

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

A Report on the Quality of Education in

**Brynhafren Community Primary School
Crew Green
Powys
SY5 9AT**

School Number: 666/2053

Date of Inspection: 17/05/10

by

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Introduction

Brynhafren Community Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Brynhafren Community Primary School took place between 17 and 19 May 2010. An independent team of inspectors, led by Mr Robert Alun Isaac 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 Brynhafren County Primary School overlooks the confluence of the rivers Severn and Vrynwy. Situated in the village of Crew Green, it is eight miles from Oswestry and approximately halfway between Shrewsbury and Welshpool. The school was built in 1962 and has been extended in recent years with additional demountable classrooms. A large playing field is shared with the community. The site is now securely fenced and a new outdoor play area has been developed for younger pupils. The school is maintained by the local authority (LA), Powys County Council.
- 2 There are currently 54 pupils on roll aged between three and eleven years, all now attending fulltime. Numbers have varied between 50 and 70 for many years. The local authority does not look after any pupils. There are four class teachers, including the acting headteacher, and one part-time teacher. They are supported by four teaching assistants. The official accommodation figure is 90 and the standard number for admission is 10. Pupils are grouped in three classes: one for those in nursery, reception and year 1, one for those in years 2, 3 and 4; and one for those in years 5 and 6. Visiting teachers provide tuition in music, Welsh, physical education and for learners with special educational needs (SEN).
- 3 The school serves a mixture of rented and owner-occupied homes in the surrounding area. The prosperity of the area is mixed, with many parents now commuting to work in neighbouring towns as the number of jobs in agriculture has declined. The school roll has declined since the last inspection. Currently, nine per cent of pupils are eligible for free school meals. This proportion is below average for schools both in Powys and Wales and lower than at the time of the last inspection.
- 4 English is the predominant language for all pupils. None comes from an ethnic minority group. The school identifies 11 pupils, 20 per cent of the school population, as having SEN as defined by the SEN Code of Practice. This proportion is broadly similar to that reported at the time of the last inspection and below the national average. One pupil has a statement of SEN. Seven pupils are at the 'school action' stage of the SEN code of practice and three are at the 'school action plus' stage.
- 5 The acting headteacher assumed his responsibilities in September 2008 and the school was last inspected in May 2004. There have been two changes of staff in the last six years.

The school's aims, priorities and targets

- 6 The school's mission statement is "Tyfu a dysgu gyda'n gilydd" or "Growing and learning together". Its aims include to recognise the individuality of all children and fully develop their aptitudes, strengths and interests.
- 7 The School Development Plan (SDP) details priorities for the next three years. Some have already been achieved and all have been set in motion. They include:
- Literacy evaluation issues;
 - Welsh, physical education and whole school assessment issues;
 - Moderation of key stage 1 and key stage 2 results;
 - Entrepreneurship;
 - Start a healthy tuck shop, develop a healthy school and an Eco school;
 - Governors to develop disability plan and policy and PSHE policy; and
 - Improve the quality of self evaluation.

Summary

- 8 Brynhafren is a good and improving primary school with good features in its leadership and teaching and work to be done regarding its curriculum, assessment procedures and governance.

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 3
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

- 9 Inspection findings matched those in school's self-evaluation report in two of the key questions, found evidence to support raising the school's grade in four other key questions and further evidence to downgrade the school's evaluation in key question 3.

Areas of learning for the under-5s

- 10 Initial assessments show that when children join the school in Nursery or Reception their attainments are often about average. From that time onward they learn quickly and effectively.
- 11 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes. They also make good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT.

Standards

- 12 In 2009, by the end of key stage 1, the proportion of pupils that attained at least national curriculum (NC) Level 2 was well below the local and national averages in English, mathematics and science. The proportion that attained NC Level 3 was also low when compared with the national average in English, mathematics and science. The collective results for pupils who attained at least Level 2 in all three core subjects were well below the local and national averages and in the lowest quartile when compared with similar schools. Boys and girls achieved equally well. The size of the cohort was small at six pupils and this reduces the validity of analysis, each learner representing 16 per cent of the total. However, the low standards in English by the end of key stage 1 last year were borne out by inspection evidence this year where shortcomings were observed.
- 13 In 2009, at the end of key stage 2, the proportion of pupils that attained at least NC Level 4 was above the local and national averages in English and well above average in mathematics and science. The proportion that attained NC Level 5 was a little below the national and local averages in English but well above average in mathematics and science. The key stage 2 collective results for pupils who attained at least Level 4 in all three core subjects were above the local and national averages and in the upper quartile when compared with similar schools. The achievements of boys and girls were similar. This shows that these pupils had made good progress and achieved well by the end of Y6.
- 14 Overall standards of achievement scrutinised during the inspection were good. The grades awarded for standards observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	80%	10%	0%	0%

- 15 At 90 per cent, these percentages are slightly higher than the national figures published in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2009, where standards in primary schools in Wales are 85 per cent Grade 2 or better, of which 12 per cent is Grade 1.

Grades awarded for subjects inspected

Subject	Key stage 1	Key Stage 2
English	Grade 3	Grade 2
Mathematics	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 1
History	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

- 16 The great majority of learners, including those with ALN and those in vulnerable circumstances, make good progress in gaining knowledge, understanding and skills in many subjects. In key stage 1, standards and progress in speaking, listening, reading and writing across the curriculum have more strengths than shortcomings whereas at key stage 2 they are good. Many learners' bilingual skills develop well. They show enthusiasm and confidence in learning Welsh. Learners' understanding of the cwricwlwm Cymreig is underdeveloped.
- 17 Learners of all ages have positive attitudes to learning, show a good interest in their work and in the majority of cases maintain a good level of concentration in lessons. The behaviour of nearly all learners is outstanding and their manners and attitudes are exemplary. The average level of attendance for the three terms prior to the inspection, at 94.9 per cent, is good. It is in line with the average for similar schools but above the national and LA averages.
- 18 Learners' personal, social and moral values are very good. Nearly all recognise the need to treat everyone fairly and without discrimination. They have a good understanding of equal opportunities but their awareness of diversity within society is at an early stage of development.

The quality of education and training

Grades for teaching

- 19 The quality of teaching was judged as follows in the lessons observed:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	77%	5%	0%	0%

- 20 These figures represent an improvement when compared with those recorded during the last inspection. With 95 per cent at Grade 2 or higher, they are above the national picture as reported in HMCI's Annual Report for 2008 - 2009, where the quality of teaching in primary schools in Wales is Grade 2 or better in 85 per cent of lessons, of which 17 per cent is Grade 1.
- 21 The good and outstanding features of teaching include excellent relationships between teachers and learners and innovative use of the interactive whiteboard for older ones in key stage 2. The latter involves the use of whiteboard software to enable pupils to interactively record their views on a series of subjects. This

then informs teachers about the accuracy of those views and how successfully pupils have understood new ideas.

