start promptly without delay or disruption.
- 60 Long term absentees are well supported, both at home and when they return to the school. There have been no exclusions for at least the past 13 years during which the Head teacher has been at the school.
- 61 Nearly all children in the Foundation Phase and across the key stages 1 and 2 display outstanding ability to make choices and to work independently for a sustained period of time.
- 62 Good progress is made by pupils across the key stages in their acquisition of personal, moral and social skills. They have a clear understanding of what is right and wrong. The shared values of respect, kindness and consideration for others are exhibited and promoted effectively in the day to day life and work of the school. Pupils share their views openly; listen well to others whilst appreciating those individuals who may hold different opinions to themselves. The mutual respect between adults and pupils is evident, and relationships throughout the school are outstanding. This contributes to creating a happy, caring and supportive learning environment. Pupils develop a good understanding of corporate responsibilities through their roles on the School Council and Eco committee and as playground buddies. When given these specific positions of responsibility, pupils undertake their duties reliably and with confidence.
- Pupils' respond well to the excellent opportunities to learn about different cultures and religions and they show respect for differences in general. They work on a variety of links and projects with other countries.
- 63 Pupils' have insufficient knowledge of the world of work as a result of the limited opportunities they have to work and be active in the community. These experiences are not consistently built on; consequently pupils' knowledge of the world of work is not as well developed.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

65 The quality of teaching during the inspection was judged as follows:

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

66 The quality of teaching in lessons observed is higher than the average reported in HMCI's report for 2008-09 which is that teaching is good or better (grade 1 or 2) in 85 per cent of lessons. Grade 1 is significantly higher where the HMCI's report states 17 per cent of lessons observed were awarded. Grade 1 for teaching was not awarded in the last inspection and this is a significant improvement.

67 There is an excellent relationship between teachers, learning support staff and pupils. This co-operation creates a positive working ethos in the school, and instils in the pupils the confidence to express their thoughts and opinions.

68 Teachers use a good range of teaching techniques and appropriate resources that successfully supplement the activities they arrange, in order to ensure pupils active participation.

69 The provision to meet the language needs of all pupils is good. Their bilingual competence is given consistent attention in lessons and from all classes and is good.

70 Outstanding features evident in lessons include:

- Provision of challenging activities which successfully capture and sustain pupils' interest and promote independent and active learning.
- High expectations and skilful questioning techniques which stimulate pupils and develop their thinking skills.
- Very good emphasis given to developing pupils' basic and key skills and their reinforcement in plenary sessions.
- Highly effective plenary sessions which allow pupils to demonstrate and evaluate their understanding of what they have learnt.

71 Other good features evident in lessons were:

- Clear and purposeful presentation of aims and lesson objectives shared with pupils.
- Use of stimulating resources that capture pupils' interest and attention.

- Promotion of positive attitudes to learning and support of pupils' efforts with consistent praise and encouragement.
 - The use of incidental Welsh which makes a notable contribution towards pupils' bilingual competence.
- 72 Staff successfully motivate pupils through the purposeful use of a meaningful range of teaching techniques and strategies encouraging their involvement in activities through discussion and group work. The excellent relationships within classrooms are a notable feature throughout the school.
- 73 The quality of teaching in the Foundation Phase is consistently good. It successfully captures, sustains and extends children's knowledge and understanding through the use of a range of stimuli and experiential learning. All practitioners show high levels of commitment to the success of Foundation Phase principles and work hard to make meaningful adjustments to practice and to promote new ways of learning. They ensure an effective balance between child led and adult led activities through detailed and structured planning.
- 74 At Key Stage 1 and Key Stage 2, teachers demonstrate good subject knowledge. However, lessons overall are not always planned to match all pupils' needs. Teachers benefit from an effective professional development programme, which enhances the teaching and learning within the school. Teachers benefit from a wide range of opportunities to further develop their knowledge of the curriculum and the latest developments in education. Teaching assistants provide extremely effective support and guidance for individual pupils and groups in all areas of the curriculum. They show a high level of commitment, initiative and sensitivity in their dealings with children.
- 75 Homework is set as routine and is directly linked with appropriate class work and this has a positive impact on pupils' achievement. A constructive home/school agreement is in place and is signed by all parents and pupils.
- 76 All adults treat pupils fairly and equally and all benefit from the same opportunities, both in lessons and in the wider life of the school. All staff promote equality of opportunity very well and ensure that all are treated fairly, irrespective of their abilities and backgrounds. This is a strong feature of the school.
- 77 The school conforms to the statutory requirements for assessment, recording and reporting on pupils' progress. There is an appropriate and clear policy which offers sound guidance on practices and procedures. Procedures for the standardisation and moderation of assessment are developing well.
- 78 The school has set a recent focus on assessment for learning and for peer assessment practices, and has begun to establish the recording of pupils' progress in the light of the revised curriculum. There is an appropriate emphasis on areas of pupil development as learners.

