

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

A report on the quality of education in

**Croesyceiliog Primary School
North Road, Croesyceiliog
Cwmbran, Torfaen
NP44 2LL**

School number: 6782325

Date of inspection: 10/05/10

by

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Introduction

Croesyceiliog 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 Croesyceiliog Primary School took place between 10/05/10 and 13/05/10. An independent team of inspectors, led by Carolyn Jane Thomas, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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

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

There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection.

All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **full** inspection

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	12
Key Question 4: How well are learners cared for, guided and supported?	14
Leadership and management	17
Key Question 5: How effective are leadership and strategic management?	17
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	19
Key Question 7: How efficient are leaders and managers in using resources?	19
Standards achieved in subjects and areas of learning	21
Foundation phase	21
English	25
Welsh second language	26
Mathematics	27
Science	28
Information and communications technology	30
Design and technology	31
History	32
Geography	33
Art and design	34
Music	35
Physical education	36
Religious education	37
School's response to the inspection	39
Appendices	40
1 Basic information about the school	40
2 School data and indicators	40
3 National Curriculum assessments results	41
4 Evidence base of the inspection	43
5 Composition and responsibilities of the inspection team	44

Context

The nature of the provider

1. Croesyceiliog Primary School is situated on the outskirts of Cwmbran. It is housed in two separate two-storey buildings. Access to both buildings is by means of a footpath. The school was created in January 2009 through the amalgamation of Croesyceiliog Infants School and Croesyceiliog Junior School. The social and economic backgrounds of pupils are varied, and described as neither prosperous nor economically disadvantaged. Around 10% are eligible for free school meals, which is below the local authority (LA) and national averages.
2. The school provides education for pupils aged three to eleven. Around 11% have been identified as having additional learning needs (ALN), which is below the national average and one pupil has a statement of special educational needs (SEN). No pupil speaks English as an additional language (EAL) and no pupil speaks Welsh as a first language. One pupil is 'looked after' by the local authority.
3. At the time of the inspection, there were 418 pupils on the school's roll, with 60 children attending part-time in the nursery (30 full-time equivalent). Pupils are mainly taught in single-aged classes throughout the school. The number on roll has risen slightly since the amalgamation. This is the first inspection. The headteacher took up his post in January 2009.

The school's priorities and targets

4. The school's motto is 'learn to love, love to learn'. It has set a number of targets in its current school improvement plan (SIP) which includes:
 - increasing level 3 at key stage 1 in science;
 - raise standards in thinking skills;
 - raise standards in information and communication technology (ICT) across the school;
 - raise standards in bilingualism across the school;
 - further embed 'assessment for learning' to develop a reflective ethos;
 - ensure consistency in teaching, learning and assessment across the school; and
 - further develop the role of subject co-ordinators to ensure consistency across the school.

Summary

5. Croesyceiliog Primary is a good, developing school, which provides its pupils with a high quality education. Standards are rising and pupils make good progress in their learning. Its provision for pupils' care, support and wellbeing is good. Teachers, support staff and the school's leadership have successfully created an environment where pupils want to learn and feel secure. As a result, all pupils make good progress in their personal development.

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 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

6. In the 2009 teacher assessments at the end of Year 2, the school was in the upper 50% compared with schools with a similar number of pupils eligible for free school meals. At the end of Year 6 the school was in the lower 50% in comparison with the LA, Wales and the family of schools.
7. The overall trend at key stage 1 is generally upward and is considerably higher than the national average in 2009. Standards at key stage 2 have varied from year to year and have remained slightly below the national average. However, the value added to pupils' learning as they move through the school is good. There has been a significant difference in the performance of boys and girls at key stage 2, but this gap has now been addressed with boys' performance now much closer to that of girls.
8. The judgements of the inspection team matched those of the school in all of the seven key questions.

9. Areas of learning for the Foundation Phase.

Area of Learning	Nursery	Reception
Personal and social development, wellbeing and cultural development	Grade 2	Grade 2
Language, literacy and communication skills	Grade 2	Grade 2
Welsh language development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 3	Grade 3
Physical development	Grade 2	Grade 2
Overall	Grade 2	Grade 2

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

11. In key stages 1 and 2, pupils' achievement in the subjects inspected are as follows:

Subject	Key stage 1	Key stage 2
English	2	2
Welsh second language	2	2
Mathematics	2	2
Science	2	2
Information and communication technology	2	3
Design and technology	2	3
History	3	3
Geography	2	3
Art and design	2	3
Music	2	3
Physical education	1	2
Religious education	2	2

12. During the time of the inspection, standards of achievement in subjects inspected in the 53 lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	82%	8%	0%	0%

13. Pupils' achievement in lessons is higher than the national average reported in Her Majesty's Chief Inspector's (HMCI) report for 2008/09 where standards are grade 2 or better in 85 per cent of lessons. The number of lessons where outstanding features were observed is slightly lower than the national picture of 12 per cent.

14. The education provided by the school meets the needs of pupils well. Standards are close to age-related expectations and pupils make good

progress in relation to their prior attainment and capabilities. As a result, their achievement is good. Most achieve or exceed their agreed learning targets.

15. Pupils' communication, numeracy, ICT and bilingual skills are good throughout the school. However, their independent learning, problem solving and thinking skills are not as well developed.
16. Pupils' attitudes to their work are very positive across the school; in both key stages and the Foundation Phase they are enthusiastic learners who enjoy their work. Behaviour is good and pupils are very polite, friendly and respectful. Their personal, social, moral and wider development is good. Attendance and punctuality is also good.
17. Pupils' spiritual, social, moral and cultural development is good. They respond positively in assemblies and reflect on important issues in life responsibly. Their awareness of cultural diversity is good; however their awareness of the workplace is an area for development.