- 22 Teachers clarify lesson objectives and use a range of stimulating activities, including drama, dance and role-play. Teaching of Shakespeare's plays and performance of his works are outstanding. Teachers' questioning is skilled and draws out learners' understanding. In the best teaching, the pace is good. Tasks are matched closely to learners' needs and abilities and teachers use incidental Welsh often. The sense of team work is a strong feature of Brynhafren.
- 23 Where teaching occasionally shows scope for further improvement it often lies in the nature of plenary sessions, especially when too little time is left to recapitulate. Timing is occasionally an issue and lessons were observed that were either too long to sustain interest or too short to achieve lesson objectives. Also, learners are not encouraged enough to lead learning by using the interactive whiteboards to present their findings.
- 24 The quality and rigour of assessment and recording is adequate but has shortcomings. Assessments are made regularly but learners are not always provided with clear guidance as to how they can improve their work. Teachers' marking is accurate and provides learners with appreciative comments and commendation on the quality of their output. Target setting has been established for the core subjects at key stage 2 but is not widespread.
- 25 Learning experiences meet the needs and interests of a wide range of learners, who have equal access to the curriculum. The school has gained the Basic Skills award for a second time. The curriculum is broad and relatively well balanced. It meets the needs of the range of learners but teacher : pupil contact time is well below national guidelines in key stage 1 and below recommendations in key stage 2. At present, the school is still developing its schemes of work to reflect the revised guidance of Curriculum 2008.
- 26 The school makes good provision for bilingual skills especially for pupils in Y5 and Y6 where progress is excellent. This is spearheaded by an excellent athrawes fro who teaches all classes once a week. However, the promotion of other key skills has too low a profile in lessons for younger pupils in key stage 2 and all those in key stage 1.
- 27 An excellent range of extra curricular activities is offered. These enhance learners' experiences considerably and include residential education in London. The last three years has seen a sharp emphasis on Shakespearean study. This has been very successful, is sector leading and an example to other primary schools. The school places a strong emphasis on a wide range of sports. Music is developed to a high standard.
- 28 Learners' spiritual development is outstanding and their personal and moral development is good. Acts of collective worship meet statutory requirements. However, learners' awareness of cultures outside the United Kingdom is limited.

- 29 Recently the personal and social education (PSE) provision has been further developed through sessions on social and emotional achievement in literature (SEAL) and circle time. Y cwricwlwm Cymreig is underdeveloped although the school promotes an annual eisteddfod and the Urdd's Jambori. Teachers make good provision for bilingual skills especially for pupils in Y5 and Y6 where progress is excellent. This aspect is spearheaded by an excellent athrawes fro. The promotion of education for sustainable development and global citizenship is developing and the school has recently regained the Eco school bronze award.
- 30 There are formal links with further and higher education organisations which include placements for trainee teachers and teaching assistants. The school enjoys productive partnerships with other schools in its cluster, particularly with the main receiving secondary school. The school's links with parents and others is good. They express satisfaction with its aims and values and are especially please with the new initiatives started by the acting headteacher. Homework arrangements have a positive impact on learners' achievement. A home/school agreement is currently being developed.
- 31 Care, guidance and support are good. The school plans and manages its care arrangements very well and makes effective use of external services. The caring ethos enables learners to prosper, mature and feel valued. The school has good procedures to ensure that new learners settle in quickly. Good personal support ensures their healthy development and wellbeing.
- 32 The provision for learners with SEN is good. The school systematically identifies those with SEN and provides good support. Learners with SEN are fully integrated into mainstream classes and are supported well by teachers and assistants.
- 33 The school monitors learners' behaviour on a regular basis. It gives excellent support for learners whose behaviour might impede their progress or that of others. There are formal procedures for monitoring attendance.
- 34 Equality of opportunity is promoted well. Gender and racial equality policies are in place. Any pupils from minority ethnic groups are integrated fully although currently there are none. There are appropriate informal arrangements to integrate learners with disabilities into the school. Neither a disability accessibility plan or disability equality scheme has been prepared. The promotion of cultural diversity is at an early stage of development.

Leadership and management

- 35 The quality of leadership and management is good. This is a significant and key improvement achieved since the last inspection. The acting headteacher is at the heart of this, being committed, creatively talented and a very good teacher. He is leading the school through a period of great improvement and enjoys the loyalty and support of staff, learners, parents and governors.

- 36 The school helps develop the expertise of both teachers and teaching assistants to some degree and the INSET programme provides staff with good guidance on new developments in education. There is, though, scope for further INSET in various aspects of school life.
- 37 The quality of governance has good features which outweigh shortcomings. Governors are committed to the school and conscientious in their duties and have specific roles to oversee a range of areas. There is scope for governors to be more closely involved in setting the school's strategic direction. A few governors have played a large role in producing policies on a wide range of aspects of school life. These policies have been ratified, dated and signed off recently.
- 38 Most statutory requirements are fully met. The school prospectus gives good, well-presented information but the annual report of the governors' to parents does not fully meet statutory requirements. Also the disability equality scheme and accessibility plan are in the early stages of development.
- 39 The self-evaluation process is of good quality as is the self-evaluation report. The acting headteacher and class teachers are fully involved in deciding upon and addressing the school's priorities. The self-evaluation report correctly identifies strengths and areas for development and cites its evidence base well.
- 40 The staff have established strategies to improve the quality of teaching and learning. They regularly monitor planning, review the quality of learners' work and provide constructive feedback. Good analysis underpins the priorities of the SDP.
- 41 The school pro-actively seeks the views of learners, staff, parents and other interested parties. School councilors, who also serve as members of the recently established eco committee, confirm that the school listens to their views on a range of issues. The PTA and members of the community also contribute.
- 42 Planning for improvement is good. The acting headteacher reports that he inherited a situation with serious shortcomings in September 2008. The action plan from the inspection report of 2004 had barely been started. The budget was in deficit by approximately ten per cent. There was no SDP or other planning for improvement in place. Few performance management procedures existed and teaching was largely unmonitored. The school council and eco committee had become defunct. The school's bronze eco award of 2004 had not been followed through to a higher level.
- 43 The acting headteacher and his colleagues are vigorously addressing these shortcomings. In the last two years, science, art and ICT have been evaluated and reviewed. The school reports that performance management has been improved in recent times. The outdoor classroom for children aged under five has been significantly improved and the car park made safer with good quality fencing.

- 44 The school council has been revitalised with councillors being democratically elected and able to experience citizenship and democracy. The ICT suite has been modernised. New ICT hardware software for use with the interactive whiteboards has been installed and staff have received good quality training in how to use it. The school's external security systems have been greatly improved. Much redundant equipment has been removed to enable better use of the hall. The school's budgetary deficit is being rapidly reduced and income is planned to match expenditure next year.
- 45 Staff share a strong commitment to improvement. The SDP covers many important areas and comprises a series of measurable targets which give the school direction for its work and development. Success criteria are identified, training needs are suitably recorded and resources are allocated effectively. The areas identified broadly match the findings of this report.
- 46 Since the last inspection standards have risen further. The quality of teaching has improved and the curriculum has been enhanced. Provision for learners with SEN is good as is leadership and management. ICT facilities have been upgraded significantly and the accommodation has been enhanced further.
- 47 The school's actions have resulted in measurable improvements. Overall, progress since the last inspection, mainly in the last two years, has been good. The accommodation is spacious and well used; staffing and learning resources are good. Overall, it is in good condition and provides a comfortable, safe and attractive learning environment.
- 48 Given the standards learners achieve, the quality of teaching and the quality of support and guidance provided, the school manages its resources effectively, efficiently and prudently to give good value for money.

