

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

A Report on the Quality of Education in

**Blaengwawr Primary School
Gwawr Street
Aberaman
Aberdare
Rhondda Cynon Taff
CF44 6YP**

School Number: 6742070

Date of Inspection: 10/05/10

by

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Introduction

Blaengwawr 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 Blaengwawr Primary School took place between 10/05/10 and 12/05/10. An independent team of inspectors, led by Robert Stuart Wormleighton 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 Blaengwawr Primary is a community school situated on the outskirts of Aberdare; the school was built in 1879. Although a few families attend from outside the immediate catchment area the school serves the community of Aberaman, a mainly residential area made up of private, housing associations and council properties,
- 2 The school states that overall families are neither socially disadvantaged nor advantaged, but currently around one third of pupils are from economically disadvantaged backgrounds, 34 per cent of pupils are registered for free school meals, which is well above the Local Authority (LA) and all Wales averages.
- 3 The children entering the school represent a wide range of abilities but many are below the expected average with nursery baseline pupils performing below Local Authority (LA) and national averages in literacy, numeracy and personal and social development.
- 4 The school caters for boys and girls aged 3-11 years. Children are admitted to the school following their third birthday. The school has 163 learners on roll plus 35 full-time nursery children. There are seven classes, nursery aged children are educated in a single year group and alongside the reception aged children. Years 1 and 2 pupils are taught in two single year group classes and pupils in key stage 2 are taught in three mixed aged classes.
- 5 No pupils come from homes where the predominant language is Welsh. Ninety nine per cent of pupils come from English-speaking homes and one pupil has English as an additional language. There are 31% (51 pupils) placed on the register for pupils identified as having special educational needs (SEN), a figure above the LA and national averages and one pupil has a statement for special educational needs. Two learners are looked after by the local authority.
- 6 There are eight full-time teachers, including the headteacher who has been in post since January 1997, and nine support staff.
- 7 The school achieved the New Basic Skills Quality Standard in 2010, has Investors in People and Health Promoting Schools accreditation and has recently been awarded the Eco-Schools Green Flag.
- 8 The school was last inspected in April 2004.

The school's priorities and targets

- 9 The school has identified the following as its current main priorities:
- the full implementation of the Foundation Phase of education in year one of key stage 1;
 - to gain BECTA accreditation for the use and development of information and communications technology (ICT) in the school;
 - to improve learners' writing through oracy;
 - to continue to raise standards in mathematics; and
 - to fully challenge learners identified as being more able and talented (MAAT).

Summary

- 10 Blaengwawr is a good school with many outstanding features. The school has made exceptionally good progress in addressing the issues identified in the previous inspection report. All subject areas inspected and areas of learning for the under-fives have improved significantly and there is greater consistency in teaching and learning.
- 11 The judgments of the inspection team agree with the school's self-evaluation in all seven key questions.

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 1
7 How efficient are leaders and managers in using resources?	Grade 1

- 12 Comparative analysis of statutory assessment data for an individual year requires caution. However, an analysis over recent years indicates that the overall trend in performance is good. Learners make outstanding progress towards achieving and exceeding their targets and show good levels of attainment in both key stages.

- 13 Statutory assessment results in the core subjects at the end of key stage 1 in 2009 were just below the national and local averages in English and above those averages for mathematics and science. The percentage of pupils attaining the higher level 3 was significantly above those averages. When compared with similar schools (those with approximately the same proportion entitled to receive free school meals), results were in the top 50 per cent for each core subject.
- 14 At the end of key stage 2 statutory assessment results in the core subjects were well above the LA and national averages. The percentage attaining the higher level 5 was significantly above local and national averages. When compared with similar schools the 2009 key stage 2 results were in the top 25 per cent for each core subject.
- 15 Overall there is no discernible pattern in the variation of the performance of boys or girls at either key stage.

Foundation phase for children under five

Area of learning	Inspection grade	
	N	R
Personal and social development, wellbeing and cultural development	1	1
Language, literacy and communication skills	2	2
Welsh language development	2	2
Mathematical development	1	2
Knowledge and understanding of the world	1	1
Creative development	2	2
Physical development	1	1

- 16 Children’s skills and experiences on entry to the nursery cover a wide range of abilities but are below those expected for their age; however most show outstanding levels of achievement in their first year in school. The overall quality of the educational provision for under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.

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

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Science	2	2
Art and design	1	1
Physical education	2	2

- 17 Standards of achievement observed in the 34 lessons in subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	85%	3%	0%	0%

- 18 These statistics are well above the national figures reported in Her Majesty's Chief Inspector's (HMCI's) Annual Report 2008-09, where standards are good or better (Grade 1 and 2) in 85 per cent of lessons.
- 19 Nearly all learners succeed whatever their background and make good and at times outstanding progress. Overall the achievement of learners with additional learning needs (ALN) is good with no important shortcomings.
- 20 Nearly all children under five make outstanding progress in their communication skills of speaking and listening; their early Reading and writing and mathematical skills are good and their use of information and communications technology (ICT) and bilingual skills are outstanding.
- 21 In Key Stages 1 and 2 pupils' bilingual competence and listening skills are outstanding and skills of speaking, reading, writing, numeracy and ICT are good.
- 22 Learners' understanding of new knowledge and their progress in acquiring new skills are good and at times outstanding; nearly all make very good progress across the curriculum.
- 23 Many learners are developing a good understanding of what they are doing, how they are progressing and what they need to do to improve. They make good or outstanding progress towards fulfilling their potential and are very well prepared to move on to the next stage of their education.
- 24 Overall the development of learners' personal social and learning skills is an outstanding feature.
- 25 Learners have a positive attitude; their ability to work independently is good their problem-solving skills, their creativity and the way they work together are outstanding.
- 26 The behaviour of nearly all learners is of the highest standard across the school and throughout the day they show a very high level of respect and are very courteous to staff and visitors.
- 27 Attendance, at 91.9% over the previous twelve months, was below the average for Welsh primary schools, but above that for similar schools. Most pupils arrive punctually though a few regularly arrive late.
- 28 Learners' personal and social development and standards of personal, moral and social education are outstanding overall and are positive features of the school.

- 29 Relationships are good; nearly all learners are supportive to all members of the school community and have a good awareness of equal opportunities issues.
- 30 Learners' knowledge of Welsh culture is a strong feature and they are gaining a growing respect for the diversity of society.
- 31 Learners' participation in the inter-generational project with Maes-y-Ffynnon is an outstanding feature and provides them with a good understanding of their community. Pupils' understanding of the world of work is developing well.

The quality of education and training

Grades for teaching

32 In the 34 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	85%	6%	0%	0%

- 33 These figures are a significant improvement since the last inspection and also compare well with the national picture reported by HMCI in his Annual Report for 2008-2009 where the quality of teaching is good or better in 85% of lessons.
- 34 Teaching is a strength of the school. In the best teaching, the excellent working relationships, well employed techniques and motivation provided by staff, engage learners and fosters learning.
- 35 All teachers are enthusiastic and have up to date subject knowledge, lessons have good pace, are well planned and structured, and learning opportunities are enhanced by a range of teaching strategies and by teaching assistants who are well informed about learners and are very effective.
- 36 In the small number of lessons where there were shortcomings, the pace was too slow, lessons were over directed, opportunities for practical experiences and for learners to share and evaluate their learning were overlooked and extension activities to challenge the more able were missing.
- 37 Most teachers meet the varying needs of the different age groups and abilities in the class and adapt their lessons to meet the needs of pupils who are on the SEN register and challenge for the more able is developing well.
- 38 Teaching assistants (TA) are very well informed and contribute well towards helping learners overall and ensure that each pupil is supported appropriately.
- 39 The quality of assessment, recording and reporting is good and meets statutory requirements. In both key stages, the school has employed a number of systems to use as diagnostic and analytic tools.

- 40 The school tracking system is very effective and analysis of data recorded is used appropriately to set targets for improvement in a way that effectively builds on previous learning.
- 41 Although there are many examples of good marking practices, marking of pupils' work is inconsistent. Many learners are developing the ability to peer-assess or self-assess with confidence.
- 42 Annual reports to parents are of a good quality and meet statutory requirements and are fully understood by parents and discussed at parents' evenings. The quality of reports in the Foundation phase is outstanding.
- 43 The overall quality of the learning experiences provided for pupils is good. The school caters extremely effectively for the wide range of learners' needs and interests.
- 44 The curriculum is enriched by educational visits and visitors who share their expertise. The school provides extra-curricular clubs for both KS1 and KS2. The activities are enjoyable and an outstanding feature of school life.
- 45 The school makes good provision for the development of learners' basic skills. The promotion of learners' bilingual skills and *Y Cwricwlwm Cymreig* is outstanding.
- 46 Learners' spiritual, moral, social and cultural development is outstanding. The emphasis on moral development through its personal and social education programme is outstanding and spiritual development is well promoted.
- 47 The school makes very good provision for personal and social education. Learners' social awareness is outstanding. Education for sustainable development and global citizenship is a strong area of the school's provision.
- 48 Good attention is given to ensuring learners develop the skills for life-long learning. There are good links with the local secondary school to prepare them well for their next stage of learning.
- 49 The school has exemplary arrangements for ensuring its learners receive the highest possible care, support and guidance. Learners' needs are continuously identified and addressed through the very close working relationship between the teaching and classroom support staff.
- 50 The way in which the school works with its parents and carers, in the support and guidance of their children, is an outstanding feature of the school.
- 51 Learners' views are also sought and valued through a process which links class discussions to the school council. There is an outstanding process for enabling children to settle in to the Nursery class and the school is working with the school council to improve its induction of pupils, who arrive at other times.