- 79 The school makes effective use of standardised tests for many skills in order to assess pupils' achievements in specific areas. Teacher led lesson evaluations are undertaken effectively, as teachers observe and record significant aspects of progress or areas for development.
- 80 In the Foundation Phase, the system of observing and recording progress and achievement of individual children is a strength. Aspects of children's daily work is assessed and used as basis for detailed "field notes" on each child's progress and are transferred to the child's personal profile. The information recorded effectively guides the nature of further work in the different areas of learning.
- 81 There are meetings between teachers in Year 6 and teachers from the secondary school, where an assessment of pupils' progress is discussed. The arrangements for teachers from cluster schools for the purpose of moderation and consistency of assessment is good.
- 82 Pupils in Key Stage 2 are becoming increasingly involved in the process of assessment for learning, setting their own targets for improvement and developing the skills needed to assess their peers and themselves effectively.
- 83 Pupils' work is marked consistently, however not all teachers offer full and relevant comments on pieces of work. In the best instances, comments offer a suggestion about improving the work; in other instances, however, there is insufficient attention to encouraging pupils' to correct and edit aspects of their work.
- 84 Reports to parents meet statutory requirements. They are of good quality and offer valuable information to parents on their children's progress. The school also provides several formal and informal opportunities for parents to meet teachers to discuss their child's progress.

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

Grade 2: Good features and no important shortcomings

- 85 The findings of the inspection team differ from the Grade 1 judgement made by the school in its self-evaluation report. The inspection team did not identify sufficient outstanding features to support the school's grade for this key question.
- 86 The school provides a curriculum which conforms to statutory requirements. Pupils' aspirations are encouraged through a strong emphasis on personal and social development and through the many beneficial partnerships fostered by the school.
- 87 The school provides a carefully structured and good quality Personal and Social Education framework which permeates the life of the school and

provides pupils with a variety of learning experiences. Circle time sessions are used positively to discuss areas of concern in a supportive way. The school provides a wide range of opportunities for pupils to take responsibility and develop an understanding of their role in the community, for example as buddies or undertaking snack time and lunch time duties. Pupils fulfil these roles with enthusiasm and commitment. The school also provides good opportunities for pupils to influence matters which affect their daily lives at the school and careful consideration is given to pupils' opinions which they express through membership of the School Council and Eco committee.

- 88 The quality of out of school learning is good. Visits are linked to topics covered in class. The visits provide first hand experiences for all pupils and enhance the curriculum. It provides a wide range of learning experiences, including extra-curricular activities such as good sporting and cultural clubs to support the curriculum, i.e. Art club, Hockey club, music club and football tournaments. This meets the needs and interest of the range of learners with different abilities very well.
- 89 The overall provision for pupils' moral, social and cultural development is good. Relationships within the school are positive and learners' across the school are polite and demonstrate respect for each other, adults and visitors. Daily acts of worship, which meet statutory requirements, do not always offer opportunities for learners' to reflect well on positive values and an appreciation of the world.
- 90 Partnerships with parents, the community and other academic organisations are good. They have great confidence in the head teacher and staff and value the very welcoming nature of the school. They are pleased with the standard of education and the high quality pastoral care their children receive in the school. The school maximises what is available to provide very good experiences for the children. An active PTA raises considerable amount of money annually.
- 91 The community is very supportive, attending school concerts and activities. Visitors enrich the curriculum and include theatre companies, artists and musicians.
- 92 There are good transition arrangements in place with secondary schools and between key stages. Student teachers from an initial teacher training institution undertake placements at the school. Support staff students and learners' from secondary schools attend work experience placements.
- 93 Links with the world of work is not as well developed. The Police and Fire service deliver their programme on personal safety and security. Various other individuals, including Health visitors, speak about their work and help pupils' understanding.
- 94 The school is currently developing many strategies to ensure that pupils' bilingual skills develop progressively through the key stages. Learners' receive encouragement to develop confidence in communicating in both English and Welsh. The school's promotion and development of pupils' understanding of the cultural heritage of Wales through the *Cwricwlwm Cymreig* is good and

incorporated in all schemes of work. Pupils' awareness and appreciation of the culture of Wales is enhanced through celebrating St. David's Day. Displays around the school give pupils a valuable insight into their own local heritage. The school makes a positive effort to promote learners' bi-lingual skills and the use of incidental Welsh during school routines and lessons is often outstanding. Pupils' knowledge and competence in the use of the language is further supported through initiatives such as *Helpwr Heddiw*.

- 95 The school is very strong in promoting equality of access to the curriculum and all school activities. In the pre inspection meeting, many parents informed the inspection team that they chose this school above others in the locality because of its reputation for working well with special educational needs (SEN) pupils and the levels of care it shows to its children in general.
- 96 Provision of education for sustainability is developing well. A few pupils are actively involved with sustainable development related activities. The small eco committee meets monthly; however, it has little impact in progressing this aspect of pupils' development. The school has been awarded the bronze and silver standard awards for its activities promoting sustainability. In addition, sustainability is promoted through the formal curriculum, notably in science and geography.
- 97 Global citizenship is promoted through the pupils' charitable work; formal subjects and assemblies and visits by adults with an ethnic minority background.
- 98 The promotion of enterprise awareness, both financial and social, is not as well developed; activities are not extended throughout all age ranges in the school.
- 99 The encouragement of personal responsibility in pupils is a very strong feature of the school. Pupils work very well both independently and in groups with little encouragement or coaxing required. School and Eco Councils are democratically elected and the school has achieved Level 3 of the Healthy Schools award.