Recommendations

The governors, acting headteacher and staff now need to:

- R1 raise standards in English by the end of key stage 1 and learners' awareness of the cwricwlwm Cymreig;
- R2 improve the rigour of assessment records as well as learners' knowledge of how well they are doing and how they can improve their work;
- R3 ensure that teacher: pupil contact time is in line with national recommendations and continue to improve the curriculum for each year group in line with the national guidance for the Foundation Phase and key stage 2;
- R4 improve the performance management of all staff and ensure that they continue to receive appropriate in-service training and education (INSET);
- R5 raise standards of governance by governors helping further to set the school's strategic educational direction and ensuring that regulatory requirements are fully met.

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

- 49 The findings of the inspection team do not match the judgment made by the school in its self-evaluation report because inspection evidence of standards in previous work and achievement in lessons supported raising the grade.
- 50 Initial assessments show that when children join the school in Nursery or Reception their attainments are often about average. From that time onward they learn quickly and effectively.
- 51 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes. They also make good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT.
- 52 In 2009, by the end of key stage 1, the proportion of pupils that attained at least NC Level 2 was well below the local and national averages in English, mathematics and science. The proportion that attained NC Level 3 was also low when compared with the national average in English, mathematics and science. The collective results for pupils who attained at least Level 2 in all three core subjects were well below the local and national averages and in the lowest quartile when compared with similar schools. Boys and girls achieved equally well. The size of the cohort was small at six pupils and this reduces the validity of analysis, each child representing 16 per cent of the total.
- 53 In 2009, at the end of key stage 2, the proportion of pupils that attained at least NC Level 4 was above the local and national averages in English and well above average in mathematics and science. The proportion that attained NC Level 5 was a little below the national and local averages in English but well above average in mathematics and science. The key stage 2 collective results for pupils who attained at least Level 4 in all three core subjects were above the local and national averages and in the upper quartile when compared with similar schools. The achievements of boys and girls were similar. This shows that these pupils had made good progress and achieved well by the end of Y6.
- 54 Overall standards of achievement scrutinised during the inspection were good. The grades awarded for standards observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	80%	10%	0%	0%

- 55 At 90 per cent, these percentages are higher than the national figures published in HMCI's Annual Report for 2008-2009, where standards in primary schools in Wales are 85 per cent Grade 2 or better, of which 12 per cent is Grade 1.

Grades awarded for subjects inspected

Subject	Key stage 1	Key Stage 2
English	Grade 3	Grade 2
Mathematics	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 1
History	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

- 56 The great majority of learners, including those with ALN and those in vulnerable circumstances, make good progress in gaining knowledge, understanding and skills in many subjects.
- 57 Learners' progress in speaking, listening, reading and writing across the curriculum have a few shortcomings in key stage 1 and are good in key stage 2. Older pupils' writing often displays good features and they use language well to communicate their feelings. However, they do not use dictionaries enough to support their independent research. Standards in the use of numeracy are good. Learners achieve well in the use of ICT throughout the school. Many have good bilingual skills in key stages 1 and 2. They show enthusiasm and confidence in learning Welsh.
- 58 Learners of all ages have positive attitudes to learning, show a good interest in their work and in the majority of cases maintain a good level of concentration in lessons. They are well motivated and show enthusiasm for their schoolwork and related activities. Overall, this has a positive effect on the good standards they achieve and the quality of life in school.
- 59 The behaviour of nearly all learners is outstanding. They move around school in a very orderly and courteous manner. They are respectful to their fellow learners and adults, listening and responding appropriately to instructions and suggestions. Their manners and attitudes at playtime and lunchtime are exemplary.
- 60 Nearly all learners are happy and participate with great interest in lessons. Their positive attitudes to learning are outstanding. They are considerate of others, of school property and their local surroundings. Most learners are self-confident and take responsibility for their behaviour. Virtually all clearly understand the behaviour expected of them and fulfil teachers' expectations. In the questionnaire replies, most parents considered that the school has high standards of behaviour. No learners have been excluded in the last 12 months.
- 61 The average level of attendance for the three terms prior to the inspection, at 94.9 per cent, is good. It is in line with the average for similar schools, based on free school meals, but above the national and LA averages. Most absences are attributable to ill health but an increasing minority is due to holidays being taken during term time. Overall, punctuality is good at the start of the school day allowing sessions to start promptly.

- 62 Most learners work well, whether individually, in pairs or co-operatively as part of a group. They increasingly develop their decision making, problem solving and team working skills. The very good relationships between learners and adults help enable them to become secure and confident in their learning. Nearly all learners show care for those less fortunate than themselves, for example by enthusiastically supporting local and international charities. As they mature they develop a greater understanding of right and wrong, honesty and fair play.
- 63 Learners' personal, social and moral values are very good. Nearly all recognise the need to treat everyone fairly and without discrimination. They have a good understanding of equal opportunities. Nearly all show consideration for others. The awareness they have of diversity within society is at an early stage of development.
- 64 Overall, learners' knowledge and understanding of the workplace is limited but of the local community is good. In lessons and assemblies they discuss the different work people do and the ways they care for their community. Learners' involvement in community activities is actively encouraged and supported by parents and teachers alike.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 65 Inspection findings match the judgment made by the school in its self-evaluation report.
- 66 The overall quality of teaching is good. In the lessons observed its quality was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	77%	5%	0%	0%

- 67 These figures show that teaching has improved since the last inspection. With 95 per cent at Grade 2 or higher, they are higher than the national picture as reported in HMCI's Annual Report for 2008—2009, where the quality of teaching is reported to be good or higher in 85 per cent of lessons.
- 68 The good and outstanding features of teaching include excellent relationships between teachers and learners and innovative use of the interactive whiteboards for older ones in key stage 2. The latter involves the use of whiteboard software to enable pupils to interactively record their views on a series of subjects. This then informs teachers about the accuracy of those views and how successfully pupils have understood new ideas.

- 69 Teachers carefully plan lesson objectives and use a range of stimulating activities, including drama, dance and role-play. Teaching of Shakespeare's plays and performances of his works are outstanding. Teachers' questioning is skilled and draws out learners' understanding. In the best teaching, the pace is good. Tasks are matched closely to learners' needs and abilities and teachers use incidental Welsh often.
- 70 Teaching assistants work effectively with teachers and help individual learners as well as those identified with SEN. They are involved in planning, are knowledgeable about specific learning programmes and, in particular, the precise targets to be met. Their contribution to learning is good.
- 71 Team work is a strong feature of Brynhafren. Members of staff benefit from the increasing opportunities for continual professional development. They take part in good in-service training and education (INSET) programmes and participate in cluster and LA training although there is scope for this to be developed further.
- 72 Where teaching occasionally shows scope for further improvement it often lies in the nature of plenary sessions, especially when too little time is left to recapitulate. Timing is occasionally an issue and lessons were observed that were either too long to sustain interest or too short to achieve lesson objectives. Also, learners are not encouraged enough to lead learning by using the interactive whiteboards to present their findings.
- 73 The quality and rigour of assessment and recording is adequate but has shortcomings. Assessments are made regularly but learners are not always provided with clear guidance as to how they can improve their work. Teachers' marking is accurate and provides learners with appreciative comments and commendation on the quality of their output and effort. Target setting has been established especially for the core subjects at key stage 2 but is not widespread. Assessment which informs learning is much more developed in Y5 and Y6 than elsewhere as is younger learners' self evaluation.
- 74 The assessments of learners' achievements in English, mathematics and science in May 2009 were conducted internally by teachers and moderated by colleagues from a neighbouring school. This system is not robust enough to ensure the accuracy of assessment.
- 75 The school is in the process of preparing moderated and NC levelled portfolios but this is at present at its infancy although art portfolios are already in use. The school has ambitious targets for the next three years for boys and girls which it records using the LA guidelines.
- 76 Teachers meet with parents each term, who are provided with a detailed written report in the summer term. The school has an 'open door' policy for parents. They are encouraged to visit the school to discuss any concerns they might have about their children at any time.