The quality of education and training

Grades for teaching

18. The quality of teaching in the 53 lessons seen is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	68%	9%	0%	0%

19. When these figures are compared to the national picture reported by HMCI in his latest annual report 2008/09, the number of lessons which achieved a grade 2 or better is higher than the national figure of 85 per cent. The number of lessons where outstanding features were identified is significantly higher than the national figure of 17 per cent.
20. The teaching of children under five at the Foundation Phase is good overall. Teachers provide sufficient opportunities for pupils to use and develop bilingual skills in all subjects taught. However, opportunities for creative development do not always allow the children to be independent learners.
21. The varied teaching styles, methods and approaches used throughout the school cater very effectively for the different ways in which pupils learn. The quality of teaching for pupils with additional needs is good.
22. The effective use of good questioning techniques and effective lesson planning contributes to the good and outstanding teaching at the school.
23. All teachers are good role models. The quality of the working relationship between them and pupils is good and based on fairness and mutual respect. In turn, this promotes motivation and learning effectively.

24. Learning support assistants (LSAs) and higher learning teaching assistants (HLTAs) are very effective in their role and make a valuable contribution to the quality of teaching and learning.
25. The quality of assessment, recording and reporting is good and meets statutory requirements. The present system gives a detailed picture of individual pupils' achievements and attainment. Assessment information is often used effectively to inform the next steps of teaching and learning; however this is not consistent across the school. In the best examples, detailed analysis of data from assessment is used effectively to set targets for pupils. Annual reports to parents meet statutory requirements. They give a positive and detailed picture of pupils' progress in all subjects, as well as comments on social and personal development.
26. There is a broad and balanced curriculum which is planned well and meets the needs and range of pupils and statutory requirements well. This includes good provision for personal development and social education (PSE) and religious education.
27. Child protection arrangements meet requirements and there are effective measures in place to prevent oppressive behaviour such as bullying and racism. The overall quality of provision for equality of opportunity is good and is reflected in pupils reporting that they feel they are treated fairly and equally. Procedures for identifying individual learning needs are comprehensive and effective for SEN pupils. The principle of early identification and intervention reflects the school's inclusive principles.

Leadership and management

28. The headteacher leads the school very well. He has a clear sense of purpose and direction which is effectively communicated to all staff and the governing body. The headteacher is very well supported by the deputy headteacher and senior staff. Subject leaders are developing effective leadership for their subjects and they make good use of the opportunities provided to monitor standards, teaching and learning. Performance management is conducted well.
29. The governing body is very supportive of the headteacher and staff. Governors are proud of the school and are committed to school improvement. They make a good contribution to the self-evaluation process and help set the strategic direction of the school effectively. The governing body meets all statutory requirements.
30. The school's procedures for self-evaluation are good. Systems are well developed and enable staff to monitor pupils' progress and gather detailed information about the school's performance.
31. The information gathered through self-evaluation is directly used to develop strategic planning. Areas identified as being in need of improvements are included as targets in the SIP. Targets are realistic but challenging particularly

in key stage 2 year 6 in science. This is the school's first inspection and therefore there are no key issues from the last inspection.

32. The school has an appropriate number of teachers who are suitably qualified. They have a good range of expertise and experience, which are used well both in lessons and in the provision of extra-curricular activities. Pupils have access to appropriate learning resources that match the demands of the curriculum; the quantity is generally good and well managed.
33. The accommodation is generally good but there are a number of shortcomings.
34. The most significant of these is the distance between each key stage building and the fact that a steep 80 metre slope separates them. There is no dedicated footpath between the two sites and pupils have to use the road on which the staff park their cars.
35. Classrooms and learning areas (including the two main halls) are of good size and are suitable for the number on roll. Nearly all the remaining metal windows are well worn and in need of painting. Three demountables are no longer used as classrooms because of their poor condition.
36. The external area is large and well partitioned into garden and play areas. The outside area for the Foundation Phase children is good and the children learn through play.
37. Financial management is good and the school is now on course to meet its financial commitments this year. All available resources are effectively managed so that the school achieves good value for money.

Recommendations

38. In order to raise standards further and improve provision, the school needs to:
 - R1 Continue to raise standards in creative development in the Foundation Phase, history across the school and geography, design technology and ICT in key stage 2.
 - R2 Disseminate the outstanding teaching practice and extend the good practice in assessment and planning to achieve consistency across the school.
 - R3 Develop the good practice in the promotion of thinking skills and 'assessment for learning' throughout the school, to enable pupils to set their own targets for improvement.

Aspects of the above recommendations have been identified in the SIP.