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

Grade 1: Good with outstanding features

- 100 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 101 The school's procedures to ensure that pupils are well cared for, guided and supported are outstanding. The school works extremely hard to encourage a positive ethos and is a close community where everyone is valued. Staff are extremely successful in creating a happy, caring and supportive environment where learners feel secure and respected. Staff know their pupils very well and are sensitive to their needs. The school successfully fulfils its motto "Our school is like a jigsaw, every piece is precious", in particular through the ways

in which all pupils are included, involved and supported in every aspect of school life.

- 102 The head teacher and staff have established very effective procedures to ensure that the pastoral and educational guidance of learners' are met in a sensitive manner.
- 103 The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs, including those with additional learning needs, are carefully assessed and provided for. These arrangements are managed highly effectively.
- 104 The induction procedures for pupils entering the school are good. The youngest children in the Foundation Phase settle well and members of staff offer good pastoral care. Arrangements for transferring to different classes within the school are good and ensure that pupils settle quickly. Arrangements for the transfer of pupils to the local secondary school are well established and enable pupils to settle quickly into their new environment.
- 105 The school expects pupils to attend regularly and punctually and the system for recording attendance electronically is effective. Pupils' attendance is correctly and accurately recorded promptly at the start of the morning session. However, the monitoring follow up procedures for unexplained absence lack urgency and rigour. Attendance targets have been established. The EWO visits the school when requested, about once per term, but does not visit the school on a scheduled basis.
- 106 Punctuality is monitored and effectively acted upon, when considered appropriate.
- 107 The school has high expectations of good standards of behaviour and has measures for dealing with bullying or inappropriate behaviour. Bullying is not seen as a problem by both parents and pupils and they have confidence that, should instances arise, they will be dealt with fairly and swiftly.
- 108 Work on monitoring behaviour, and performance is good. The behaviour policy is applied consistently, resulting in behavioural standards of the highest order. Rewards are open to everyone. They are fully aware of this and feel motivated to show a good attitude and perform as best they can. A weekly celebration assembly provides good opportunities for pupils' to celebrate their achievement outside the school.
- 109 The school is very mindful of its responsibilities for the health, welfare and well-being of pupils. Comprehensive and thorough risk assessments are completed appropriately. Four members of staff have received First Aid training.
- 110 Both staff and pupils have an appropriate awareness of "Health and Safety" requirements. Good procedures are in place to meet the needs of pupils who are unwell or who have suffered an injury whilst at school.

- 111 Pupils have access to an effective personal and social education and the school provides outstanding personal support and guidance to pupils. Effective strategies are in place to support and guide all pupils and these impacts very positively on behaviour and personal development. Pupils are confident in seeking the help and support of staff, readily turning to adults for help. They are listened to and treated with consideration and respect. The quality of relationships between staff and learners is outstanding.
- 112 Pupils have regular opportunities to voice their views and opinions and do so with confidence through the school council. The school council is a very good forum for the development of pupils' personal and social skills. Members of the school council say they appreciate this and are proud of the changes to school life that they have instigated. They state that all pupils are good ambassadors for the school. This is an outstanding feature.
- 113 Healthy eating and lifestyles are a good feature of the school. The canteen provides healthy alternatives including taster opportunities for both pupils and parents. Parents of children who bring lunchboxes are advised and encouraged to become aware of healthy content. There is a good range of physical activities, including sports events.
- 114 The school is kept locked during the day and the site is secure and well fenced. When parents park on the school yard at the end of the day in order to collect their children from the playgroup, there is a clear system for ensuring that pupils are not placed in danger. There is sufficient staff trained in First Aid.
- 115 Child protection procedures meet requirements. The school has suitable measures to deal with appeals and complaints and to promote the protection of children. The head teacher is the nominated person and has a deputy and a nominated Governor to assist. All staff have been trained and know and follow the correct procedures. Links with support agencies such as social services and the Police are good but rarely required.
- 116 The provision for pupils with Additional Learning Needs is outstanding. The policy of early intervention is highly successful and the school's policy complies with the Code of Practice and the framework for inclusive education. The progress pupils with Additional Learning Needs make is outstanding in relation to their ability.
- 117 There are very close relationships with all the agencies involved in supporting pupils and their various needs, including the educational psychologist. Teachers monitor and track pupils' progress very carefully. There is close liaison between teachers and the Special Education Needs Co-ordinator, who is the head teacher. All are very well informed about pupils' needs. The SEN Governor works well with the SENCO. Pupils with SEN receive excellent support from their class teacher and learning support assistants.
- 118 Pupils' Individual Education Plans contain specific learning targets that correspond to their individual needs. Members of staff also carefully monitor the development of those on school action.