- 52 A very clear and effective system ensures the outstanding level of behaviour in the school.
- 53 The school works diligently with families experiencing difficulties in ensuring the regular attendance of their children through a close and very effective relationship with the education welfare officer.
- 54 The school has good arrangements for ensuring the safety and security of its learners and does much to promote the importance of developing a healthy lifestyle amongst its learners.
- 55 The provision for learners with ALN is good and is well managed by the special educational needs coordinator (SENCo). Learners' needs are identified early, and support is provided promptly. Good quality individual education plans (IEPs) are shared with learners and parents. Those with SEN receive very good support and good provision is developing more able and talented children. The school provides outstanding support for pupils with behavioural problems.
- 56 The school takes into account the background of all its pupils when planning and delivering its support and guidance for them.
- 57 The school strives to ensure there is no gender stereotyping in its teaching or in its examples set by staff. All learners have full access to the curriculum and to after school activities irrespective of their gender.
- 58 Good race relations are promoted well by the school and learners are accepting of each other, valuing what each has to contribute to the school community.
- 59 The school functions well as an inclusive, caring and supportive community. The headteacher monitors and responds to any incident swiftly and fairly, this is an outstanding feature.

Leadership and management

- 60 The clear direction the headteacher provides is an outstanding feature and this has been an important factor in the progress the school has made since the previous inspection in 2004.
- 61 The school's commitment to equality of opportunity is an outstanding feature. The headteacher is very well supported by the deputy headteacher. The confidence and independence of other leaders are developing well. The way the school has taken and continues to take account of national priorities is an outstanding feature.
- 62 Appropriate and effective performance management procedures have an effective impact on school improvement and the raising of standards. These are outstanding features.
- 63 The governing body are highly committed to ensuring the school provides the best possible educational and personal experiences for its learners. They liaise

very well with staff and learners, are fully involved in the self-evaluation process which enables them to make informed decisions on strategic decisions.

- 64 The self evaluation process is fully embedded and forms an integral part of the ethos of the school at senior management level. Leaders and managers have reliable first-hand knowledge of the quality of teaching and learning and standards of achievement and how to improve them. All those involved with the life and work of the school are fully involved in the self-evaluation process.
- 65 There is an appropriate number of teaching staff who have a very good range of experience and expertise to teach the curriculum. They are well supported by an equally well-qualified team of classroom support staff. The way in which these are deployed and work together is an outstanding feature of the school.
- 66 The office and the site managers make a significant contribution to the school and other non-teaching staff perform their duties effectively and efficiently.
- 67 There is an appropriate level of teaching and learning resources. The school buildings are in good condition and the standard of wall displays is of an exceptional quality throughout the school. The recently developed environmental area is an outstanding feature of the school.
- 68 The school operates an exemplary system of budgetary control which ensures the school has the best standards of staffing, resources and accommodation that its finances will allow. This is an outstanding feature. It is clearly providing very good value for money.

Recommendations

In order to maintain and improve current standards the school should;

- R1 further develop the role and independence of the management team;
- R2 *complete the implementation and evaluation of assessment procedures;
- R3 *improve pupil attendance and punctuality; and
- R4 *further develop provision for the more able and talented learners.

*These recommendations have already been identified by the school as priorities for development.

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

- 69 The findings of the inspection team match the judgement made by the school in its self-evaluation report for this key question.
- 70 Comparative analysis of statutory assessment data for an individual year requires caution. However, an analysis over recent years indicates that, given the variation of learners' academic profiles within different year groups, the overall trend in performance is good. Overall learners make outstanding progress towards achieving and exceeding their targets and show good levels of attainment in all core subjects in both key stages.
- 71 Statutory assessment results in the core subjects for the 22 pupils eligible for assessment at the end of key stage 1 in 2009 were just below the national and local averages in English and above those averages for mathematics and science. The core subject indicator (CSI), which is the percentage of pupils reaching level 2 in each core subject, of 73 per cent for 2009, was below the Local Authority (LA) average of 78 per cent and the national average of 81 per cent. The percentage of learners attaining the higher level 3 was significantly above local and national averages in each core subject.
- 72 When compared with similar schools (those with approximately the same proportion entitled to receive free school meals), the 2009 key stage 1 results were in the top 50 per cent of schools for each core subject. The results for CSI also placed them in the top 50 per cent.
- 73 The number of pupils eligible for assessment at the end of key stage 2 in 2009 was 29. Statutory assessment results in the core subjects of English, mathematics and science were well above the LA and national averages. The core subject indicator (CSI), which is the percentage of pupils reaching level 4 in all core subjects, at 83 per cent for 2009, was above the LA average of 74 per cent and the national average of 77 per cent. The percentage of learners attaining the higher level 5 was significantly above local and national averages in each core subject.
- 74 When compared with similar schools (those with approximately the same proportion entitled to receive free school meals), the 2009 key stage 2 results were in the top 25 per cent for each core subject. The results for CSI also placed them in the top 25 per cent of schools.
- 75 Overall there is no discernible pattern in the variation of the performance of boys or girls at either key stage.

Grades for standards in subjects inspected

76 Standards of achievement observed in the 34 lessons in subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	85%	3%	0%	0%

77 These statistics are well above the national figures reported in HMCI's Annual Report 2008-09, where standards are good or better (Grade 1 and 2) in 85 per cent of lessons; and equal to the figure of 12 per cent for lessons where standards are outstanding (Grade 1).

78 Children's skills and experiences on entry to the nursery cover a wide range of abilities but overall are below those expected for their age. Baseline data at age four indicates that most show outstanding levels of achievement in their first year in school. The overall quality of the educational provision for under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.

Area of learning	Inspection grade			
	N	R	Y1	Y2
Personal and social development, wellbeing and cultural development	1	1	n/a	n/a
Language, literacy and communication skills	2	2	n/a	n/a
Welsh language development	2	2	n/a	n/a
Mathematical development	1	2	n/a	n/a
Knowledge and understanding of the world	1	1	n/a	n/a
Creative development	2	2	n/a	n/a
Physical development	1	1	n/a	n/a

Subject grades for subjects inspected

79 In Key Stages 1 and 2, standards in subjects inspected are as follows:

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Science	2	2
Art and design	1	1
Physical education	2	2

80 Nearly all learners succeed whatever their background. They cope well with the work that is set for them and achieve good standards in their knowledge, understanding and skills and make good and at times outstanding progress. Overall the achievement of learners with additional learning needs (ALN) is good, learners with SEN make very good progress and learners identified as being more able and talented achieve well.

81 Nearly all children under five make outstanding progress in their communication skills of speaking and listening; their early reading and writing skills are good.

The standard of their mathematical skills are good and their use of ICT and bilingual skills are outstanding.

- 82 Overall pupils in Key Stage 1 and 2 achieve good standards in the development of key skills. Pupils' bilingual competence is developing well and is outstanding in both key stages. Their listening skills are generally outstanding, and skills of speaking, reading, writing, numeracy and ICT are good in both key stages and are well used with increasing competence across the curriculum.
- 83 Scrutiny of learners' work, past and present, lesson observations and discussions with learners show that their understanding of new knowledge and their progress in acquiring new skills are good and at times outstanding, particularly with the older learners in key stage 2.
- 84 Most learners understand what they are doing. They are becoming more aware of how they are progressing and of what they need to do to improve. The rate of progress, for learners of all abilities, in these processes improves steadily as they move through the school.
- 85 Learners make good or outstanding progress towards fulfilling their potential and are very well prepared to move on to the next stage of their education.
- 86 Overall the development of learners' personal social and learning skills is an outstanding feature.
- 87 Learners have a positive attitude to their work they make good use of their time, work productively and are beginning to take responsibility for their own learning. And their ability to work independently is good and the way they work together, in pairs or in groups, is outstanding.
- 88 Their problem-solving skills and creativity are outstanding features and both are used to good effect in a wide variety of situations across the curriculum.
- 89 The behaviour of nearly all learners is of the highest standard across the school throughout the day. They are very attentive in lessons and during assemblies and move around the school in a quiet and orderly manner. Any instances of inappropriate behaviour are dealt with promptly and effectively. Of particular note is the co-operative way they play together during play times. The year 6 playground leaders play a significant part in this through their organisation of activities for key stage 1 learners. Nearly all show a very high level of respect for each other's feelings and views and are very courteous to staff and visitors.
- 90 Attendance, at 91.9% over the previous twelve months, was below the average for Welsh primary schools, but above that for similar schools. While this figure is lower than at the time of the last inspection it is three percentage points higher than the figure two years ago. Most pupils arrive punctually at the beginning of the school day though a few regularly arrive late.
- 91 Relationships with staff are very good and this has an evident effect on learners' personal and social development, which is an outstanding feature of

the school. A few learners have behavioural difficulties; most are making progress in managing their behaviour working within the secure boundaries set by staff.