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

39. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
40. During the time of the inspection, standards of achievement in the subjects inspected in the 53 lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	82%	8%	0%	0%

41. Pupils' achievement in lessons is higher than the national average reported in Her Majesty's Chief Inspector's (HMCI) report for 2008/09 where standards are grade 2 or better in 85 per cent of lessons. The number of lessons where outstanding features were observed is slightly lower than the national picture of 12 per cent.
42. In the 2009 teacher assessment at the end of Year 2, 93% of pupils achieved the expected level 2 in English. In mathematics 99% achieved the level 2 and 96% the level 2 in Science. 93% of pupils achieved at least level 2 in all three core subjects (the core subject indicator). This places the school in the upper 50% compared with schools with a similar number of pupils eligible for free school meals and above Wales and LA averages.
43. In the 2009 teacher assessments at the end of year 6, 78% achieved the expected level 4 in English. In mathematics 96% achieved the expected level 4 and 83% in science. In the core subject indicator, 74% of pupils achieved level 4, which places the school in the lower 50% when compared with similar schools in the family of schools, Wales and LA averages.
44. The overall trend at key stage 1 is generally upward and is considerably higher than the national average in 2009. Standards at key stage 2 have varied from year to year and have remained slightly below the national average. However, the value added to pupils' learning as they move through the school is good. There has been a significant difference in the performance of boys and girls at key stage 2, but this gap has now been addressed with boys' performance now much closer to that of girls.
45. The school has set realistic and challenging targets in English, mathematics and science for 2010. In 2009 the school met its targets in all core subjects at both key stages.

Grades for standards in subjects inspected

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

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

47. In key stage 1 and key stage 2, pupils' achievements in the subjects inspected are as follows:

Subject	Key stage 1	Key stage 2
English	2	2
Welsh second language	2	2
Mathematics	2	2
Science	2	2
Information and communication technology	2	3
Design and technology	2	3
History	3	3
Geography	2	3
Art and design	2	3
Music	2	3
Physical education	1	2
Religious education	2	2

48. During the time of the inspection, standards of achievement in subjects inspected in the 53 lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	82%	8%	0%	0%

49. Pupils' achievement in lessons is higher than the national average reported in Her Majesty's Chief Inspector's (HMCI) report for 2008/09 where standards are grade 2 or better in 85 per cent of lessons. The number of lessons where outstanding features were observed is slightly lower than the national picture of 12 per cent.

50. The education provided by the school meets the needs of the range of pupils well. Standards are close to age-related expectations and pupils make good

progress in relation to their prior attainment and capabilities. As a result, their achievement is good. Most achieve or exceed their agreed learning targets.

51. Pupils' communication, numeracy, ICT and bilingual skills are good throughout the school. However, their independent learning, problem solving and thinking skills are not as well developed.
52. Pupils' attitudes to their work are very positive across the school. In both key stages they are enthusiastic learners who enjoy their work.
53. Behaviour is good and pupils are very polite, friendly and respectful. There were no temporary exclusions during the year leading up to the inspection.
54. Pupils' attendance and punctuality has good features and no shortcomings. The average level of attendance for the three terms prior to the inspection was 93.6%, which is above the national and LA averages. Most pupils attend school regularly and are usually punctual at the start of the day.
55. Pupils' spiritual, social, moral and cultural development is good. They respond positively in assemblies and reflect on important issues in life.
56. Pupils' awareness of cultural diversity is good. Pupils learn about various faiths and cultures through a themed approach to the curriculum. Examples include African masks and Hindi patterns in art and design. Parents visit the school in traditional dress to speak to pupils and help them celebrate Eid and the Chinese New Year.
57. Education about the world of work is limited to visits from members of the emergency services and a few general people who help with projects such as the garden.
58. Links with the community are limited to activities with local church/chapels and visits to local places of interest. The school works hard at its partnership with parents.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

59. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
60. The quality of teaching in the 53 lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	68%	9%	0%	0%

61. When these figures are compared to the national picture reported by HMCI in his latest annual report 2008/09 the number of lessons which achieved a grade 2 or better is higher than the national figure of 85 per cent. The number of lessons where outstanding features were identified is significantly higher than the national figure of 17 per cent.
62. Where teaching is grade 1, outstanding features include:
- very well planned and structured lessons, reflecting very high expectations about what pupils of all abilities can achieve as well as clarity about the quality and pace of learning;
 - very good introductions displaying excellent subject knowledge, lively teaching, with a very good range of learning activities, excellent use of resources, outstandingly clear explanations and very effective questioning, which ensure all pupils, regardless of their ability and learning styles, are fully engaged;
 - excellent management skills and relationships with pupils;
 - excellent deployment and use of LSAs ;and
 - very purposeful observations and formative assessment of pupils' progress, ensuring pupils of all abilities make very good progress.
63. Where teaching is grade 2, good features include:
- good integration of pupils with SEN and physical disability;
 - good use of support staff;
 - good assessment of pupils' understanding of previous learning;
 - clear and effective lesson planning and preparation, with different activities to promote learning, to challenge pupils of all abilities, develop independent learning and purposeful activities to keep pupils on task;
 - good time management with well structured lessons and smooth links between different parts;
 - lively introductions with clear lesson objectives which are explained well, including effective recaps of previous learning;
 - good subject knowledge and high expectations, confident, enthusiastic teaching with good humour and well organised lessons of good pace;
 - clear instructions and good use of voice;
 - a variety of teaching techniques to motivate pupils, including skilful questioning and use of partners good relationships, positive behaviour management and use of praise and encouragement with class routines well established;
 - effective use of additional adults;
 - good use of ICT resources, including the interactive whiteboard;
 - effective on-going assessments by the class teacher and other adults, sensitive intervention, careful monitoring of individuals and groups and effective plenary sessions throughout the lesson;
 - consistent use of incidental Welsh; and
 - awareness of health and safety issues.