- 119 However, occasionally the challenge of tasks for more able pupils is less well developed, but the school has identified this in its Self-Evaluation Report.
- 120 The school's provision for equal opportunities is good. Equality for all is firmly embedded in the school's ethos and the head teacher and staff place a high priority on the social inclusion of all learners. The school recognises the different social, ethnic, educational and linguistic backgrounds of all and takes this into account when delivering support and guidance.
- 121 The school recognises the diversity of pupils' backgrounds and takes this into account when planning and delivering support and guidance through such initiatives as the *Trysor Nurture Group*.
- 122 Excellent support is provided for anyone whose behaviour impedes their progress and that of others but this support is very rarely required due to the good behaviour of all pupils. All parents and pupils are confident that should any matter occur, then it would be dealt with effectively. Pupils stated that they would find it easy and natural to approach a member of staff with a concern or to report an incident.
- 123 There were no pupils in wheelchairs at the time of the inspection and none with disabilities that required significant physical adjustments. Should such a learner attend the school the arrangements would be made via the LEA to accommodate them. A good disability equality scheme is in place and the disability equality scheme recognises the need to review procedures regularly.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 124 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 125 The school is well led and managed and the head teacher is well supported by her staff. High expectations and aspirations for all pupils are at the forefront of their shared vision. The quality of all leaders at different levels at the school is good and makes the school a purposeful and effective community. The good leadership at the school is a core factor in the good standards of teaching.
- 126 The head teacher has a very clear vision for the school and her management of staff and pupils is very good. She is a pro-active member of the governing body and has a very good relationship with the parents.
- 127 The school's policies and practices that promote equality of opportunity are good and this is reflected in the work of the school. It is a very ordered community where everyone is valued and all enjoy equal access to all the school offers. As a result, all staff contribute well to the caring ethos and this has a positive effect on all pupils' behaviour and attitudes.
- 128 The school takes appropriate account of national priorities and is developing strong links with local partnerships. There are positive arrangements to moderate standards within the school and this has had a positive effect on teaching and learning.
- 129 The school takes appropriate account of national standards and there is a strong focus on recent curricular developments in terms of the Foundation Phase and Curriculum 2008. Changes in provision and practice reflect a clear commitment to raising standards.
- 130 The school sets suitably challenging targets for most of the pupils at the end of the key stage. However, the targets set for the attainment of the more able and talented pupils' are not always challenging enough. The school is generally successful in meeting these targets. Those in the School Development Plan are clearly defined and occasionally there is good evidence to demonstrate the consistent success of initiatives.
- 131 The arrangements for teachers' performance management meet statutory requirements and the outcomes are effectively linked to individual professional needs. The head teacher undertakes staff appraisal and provides positive feedback to staff. Job descriptions are agreed and are updated in line with changes in roles and responsibilities.

- 132 The governing body is well informed by the head teacher and other staff and is strongly supportive of the school. All statutory policies and documents meet requirements, including the school prospectus and its role and involvement in setting the strategic direction of the school through the School Development Plan is good.

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

Grade 2: Good features and no important shortcomings

- 133 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 134 There is a positive culture of regular consultation and commitment to improving the quality of education at the school; the systems of self-review and strategic planning are good. Members of staff and the governing body have been involved in deciding or addressing the school's priorities. Formal self evaluation processes have been introduced and form a good basis for development and all interested parties are fully involved in the process of evaluating how goals and priorities each year are identified and met. As a consequence, leadership can ensure that priorities are based upon a broad picture and that a sense of unity, collaboration and full ownership is developing at the school.
- 135 The inspection team agrees with the school's judgement in its self-evaluation report in six out of the seven key questions. The team identified shortcomings in key question 3 and awarded a lower grade. Overall the quality of the self-evaluation report is good.
- 136 The head teacher and staff have introduced strategies to improve the quality of teaching and learning and to develop their knowledge of what they need to do to secure further improvement. However, they have not monitored the planning in line with the new curriculum orders and the Foundation Phase curriculum to ensure continuity and progression and provide constructive feedback. They are fully involved in the self-evaluation process.
- 137 The most recent School Development Plan is a good and useful document containing measurable targets and identifying appropriate strategies to raise standards. These have appropriate success criteria and timescales. The areas identified in this closely match several of the recommendations made in this report. The allocation of resources to support initiatives is clearly identified and as with the self-evaluation process, all interested parties in the school have ownership of this key document.
- 138 The school has made good progress in raising standards and in addressing the issues raised by the last report with the exception of the development of learners' spirituality. Pupils' progress is good.