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

Grade 3: Good features outweigh some shortcomings

- 77 Inspection findings do not match the judgment made by the school in its self-evaluation report mainly because of the discrepancy in the total teaching time per week.
- 78 Learning experiences meet the needs and interests of a wide range of learners, who have equal access to the curriculum. The school has gained the Basic Skills award for a second time. The curriculum is broad and relatively well balanced. It meets the needs of the range of learners but teacher : pupil contact time is well below national guidelines in key stage 1 and below recommendations in key stage 2. At present, the school is still developing its schemes of work to reflect the revised guidance of Curriculum 2008.
- 79 The provision for children in Nursery or Reception is good and the guidelines relating to the Foundation Phase are followed to ensure that the school meets national requirements and gives very young children a very good start to their education. They also enjoy easy access to outdoor areas which are safe and suitable for them to learn and play in.
- 80 An excellent range of activities is offered at lunchtimes and after school. These enhance learners' experiences considerably and include residential education in London. The visits to places of cultural and historical interest are very innovative.
- 81 The last three years has seen a sharp emphasis on Shakespearean study. This has been very successful and older learners have visited the Globe Theatre. This provision is sector leading and an example to other primary schools. The school places a strong emphasis on a wide range of sports. Music is developed to a high standard.
- 82 Learners' spiritual development is outstanding and their personal and moral development is good. Acts of collective worship meet national requirements. However, learners' awareness of cultures outside the United Kingdom is limited.
- 83 Recently the personal and social education (PSE) provision has been further developed through sessions on social and emotional achievement in literature (SEAL) and circle time.
- 84 Y cwricwlwm Cymreig is underdeveloped although the school promotes an annual eisteddfod and the Urdd's Jambori. Younger learners study local castles and older learners study the work of a good range of Welsh artists. Neither studies enough Welsh literature, the works of recent Welsh authors, the geography of Wales or key historical events that have occurred in Welsh history.
- 85 The school makes good provision for bilingual skills especially for pupils in Y5 and Y6 where progress is excellent. This is spearheaded by an excellent

athrawes fro who teaches all classes once a week. However, the promotion of key skills generally has too low a profile in lessons for younger pupils in key stage 2 and all those in key stage 1.

- 86 The school makes effective efforts to tackle social disadvantage and ensures equality of opportunity for all learners.
- 87 The promotion of education for sustainable development and global citizenship is developing and the school has recently regained the Eco-school bronze award.
- 88 There are formal links with Glyndwr University and North Shropshire College which include placements for trainee teachers and teaching assistants. A Christmas Carol service is held at Alberbury Church in England which is much appreciated by the local community.
- 89 The school's links with parents and others is good. They express satisfaction with its aims and values and the new initiatives started by the acting headteacher. Communication between school and home is well established and includes progress reports and monthly newsletters. Homework arrangements have a positive impact on learners' achievement. A home/school agreement is currently being developed.
- 90 There is an active parent-teacher association which raises relatively large sums of money. Their contribution is valued greatly by the acting headteacher and staff. These are used carefully to enhance the accommodation and learning resources. The community council provides funds to support transport to a local swimming pool.
- 91 No formal partnerships with employers or local industry exist and work related education is limited. Learners are, however, beginning to develop some entrepreneurial skills in running a healthy tuck shop at break times. They also run cake stalls and Shell science workshops and the school has links with Careers Wales, local supermarkets, vets and doctors.

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

Grade 2: Good features and no important shortcomings

- 92 Inspection findings match the judgment made by the school in its self-evaluation report.
- 93 Care, guidance and support are good. The school plans and manages its care arrangements very well and makes effective use of various external services including physiotherapists, occupational therapists, speech and educational therapists and teachers for learners with a hearing impairment. The school's caring ethos enables learners to prosper, mature and feel valued. Learners indicate that they feel the school is a very happy environment in which they feel

happy and safe. The school has good procedures to ensure that new learners settle in quickly.

- 94 Good personal support for all learners ensures their safety, healthy development and wellbeing. Learners have access to effective PSE programmes. All teachers are qualified to administer first aid. Learners are prepared to turn to their teachers or assistants for educational and personal guidance. A postbox is available in the entrance hall for learners to leave complains or suggestion, anonymously if they wish.
- 95 Learners are encouraged to undertake appropriate responsibilities. Classes appoint learners such as helpwr heddiw. This gives them monitorial responsibilities during morning registrations and Welsh sessions. Older learners are encouraged to look after younger ones and the school is a very happy community.
- 96 The school has up-to-date statutory policies and has produced or adopted most of the required statutory documentation. Relevant policies guide issues such as sex education, and health and safety. The acting headteacher is the designated person with specific responsibility for child protection although he has no deputy for this role. All teachers and support staff have had training in child protection procedures. All staff and governors have current disclosures from the Criminal Records Bureau (CRB).
- 97 The school is committed to lifelong learning and reflects national priorities well. Learners and their parents value the 'wrap around' provision offered through the breakfast club and a range of after-school activities.
- 98 The arrangement of pre-school visits for new intakes of children is good. The school makes every effort to ensure that parents and children are happy. The induction of learners who start at times other than Nursery or Reception is equally well planned.
- 99 The school enjoys productive partnerships with other schools in its cluster, particularly with the main receiving secondary school. Arrangements for the transfer of learners at the end of Y6 are handled sensitively and ensure that they approach the main receiving secondary school with confidence. However, the arrangements for those few who transfer to other secondary schools are less structured.
- 100 The school council, with democratically elected members, provides an opportunity for learners to express opinions on issues affecting school life. Although the council was only revived in 2009 it has already made many constructive comments and councillors feel that their contributions are valued. It enables them to experience elements of citizenship and democracy. A new eco committee has also been recently re-established.
- 101 The provision for learners with SEN is good. The school systematically identifies those with SEN and provides good support. It has an appropriate SEN policy. The SEN register is constantly updated by the SEN co-ordinator (SENCo). The

contents of learners' Individual Education Plans (IEP) are shared with all members of staff. They are used in lesson planning to ensure that these meet the needs of learners. They are updated as required by the SENCo. Learners with SEN are fully integrated into mainstream classes and are supported well by teachers and assistants.