64. Where shortcomings are identified these include:
- insufficiently high expectations of what the pupils can achieve, with insufficient emphasis on differentiation in the planning;
 - limited teaching strategies used, including over-directed teaching, closed questioning, sometimes involving unclear explanations and guidance, which do not engage all pupils, leading them to be unclear about what they have to do to develop independent learning and to be off task;
 - missed opportunities to develop pupils' skills and understanding because of insufficient monitoring and assessment of groups and progress of individual pupils; and
 - insufficient use of incidental Welsh to promote pupils' understanding and use.
65. Teachers are good role models. There are good working relationships with pupils, based on fairness and mutual respect. In turn, this promotes motivation and learning effectively. The atmosphere in classes is calm and conducive to learning. Teachers generally have high expectations and pupils' efforts are frequently praised. High priority is given to the promotion of equal opportunities.
66. Teachers have good subject knowledge and are familiar with recent curriculum development. They use a range of teaching methods and monitor work and progress in lessons; whilst individual support is given to all learners the effectiveness of this is inconsistent.
67. In addition to the resources being very well prepared and matched to the activities carried out in many lessons, the range of teaching methods and strategies used also secure the active engagement of nearly all pupils. Much good work is achieved by the teaching assistants, who are very effective in supporting learning and teaching activities.
68. Equality of opportunity is evident in all school activities and routines, with teachers and other staff promoting successfully equality of opportunity irrespective of age, gender or ability.
69. Teachers' bilingual skills are mainly well developed with Welsh being used frequently and confidently by teachers in daily routines and as part of lessons.
70. All teachers plan lessons to meet the needs of pupils and plans clearly state what pupils will learn. Planning in most instances takes account of the needs of individual pupils including those with ALN. However, the quality of planning is inconsistent particularly with regard to the more able and talented pupils.
71. The school's policy and systems for assessing learners' progress and achievements is good and meets statutory requirements. The school has worked hard to move forward from two different assessment systems in operation prior to amalgamation, to a single cohesive framework for the new school. In the Foundation Phase, the quality of assessment is thorough and effective, enabling teachers to plan successfully and meet the needs of the majority of learners.

72. Much of the school's work in assessing pupils' progress and using the information to improve learning is good but is at an early stage of development. Staff use and analyse assessment information to support learners' progress and target setting,
73. Teachers' expertise in the accuracy of identifying National Curriculum (NC) levels for learners' work in English and mathematics is developing appropriately. Assessment of learners' knowledge and understanding in science and the foundation subjects is less well developed and, although portfolios of pupils' work are in place for these subjects, they do not contain levelled examples of work and are less useful in helping teachers to identify standards expected at each NC level.
74. The school is a member of a cluster, and regular meetings to moderate and standardise work in subjects are developing appropriately.
75. In the nursery and reception classes, positive verbal feedback is used effectively to help most children understand the progress they have made. In key stage 1 and key stage 2, where target setting is not always a regular feature of the work of the class, pupils are often vague about what they need to do to improve.
76. The marking policy gives clear guidance to teachers on how to mark the work of pupils of different ages and in all subjects. In the best examples of effective marking, it responds positively to pupils' efforts whilst simultaneously giving pertinent indicators for improvement. However, good practice is not consistently applied by all teachers and in all subjects.
77. The annual reports to parents comply with statutory requirements. They give detailed information on under fives' progress in areas of learning and pupils' progress in NC subjects and in religious education. They identify pupils' achievements and what they need to do to improve. There are good opportunities for parents to comment on their children's reports. They are also given regular opportunities to meet their respective children's teachers and discuss their progress.

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

Grade 2: Good features and no important shortcomings

78. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
79. There is good provision to meet the needs of the range of pupils. There is a broad and balanced curriculum which is well planned and meets statutory requirements. This includes good provision for PSE and religious education.
80. At the Foundation Phase, the provision meets the needs of children well and covers each area of learning. All children are given a good start in school and

those in nursery have access to well-planned activities both indoors and outdoors. Curriculum policies are clear and ensure all pupils have full access.

81. Suitable schemes of work ensure continuity and progression. The newly introduced skills based curriculum at key stage 2 provides flexibility and clear objectives whilst suggesting resources and organisational strategies.
82. There is good emphasis on developing pupils' key skills and the school has used the opportunity presented through the new skills-based curriculum, to develop more active and independent learning, using a thematic approach.
83. The school makes good provision for developing pupils' bilingual skills in Welsh and English. Effective use is made of wall displays and signs around the school to promote the Welsh language and culture. The requirements for the Cwricwlwm Cymreig are met well and events such as St David's Day are celebrated as part of the multicultural life of the school. A good range of Welsh artists are studied in lessons.
84. There is a good variety of extra-curricular provision. Clubs vary from sports such as football, rugby and netball to musical instruments, choir, orchestra and musical theatre. Staff members give up a great deal of their private time to service these clubs.
85. Pupils' spiritual, moral, social and cultural development is promoted well through a variety of learning experiences. Members of staff provide good role models and pupils are actively encouraged to mix harmoniously. The school promotes sound moral values and staff work very well to create a happy secure and positive environment. Acts of collective worship meet statutory requirements and give appropriate time for reflection.
86. The school has good partnership with parents and the local community. Information to parents is of a good quality and provides useful detail about the school. Pupils also work well in the community.
87. Parents are supportive of the school and have ready access to the headteacher and staff. Good pastoral and administrative links have been developed with the local comprehensive school to which most pupils transfer.
88. The provision of work related education is good overall but lacks depth. Much is limited to visits from members of the emergency services and a few people who help with projects such as the garden. There have been no recent staff placements to industry for the purpose of curriculum development.
89. The school's work on tackling social disadvantage and stereotyping is good. Every child has equal access to all parts of the curriculum and as many activities as practicable.
90. The school's work on education for sustainable development and global citizenship is still under development after amalgamation. It has the Bronze Eco Schools Award and many plans are in place or being developed.