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

Grade 2: Good features and no important shortcomings

- 139 The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
- 140 Pupils are well supported by dedicated, experienced and suitably qualified teachers who have the knowledge and expertise to teach all aspects of the curriculum. The good team spirit within the school ensures that staff work well together, sharing views and experience in the best interest of pupils.
- 141 All staff have relevant job descriptions, clear roles and responsibilities and are managed effectively to maximise the use of their expertise, experience and time. Teachers and support staff are appropriately deployed to sensitively meet the pupils' needs. The close partnership that exists between teachers and the enthusiastic, well-trained support staff makes an excellent contribution to the overall quality of teaching and learning.
- 142 Accommodation and learning resources are well utilised. Overall, the accommodation is in good and exceptionally clean condition. It provides a spacious, comfortable, safe, secure and attractive learning environment. Storage space for learning resources is generally adequate. The small ICT suite is well utilised by all learners.
- 143 Throughout the school the many colourful displays in the classrooms and shared areas celebrate learners' achievements and help to greatly enhance the learning environment. The inside of the building is cared for and very well maintained by the caretaking and cleaning staff.
- 144 The outside play areas are well equipped, stimulating, safe and secure. However, these areas are not easily accessible from the classrooms. The school grounds incorporate hard surface play areas and grassed playing fields.
- 145 Access to most parts of the school for learners, staff and visitors with disabilities is good. Pupils' toilets are clean in a serviceable condition. However, the taps in the Key Stage1 toilets are very stiff and extremely difficult for the learners to operate.
- 146 The school is well-resourced with appropriate equipment in all subjects. Pupils have ready access to a wide range of resources appropriate to their age and needs. The considerable recent investment made to enhance the Junior Library, and in purchasing a wide selection of Welsh learners' reading resources, are well used to support teaching and enhance standards across the curriculum. The use made of resources in the Foundation Phase is effective and ensures that pupils receive learning experiences of a good quality.
- 147 Extensive use is also made of resources outside the classroom and school. The school and governing body are effective in ensuring that resources match the priorities for development.

- 148 Administrative staff, caretaker, cleaners and mid-day supervisors all provide very effective support and make a valuable contribution to school life ensuring that day-to-day routines are smooth and efficient.
- 149 Staff development arrangements, incorporating induction for newly qualified teachers and performance management procedures, are well-organised and effective. Teachers update their teaching skills and knowledge by attending in-service training sessions both within and outside the school. These training sessions are well matched to the needs, requirements and priorities of the school and to the personal development of individual members of staff, including support staff. Several teachers are regularly invited to share their expertise and knowledge with colleagues within the LA.
- 150 The arrangements for teachers' planning, preparation and assessment time are well managed and productive. Effective use is made of the teachers employed to cover for colleagues during these sessions. This ensures continuity and progression in pupils' learning and has a positive impact on standards of achievement. Workload initiative funding is well used to provide support for teachers and to reduce their administrative load.
- 151 The school makes very good use of the local environment, the community and educational sites to enrich pupils' learning. The school makes very effective use of the school grounds to enhance learning. There are outdoor facilities of high quality on site and these are utilised to very good effect in delivering the curriculum. The provision of outdoor learning for the Foundation Phase is both safe and secure with a good range of stimulating play equipment.
- 152 The school budget is carefully monitored by the governing body and the head teacher and the school provides good value for money.

Standards achieved in subjects and areas of learning

English

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

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

Good features

- 153 In Key Stage 1, the standards of pupils' listening skills, including those with Additional Learning Needs are good. The majority of pupils listen attentively to presentations by teachers and each other. Most speak confidently about their work and experiences with both adults and fellow learners.
- 154 Nearly all pupils make a very good start with their reading from an early age and, by Year 2, many pupils who are more able, read with good fluency, while more hesitant readers correct themselves and "sound out" unfamiliar words. The majority know that pictures help them with the meaning of text and use them sensibly. Most pupils describe the plot of the story accurately and enthuse in descriptions of their favourite episodes. More able pupils in Year 2 use the library to search for information for their class. Most have a good understanding about information that they find.
- 155 In Year 1, pupils develop an appropriate awareness of phonic patterns. Most generally spell common words correctly and make a good attempt at more complex spellings. Many pupils begin to write short sentences, developing their spelling and basic punctuation. Some pupils in Year 2 use capital letters and full stops correctly when writing sentences and accurately order sentences to retell a story. A few write longer pieces of work and show improving pencil control and the foundation of a neat handwriting style, although a minority do not always space their words appropriately. A few make effective use of their spelling logs to improve their vocabulary and spelling.
- 156 Pupils who are more able appreciate the different styles needed for different types of writing, for example a story about "Owen and the Welsh Knot" and letter writing include descriptive words effectively in their work. The more able are beginning to write at length; they use punctuation accurately and have real variety in their sentences.
- 157 In Key Stage 2, all pupils listen well and use vocabulary correctly to express ideas and opinions whilst taking part in class discussions and most pupils use extended vocabulary.
- 158 All pupils begin to realise the need to adapt their spoken language and intonation of voice for different situations, for example when participating in role play and when creating their own play scripts and stories.
- 159 All pupils read a suitable range of books and display positive attitudes towards reading. The best readers read with fluency, correctly and expressively and

have a very good understanding of the texts they read. Many individuals have favourite authors and can describe features of books written by them. Most pupils give accurate account of the content of the books that they are currently reading.

- 160 Most pupils have higher order skills, enabling them to retrieve information from sources on the internet and from non-fiction books.
- 161 All pupils write in a variety of forms for different purposes, according to their age and ability. They show some understanding of language forms. The more able pupils produce creative and factual work which has good features. Writing is organised into paragraphs by many learners using different sentence patterns with increasing complexity. Older pupils use verbs and adjectives correctly and they develop a mastery of syntax that has good features.

Shortcomings

- 162 Many pupils in Key Stage 2 do not make sufficient progress in using interesting and imaginative language to create effects.