- 102 The school monitors learners' behaviour on a regular basis. It gives excellent support for learners whose behaviour might impede their progress or that of others. There are formal procedures for monitoring attendance. The acting headteacher inspects registers regularly and the school contacts parents if there is cause for concern.
- 103 Equality of opportunity is promoted well. Gender and racial equality policies are in place. Any pupils from minority ethnic groups are integrated fully although currently there are none. All learners are given equal access to all aspects of school life regardless of their social, linguistic or ethnic backgrounds. Equality is often a topic during collective worship and is incorporated in the PSE programme. The school actively encourages learners to participate in all activities. All learners are treated as individuals and are frequently encouraged to treat people as equal regardless of race, religion, culture or nationality.
- 104 Teachers encourage learners to report any incident of oppressive or inappropriate behaviour. Learners are confident that should any matter of bullying be made known to the school then the matter will be dealt with quickly and fairly.
- 105 There are appropriate informal arrangements to integrate learners with disabilities into the school. Neither a disability accessibility plan or disability equality scheme has been prepared. The school makes good provision to ensure the inclusive education of all learners, regardless of their ability. The promotion of cultural diversity is at an early stage of development.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 106 The findings of the inspection team do not match the judgment made by the school in its self-evaluation report because inspection evidence supported raising that grade. This is primarily because of the good leadership provided by the acting headteacher over the last two years.
- 107 The quality of leadership and management is good. This is a significant and key improvement achieved since the last inspection. The acting headteacher is at the heart of this, being committed, creatively talented and a very good teacher. He is leading the school through a period of great improvement and enjoys the loyalty and support of staff, learners, parents and governors. The acting headteacher teaches Y5 and Y6 for a significant 80 per cent of the week. He

thus plays a key role not only in raising the standards of teaching and many aspects of school improvement but also in extra curricular events such as the summer concerts and re-enactments of the plays of Shakespeare.

- 108 The school has a clear sense of its own educational direction and good standards are promoted well. It is well placed to address the shortcomings identified in this report. The essence of the school's effectiveness is in the outstandingly good team spirit between the acting headteacher, teachers, learners, teaching assistants and governors.
- 109 There is no senior management team in this small school and subject coordinator roles have not been formally allocated to individual teachers. This is rightly identified as an area for improvement in the SDP. At present, subjects are scrutinised and targets for improvement decided upon jointly by the school's three main teachers.
- 110 Teaching and learning responsibility (TLR) posts are allocated appropriately within the confines of a very constrained budget. The school supports newly qualified and student teachers well and induction procedures for staff new to the school or to teaching are particularly effective. Good account is taken of national priorities, local partnerships and cluster arrangements.
- 111 The school helps develop the expertise of both teachers and teaching assistants to some degree and the INSET programme provides staff with good guidance on new developments in education. There is, though, scope for further INSET in aspects of management, child protection and subject development.
- 112 Performance management procedures are in place and promote continuing professional development but are rightly planned to gain more rigour next term. There is a good balance between meeting the needs of individual teachers and achieving the school's educational priorities. Subject co-ordinators are closely involved in policy making and continue to implement practicable planning.
- 113 The quality of governance has good features which outweigh shortcomings. Governors are committed to the school and conscientious in their duties. They are informed through their regular involvement in meetings with both teaching and support staff. Governors have specific roles to oversee areas such as child protection, health and safety, equal opportunities and academic subjects taught.
- 114 There is scope for them to be more closely involved in setting the school's strategic direction. A few governors have played a large role in producing policies on a wide range of aspects of school life. All these policies have been ratified, dated and signed off in the last year.
- 115 The most recent annual report of governors to parents does not meet all statutory requirements. It does not include details of term dates or times of school sessions. There is no financial statement or details of end-of-key-stage assessments or comparative figures. In addition, it does not include the action to be taken to implement or review strategies or the progress made in meeting sporting aims and achievements. There are no details given as to what arrangements are in place to

admit learners with disabilities or the steps proposed to prevent them being treated less favourably than others.

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

Grade 2: Good features and no important shortcomings

- 116 Inspection findings do not match the judgment made by the school in its self-evaluation report. This is primarily because inspection evidence showed that the school has grown steadily more aware and pro-active in its self knowledge over the last two years since the appointment of the acting headteacher.
- 117 The inspection team agreed with the school on the grades it awarded itself in its self-evaluation report in two of the seven key questions. In Key Questions 1, 5, 6 and 7, the team considered there were enough outstanding features to justify Grade 2 in contrast to the school's Grade 3. In Key Question 3, inspection evidence did not support the school's grade 2 mainly because of the insufficient amount of teacher : pupil contact time in key stage 1.
- 118 The self-evaluation process is of good quality as is the self-evaluation report. The acting headteacher and class teachers are fully involved in deciding upon and addressing the school's priorities. All interested parties, including governors, parents and learners, are involved in identifying priorities. The self-evaluation report correctly identifies strengths and areas for development and cites its evidence base well.
- 119 The staff has established strategies to improve the quality of teaching and learning. They regularly monitor planning, review the quality of learners' work and provide constructive feedback. Good analysis underpins the priorities of the SDP.
- 120 The school pro-actively seeks the views of learners, staff, parents and other interested parties. School councillors confirm that the school listens to their views on a range of issues. The PTA and members of the community contribute by providing ideas and guidance on wider issues.
- 121 Planning for improvement is good. The acting headteacher reports that he inherited a situation with serious shortcomings in September 2008. The action plan from the last inspection report had barely been started. The budget was in deficit by approximately 10 per cent. There was no SDP or other planning for improvement in place. Few performance management procedures existed and teaching and standards were largely unmonitored. The school council had been allowed to become defunct and the school's bronze eco award of 2004 had not been followed through to a higher level.
- 122 The acting headteacher and his colleagues have addressed these shortcomings with much vigour. In the last two years, science, art and ICT have been evaluated and reviewed. Performance management, including direct observation

of lessons, has occurred for the first time in seven years. The outdoor classroom for children aged under five has been significantly improved and the car park made safer with high quality fencing.

- 123 The school council has been revitalised with councillors elected democratically. The ICT suite has been modernised. New ICT hardware software for use with the interactive whiteboards has been installed and staff have received good quality INSET in how to use it. The school's external security systems have been greatly improved. Much redundant equipment has been removed to enhance learning spaces. The school's budgetary deficit is being rapidly reduced and income is planned to match expenditure next year.
- 124 Staff share with governors a strong commitment to improvement. The SDP covers many important areas and comprises a series of measurable targets which give the school direction for its work and development. Success criteria are identified, training needs are suitably recorded and resources are allocated effectively. The areas identified broadly match the findings of this report.
- 125 Since the last inspection standards have risen further. The quality of teaching has improved and the curriculum has been enhanced. Provision for learners with SEN is good as is leadership and management. ICT facilities have been upgraded significantly and the accommodation has been enhanced further. The school's actions have resulted in measurable improvements and it now shows the capacity to improve itself. Overall, progress since the last inspection, mainly in the last two years, has been good.