91. Recycling is limited to paper, plastic bottles and fruit. Some composting is done for the flowerbeds.
92. Pupils are made very aware of their place in their community and the world through curriculum activities. Some parents and individuals visit in traditional dress and bring ethnic foods to help raise pupils' awareness of other cultures.
93. The school provides good enterprise education through themed activities such as art and design, education for sustainable development and global citizenship (ESDGC) and business awareness. Children of all ages have responsibility for fundraising activities for good causes and these allow them to practice many enterprise skills.
94. The school does a good deal of work to prepare children for lifelong learning. They are given a sense of democracy and responsibility through school council and eco committee membership. They learn about working with others through transition arrangements and joint activities with cluster schools. Good ICT and Welsh language skills education help equip them for their place in the workplace and their community.
95. The school is developing pupils' problem solving skills for later life needed to support economic development. Homework helps them prepare for the next phase of their education.

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

Grade 2: Good features and no important shortcomings

96. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
97. The overall quality of care, support and guidance provided for pupils is good. All pupils are cared for well and a good range of support programmes are in place to ensure any specific needs are met sensitively. The school liaises carefully with outside agencies and draws on the advice of external support services when required. The headteacher, teaching and support staff are successful in creating a calm, caring and supportive environment where pupils feel secure and valued. Good relationships between pupils and all adults are very evident and pupils say they feel secure in the school and would share problems with adults or other children such as 'playground buddies' and 'book buddies'.
98. Links with parents are a good feature of the school. The school enjoys close and effective partnership with parents and this contributes significantly to the quality of support and guidance offered to pupils. The headteacher regularly consults parents and listens carefully to them. Parents are very supportive and speak enthusiastically about the 'open door' policy.
99. The school has good induction programmes to help new pupils settle into school. Pupils feel welcome and are supported by teachers and peers. Nursery and reception children have staff available to help and support them.

The school has close links with social services and specialist agencies for those who need this kind of help. LSA's provide outstanding support for pupils where necessary, in the classroom.

100. The overall quality of provision for equality of opportunity is good and is reflected in pupils reporting that they feel they are treated fairly and equally. All pupils develop a good understanding of diversity and gain an insight into other cultures through participation in activities and subjects such as music, art and design, geography and religious education.
101. The school has good procedures for monitoring the effect of behaviour, attendance and punctuality on performance. Good behaviour and anti-bullying policies are in place. There are a good variety of reward systems in being for encouraging good behaviour, attendance, general attitude and effort and pupils respond well to them. A weekly celebration assembly is held to reinforce this approach.
102. The school works closely with the education welfare officer to maintain and improve its good levels of attendance. There is a 'first day call' system for contacting the homes of pupils who are absent without explanation. There are good arrangements in place for promoting pupils' healthy development. There are appropriate arrangements that encourage and enable learners to be healthy.
103. The key stage 2 canteen provides healthy meals, as does the off-site caterer for key stage 1. Parents are encouraged to ensure that the contents of lunchboxes are as healthy as possible.
104. There are good opportunities for pupils to take part in sport and to develop their physical fitness. The school is PESS registered and its teams compete successfully in sports and tournaments in the region.
105. At the time of the inspection five teachers were qualified to 'First Aid at Work' level and most of the support staff had received basic training. The school makes the safety and well-being of pupils a priority.
106. Child protection arrangements meet requirements. The headteacher is the designated child protection officer and has a deputy for when he is away. A link Governor also has responsibility for this area. All staff members have received training and know what to do. CRB considerations are appropriately covered.
107. There are effective measures in place to prevent oppressive behaviour such as bullying and racism. Staff members implement the anti-bullying policy consistently and all incidents are recorded in behaviour logs. For more serious incidents the headteacher uses a generic LA register to report on them. There were only two incidents recorded in that register for the year prior to the inspection. Where necessary, parents are involved as early as possible.
108. Procedures for identifying individual learning needs are comprehensive and effective for SEN pupils. The principle of early identification and intervention reflects the school's inclusive principles. Class teachers use 'cause for

concern' forms to highlight pupils' needs at an early stage, identification being through a combination of procedures, including the local authority baseline assessment as well as information from parents on entry to the school. Further assessment tests have been introduced recently for English and mathematics from Year 1, with on-going teacher assessment as well as referral to outside agencies taking place throughout the school year. Any concerns are discussed with the additional learning needs co-ordinator (ALNCo) before consideration for SEN support. The emphasis on inclusion, highlighted since the recent amalgamation, is reflected in the way the class teachers, ALNCo and headteacher work together carefully to ensure full screening for all pupils. There is a comprehensive SEN policy which complies with the requirements of the SEN Code of Practice.