Science

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

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

Good features

- 163 Most pupils in both key stages are developing good scientific skills appropriate to their age and ability. Most pupils understand the concept of a fair test. They predict, ask question and experiment, record and evaluate their work appropriately.
- 164 Most pupils in Key Stage 1 have a good understanding of their five senses and use their sense of smell to predict and investigate the differences between varieties of resources. They record their findings using labels and simple annotated drawing.
- 165 Most pupils can list objects that use electricity and are aware of light sources at school and in the home. They effectively investigate and create simple electrical circuits from a collection of wires, clips, batteries and bulbs.
- 166 Most pupils have acquired a good understanding of materials and their properties. They recognise similarities and differences in materials and realise that certain materials have specific purposes.
- 167 Most younger Key Stage 2 pupils have a good knowledge and understanding of the properties of forces and how forces affect movement. They provide detailed explanations and draw their own conclusions regarding the properties of forces in both familiar and unfamiliar situations. They successfully utilise their predictions and investigative work to explain their conclusions and outcomes.

- 168 Younger Key Stage 2 pupils extend their knowledge of the processes of life and living things by studying plants and animals. They are developing an understanding of the conditions needed for living things to grow. Most pupils have a good awareness of the inter-dependency of plants and animals. They competently construct a variety of food chains in differing environments. Learners make good use of the outdoor environment to investigate plant and animals habitats.
- 169 Older Key Stage 2 pupils plan scientific enquiries systematically and carry out their experiments purposefully and safely. They confidently identify the main variables in an investigation and choose which of these are to be constant and which are to be changed. They make systematic observations and recordings and communicate their findings using text, diagrams, graphs and tables.

Shortcomings

- 170 There are no important shortcomings.

Design and 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

- 171 In Key Stage 1, most pupils make good use of construction kits; they work well both individually and together to create and refine their designs. They sensibly discuss their ideas and make informed decisions that improve their models.
- 172 Most pupils cut, stick, glue and shape using a range of materials and components effectively.
- 173 When given a task to make a moving vehicle with wheels, pupils made sensible choices when deciding which materials would be the best for the job. They carefully tested the wheels to see which was the strongest. As a result their designs were imaginative, creative and well planned.
- 174 All pupils carry out their "must do" tasks including pairs and peer assessments very well. They evaluate the end project very well.
- 175 In Key Stage 2, most pupils' understanding of design and creating an item for a purpose is developing well. They plan their designs in an effective step by step approach. They measure accurately and use appropriate tools and techniques.
- 176 Older pupils plan effectively to make a scaled model of the school. They undertake planned research activities, carefully record their results and successfully build their model.

Shortcomings

- 177 There are no important shortcomings.

Geography

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

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

Good features

- 178 Pupils in Key Stage 1 know and explain their routes to school well. Their awareness of their own locality and of places beyond is developing well. Using different kinds of maps, pupils name and locate human and physical features confidently, within their own locality.
- 179 Pupils in both key stages know that people can affect the environment positively and negatively, both locally and in the wider world. Their understanding of looking after the environment is good.
- 180 In Key Stage 2, pupils' knowledge of their locality and beyond is developing well. They research using atlases and ICT effectively. They investigate the human effects on the landscape and classify them accurately. They confidently discuss oceans and continents on a world map and can use co-ordinates to plot locations on a map accurately.
- 181 Older Key Stage 2 pupils pose relevant questions, identify geographical patterns and offer competent explanations of geographical processes. They describe the physical features of rivers and show good understanding of the effects of human activity on them. They use maps confidently and use them effectively to plot routes locally.
- 182 In their enquiry work, using specific language, older pupils compare and contrast their own locality in Wales with that of Botswana. Through discussions and collaboration, problem solving skills and investigations, pupils clearly identify geographical features and developments in both communities.

Shortcomings

- 183 There are no important shortcomings.

Art and design

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

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

Good features

- 184 In both key stages pupils develop good skills through the use of sketchbooks to explore colour, line, tone and shape. They carry out effective research before undertaking any topic work under consideration.
- 185 At Key Stage 1, most pupils use natural materials imaginatively, creating colourful weaving patterns using assemblages from the natural world such as leaves, twigs and sticks.

- 186 Inspired by the work of the artist Andy Warhol, most younger pupils observational skills are used well to emulate his work using chalk, pastels and crayons to interpret the same shade and effect as the artist to produce self portraits.
- 187 Most pupils understand how to mix colours and how to use them in a range of different techniques. When observing alternating shapes and patterns within the school environment, pupils display good awareness of mathematical shapes and lines to explore and paint shape and line patterns for their own designs.
- 188 Nearly all younger Key Stage 2 pupils thoughtfully recreate detailed observational drawings based on the work of Van Gogh. They experiment effectively in using the artist's methods and techniques in their own work. Pupils mix oil paints and pastels and use differing brush strokes to confidently create light and dark tones in their own interpretations of the painting "Starry Night".
- 189 Older Key Stage 2 pupils show increasing ability to observe carefully in order to achieve effects. Pupils observed and explored the colour, tones, shapes and texture of the stonework of Basingwerk Abbey. The use of a viewfinder to focus on particular areas of the abbey, enabled detailed studies to be made which were successfully incorporated into learners' own sketches.