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

Grade 2: Good features and no important shortcomings

- 126 Inspection findings do not match the judgment made by the school in its self-evaluation report because evidence supported raising that grade. This is mainly due to the improvements in staffing and accommodation, in particular, in the last two years.
- 127 The school employs an appropriate number of qualified and experienced teachers who are well managed. It makes good use of staff expertise to enhance teaching. This is especially the case in English, physical education, dance, games and music. The arrangements have a positive impact on learners' standards. The teacher : pupil ratio is much lower than the national average. The qualifications of teachers are appropriate for the ages of learners they teach.
- 128 Teachers have followed an appropriate number of courses in pursuing their continuous professional development and have attended various courses in such areas as the Foundation phase, Welsh and English. This has had a positive effect on standards.

- 129 The school clerk is a key administrator. She knows all pupils well as well as most of their parents or carers. She is a great asset to the school's daily administration, always calm, caring and efficient.
- 130 The school meets the statutory requirements for workforce remodelling and each member of the teaching staff is allocated appropriate time and resources for planning, preparation and assessment (PPA).
- 131 The accommodation is spacious and well used. Overall, it is in good condition and provides a comfortable, safe and attractive learning environment. The many colourful displays in classrooms and shared areas celebrate learners' achievements well. The inside of the building is very clean and well maintained by caretaking staff.
- 132 The outside play areas are appropriately equipped, stimulating and safe. They are readily accessible from most classrooms. The school grounds incorporate hard surface areas and grassed playing areas. These include sole use of the community playing field during school hours. Outdoor requirements for the Foundation Phase are met well. The school site has been securely fenced, some of which was installed at no cost by a local business. All gates are closed and external doors are locked during the school day to prevent unauthorised access.
- 133 Due mainly to the sloping site, access to the upper playground for learners, staff or visitors with disabilities is limited. That said, the internal accommodation is broadly accessible to wheelchair bound learners or adults. Learners' toilets are in a clean, serviceable condition but no dedicated changing facilities are available for physical education.
- 134 The quality of learning resources is good in terms of ICT hardware and software and good supplies of books. Subjects such as mathematics and science are enhanced with good resources.
- 135 Financial management is generally systematic and methodical. The acting headteacher, LA finance officer and governors oversee the school's expenditure closely. Prior to September 2008, the school had not managed its expenditure prudently enough and had accumulated a budget deficit of around 20 per cent. The acting headteacher has arrested this situation and is rapidly reducing the deficit to nil by the end of the current financial year. The acting headteacher and governors now closely monitor spending decisions and have done since September 2008. Extensive funds raised by parents are used well to enhance learning opportunities and facilities for all learners.
- 136 Given the standards learners achieve, the quality of teaching and the quality of support and guidance provided, the school manages its resources effectively, efficiently and prudently to give good value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 1: Grade 3: Good features outweigh some shortcomings

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

Outstanding feature

- 137 Older pupils in key stage 2 write very well. Their dramatic presentations and workshops based on Shakespeare's 'A Midsummer Night's Dream' are outstanding. They act regally as Oberon or with mischief and an earthy sprightliness as Puck.
- 138 Their work shows a command of the characteristics of creative, persuasive and informational writing. Many older learners have a good understanding of how to write for different audiences. Most have also written in the style of famous writers. Many understand how to use punctuation well and develop a sound vocabulary. Their written character profiles are of high quality.

Good features

- 139 Many learners enter the school with sound skills in reading, writing and speaking. Their language abilities are often in line with those expected for their age.
- 140 Most pupils in key stage 1 listen carefully to their teachers' explanations and the contributions of other learners. They listen carefully to stories, sequence events and retell tales using their own words. They all make progress in speaking for different purposes and audiences and collaborate in discussions. Many speak in a variety of contexts with increasing confidence.
- 141 Standards in reading in key stage 1 have more good features than shortcomings. Many pupils display an understanding of the characters, settings and structure of stories. The majority identify a few grammatical conventions, such as a question mark. Many recognise rhyming lines in poetry. Most Y1 pupils understand how to use full stops and capital letters. By the end of key stage 1, the few more able read unfamiliar texts with growing confidence. Others with less ability have a positive attitude to reading and use a range of strategies to help them understand the text. Many learners develop a good knowledge of the alphabetical order of letters. They use a range of vocabulary when discussing or writing poems.
- 142 Most pupils in key stage 1, including those with ALN or SEN, make sound progress in learning to write. By the end of key stage 1, a few write creatively using some of the key features of narrative. Most Y2 pupils suggest creative ideas for the endings of stories read aloud to the class.

- 143 Most pupils in key stage 2 listen respectfully to their teachers and to others. In lessons, they remain focused for a sustained time. When answering questions, most give answers in writing and orally in phrases or full sentences. They make good progress in speaking for different purposes and audiences and collaborate to some extent in discussions.
- 144 Many pupils in key stage 2, including those with SEN and those in vulnerable circumstances, read aloud with good expression. They recognise and read technical phrases accurately and remember the features of fictional stories well. They predict what might happen next in the story with imagination.
- 145 Many learners make good progress even when they come from a low starting point. They ask questions about the topics they investigate and suggest and use appropriate sources of information. Most have a good understanding of the basic skills of reading, and develop good strategies to deal with unfamiliar words. Most identify types of words, such as nouns, adjectives and verbs and obey the conventions of punctuation when reading aloud.
- 146 Most key stage 2 pupils identify various descriptive figures of speech, such as similes and metaphors. They have good strategies to understand figures of speech and they use them alliteratively. Many Y5 pupils write well-structured stories or vivid brochures. Learners with ALN or SEN make rapid progress because of the support they get from teachers and assistants. They use good strategies well to read unfamiliar words and understand the way to pronounce combinations of letters.
- 147 By Y6, most pupils' skills in reading have many good features. They have a number of favourite writers. They are confident in discussing plot and character and have benefited from contact with local poets as well as actors in London. More able readers read with expression, skim texts for adjectives and use alternative voices for different characters. The reviews of many are well-written, perceptive and carefully considered. Other writing is lively and thoughtful. Most answer questions in compound sentences, occasionally using polysyllabic words.
- 148 Most pupils in key stage 2 understand some of the characteristics of myths and legends and identify the similarities and differences between those genres. As a result, when they write creatively, they recall important aspects and find appropriate adjectives well. Many make good use of the school's good supply of books. Most pupils in key stage 2 show a good awareness of different degrees of formality in writing. Their handwriting is usually quite neat and well formed.
- 149 Most learners have a greater understanding of different topics and concepts in English because they use interactive whiteboards well for literacy lessons. Older pupils in key stage 2 use computers in English skilfully for reference, research, word-processing or presenting their stories and poems and they combine suitable images and text to communicate meaning well.

Shortcomings

- 150 A large minority of pupils' handwriting in key stage 1 is below average in quality. There are few pupils who learn to read well in key stage 1 and too many do not write well.
- 151 Although this is only a minor shortcoming, pupils in key stage 2 use pencils to write although they are capable of writing with pens.