109. All pupils on the two formal SEN stages have their own individual education plans (IEPs). They contain details of targets to be achieved, teaching strategies, suggested resources, success criteria and evaluations. These IEPs are written by class teachers with input from the ALNCo, external agencies, pupil and parents. Copies are kept by class teachers. Progress is monitored carefully by staff and, where appropriate, there are adjustments to targets. Parents are invited to formal reviews. Annual review procedures meet legal requirements and parents have the opportunity to be involved fully in the process. Good progress is made by most pupils on the two formal SEN stages; these pupils achieve all or part of their targets. Pupils are removed from the formal SEN stages when suitable progress has been met.
110. All SEN stage pupils, including those with physical, medical or sensory needs, are well supported in class by class teachers and teaching assistants, with learning activities nearly always targeted at their particular needs, some learning and teaching programmes for individuals supported through the appropriate external specialist services. This is consistent throughout the school.
111. The school is beginning to diagnose pupils who are more able and talented (MAT), though this is in the early stages of development. There is a list of MAT pupils recognising a range of abilities and talents.
112. There are a very small number of pupils with behavioural and emotional needs who could potentially impede their own and others' performances; generally there is good support for these pupils. The introduction of the 'nurture groups' in both key stages is recent and has yet to make a real impact. Nearly all pupils have the opportunity to learn effectively without interference or interruption.
113. The overall quality of provision for equality of opportunity is good and is reflected in pupils reporting that they feel they are treated fairly and equally. All pupils develop a good understanding of diversity and gain an insight into other cultures through participation in activities and subjects such as music, art and design, geography and religious education.

114. The school is careful to ensure that there are equal opportunities for all pupils to take part in all activities regardless of background, gender, ethnicity or religion.
115. All policies to prevent discrimination are in place and the school is particularly successful in challenging stereotypes in pupils' choices and expectations. Pupils organise events to raise money for local, national and international charities, such as Christian Aid.
116. The school's accommodation is not well suited for wheelchair access. However, the key stage 1 building has better access than the key stage 2 building. The latter is laid out on two levels with split staircases and no lifts. There are inadequate disabled toilets in key stage 2 as well. The two buildings are separated by a steep slope of about 80 metres, which is difficult for wheelchairs to navigate without electric power or significant physical support. The school's disability equality scheme and action plans are clear on disability issues.
117. The school provides good opportunities for its pupils to gain an awareness of various faiths and cultures, including visits and talks by community members. Pupils celebrate the important dates and traditions of their peers who may be from different backgrounds. The school promotes equal opportunities well in all activities.

Leadership and management

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

Grade 2: Good features and no important shortcomings

118. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
119. The skills and vision of the newly appointed headteacher since amalgamation have been key factors in securing the success and improvement of the school and ensuring that, in a relatively short space of time, good progress has been made in the quality of leadership and strategic management. He has gained the trust and confidence of all members of staff, fully empowered them and successfully introduced many important initiatives. The school has a clear set of aims that fully puts the welfare and education of learners at its heart and this is clearly reflected in its daily practices.
120. A positive team spirit is very apparent and the school is a happy environment for staff and learners alike. Members of staff share a common sense of purpose and are increasingly contributing to the achievement of shared goals. The school's motto, 'Learn to love, love to learn', is amply reflected in its day to day work in classrooms and around the school. The deputy headteacher is extremely effective and an excellent role model as a class teacher. She complements the headteacher's role very well. The newly created senior

management team provides clear and purposeful direction to improve overall standards.

121. Teachers undertake their recently appointed curricular responsibilities conscientiously and their views are fully taken into account by the headteacher when making key decisions. This contributes substantially towards fostering a strong team ethos.
122. Central to the school's ethos is that learners come first. This is reflected in the overall good teaching and the positive relationships within the school. All required policies and guidelines are in place to direct its development. The views of those with an interest in the school, including learners and parents, are seriously considered and equality of opportunity is very evident in the school's work. Full consideration is given to national priorities, local partnerships and developments within the cluster of schools, such as transition arrangements. The school has made a positive start in establishing the Foundation Phase and beginning to spread these approaches through the early years and key stage 1.
123. The SIP is an effective document which takes good account of the school and local education priorities. The links between development planning and the professional development of staff is a developing strength. Whole school targets are set to statutory requirements and appropriate use is made of comparative assessment information. The school has set both realistic and challenging targets for the current year, taking appropriate account of learners' current and potential attainment. Individual groups are identified and given additional support to help them achieve their targets.
124. Since amalgamation, newly introduced systems to develop and improve the performance of staff have yet to be fully embedded. All members of the teaching and non-teaching staff have the opportunity to discuss individual performance and training requirements with the headteacher. In a relatively short time, this has had a great effect on the quality and responsibilities given to staff and the positive contribution they make to the quality of teaching and learning throughout the school.
125. Performance management is conducted well and teachers' targets' reflect both the school's priorities and the professional development needs and interests of the individual.
126. The governing body is supportive of the headteacher and staff. Governors are proud of the school and are committed to school improvement. They make a good contribution to the self-evaluation process and help set the strategic direction of the school effectively. The governing body meets all statutory requirements.

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

Grade 2: Good features and no important shortcomings

127. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
128. The school's procedures for self-evaluation are good. Systems are well developed and enable staff to monitor pupils' progress and gather detailed information. Learners are well informed about the school's performance and subject leaders have developed detailed action plans, which are rooted in careful monitoring of standards and provision.
129. Good account is taken of the view of all interested parties. Pupils are consulted through the school council, which provides a good 'voice' on pupils' affairs. Parents are contacted regularly for their views. There are good links with the high school; links with other schools in the area and the LA are now developing. All are well informed about the school's procedures for self evaluation.
130. The self-evaluation report produced for the inspection is a well written document, which clearly expresses the view about the school's performance and provision. The judgements of the inspection team match those of the school in all seven key questions.
131. The information gathered through self-evaluation is directly used to develop strategic planning. Areas identified as being in need of improvement are effectively included as targets in the SIP. Targets are realistic but challenging. There are several areas where the school can demonstrate that the actions taken have resulted in measurable improvement. For example standards have improved since the new introduction of targets with parents.