- 92 Standards of personal, moral and social education are outstanding overall and are a positive feature of the school. Nearly all learners are supportive to all members of the school community and are able to empathise appropriately with those less fortunate than themselves. They have a good awareness of equal opportunities issues.
- 93 Learners' knowledge of Welsh culture is a strong feature and they are gaining a growing respect for the diversity of beliefs, attitudes and cultural traditions within Wales and the wider world.
- 94 Learners' participation in the inter-generational project based on Maes-y-Ffynnon care home is an outstanding feature and is providing them with a good understanding of their community. Pupils' understanding of the world of work is developing well.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 95 The findings of the inspection team match the judgement made by the school in the self-evaluation report for this key question.
- 96 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	85%	6%	0%	0%

- 97 These statistics are well above the national figures reported in Her Majesty's Chief Inspector's Annual Report 2008-09, where standards are good or better (Grade 1 and 2) in 85% of lessons; but below the average of 17% of lessons judged to be grade 1. These figures also show a significant improvement since the last inspection.
- 98 The educational provision for the under fives is appropriate to their needs, and children make good progress.
- 99 Outstanding features observed in teaching included: -
- the excellent working relationships, and motivation provided by staff, which engages learners and fosters learning;
 - up to date subject knowledge;
 - appropriate and consistent classroom control and effective management of behaviour;

- the use of a wide range of thoughtful questioning; and
- well timed intervention techniques.

100 Good features in teaching include: -

- the careful and progressive planning of lessons and preparation of materials, with well focussed activities taking into consideration what has been learnt previously by the learners;
- lessons with good structure including the sharing of learning objectives and success criteria with learners and good use of plenary sessions to reinforce learning;
- the appropriate use of a range of resources, classroom techniques and teaching strategies, which enhance learning opportunities for the learners;
- relevant teaching styles with enthusiastic and animated performances to engage learners;
- appropriate differentiation reflecting the range of age and ability within the classes, including appropriate support for SEN and suitable challenge for the more able and talented;
- effective use of teaching assistants who are well informed about learners; and
- ensuring good pace and progression within the lessons whilst allowing learners time to consolidate their learning.

101 Where lessons had shortcomings;

- opportunities for practical experiences and the freedom to experiment were missed and activities were too formal;
- the pace was too slow
- introductions were too long and activities were too teacher led;
- extension activities to challenge the more able were missing; and
- opportunities for learners to evaluate their learning were overlooked.

102 All members of staff establish outstanding relationships with the learners, which stimulates and supports good and effective teaching and learning. All learners are treated with respect and their opinions are valued.

103 All teachers plan carefully and show continuity and progression in their planning. They refer back to previous lessons to reinforce learning and ensure that learners remember the main points from those lessons and use them to promote further learning.

104 Each lesson identifies the learning objective and what the learners are expected to achieve at the end of the lessons. How the pupils are to know they have succeeded is confirmed during lessons and discussions at the end of lessons provide pupils with opportunities to understand how much they have learnt.

105 All teachers actively promote equality of opportunity and address gender issues in relevant and appropriate ways.

- 106 Most teachers adjust their lessons well to meet the varying needs of the different age groups and abilities in the class. Most plan well to adapt their lessons to meet the needs of learners who are on the SEN register and challenge for the more able is developing well. Teaching assistants (TA) are very well informed and contribute well towards helping learners learn and ensure that each pupil is supported appropriately.
- 107 Overall the subject knowledge of teachers is an outstanding feature. In many lessons outstanding opportunities to develop pupils' problem solving and decision making skills are provided. The teachers plan well as they successfully implement the recently introduced Welsh Assembly Government (WAG)'s 'Skills Framework' and the ethos of the Foundation Phase of education. They use a variety of resources and activities to ensure full participation of all pupils, and regularly monitor learners work during the lessons to make sure that they learn and understand the main points of the lessons.
- 108 Teachers set appropriate homework for the learners on a regular basis. This is well planned and is often successfully linked with topics studied within the lessons and so provides the learners with good opportunities to develop their independent learning and research skills.
- 109 All the teachers promote Welsh language development well and use this to support learners' bilingual skills across all age groups. Where this is outstanding they provide opportunities for the pupils to respond orally to requests and phrases, and to express themselves in formal and informal situations.
- 110 The quality of assessment, recording and reporting is good and meets statutory requirements. Assessment for children under five is good and baseline results are used well to guide and support children's needs. In both key stages, the school has employed a number of systems to use as diagnostic and analytic tools.
- 111 The school complies with statutory requirements for national curriculum assessment and target setting. The two newly appointed assessment coordinators are beginning to develop a thorough manageable system of assessment, which is used effectively by all staff and pupils.
- 112 Assessment is regularly undertaken in order to track the progress pupils make and in the best examples it effectively informs the next steps in teaching and learning. The school tracking system is very effective. Pupils' progress is assessed regularly throughout the academic year through the use of teachers' assessments, a range of appropriate standardised tests and day-to-day procedures. There are appropriate arrangements, based on standardisation and moderation, both within school and within the local cluster of schools, to strengthen teachers' assessments at all key stages. At its best, analysis of data recorded is used appropriately to set targets for improvement in a way that effectively builds on previous learning.
- 113 Although there are many examples of good marking practices, marking of learners' work is inconsistent. The best marking gives sufficient guidance on

what learners need to do to improve and promote recorded response from learners. Many learners are developing the ability to peer-assess or self-assess with confidence.

- 114 Annual reports to parents are of a good quality and meet statutory requirements. They give a very positive and detailed picture of learners' progress in all subjects, as well as comments on social and personal development. The quality of reports in the Foundation phase is outstanding and recently introduced reports in key stage 1 and 2 now identify areas for future development which parents are able to discuss at parents' evenings.

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

- 115 The findings of the inspection team match the grade given by the school in its self-evaluation report.
- 116 The overall quality of the learning experiences provided for pupils is good. The school caters extremely effectively for the wide range of learners' needs and interests. The school provides equal access for all to a broad and balanced curriculum which fully meets the statutory requirements of the Welsh Assembly Government (WAG) including those for religious education and collective worship. Teacher contact time for each key stage meets recommended hours.
- 117 Early-years provision positively encourages learning through meaningful experiences both indoors and outdoors. As a result, the majority of children develop their knowledge, understanding and skills well in all areas of the curriculum. All children are given a good start in school.
- 118 The school already has an established skills-based curriculum and has embraced the new curriculum orders enthusiastically. There have been several successful reviews of schemes of work since the previous inspection.
- 119 The school makes good provision for the development of pupils' basic skills across the curriculum in all subjects. A clear overview of planning for the teaching of key skills guides planning at a medium term and short term level. The provision of planned opportunities for pupils to work together, to experience problem-solving activities and to improve their own learning and performance is good. There are effective arrangements for providing additional support and resources for learners whose attainment levels are low and are developing for the above average.
- 120 The promotion of learners' bilingual skills is outstanding and Welsh is used regularly in the Foundation Phase, across both key stages and during occasions such as registration periods and whole school assemblies. Learners are given opportunities to develop their oral skills during role play sessions as they answer questions relating to the weather, days of the week and their

feelings. Bilingual displays throughout the school further develop pupils' acquisition of both languages.

- 121 The school has introduced a number of curriculum initiatives and intervention programmes, including Catch-Up literacy, spelling, dyslexia, and language programmes, which are having a positive impact on standards.
- 122 The school provides a number of extra-curricular clubs for both key stage 1 and key stage 2 pupils, including infants' fitness, science, circus skills, French, rugby, football, netball, golf and gardening. The activities are enjoyable occasions and are well supported and are an outstanding feature of school life.
- 123 Educational visits to places of interest both locally and further afield are undertaken regularly, including local theatres and residential visits to outdoor education centres for older pupils. The school enriches the curriculum further with many visitors to the school, to share their expertise, the use of visiting authors, story tellers and illustrators to develop aspects of literacy is a fine example of this.
- 124 Learners' spiritual, moral, social and cultural development is outstanding. Staff promote good manners and respect among learners for each other, for adults, and for the school environment. The emphasis on moral development in assemblies, circle time and through its personal and social education programme is outstanding. Pupils have a clear sense of right and wrong. Spiritual development is well promoted in both religious and aesthetic activities and appropriate time is given for collective worship.
- 125 The school makes very good provision for personal and social education. Pupils' social awareness is outstanding. The school enjoys strong, beneficial partnerships with a wide range of community providers who enrich the curriculum and support the work of the school.
- 126 Through activities such as 'circle-time' and through pupil representative bodies such as the school council and the eco-committee, pupils receive good opportunities to practise and extend their skills in discussing issues of importance to them.
- 127 '*Y Cwricwlwm Cymreig*' is promoted very effectively across the curriculum to support and enrich pupils' knowledge and understanding of Welsh heritage. In creative subjects, such as art, music and dance, pupils gain valuable knowledge of Welsh and local artists.
- 128 The school's provision for work-related education is good with no important shortcomings. A good range of experiences to develop their understanding of the world of business and commerce are provided, appropriate to the age of the pupils.
- 129 Education for sustainable development and global citizenship is a strong area of the school's provision. The school has been awarded the Eco-Schools' Green

Flag and many opportunities are taken to raise awareness of environmental and sustainable issues and to prepare pupils for life as global citizens of the future.