Mathematics

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

- 152 All learners are conversant with basic concepts such as *taller*, *shorter* and *same* as. They place pictures of animals in a sequence of smallest to biggest. Pupils in key stage 1 tell the time accurately using an analogue face and understand coin value.
- 153 The youngest pupils count up to ten and those in Y1 count to 20. They also count from 20 backwards and forward in both English and Welsh. All can identify the next number in a sequence up to 100. All Y1 learners know how to use non-standard units of length such as a hand or length of paper or stickabricks.
- 154 Most learners in Y2 and younger ones in key stage 2 listen well and have good recall of the contents of previous work covered. They make rapid responses in short mental mathematics sessions when doubling numbers. Most understand the concept of symmetry and measure objects accurately. Most use diagrams accurately and label them appropriately.
- 155 Older key stage 2 pupils listen very well and work diligently on tasks individually, in pairs or small groups. Using their electronic handsets, most pupils multiply by ten and a hundred and have a good understanding of decimal places.
- 156 They understand that a decimal point divides whole numbers from their parts. Most correctly multiply 2.5 by 100 and all know that 50 centimetres is half a metre. They use their calculators accurately to check estimates. Learners have a good understanding of a range of mathematical terms such as inverse and converse.
- 157 Most learners' knowledge of multiplication and division is good and they accurately measure angles with a protractor. They understand the concepts of acute and obtuse angles and identify and accurately measure a variety of angles. Nearly all learners can show fractions as decimals. They interpret data well and produce clear line graphs of class members' favourite foods.

- 158 Most pupils convert centimetres to metres, accurately measuring and recording their findings. They enjoy investigative work and co-operate well with their peers. They can use informal units of measure to compare and contrast body parts. They measure and record for instance that the length of their hands, their faces, arm spans and height as well as waist circumference. They carefully cut paper to the lengths measured, labelling them clearly.
- 159 Learners' use of the interactive whiteboard and individual electronic handsets to record responses are both innovative and exemplary. They share their findings with the rest of the class with confidence and speak clearly and logically about mathematical problems in plenary sessions.

Shortcomings

- 160 A small minority in Y3 and Y4 have difficulty in differentiating between triangles and rectangles or when calculating the perimeters of a rectangle.

Welsh second language

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

Outstanding features

- 161 Older pupils in key stage 2 make excellent progress and talk confidently with adults in Welsh. Most take part fluently and naturally in dialogues with each other. They all read flash cards well, creating dialogues and using the interactive whiteboard effectively to illustrate their answers in Welsh. They use many phrases and connective words correctly and effortlessly. They review their work constantly through frequent digital recordings.

Good features

- 162 In key stage 1, the youngest learners listen well and use simple Welsh phrases and greetings confidently. They describe the prevailing weather conditions or where they live. They say what they like to eat and what they dislike. They respond correctly and innovatively in activities such as role play using a constantly expanding vocabulary.
- 163 Key stage 1 pupils read well from flash cards and describe correctly different types of houses in the surrounding area. They all know key words such as ffenestr, drws, simne and wal. Most learners know the names of a wide range of birds and farm and pet animals in Welsh and they all respond with alacrity to quick instruction such as dwylo ar y pen or llaw i fyny without ever requiring a translation. They have a sound knowledge of body parts and enjoy role playing with Bili Broga.

- 164 Pupils in lower key stage 2 have very good pronunciation and listening skills especially when repeating the names of various parts of the body before embarking on the preparation of a scripted dialogue. They participate in role plays fluently and wholeheartedly with obvious enjoyment.
- 165 They voice their opinions with confidence using phrases such as Dwi' n hoffi, mwynhau or mae'n gas gen i and offer simple explanations. Their use of the past tense is good. They read a wide range of material and write many paragraphs in Welsh well in expressing personal opinions.

Shortcomings

- 166 There are no important shortcomings.

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

- 167 Most key stage 1 pupils develop a good awareness of the difference between past and present. Many pupils in key stage 1 begin to use their research skills to develop an understanding of chronology. For example, when studying farms they correctly identify the features of farming 6,000 years ago, in 3,500 BC and then forward in a timeline to 1947.
- 168 Many younger pupils in Y1 have developed a good knowledge of the features of medieval times after visiting the castles at Chirk, Powis, Rowton and Whittington. They all understand the differences between modern jobs and those done by people who lived in or near castles. They have also grown to have a good understanding of Ancient Egypt from their studies of hieroglyphics and Egyptian jewellery.
- 169 Key stage 2 pupils understand the working and living conditions of children in the early Victorian era after their studies of the work of Dr Barnardo and Lord Shaftesbury. Following a visit by staff of the Powysland Museum, many pupils in Y2, Y3 and Y4 develop a good knowledge of the clothing, weapons, armour and household objects of the Romans. They understand well how different these artefacts are to what we have today. All learners have a good understanding of the people of this period, including the Celts as well as the Romans.
- 170 In key stage 2 pupils develop a good awareness of the characteristics of different periods in history. In studying World War II, they have learned about the Blitzkrieg on London and of how submarines were used to attack allied convoys from America to Britain. They show an increasing capacity to understand people who lived then, such as prisoners of war, and to understand what life might have been like for them. In English lessons, learners have grown to empathise with

the fate of Polish refugees after World War II after reading Ian le Serraillier's "The Silver Sword".

- 171 Learners know that they can find out about the past from a range of sources of information such as artefacts, books, museums and the Internet. They use these sources well in their own research. Many understand the difference between primary and secondary sources of information. By the end of key stage 2 most pupils understand that not all sources of information are equally reliable and that people have different viewpoints about the same historical event.

Shortcomings

- 172 Learners' understanding of the historical cwricwlwm Cymreig has been underdeveloped in the past but is increasingly good now.

Art and design

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

- 173 Younger pupils in key stage 1 mix and match simple colours and experiment with tones such as light and dark. They make various objects and artefacts in two and three dimensions such as on African masks and a display of a curly counting caterpillar.
- 174 They dress up as knights in armour and describe and draw pictures of the armour, helmets and heavy swords used by knights to protect themselves. They observe man-made structures found in the local area by visiting various locations and then planning and drawing pictures and making models of drawbridges and moats in Whittington Castle.
- 175 They create a range of good designs of coats of arms and draw them artistically using appropriate colours. They colour crowns for kings and queens and describe the colours they choose bilingually.
- 176 Younger pupils in key stage 2 use a wide range of tools and equipment with increasing accuracy and create images and symbols using a range of lines, marks and shapes. They study and accurately draw parts of living plants including stems, roots and leaves. Many have created totem poles from North America as part of their contribution to the school eisteddfod. They work harmoniously in small groups producing repetitive designs on garment templates and co-operate in creating a collage.
- 177 They have worked on impressive silver and bronze design of 'Our Welsh Dragon' displayed in the entrance hall, working under the guidance of a local artist. They create mosaic patterns using pencil and pastel and use a computer

program to create colourful Roman mosaics. Many link this work with their studies in history of the Roman period in Britain. They visit Powysland Museum to study and to dress in clothes designs by Laura Ashley. They produce their own repetitive designs using block printing. They study buildings from other cultures such as the Pyramids and the Sphinx and draw pictures of Egyptian gods such as Osiris, Seth and Ra.