Shortcomings

- 190 Although there are no important shortcomings. In Key Stage 1 and 2, pupils ability to use a range of different media to produce three-dimensional objects is limited.

Music

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 191 Most pupils across both key stages sing a good range of Welsh and English songs. Many learners sing these with enjoyment and enthusiasm. Most sing in tune and Key Stage 2 pupils show an increasing ability to sing in two parts, sustaining their parts well as the tempo varies.
- 192 Younger Key Stage 1 pupils have a developing awareness of rhythm, and are able to explore a range of rhythmic patterns. They successfully imitate and repeat these rhythms and patterns on tuned and untuned percussion instruments, parts of the body and by clapping.
- 193 Many pupils explore the sounds that a variety of instruments make and use these sounds to compose sound poems and graphic scores about the weather.

- 194 Older Key Stage 2 pupils explore rhythm patterns within music. When working in small groups many learners succeed in composing their own rhythmical patterns and play them effectively as a group on African drums designed and made themselves. Many begin to show an increasing understanding of the meaning of some music elements such as dynamics, pitch and duration.
- 195 Many pupils at the end of Key Stage 2 show a developing awareness of the importance of appraising their own performances and those of others. They offer positive suggestions as to how to improve their compositions and performances.
- 196 Performances and visits by the *Key Strings ensemble* enhance all pupils' knowledge and understanding of different styles of music. Their appreciation of music by Welsh composers is promoted well through listening to the works of Karl Jenkins.
- 197 Pupils' performing skills are further enhanced through opportunities to perform in front of their peers, in assembly, and when taking their music out into the community.

Shortcomings

- 198 Although there are no important shortcomings, in key stages, pupils' composing and appraising skills are underdeveloped.
- 199 In both key stages, pupils' use of ICT to compose and appraise are underdeveloped.

School's response to the inspection

The inspection findings recognise that the school has continued to raise standards since the last inspection, that there are excellent relationships between teachers, support staff and pupils, with pupils' attitudes towards their work positive throughout the school. Standards of achievement in lessons were found to be 100 per cent good or outstanding, with teaching grades also 100 per cent good or outstanding, and the inspection acknowledges the outstanding provision for pupils' moral, social and cultural development; we feel this reflects the dedication of the teaching team.

We take pride in the recognition that the school's procedures to ensure that pupils are well cared for, guided and supported are outstanding, and that the school fulfils its motto 'our school is like a jigsaw, every piece is precious' through the ways in which all pupils are included, involved and supported in every aspect of school life. The skill, care and dedication of the teachers, the support staff, and the whole school staff community are duly acknowledged within the report. The report also recognises the provision for additional learning needs as outstanding, and as a staff we are delighted with the acknowledgement of bilingualism as outstanding.

An action plan will be put in place to address the 3 recommendations in the report; the school has already identified these in its self evaluation and development planning; entrepreneurial skills and work related education are aspects that will be given further emphasis in the School Development Plan. A copy of the school's action plan will be sent to all parents, and the governors' annual report to parents will report on the progress we are making on the inspection recommendations.

The governors and staff found the inspection process a wholly positive experience, and would like to thank the Inspection Team for their kindness, sensitivity and efficiency throughout the inspection.

Appendix 1

Basic information about the school

Name of school	Ysgol Bryn Pennant C.P.
School type	Community
Age-range of pupils	3-11
Address of school	Ffordd Pennant Maes Pennant Estate Mostyn Flintshire
Postcode	CH8 9NU
Telephone number	01745 560274

Head teacher	Mrs Lin Jones
Date of appointment	September 1997
Chair of governors / Appropriate authority	Councillor P Heesom
Registered inspector	Carolyn Jane Thomas
Dates of inspection	23-25 February 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	9	11	10	11	10	10	10	13	84

Total number of teachers

	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.5

Staffing information

Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	1:4
Pupil: adult (fte) ratio in special classes	2:1
Average class size, excluding nursery and special classes	21
Teacher (fte): class ratio	21:1

Percentage attendance for three complete terms prior to inspection

Term	N	R	Rest of school
Autumn 2009	83.1%	91.8%	93.6%
Spring 2009	79.8%	93.9%	93.1%
Summer 2009	90.0%	91.1%	93.9%

Percentage of pupils entitled to free school meals	41%
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