- 130 The provision to develop pupils' entrepreneurial skills is good. Membership of the school council and Eco committee ensures that pupils contribute to the School's decision-making processes.
- 131 The head teacher and staff are highly successful in tackling social disadvantage, in challenging stereotyping and in promoting equal opportunities for all pupils. High expectations of pupils with regard to behaviour and achievement, coupled with work to enhance pupils' confidence and self-esteem ensure that all pupils know they are valued equally and as individuals.
- 132 Good attention is given to ensuring pupils develop the skills for life-long learning. The school's strong emphasis on pupils' personal, social and emotional development helps to prepare them well for their next stage of learning. Good links with the local secondary school ease transition to the next stage of learning.

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

Grade 1: Good with outstanding features

- 133 The findings of the inspection team match the judgment made by the school in its self-evaluation report for this key question.
- 134 The school has exemplary arrangements for ensuring its pupils receive the highest possible care, support and guidance. The learners themselves, and their parents, are highly supportive of this, as are the observations of the inspection team. Learners' needs are continuously identified and addressed throughout their time in the school through the very close working relationship between the teaching and classroom support staff. This is enhanced by the sensitive use of outside support services where appropriate. A carefully structured framework for the teaching of personal and social education (PSE) underpins the whole process.
- 135 The way in which the school works with its parents and carers, in the support and guidance of their children, is an outstanding feature of the school. The teaching and classroom support staff are highly attuned to the wants and needs of the pupils under their control and promptly inform parents of any concerns. Parents, who participated in the pre-inspection survey and meeting, were highly appreciative of this. They also confirmed the school listens to and values their views on an informal basis as well as through a survey held every two years.
- 136 Pupils' views are also sought and valued through a process which links class discussions to the school council, which is effective and meets regularly. Recent initiatives in which they have been taking a lead include introducing and monitoring the effectiveness of attendance awards and producing a new induction booklet for new pupils.

- 137 There is an outstanding process for enabling children to settle in to the Nursery class. This involves a mixture of teacher visits to see them at home and opportunities for them and their parents to experience life in the school at first-hand. Parents are also provided with a good range of helpful information including booklets to enable them to support their children in the early stages of mathematical and language development. Parents are highly appreciative of the way all this ensures their children settle in to school life quickly and happily. The school has recognised its induction of pupils, who arrive at other times, is not quite as effective and is working with the school council to improve this.
- 138 The very clear and comprehensive system of rewards and sanctions that constitute a highly effective disciplinary system ensure the outstanding level of behaviour in the school. This is implemented well by all concerned. The high standard of supervision provided by support staff during playtimes makes a significant contribution to the safety and enjoyment experienced by pupils during these times.
- 139 Attendance figures are analysed very carefully. The school works diligently with families experiencing difficulties in ensuring the regular attendance of their children through a close and very effective relationship with the education welfare officer. This is also helping to address the late arrival of pupils. Parents are regularly reminded of the importance of good attendance and punctuality and all these efforts have been rewarded with a significant improvement over the last two years. The academic progress of learners is carefully monitored and parents are kept well informed of any areas of underachievement or concern.
- 140 The school has good arrangements for ensuring the safety and security of its learners. Regular safety audits are carried out of the whole site and action plans drawn up to address any issues that arise. Meanwhile, risk assessments are produced for all outside visits and there is appropriate first aid provision.
- 141 The school does much to promote the importance of developing a healthy lifestyle and well being amongst its learners. This is promoted through their lessons and during assemblies and a good range of extra-curricular activities promotes fitness through exercise. The well-attended 'fitness for infants' after-school club is a particularly good example of this. The school is currently preparing for Phase 4 of the Healthy Schools Scheme.
- 142 The headteacher is the fully trained nominated person for child protection with two other members of staff able to deputise in her absence. They implement a procedure in accordance with the All Wales Guidelines and ensure all members of staff receive regularly updated awareness training.
- 143 The provision for pupils with ALN is good and fully meets the requirements of the Code of Practice. This is well managed by the special educational needs coordinator (SENCo). She writes comprehensive self evaluation reports and detailed termly reports, and pupils' needs are identified early, and support is provided promptly.

- 144 Individual education plans (IEPs) are shared with pupils and parents and they include appropriate and realistic targets, which are reviewed at least twice a year. Very effective use is made of outside agencies, such as speech therapists and the educational psychologist, to give further support to pupils with particular needs.
- 145 All pupils are tracked comprehensively; pupils with SEN receive very good support both in class and out of class from teachers and support staff. The Catch Up programme, reading support and Spotlight are well established. The importance the school attaches to these programmes on raising standards is shown in that they are provided from the school budget. The school is piloting the Cumbrian Reading Initiative to supplement the need for support to those pupils between reading support and Catch Up. A good provision is developing in classes for more able and talented children through the provision of suitable extension work. All pupils with ALN make good progress in literacy and numeracy relative to their age and abilities.
- 146 The school provides outstanding support for pupils with behavioural problems. Programs are well established through the excellent assistance and encouragement of the support staff.
- 147 Learners are positively encouraged by staff to recognise and respect diversity. The school liaises effectively with outside agencies that bring cultural experiences into the school.
- 148 The school takes into account the background of all its pupils when planning and delivering its support and guidance for them.
- 149 The school strives to ensure there is no gender stereotyping in its teaching or in its examples set by staff. All pupils have full access to the curriculum and to after school activities irrespective of their gender.
- 150 Good race relations are promoted well by the school and pupils are accepting of each other, valuing what each has to contribute to the school community.
- 151 The school has developed appropriate strategies to deal with oppressive behaviour, including bullying, racial discrimination and all other forms of harassment. Such incidents are infrequent because staff set clear boundaries and expect the best of pupils in their care. The headteacher monitors and responds to any incident swiftly and fairly, and the school functions well as an inclusive, caring and supportive community. This is an outstanding feature.
- 152 The school works diligently to secure equal treatment for disabled learners. An accessibility audit has been undertaken and an accessibility plan put into place.
- 153 In discussion, learners demonstrate an awareness of equal opportunities issues and understand that everyone should be treated fairly and without discrimination, regardless of their individual differences. They show a growing awareness and respect for faiths and cultural traditions that differ from their own, as well as those less fortunate than themselves.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 154 The findings of the inspection team match the judgment made by the school in its self-evaluation report for this key question.
- 155 The clear direction the headteacher provides is an outstanding feature and this has been an important factor in the progress the school has made since the previous inspection in 2004. She has high expectations of herself and of all her members of staff.
- 156 Communication within the school, at a formal and informal level, is good and this, along with the headteacher's vision and good management skills, has ensured that initiatives and strategies for the future development of the school are clearly understood by nearly all those involved and throughout the school and are successfully implemented.
- 157 The school's commitment to equality of opportunity is an outstanding feature and is reflected in all policies and activities. The headteacher is very well supported by the deputy headteacher and through the management roles of other staff and this has also been an important part of the school's development and improvement. All staff have a good working knowledge of the development of their subject areas in both key stages and in the Foundation phase.
- 158 The way the school has taken and continues to take account of national priorities is an outstanding feature. It has responded very well to new curriculum initiatives and is implementing them with enthusiasm through a well-planned programme. The school has recently gained the new Basic Skills Agency's award, has the Investors in People Award and the Green Flag Eco-school award and is seeking to receive BECTA status.
- 159 Appropriate and effective performance management procedures for the headteacher and all staff are in place. These are linked to the school development plan (SDP) and are used successfully to set targets to manage and improve the performance of individual members of staff. These are backed up by appropriate continuing professional development (CPD) and support. This process has an effective impact on school improvement and the raising of standards and is an outstanding feature.
- 160 The school sets challenging, yet realistic, statutory targets for its pupils, based on objective testing of their individual potential, and appropriately moderated teacher assessment. These are successfully met and often exceeded. Targets are also consistently set and reviewed for pupils in all classes across a wide range activities and subjects.
- 161 The governing body consists of a group of individuals who are highly committed to ensuring the school provides the best possible educational and personal experiences for its pupils. The body as whole, and the governors as individuals, are very clear as to their roles and contribute well to the strategic planning of the school. They are fully involved in the self-evaluation process

and the production of the SDP. The GB also ensures the school fulfils all its legal duties.

- 162 The headteacher and LA adviser provide the governors with regular details of the standards achieved by pupils and other aspects of the school's provision. This is supported by the governors' own evidence obtained from visits to the classroom and in discussions with subject leaders and learners. All this information is used to enable the GB to make informed decisions on aspects such as staffing levels and building maintenance. Their decisions are made with the welfare and educational achievement of pupils at the forefront of their minds.