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

Grade 2: Good features and no important shortcomings

132. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
133. The school has an appropriate number of teachers who are suitably qualified. They have a good range of expertise and experience which are used well both in lessons and in the good provision of extra-curricular activities.
134. The quality of pupil support given by the dedicated LSAs is a real strength of the school. They are deployed well and their quality has enabled the school to plan effective support strategies.
135. A range of training opportunities ensures that teachers and LSAs' needs and school priorities are met well. All staff benefit from appropriate training that improves their expertise in different curriculum areas and has a positive effect

on standards. In addition whole school training addresses priorities indicated in the SIP.

136. Time for teachers to plan, prepare and assess are covered effectively. Close liaison between the staff who cover lessons and class teachers ensure that pupils benefit from their interests and expertise and that there is continuity in the provision and maintenance of good standards. The school has effectively allocated and used resources for workforce re-modelling. The arrangements for PPA cover at the school has a positive effect on standards achieved.
137. All teaching and support staff undertake relevant training which contributes significantly to pupils' learning.
138. Kitchen staff, clerical staff and the caretaker all carry out their duties conscientiously; they make a valuable contribution to school life and are well respected.
139. Overall, the stock and quality of resources to support pupils' learning has good features which outweigh shortcomings. While the stock of up-to-date ICT hardware and software is good, and contributes positively to teaching and learning in many classes, some items of PE equipment and musical instruments are due for replacement and this has an effect on standards. There is no school library and the school locates its stock of books in and around classrooms.
140. The accommodation is generally good but there are a number of shortcomings. The most significant of these is the distance between each key stage building and the fact that a steep 80-metre slope separates them. There is no dedicated footpath between the two sites and pupils have to use the road on which the staff park their cars.
141. Classrooms and learning areas (including the two main halls) are of good size and are suitable for the number on roll. The Foundation Phase outside area is outstanding. Nearly all the remaining metal windows are well worn and in need of painting. Three demountables are no longer used as classrooms because of their poor condition.
142. Since its formation, the school has set up structures that are economic and efficient. All expenditure is in accordance with (or well matched to) the school's priorities and is carefully monitored by leaders and managers.
143. Financial management is good and the school is on course to meet its financial commitments this year. Priorities are set by the headteacher and the governing body finance committee. Good financial protocols enable the headteacher to manage the financial implications of maintaining a good level of staffing and updating equipment to meet the requirements of the foundation phase. All available resources are effectively managed and this has a positive effect on standards achieved at the school so that the school achieves good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase for under 5s

Grade 2: Good features and no important shortcomings

Personal and social development, wellbeing and cultural development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

144. All children are happy and comfortable in the nursery and they play well together. They show a natural curiosity in their surroundings and interest in their friends and peers. Some put on and take off their coats independently. They concentrate for short periods of time and listen carefully during these periods. They are given many opportunities to experience other cultures first hand.

145. Many older children begin to show good levels of perseverance when engaged in their tasks. They are beginning to concentrate for longer periods of time. They socialise well with each other and demonstrate respect for different customs and cultures. All children behave courteously and respectfully towards adults and other children. They take turns and share together.

Shortcomings

146. There are no important shortcomings.

Language, literacy and communication skills

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

147. Most children have good languages skills and make good progress. They enjoy singing simple songs and rhymes with their friends and with adults. They enjoy engaging in mark making, both indoors and outdoors. They begin to understand that letter and words communicate meaning. They express themselves with confidence.

148. Many older children have good listening skills and express themselves with more confidence. They recognise initial letter sounds and many begin to write simple words independently using their phonic knowledge. They begin to

understand some of the purposes of writing and are eager to fill in forms in their role play area.

Shortcomings

149. There are no important shortcomings.

Welsh language development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

150. Most younger children have a growing vocabulary in Welsh. They show confidence when they repeat rhymes and songs in Welsh and they join in with enthusiasm. They have basic understanding of simple Welsh phrases and count up to five in Welsh using their fingers to match numbers.

151. Many older children begin to understand that Wales has its own language. All children have a good basic vocabulary in Welsh. They show an increasing confidence as they sing Welsh songs and rhymes with enthusiasm and independence. All children understand many simple instructions in Welsh which are used as part of their daily routine.

Shortcomings

152. There are no important shortcomings.

Mathematical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

153. In the nursery, many children remember counting rhymes and count up to at least five. They use simple mathematical language, such as bigger and smaller, and show awareness of adding and taking away. Many children successfully sequence objects according to colour and size.

154. Most children in reception know a good range of number songs and count forwards and backwards to 20. They recognise number, shape and value to 10 and sort two dimensional shapes into colour and size.

155. Many children successfully use and understand an increasing vocabulary of mathematical terms, for example 'long' and 'short' and 'full' and 'heavy' and 'light'. They measure and weigh and make patterns and a variety of regular shapes.

Shortcomings

156. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

157. Many children have an adequate understanding of many scientific principles while experimenting with sand and water, for example. They understand well the principles of floating and sinking, filling and emptying. Many children know their way around the school and explore natural phenomena in the local environment. They know the difference between old and new, night and day and realise that animals have their own habitats and people live in houses.

158. In reception, many children have a clear understanding of the sequencing of events during day and night such as what happens before and after school. They discriminate effectively between old and new toys, for example. Many children have a good grasp of the forces of pulling and make good progress in predicting and investigating when learning about the processes of cooking.

159. Many children have good knowledge and understanding of natural environments and animals. They are beginning to understand that plants need food and light to grow as they plant their vegetables in pots.