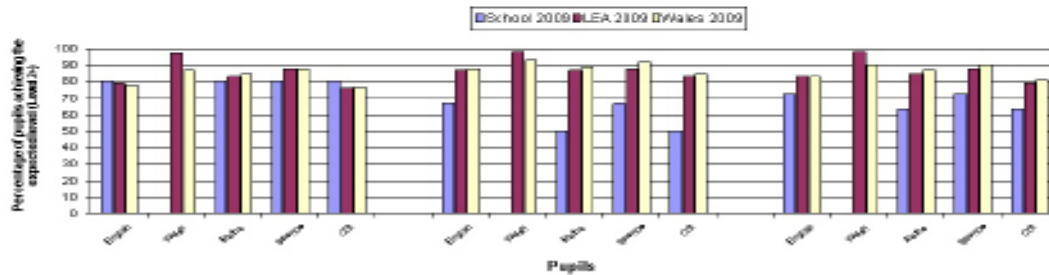
**Bryn Pennant CP
Flintshire**

LEA/School no: 664/2046

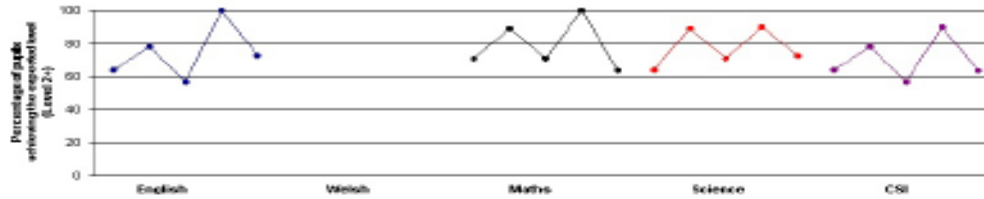
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

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	80	79	78	67	87	88	73	83	83
Welsh	-	97	87	-	98	93	-	98	90
Maths	80	83	85	50	87	89	64	85	87
Science	80	88	88	67	88	92	73	88	90
CSI	80	76	77	50	83	85	64	79	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 grayed 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 32 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		64	73	74		82	
Welsh		83		94		100	
Maths	64	72		80		85	
Science	73	75		86		95	
CSI		62	64	70		78	

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 DEW on 17/09/2009

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

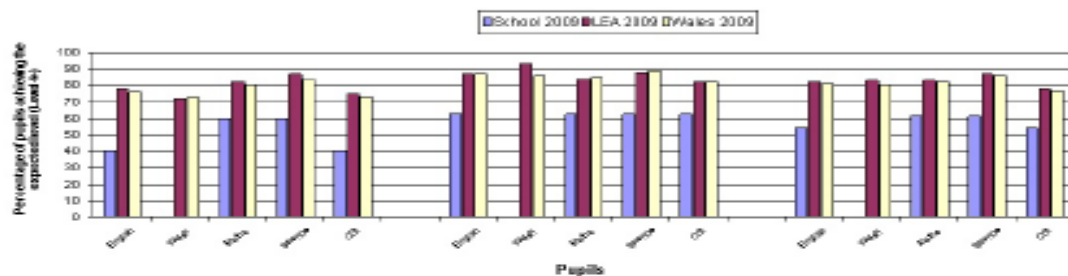
Bryn Pennant CP
Flintshire

LEA/School no: 664/2046

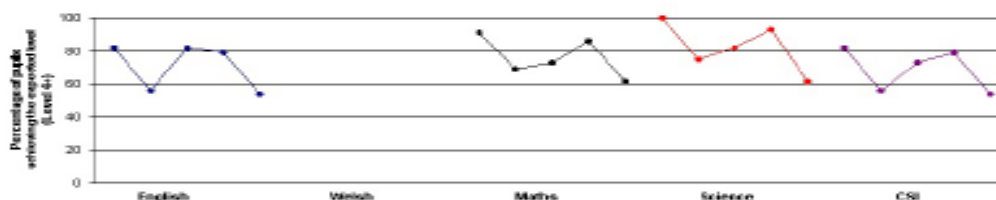
**School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2**

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	40	78	76	63	87	87	54	82	81
Welsh	.	72	73	.	93	95	.	83	80
Maths	60	82	80	63	84	85	62	83	82
Science	60	87	84	63	88	89	62	87	86
CSI	40	75	73	63	82	82	54	78	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 32 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	54	63		73		81	
Welsh		64		70		84	
Maths	62	65		74		83	
Science	62	71		81		88	
CSI	54	66		67		76	

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.

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Appendix 4

Evidence base of the inspection

A team of three inspectors spent a total of seven inspector days at the school. They were assisted by the school's nominee and a peer assessor.

These inspectors visited:

- 14 lessons
- Registration, assemblies and acts of collective worship.

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection
- Teachers and support staff
- Groups of children in all classes
- The school council
- Members of the community and
- Other people associated with the school.

The team also considered:

- The schools self-evaluation report
- 15 responses to a parents' questionnaire. All were positive comments.
- Documents provided by the school before and during the inspection
- A wide range of pupils' past and present work; and
- Samples of pupils' records.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Carolyn Jane Thomas Registered Inspector	Context, Summary, Recommendations and Appendices Key Questions 1, 3, 5 & 6 English, Geography, Design Technology And contributed to: Key Question 2
Mrs Eleri Honour Team Inspector	Key Question 2, 4 & 7 Science, Music, Art, And contributed to: Key Question 1
Mr Kerry Jones Lay Inspector	Contributed to: Key Questions 1, 3, 4 & 7
Mrs Julia Buckley Jones Peer Assessor	Contribution to all aspects of the inspection
Mrs Lin Jones Head teacher	Provision of information

Contractor:

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Acknowledgement

The inspection team wish to express their thanks to the governing body, head teacher, staff, parents and pupils of Ysgol Bryn Pennant, for the co-operation and assistance both before and during the inspection.