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

Grade 1: Good with outstanding features

- 163 The findings of the inspection team match the judgment made by the school in its self-evaluation report for this key question. The way in which the school monitors performance, reflects on its own practice and continually strives to improve is outstanding.
- 164 The inspection team agrees with the grades awarded by the school in each of the seven key questions.
- 165 The head teacher and deputy head teacher are extremely well informed about the performance of the school in all aspects of its work. The use of evaluative studies to measure the impact of new initiatives both at national level and those which the school introduces independently, is fully embedded and forms an integral part of the ethos of the school at senior management level.
- 166 For example, the head and deputy have been very proactive in carefully monitoring the impact of the Foundation Phase on the next stage of their pupils' education. They have also demonstrated that they are very reactive to change by carefully studying and noting differences in the development and acquisition of skills in cohorts of Foundation Phase pupils in order to more effectively respond to their needs at the next stage of learning. This is an outstanding feature.
- 167 Evidence gathering is robust, current practice and standards are rigorously compared with baseline data and distance travelled is systematically measured. This is outstanding.
- 168 The roles of other leaders are developing very well and they are generally well informed about the areas for which they have responsibility. They are becoming more confident and independent. They use a comprehensive and effective range of strategies to measure performance and inform future action. Leaders and managers have reliable first-hand knowledge of the quality of teaching and learning and standards of achievement.

- 169 School self-evaluation procedures are used extremely effectively to support future plans for school improvement. The way in which the school takes account of the views of all interested parties and acts upon them, is an outstanding feature.
- 170 The school listens carefully to learners and involves them in planning interesting activities and addresses any worries they may have. For example when pupils said they needed help with retaining information, strategies were put in place to help them.
- 171 The views of parents are met as far as is possible and the school provides regular feedback on what it can do to help them and reasons why it may not be possible to accommodate some suggestions. The school constantly seeks improvement and its plans for a more scientific approach to measuring levels of satisfaction are well underway.
- 172 All those involved with the life and work of the school are fully involved in the self-evaluation process. The school takes exceptional care to ensure that everyone understands the process fully. An outstanding feature is the way in which the head teacher has trained the Governing Body to better understand its role in acting as a critical friend. Governors have learnt to ask probing questions about standards and spending and fully understand the principles and purpose of measuring performance.
- 173 The SDP is a detailed document which sets challenging but attainable targets for improvement. Monitoring evidence based on self-evaluation, the analysis of test and assessment data, local and national priorities and cluster initiatives are all used in the SDP. Nothing appears unless it has clearly been identified as likely to improve standards. Targets are carefully prioritised and thoroughly costed. The school rigorously assesses each priority to ensure that the necessary expertise and funding are currently available or can be easily accessed prior to implementation. This is outstanding practice. Recent priorities have been successful in raising attainment at the end of both key stages for the more able, raising standards of writing and improving the quality of homework.
- 174 The school has made exceptionally good progress in addressing the issues identified in the previous inspection report. All subject areas inspected and areas of learning for the under-fives have improved significantly and there is greater consistency in teaching and learning.

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

Grade 1: Good with outstanding features

- 175 The findings of the inspection team match the judgment made by the school in its self-evaluation report for this key question.

- 176 The grade given is higher than that given for Key Question 1. Overall the way in which the school effectively and efficiently utilises its resources is an outstanding feature.
- 177 There is an appropriate number of teaching staff who have a very good range of experience and expertise to teach the curriculum. For example, there are two music specialists and one who has spent some time seconded to the LA as an ICT adviser. They are supported by an equally well-qualified team of classroom support staff, four of whom have achieved HLTA status while the remainder are qualified at NVQ Level 3.
- 178 The office manager makes a significant contribution to the day-to-day operation of the school and the site manager's rolling programme of maintenance and improvements impact significantly on the appearance of the building and resources for the learners.
- 179 The resources for workforce remodelling have been particularly well used. It was decided, in consultation with staff, to provide cover for teachers' planning, preparation and assessment (PPA) time by employing one person to carry this out across the school. The person selected is receiving support to become an HLTA and then spent a year working with teachers in the classroom to fully prepare her to perform the supervisory cover role.
- 180 There is an appropriate level of teaching and learning resources to enable the curriculum to be taught effectively. Computer equipment is being updated in line with a three-year improvement plan and interactive whiteboards are used to good effect. The change to a more topic-based approach to teaching does mean that there is a need to eventually replace the current range of text books.
- 181 The school buildings are in good condition, considering their age, and well maintained inside and out. There are also enough classrooms of sufficient size to meet the number of pupils on roll. There is limited storage space, however, and no space for a separate library or computer suite. However, the library and computer areas within each classroom go some way to compensate for this. The standard of wall displays is of an exceptional quality throughout the school and contributes to a very purposeful learning environment. There are sufficient toilet facilities of good quality and all areas are accessible to those with a disability.
- 182 The recently developed environmental area is an outstanding feature of the school. It is of considerable benefit to pupils' academic development during lessons and their social development during playtimes and through the inter-generational project with the neighbouring care home. Also, the layout of the playground enables its effective utilisation.
- 183 The school operates an exemplary system of budgetary control, which allows it to address its priorities within strict financial constraints. This usually means they are not all met in the short-term but are scheduled for completion over a medium- or long-term basis. This ensures the school has the best standards of staffing, resources and accommodation that its finances will allow.

- 184 The way in which the teaching and classroom support staff are deployed and work together is an outstanding feature of the school. The maintenance of such a highly qualified teaching team is a major priority for the school. To achieve this it operates a very thorough performance management system, which focuses on the CPD of all classroom staff. Consequently, the way in which they all work together in the planning and evaluation of lessons, as well as the monitoring of pupils' progress, is extremely effective. No page numbers from here on.
- 185 The school's spending decisions are based on meeting the priorities of the SDP, which, in turn, focuses on providing the best possible academic achievement and personal development pupils. It achieves this within its allocated budget augmented by additional income diligently sought from non-governmental sources. For instance, the environmental area was developed with the aid of a £50,000 grant from the Big Lottery Fund obtained with the assistance of several partners from the local community.
- 186 The supply and cost of the school's resources are kept regularly under review. This involves the thorough research of teaching and learning products and their suppliers and visiting other schools to see them in operation. Of particular note is the adoption of the principle of the school as a 'professional learning community' where staff are willing to share each other's best practice and train each other in their areas of expertise. The outstanding working relationship with the local primary school cluster in CPD is also proving extremely cost-effective. In terms of the overall quality of education the school provides, it is clearly providing good value for money.

Standards achieved in subjects and areas of learning

Foundation phase for under 5s

Personal and Social Development, Well-being and Cultural Diversity

Grade 1: Good with outstanding features

Outstanding features

- 187 Throughout the Foundation Phase, children make exceptionally good progress in understanding codes of conduct, learning to control their feelings and respecting the rights of others. Most children demonstrate an unusual level of consideration and respect for their classmates when working collaboratively in groups and pairs.
- 188 From the beginning of their time in nursery, children engage exceptionally well with tasks they are given and learning activities they choose for themselves. With very few exceptions, children demonstrate an outstanding degree of concentration and perseverance.

- 189 Nursery children take an active part in assessing their own progress. In their spring reports shared with parents, they say what they can do and what they want to be able to do.

Good features

- 190 Nursery and reception children take responsibility for themselves from an early age for example when tidying their own toys and equipment. They all register themselves on arrival in the mornings and organise themselves quietly for assembly or circle time.
- 191 Nursery and reception children regularly welcome visitors from the local community and make frequent visits to the surrounding area and this helps them make excellent progress in their personal, social and wider development.
- 192 Foundation Phase children develop an exceptional understanding of the wider world when they discuss stories about their friends in Africa. They show awareness of the needs of others when they discuss raising money for charity.
- 193 Children in the Foundation Phase develop a very strong sense of empathy with living creatures through their role-play and study of plants and animals.
- 194 During registration, most children take a keen interest in which of their friends may be unwell. They express great sympathy when their teacher tells them someone is ill.
- 195 Most reception children respond very sensitively when describing special people. They clearly explain why their mother is special to them and competently draw and record their ideas. Reception children help to draw up their own class rules and understand the importance of keeping to them.

Shortcomings

- 196 There are no important shortcomings.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

- 197 Most Nursery and Reception children listen extremely attentively when practitioners introduce learning activities or when they are given instructions during creative movement sessions. They concentrate well on stories they hear read to them and listen carefully to music. Many children in both age groups converse naturally with adults and with other children. They clearly communicate their needs and begin to articulate their ideas when questioned.
- 198 Many Nursery children are exceptionally confident in speaking to adults and when chatting amicably together with their friends whilst playing.
- 199 In a PE lesson, a majority of Reception children explain their ideas extremely clearly for their age.

- 200 When recording what Mary had in her garden, most nursery children demonstrate that they understand the function of a list. They successfully use a pencil to make marks that represent the words they have chosen. Most children successfully 'read' their list back to the practitioner and many begin to understand the importance of reviewing what they have written.
- 201 Many nursery children eagerly look at books with an adult and enjoy using listening stations or interactive story programs. A few nursery children concentrate well when 'reading' alone for themselves. When working with practitioners, many children recognize characters from the reading scheme and a few recognize simple words. A majority of children know a good many letters by the time they leave Nursery.
- 202 Most reception children demonstrate good recall of stories they have read with their teacher. A majority of reception children successfully use what they remember from these stories to increase their vocabulary. Many children quickly develop the ability to appropriately predict events in a story. Most children are able to correctly sequence events in the life of the Hungry Caterpillar; a majority accurately sequences the days of the week.
- 203 Many reception children suggest a good range of adjectives to describe a strawberry. All of them make mainly correct suggestions for which letter comes next when their teacher scribes the words for them. A majority recognize most of the letters they use to spell the words they have selected. A few children begin to gain confidence in reading early readers.
- 204 Many reception children successfully develop their early writing skills. They confidently make notes and record their ideas, sometimes using recognizable letters and parts of words.