- 178 Older key stage 2 learners classify works of art into broadly defined areas such as environmental, landscape, rural and urban. They explore the use of a wide range of art media such as biro, crayons, chalk and oil pastel. They create a wide range of good quality pictures depicting characters from English literature in well-used sketch books.
- 179 They explore the different ways and methods used by artists from different periods and cultures. As a group they evaluate the work of famous artists such as Joseph Turner's *The Grand Canal Venice* in 1835 and have created a good range of eco posters conveying environmental messages. They study the work of Katsushika Hokusai, a 19th century Japanese artist and printmaker of the Edo (Tokyo) period with his rich output of landscapes, waterfalls, bridges, portraits and birds.
- 180 Linking their work to their study of World War II, many pupils in key stage 2 compare and contrast the differing use made of wartime propaganda and the contrasting slogans used by the British, the Germans and the Italians. They discuss what is meant by an artists' brief and how they use images colours and phrases in their work to convey a particular message. They convert their individual designs into digital images which are imported onto the school website. Portfolios of learners' work throughout the school illustrate learners' good artistic skills.

Shortcomings

- 181 Learners' awareness of the work of Welsh artists is limited.

Physical education

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

- 182 In key stages 1 and 2 pupils dress appropriately and know how to keep safe. Girls know that they must remove their jewellery and have their hair tied back ready for movement sessions. Learners are careful when carrying and putting out the apparatus, checking each piece for hazards.
- 183 In all year groups learners know that they must warm up before exercising. Older learners know the effect on their breathing and heart rate whilst the

youngest know that their bodies get hot and perspire. Older learners clearly understand the importance of exercise to good health. All learners are aware of the importance of a cool down period at the end of exercising their bodies.

- 184 Many learners do well in lessons and put a great deal of energy and commitment into them. They have a competitive spirit and enjoy team games very much. Across the school learners show good standards in gymnastic, dance and games skills while those in Y5 also learn to swim well. By the end of key stage 2 all learners learn to swim at least 25 metres, most with confidence.
- 185 Most pupils in Y2 engage in rigorous warm up games and describe the effects on their body. They hold shapes for a protracted period of time and many perform good quality shapes and movements, some with body tension. They evaluate their partner's performance and give them advice on how to improve.
- 186 Many Y3 and Y4 pupils successfully create stillness as well as different levels in movement and dance. Their movements are lively, bubbly, fast and energetic. They are so absorbed in creating the phrases but they remember to adopt starting points and finishing positions. Most understand that the constituent elements of dance include travelling, hopping, skipping, stopping and turning. They work on their dances semi-autonomously.
- 187 Most Y5 pupils respond immediately to the teacher's requests. They are confident and enjoy the challenges. All know what a flowing movement in gymnastics would comprise and what to aim for. They respond well to changes in direction, starting position, body tension and different levels. They produce rigorous movements that flow, ensuring their performances are of high quality.
- 188 Many Y6 pupils develop skill in passing, dribbling with and controlling a ball, guided well by visiting football coaches. They concentrate well and their work with a partner shows good improvement. They work sensibly in the hall and realise that they could not hit balls as far as they could outside. Work with partners shows learners developing good sportsmanlike characteristics. Girls achieve equally as well as boys.
- 189 Many older pupils develop their skills in competitive sports such as cricket or hockey through practicing at lunchtimes and the end of the school day. In their dance routines, most learners develop sharp, well choreographed routines.

Shortcomings

- 190 There are no important shortcomings.

School's response to the inspection

- 191 Brynhafren welcomes the findings of the report and would like to thank the Estyn team for their professional manner while conducting the inspection. We look forward to addressing the few shortcomings that have been highlighted and will continue to work as a team to do so. The school and governing body will also now look to address the report's recommendations to ensure that the good progress made so far is continued. Progress in meeting the recommendations will be reported to parents in the post inspection action plan and the annual report of the governing body to parents.

Appendix 1

Basic information about the school

Name of school	Brynhafren Community Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 to 11
Address of school	Crew Green Powys
Postcode	SY5 9AT
Telephone number	01743 884455

Acting Headteacher	Mr David Lambourn
Date of appointment	1 st September 2010
Chair of governors	Mrs Christine Wynne
Registered inspector	Mr Robert Alun Isaac
Dates of inspection	17 th to 19 th May 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	1	6	17	6	7	6	7	4	54
Total number of teachers									
	Full-time		Part-time		Full-time equivalent (fte)				
Number of teachers	3		1		3.5				
Staffing information									
Pupil: teacher (fte) ratio (excluding nursery and special classes)							15.4 : 1		
Pupil: adult (fte) ratio in nursery classes							N/A		
Pupil: adult (fte) ratio in special classes							N/A		
Average class size, excluding nursery and special classes							18		
Teacher (fte): class ratio							1.1 : 1		

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer	N/A	98	98.0
Autumn	N/A	93	94.0
Spring	100	89	94.9

Percentage of pupils entitled to free school meals	9%
Number of pupils excluded during 12 months prior to inspection	Nil

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2010		Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included			
Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	50.0%	In Wales	80.7%

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2010		Number of pupils in Y6	13
Percentage of pupils at each level			
			N D W 1 2 3 4 5
English	Teacher assessment	School	0.0 0.0 0.0 0.0 0.0 15.4 69.2 15.4
		National	0.1 0.2 0.5 0.6 3.1 15.6 51.3 28.5
Mathematics	Teacher assessment	School	0.0 0.0 0.0 0.0 0.0 0.0 53.8 46.2
		National	0.1 0.2 0.5 0.6 2.7 14.7 51.4 29.9
Science	Teacher assessment	School	0.0 0.0 0.0 0.0 0.0 0.0 38.5 61.5
		National	0.1 0.2 0.5 0.5 1.8 11.4 53.9 31.7
Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment			
In the school	84.6%	In Wales	75.5%

N Pupils who have not been awarded a level for reasons other than disapplication

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum

W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection started. The team had no peer assessor but the acting headteacher was the school's nominee.

The inspectors visited:

- 24 lessons or parts of lessons;
- all classes;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff;
- groups of learners representing each year group;
- the school council which contained the same pupils as the eco council; and
- representatives of organisations associated with the school such as the LA.

The team considered:

- the school's self-evaluation report;
- responses to a questionnaire from 12 parents, which were over 98 per cent in support of the school;
- the meeting with parents at which all were very positive about the school's high quality
- documentation provided by the school before and during the inspection;
- a range of learners' past and present work; and
- samples of learners' reports.

The inspection team also held post-inspection meetings with the acting headteacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspect and Subject Responsibilities
Mr Robert Alun Isaac	Registered inspector	Pre-inspection Commentary Context and Aims Key Question 1 Key Question 2 (Teaching) Key Question 5 Key Question 6 English History Physical Education Summary and Full Reports
Mr Kerry Jones	Lay Inspector	Contributing to: Key Question 1 Key Question 3 Key Question 4 Key Question 7
Mr Dafydd Treharne	Team Inspector	Key Question 2 (Assessment) Key Question 3 Key Question 4 Key Question 7 (Staffing & Resources) Welsh second language Mathematics Art Bilingualism
Mr David Lambourn	Nominee	Nominee

Acknowledgement

The registered inspector and team wish to thank the governors, acting headteacher, staff and all pupils very much for their courtesy and excellent co-operation before, during and after the inspection.

Contractor:

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