Shortcomings

- 205 There are no important shortcomings.

Welsh Language Development

Grade 2: Good features and no important shortcomings

Good features

- 206 Children under-five enjoy singing songs and reciting rhymes in Welsh. From their early days in the Foundation Phase, most children respond correctly to simple instructions given in Welsh.
- 207 Most 3 and 4 year-old children quickly acquire an appropriate range of vocabulary during their daily themed activities. They name colours and count accurately in Welsh as well as in English.

- 208 Most of the older children reply enthusiastically to greetings commands and familiar phrases. They extend their knowledge of rhymes and songs and perform them with good pronunciation. Many children are beginning to use incidental Welsh spontaneously as they play in the unstructured creative areas.
- 209 Most children in the Nursery and in Reception develop a good understanding of Welsh from a very early age. They order dinner or sandwiches confidently in Welsh.
- 210 Most nursery children name the main parts of their body in Welsh when playing with the life size interactive figure.

Shortcomings

- 211 There are no important shortcomings.

Mathematical Development

Grade 2: Good features and no important shortcomings

Good features

- 212 Children in both age groups engage in numerous activities that enable them to very quickly understand mathematical concepts as part of their daily routines. They naturally discuss the weight, height, length and capacity of everything they handle or observe. Children quickly learn to solve problems presented to them in different areas of learning and their exceptional level of confidence in using computer simulations and games enables them to become skilled in matching, ordering and grouping items.
- 213 When working with a practitioner, a majority of nursery children sort, order and count confidently. They are eager to overcome problems posed by adults and are confident in suggesting ideas. Most children decide for themselves how to arrange a collection of wellington boots for example, and successfully compare and sort them by height. Many of the youngest nursery children confidently recognize numbers to six accurately and match petals on a flower to the correct number. Children at a more advanced stage of learning successfully complete flowers with ten petals in a colour sequence. A few Nursery pupils count confidently to 20.
- 214 Reception children develop a good understanding of the use of money when they play in the shop. When working with a practitioner many of them correctly identify and name several coins.
- 215 Most reception children accurately count sets of objects and begin to use number symbols correctly to record their results. Many of them begin to correctly add sets of objects together. A few children at a more advanced stage of learning successfully add three sets together.

Shortcomings

216 There are no important shortcomings.

Knowledge and Understanding of the world

Grade 1: Good with outstanding features

Outstanding features

217 Most children in both Nursery and Reception have an excellent knowledge of the way in which materials change. They work with practitioners to successfully describe the properties of ice during the melting process. When engaged in weekly cooking activities most children naturally discover the properties of liquids and solids, notice permanent and temporary changes and recognize and describe different ingredients, fruits and vegetables. They understand how to grow and prepare fruit and vegetables and correctly suggest which foods are best for a healthy diet.

218 Nursery children make thoughtful predictions about which ball will travel most quickly down a system of slides. They give plausible explanations for why this is likely. Many of them successfully compare what they thought would happen with the reality and suggest a reason. When working with the life size interactive body picture, nursery children demonstrate a good knowledge of the main parts of the human body. They correctly name the basic parts.

Good features

219 Children under five make exceptional progress in developing their ICT skills. With very few exceptions, they confidently use a computer to handle and interpret data, record information, simulate a range of life situations and to develop their literacy and numeracy skills.

220 Most children under five enjoy gardening and develop an excellent understanding of plant growth. They take excellent care of their plants and clearly explain their main requirements for healthy development.

Shortcomings

221 There are no important shortcomings.

Physical Development

Grade 1: Good with outstanding features

Outstanding features

222 All the children in the Foundation Phase develop their fine and gross motor skills exceptionally well through their continuous themed activities. Frequent opportunities to play in the role-play areas such as the garden centre also

enable them to twist, turn, push, pull and lift objects. Most children under-five control the computer mouse or use the keyboard skilfully.

- 223 Most children steadily develop good control of mark-making implements such as pencils, felt tips, chalk and crayons. They handle a variety of craft equipment such as scissors and glue sticks with confidence. They competently extend their skills of squeezing, rolling and moulding as they enthusiastically investigate play dough.
- 224 Many nursery children are adept at using use scissors to cut out shapes and other small objects for decorative work and collage.
- 225 Reception children chop and peel skilfully when preparing fruit kebabs. They confidently thread portions of fruit onto a skewer.

Good features

- 226 Nearly all the 4 and 5 year-old children further develop and refine their fine motor skills as they competently complete jigsaws and play with small world equipment. They mix and pour with growing control as they play in the sand and water play areas.
- 227 Children of all ages successfully develop gross motor skills as they build with the large construction apparatus. The children's skills of scooting, pushing and pulling develop well as they enjoy playing on the large outdoor equipment and toys each day.
- 228 The majority of the youngest children move around the classroom confidently with increasing control and co-ordination. Many of the older children have very good control of their bodies and can confidently balance on one leg and jump backwards and forwards.
- 229 In creative movement sessions, most Reception children control their bodies exceptionally well. They have an unusually good awareness of space and use the designated area very well. Most children have a remarkable sense of balance and hold a body shape securely. Most children work in groups extremely successfully. This is an outstanding achievement for their age.

Shortcomings

- 230 There are no important shortcomings.

Creative Development

Grade 2: Good features and no important shortcomings

Good features

- 231 Most Nursery children develop their creative imagination effectively when role-playing with their teacher. Many children remember information from a previous activity well and use this successfully to suggest imaginative ideas for what may be in a box, who could be the recipient, or who may have sent it.
- 232 Most nursery children create an attractive range of three-dimensional artefacts for Mary's garden. They decorate them successfully, choosing their own materials with growing independence.
- 233 Most children under five skilfully create a good variety of attractive collages. They demonstrate considerable skill in drawing and use a variety of different painting techniques.
- 234 Most reception children paint very well. Many of them skilfully mix colour and their knowledge of line and pattern is extremely good. A few children confidently use a variety of tools to create texture and special effects in thick paint. Most children experiment freely with making marks using crayons and paper, or with a variety of tools in paint or play dough. Many children have a very good knowledge of the work of a broad range of artists.
- 235 Most reception children use ICT successfully to develop their creative ideas in art and increase their understanding of line and pattern. They independently select the fill tool to create a suitable background for their work and skilfully use differently sized drawing tools to create their own designs.
- 236 Most children under-five sing with good control. They express their own musical ideas with growing skill using a variety of instruments.

Shortcomings

- 237 There are no important shortcomings.

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

- 238 Many younger pupils in key stage 1 have a good knowledge of basic letter sounds and phonics and use this well to build words they have a good awareness of how to make compound words

- 239 They are very attentive and use their good listening skills well. Most use appropriate language and are able to suggest good reasoned answers linked to the story they have been read. They respond well to the structure of the story and show the ability to make good accurate predictions.
- 240 Older pupils in key stage 1 develop confidence and enjoyment in using set patterns of words and use these to compose their own poems based on the Owl Who Was Afraid of the Dark. Working in groups most pupils achieve well creating instructions. They develop good communication skills working with partners giving and receiving instructions.
- 241 Most pupils achieve well and show good development of speaking and listening skills, recording answers in written form from oral work drawing up instructions on how to make sandwiches.
- 242 Most older pupils in key stage 1 have a good recall of previous work on poems and know a range of types of poetry including rhyming poems and tongue twisters. They can identify and name the use of alliteration in poems such as Betty Butter.
- 243 Pupils can use labels, Teaching, Handwriting, Reading, and Spelling Skills (THRASS) charts, sounds and dictionaries to help them with writing and spelling. Their knowledge of English grammar and parts of speech is developing well. They know verbs are action words that are used to start instructions and they identify them as they read directions to cut, fold, and spread play-dough. Pupils' writing is developing well.
- 244 Younger pupils in key stage 2 have a good knowledge of children's authors such as Jacqueline Wilson and their style of writing. Most have a good understanding of the traits of characters and are able to accurately predict how they would react in a range of circumstances. Many extend their understanding, exploring character development and recount an incident maintaining the first person view point and are able to use dictionaries to find words.
- 245 Most show a good standard of reading understanding text from reference and story books and from instructions on the inter-active white board.
- 246 Most older pupils in key stage 2 understand the features and purpose of a discussion text. They are aware of the need for balance in their writing and successfully write a basic discussion text based on playing in the environmental area. Most pupils write appropriate sentences to start paragraphs and appropriate sentences and phrases during their article and are aware of the need to develop and extend points and express reasoned arguments.
- 247 There are good levels of achievement from all abilities. Pupils are becoming more confident and uninhibited and express themselves well. They are able to evaluate their work and improve the content of their work as they draft and edit to produce good final copies.

- 248 Pupils' oracy skills are developing well. They have very good listening skills and their confidence in expressing themselves is improving with their use of vocabulary being extended. They are able to provide good, relevant, extended answers to questions and express themselves with enthusiasm.
- 249 There are good levels of achievement in reading; standards are good for all abilities. Pupils have a good understanding of what they have read. They show good levels of comprehension reading relatively challenging vocabulary as they research and record information about Emmeline Pankhurst.
- 250 Older pupils in key stage 2 show good levels of progression in all aspects of English. Their oracy skills are extended and are linked to creative writing. They are able to identify different styles of authors and can identify their writing techniques, such as how to use vocabulary to engage readers which they successfully incorporate into their own written work. They are aware of how to use a story planner, the structure and features of stories and use them to good effect in their own work. Their knowledge and use of the writing process, from first draft to final copy is of a high standard.
- 251 Most show good and at times outstanding achievement in the objectives set. All can discuss the events of a story and the effect of problem solving in the story. They make good use of their understanding of language and their extended vocabulary.
- 252 There is good achievement in a range of writing genres including persuasive text and letter writing. Older pupils use formal and informal language appropriately as they complain about their flight delay or empathise with fictitious characters. Pupils are becoming more proficient in handwriting.
- 253 Standards of reading are good and show good progression. Pupils read with understanding from a range of text. They make good use of reference books and other written text through which they develop good relevant historical language and appropriate vocabulary for their project.

Shortcomings

- 254 There are no important shortcomings although extended writing for many pupils in key stage 1 continues to be an area for development.

Mathematics

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

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

Good features

- 255 In key stage 1 pupils respond well to questions, using a range of mental strategies to calculate and show answers. They have a good recall of number facts, which they use effectively to solve simple problems. Most count to 100 in

multiples of fives and tens, count in twos to twenty and understand the concept of one more and one less and ten more and ten less. Pupils recognise odd and even numbers, and use a number line accurately. They recognise and know the value of coins up to 20p, with some pupils ordering coins from largest to smallest.

- 256 Most pupils in year 2 count in pairs, fives and tens when counting set or groups of numbers. They understand the concept of time and correctly tell the time on an analogue clock to the hour and half hour, with the more able using quarter to and quarter past. They confidently compare lengths, weights and capacity using the correct mathematical vocabulary during discussions and practical work.
- 257 In key stage 1 most pupils solve simple mathematical problems and often self access their work.
- 258 In lower key stage 2 most pupils order, read and write numbers to 1000 and round numbers less than a 1000 to the nearest 10 or 100. They choose the best operations of either adding, subtracting, multiplying or dividing to solve problems using practical apparatus as aids. They fully understand the notation form $>$ and $<$ for greater than and less than.
- 259 Most younger pupils in key stage 2 sort two and three dimensional shapes into their properties effectively. They estimate area of leaves and understand four figure reference grids, which they also use in geography.
- 260 Pupils in years 4 and 5 understand the properties of polygons and triangles such as isosceles and equilateral. They use their knowledge and understanding of area to solve more complex shapes. Most pupils understand equivalent fractions and solve problems which include part whole number and a fraction.
- 261 The more able pupils in years 5 and 6 have a sound knowledge of the four operations of number. They recall and apply number facts, factors, fractions and decimals when working on problems and explain confidently their strategies using correct mathematical vocabulary. They have good mental strategies which are used very effectively when carrying out practical activities. They use number concepts to develop logical reasoning very effectively.
- 262 Pupils in year 6 understand and confidently investigate complex number sequencing patterns. When investigating, pupils collate their findings using tally charts and present their findings in various graphical representations.

Shortcomings

- 263 There are no important shortcomings.

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

- 264 Pupils across the school have a good understanding of the principles of a fair test. They make sensible predictions and identify variables, and form fair conclusions on the basis of their findings.
- 265 In both key stages pupils represent findings of investigations appropriately in a variety of forms, such as posters, graphs and diagrams, and interpret information appropriately.
- 266 In key stage 1, pupils have a good knowledge of the names and properties of a range of materials. Most use appropriate scientific vocabulary in their investigations on completing a circuit, habitats and body comparisons, i.e. "Do the tallest pupils have the longest arms?"
- 267 Key stage 1 pupils classify living things correctly and distinguish effectively between living and non-living things. Many have a good understanding of life processes through growing plants and understand what conditions plants need to flourish.
- 268 When looking at habitats many pupils show development and maturity in their questioning skills to support their knowledge, prediction and decision making.
- 269 Pupils in years 3 and 4 identify different types of teeth correctly and understand their importance in eating food. Most pupils represent their findings.
- 270 Most of the pupils in lower key stage 2 understand what is meant by magnets and magnetism and evaluate their investigative results clearly and astutely.
- 271 Many lower key stage 2 pupils understand different types of forces that are exacted on cars when they move down a ramp. Their investigations are clear, ordered with clear results and evaluations.
- 272 Many pupils in years 5 and 6 confidently classify plants and animals with more able and talented pupils carrying out extended research work, e.g. snakes. Other extended research work includes an outstanding booklet called "It's your Choice" dealing with drugs, alcohol abuse, solvents, smoking etc.
- 273 They undertake fieldwork comparing the environmental and yard areas of the school using good analysing techniques and representing their findings graphically using ICT. This leads to further development in their understanding and knowledge of food chains within the school environment.

274 In key stage 2 many pupils have a good knowledge and understanding of research and investigative procedures, and produce good quality work when looking at; the organs of the body, body movements and landfill sites, whether individually or collaboratively.

Shortcomings

275 There are no important shortcomings

Art and design

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

276 The range and depth of pupils' work in both key stages is outstanding. Pupils develop very good artistic skills through their exploration of line, tone, colour and shape. They understand that art is a medium through which to express their own ideas and feelings.

277 The ability of most pupils in both key stages to make comparisons between the methods and techniques used in their own work and that of famous Welsh artists such as Kyffin Williams, and Martyn Evans is outstanding. Pupils respond practically and imaginatively and indicate a clear understanding of the methods and purposes used by the artists. As a result, pupils' evaluation skills and their ability to reflect critically on art work using a mature vocabulary is developing particularly well.

278 Nearly all key stage 1 pupils are knowledgeable about the work of Georgia O'Keefe and produce outstanding pencil drawings of still life flowers in vases. Their pencil control for pupils of this age is an outstanding feature.

279 Nearly all younger key stage 2 pupils produce quality fabric prints showing a very good understanding of design and colour.

280 Nearly all pupils in both key stages have an extensive knowledge of famous artists, including, Van Gogh, Kadinsky, Henri Matisse, Seurat and Arcimboldo. They are conversant with a number of important artistic techniques, for example, realism, surrealism, cubism and pointillism. Most can discuss accurately these techniques and use them when creating their own art work.

281 The use of computer aided art by many pupils in key stage 2 is an outstanding feature.

282 The quality and range of display work throughout the school is outstanding and is pupil generated.

Good features

- 283 Nearly all pupils in key stage 1 carefully observe features such as colour, shape, form, line and tone, and use them effectively to produce lively work of a good standard. Pupils in the Foundation phase paint freely and experiment with colour mixing. Most are able discuss their work enthusiastically, displaying appropriate vocabulary to describe their finished products.
- 284 Younger key stage 2 pupils are able to explore shape, pattern and texture using a variety of media. Nearly all pupils are able to mix 'greens' to show the variety of colours used in Henri Rousseau's paintings. Many pupils are able to work with clay to make a tile and to investigate ways of depicting texture. Many pupils work with colour charts to compare colours in the environmental area in order to mix colours found in nature.
- 285 Older key stage 2 pupils develop good printing techniques linked to pattern. Nearly all pupils are able to select and use appropriate materials to create their prints. Many use their extensive knowledge of famous artists to aid their designs.

Shortcomings

- 286 There are no important shortcomings.

Physical education

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

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

Good features

- 287 In year 1 most pupils successfully stop and start at a given signal. They use the space well when travelling, twisting and turning with good control. A majority competently hold a good variety of balanced positions; a few hold poses very skilfully.
- 288 A few pupils very successfully recall and use prior learning to help them develop a sequence of movements. Most pupils work co-operatively to create an interesting sequence that flows from one movement to the other. A majority of pupils evaluate their own work and that of their classmates critically and purposefully.
- 289 All pupils in year 3 make appropriate suggestions for a sequence of movements. Most of them co-operate well with other members of the group when planning and executing the task.
- 290 Most pupils demonstrate good control of their bodies when successfully performing a range of basic shapes in sequence.

- 291 Most pupils know and use correct terms such as body tension, when describing features of their performance.
- 292 Most pupils show a good awareness of safety; they move and handle equipment correctly.
- 293 In a years 4 and 5 games lesson, all pupils make good progress in developing co-ordination and competent ball skills. They practice and refine their ability to throw, catch, roll and receive a small ball. All pupils understand the importance of warming up their bodies before playing games. During the warm up, they begin to challenge themselves by working at their own level on a fitness scale. Most pupils successfully evaluate their own learning and work to improve their performance. All pupils develop a good understanding of how to organise and take part in a basic bowling and batting game. They co-operate well together and have a good understanding of the conventions of fair play.
- 294 Most pupils in years 5 and 6 demonstrate good awareness of the structure of dance. They correctly explain a dance motif, verse and chorus. Most pupils very successfully plan and perform a dance that uses different levels and incorporates a repeating chorus. The majority use the music effectively and work is often creative. Most pupils work purposefully to develop and refine their work. They critically evaluate their own work and that of their classmates, giving good, constructive suggestions for how to develop and improve. Most pupils generally co-operate extremely well and are very supportive of one another.

Shortcomings

- 295 No important shortcomings but a few younger pupils in Key Stage 2 lack confidence in using space and a few lack the necessary skills to evaluate their work successfully.

School's response to the inspection

- 296 Governors and staff are delighted that the inspection team has recognised and confirmed the considerable progress made at the school since the last inspection.
- 297 It was pleasing to note that the inspection team identified many strengths and outstanding features of the school and that our judgements have been validated.
- 298 Governors were pleased to note that;
- the outstanding feature of using the local community to enhance pupils' learning has been recognised;
 - inspectors acknowledged that there is a highly effective disciplinary system that ensures the outstanding level of behaviour in the school;
 - inspectors recognised that pupils make outstanding progress towards fulfilling their potential and are very well prepared to move onto the next stage of their education;
 - inspectors identified that the school has exemplary arrangements for ensuring its pupils receive the highest possible care, support and guidance;
 - the way in which the school takes account of the views of all stakeholders and acts upon them, is an outstanding feature;
 - learners' spiritual, moral, social and cultural development is outstanding;
 - the way in which the teaching and classroom support staff are deployed and work together is an outstanding feature of the school; and
 - that the maintenance of such a highly qualified teaching team is a major priority for the school.
- 299 Governors and staff will work together to agree an action plan to address the four recommendations found in the report. Three of the four areas identified for improvement appear in the current School Development Plan.
- 300 Once formulated, the response to all recommendations will be sent to parents. The governing body's Annual Report to Parents will comment on school progress in meeting the targets set out in the Post Inspection Action Plan.
- 301 Everyone in the school would like to thank the inspection team for the professional way in which the inspection was conducted. The inspection gave everyone involved a positive sense of achievement.

Appendix 1

Basic information about the school

Name of school	Blaengwawr Primary School
School type	Primary including Foundation Phase
Age-range of pupils	3 - 11
Address of school	Gwawr Street, Aberaman, Aberdare, Rhondda Cynon Taff.
Postcode	CF44 6YP
Telephone number	01685 871064
Headteacher	Mrs Pat Newton
Date of appointment	January 1997
Chair of governors / Appropriate authority	Mr Christopher Soal
Registered inspector	Mr Stuart Wormleighton
Dates of inspection	10 th – 12 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	35	23	30	25	20	21	23	20	197

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	27:1
Pupil: adult (fte) ratio in nursery classes	28:3
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1:0.85

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2009	86.7%	90.1%	91.5%
Autumn 2009	85.1%	92.8%	92.7%
Spring 2010	82.4%	92.2%	91.5%

Percentage of pupils entitled to free school meals	34%
Number of pupils excluded during 12 months prior to inspection	1 temporary

Appendix 3

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

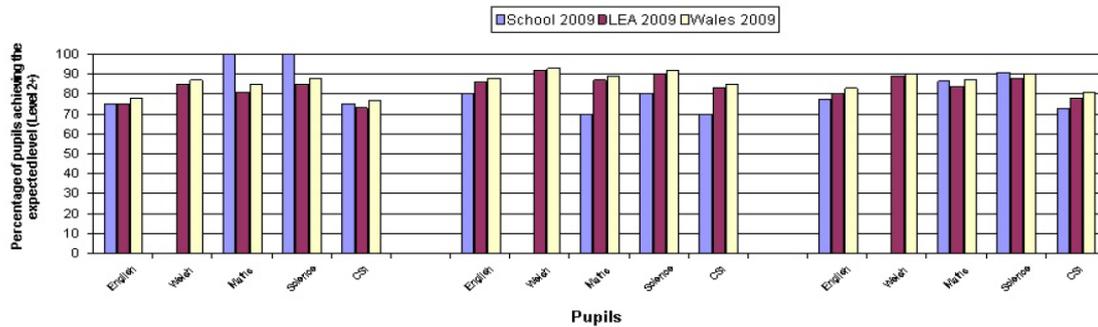
BLAENGWAWR PRIMARY
Rhondda Cynon Taf

LEA/School no: 674/2070

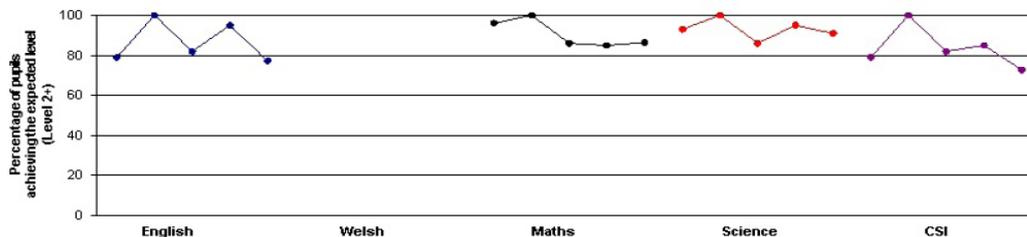
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

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	75	75	78	80	86	88	77	80	83
Welsh	.	85	87	.	92	93	.	89	90
Maths	100	81	85	70	87	89	86	84	87
Science	100	85	88	80	90	92	91	88	90
CSI	75	73	77	70	83	85	73	78	81



School Performance over time (2005 - 2009)



Contextual Information

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

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

Quartile 1 School is in the top 25 per cent.

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		74	77	82	
Welsh		83		94		100	
Maths		72		80	86	88	
Science		75		86	91	95	
CSI		62		70	73	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 DEWi on 15/09/2009

Page 1 of 1

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

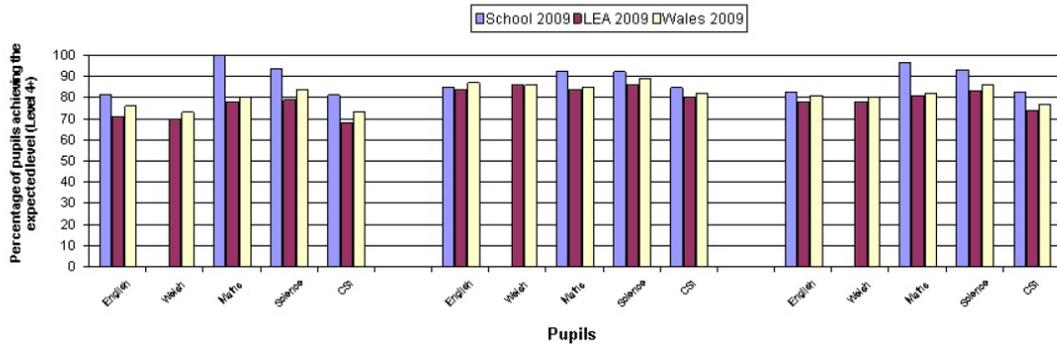
BLAENGWAWR PRIMARY
 Rhondda Cynon Taf

LEA/School no: 674/2070

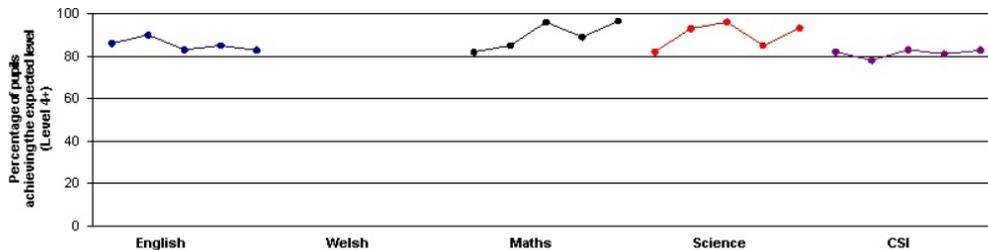
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2

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	81	71	76	85	84	87	83	78	81
Welsh	.	70	73	.	86	86	.	78	80
Maths	100	78	80	92	84	85	97	81	82
Science	94	79	84	92	86	89	93	83	86
CSI	81	68	73	85	80	82	83	74	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		63		73		81	83
Welsh		64		70		84	
Maths		65		74		83	97
Science		71		81		88	93
CSI		56		67		76	83

Notes:

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

Appendix 4

Evidence base of the inspection

A team of five inspectors spent a total of ten inspector days in the school. The headteacher acted as nominee. A team meeting was held prior to the inspection. There was no peer assessor on this inspection.

Inspectors visited and observed:

- Thirty four lessons or part lessons;
- all classes;
- acts of collective worship;
- lunch times and break times; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began,
- teachers, governors, support and administrative staff, the school council, eco-committee and groups of children during the inspection; and
- a representative from the local authority.

The team also considered:

- the school's self-evaluation report;
- twenty-two responses to the parents'/carers' questionnaire of which 98% of responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection;
- documentation from the local authority; and
- samples of learners' work from across the age and ability ranges.

The inspection team held post-inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Stuart Wormleighton Registered Inspector	Key questions 1, 2 and 5. English
Ted Tipper Lay Inspector	Key question 7 and contributions to key questions 1, 4 and 5.
Brian Warrilow Team Inspector	Key question 4 and contributions to key question 2. Mathematics and science
Jan Marsden Team Inspector	Key question 6. Foundation phase and physical education
Roger Thomas Team Inspector	Key question 3 and contributions to key question 1. Art and design
Pat Newton Headteacher	Nominee

Acknowledgement

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

Contractor:

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