160. A few are beginning to understand why festivities such as Christmas and Harvest are celebrated. All understand why birthdays are celebrated.

Shortcomings

161. There are no important shortcomings.

Physical development

Nursery Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

162. Most children in the nursery know the parts of their bodies. They make good progress in moving and they stand, walk and jog accurately. Many can hop and skip correctly. Many children respond accurately and promptly to instructions. They demonstrate that they are developing fine motor skills in holding pencils and brushes correctly. They manipulate play dough and other materials well. Most children successfully practise hand/eye co-ordination in games and make steady progress in dressing and undressing independently.

163. Many older children are beginning to understand the effect of growth in their bodies. They move around with increasing control and good hand/eye co-ordination. Children refine their skills in controlling mark making implements and handle small tools. They move appropriately to the beat in their dance lesson, responding well to instructions.

Shortcomings

164. There are no important shortcomings.

Creative development

Nursery: Grade 3: Good features outweigh shortcomings

Reception: Grade 3: Good features outweigh shortcomings

Good features

165. In the nursery, many children sing songs and enjoy rhymes in English and Welsh. In their dance lessons, children listen well and respond unselfconsciously and they all enjoy movement.
166. Many children in reception have a wide repertoire of songs. They listen carefully to recorded music and respond accordingly with voice and actions. They have a good understanding of what they have learnt in their music lesson.
167. Many children plan their constructions carefully using a range of different resources. Many use their imagination well in dance and demonstrate a good range of different movements at different levels.
168. The children use a range of materials to create pictures and manipulate different media to make objects as part of their projects. A majority of children take pride in their finished work when drawing, colouring or painting and many work at improving their finished product before moving on.

Shortcomings

169. Many children do not use their creative skills in art and craft to become independent learners. They often rely on teacher led activities and prepared materials.

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

170. In key stage 1, most pupils talk willingly and politely to adults and are beginning to express their views with some clarity. More able pupils are confident and engaging speakers. Nearly all pupils in key stage 1 listen positively and attentively to their teachers. They display clear understanding, follow instructions accurately, and give well considered answers to teachers' questions. Most listen carefully when other pupils are speaking and wait patiently to respond.
171. In key stage 1, most pupils enjoy handling a wide range of fiction and non-fiction books and talk enthusiastically about stories they have read. Most describe the plot of the story accurately, highlighting their favourite characters or episodes. Most learners develop good strategies to help them with new and difficult words and approach reading with increasing confidence, achieving good levels of fluency and expression. The majority of younger learners in key stage 1 use simple words and phrases accurately to convey meaning when recounting personal views, news or writing descriptions. Most structure simple sentences correctly when provided with all the words. Nearly all older learners in key stage 1 know sentences start with capital letters and end with full stops and they use them appropriately in narrative style writing, for example retelling the story of *The Gingerbread Man*. They spell simple monosyllabic words correctly. More able learners communicate meaning in a lively and interesting way. Their writing contains appropriate links between ideas and events and good detail for emphasis and detailed description.
172. In key stage 2, most younger learners progress well in the development of their speaking and listening skills. A majority listen well to instructions and express themselves formally with growing levels of confidence when responding to questions from fellow peers about their work. Most older learners express their considered views very confidently and precisely, for example when suggesting a new sport to be included in the 2012 Olympic Games. Peers listen with sustained interest when others are speaking and evaluate what has been said before responding. Conversations between learners in Year 6 are frank, lively and extremely informative.
173. A majority of learners in key stage 2 read accurately with good understanding, using appropriate strategies to gain meaning. Most younger learners talk about their favourite authors and illustrators. Nearly all learners follow and explain text accurately when others are reading. Most derive meaning from the story and talk about plot and character convincingly.
174. By the end of the key stage, a majority of learners read accurately, fluently and with expression. Most learners talk enthusiastically about books they have read and identify specific features they enjoy. The majority read aloud

with clear voices and appropriate expression and characterisation. Nearly all summarise a story line confidently and accurately and have a good knowledge of the format of books. Learners across the key stage display increasingly high order reading skills as they search for information from books and the internet.

175. Most learners' writing in key stage 2 shows consistent progress in style, grammar and correct use of punctuation. Most learners identify the key elements of story writing such as character, plot and moral. Nearly all learners recognise the need for having a beginning, middle and end structure which they use to retell familiar times accurately and correctly. Writing contains some lively and imaginative words, events are well organised with simple connectives used well to clarify and illustrate ideas and appropriate detail used for information and effect.
176. Most learners in key stage 2 show a developing awareness of the features of grammar and the structure of writing. Older learners display a good understanding of persuasive writing, using a variety of styles effectively when preparing posters, letters, slogans and leaflets. Many write convincing play scripts and, after considering a range of myths and legends, produce good quality story openers with imaginative vocabulary that engages the reader well. Many have a good understanding of persuasive and discursive writing.
177. Throughout both key stages, handwriting, punctuation and presentation are generally of a high standard.

Shortcomings

178. There are no important shortcomings.

Welsh second language

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

Good features

179. Throughout the school, most pupils' pronunciation of Welsh is developing well.
180. In key stage 1, most pupils make good progress in acquiring new vocabulary, everyday phrases and a number of good sentence patterns. Most pupils develop their Welsh well through regular repetition of incidental greetings, directions and action songs. They have a good and developing knowledge and understanding of prepositions. They give simple information about themselves and count to at least 10 and identify a range of colours. In one lesson observed some pupils were attempting to read a story with growing confidence and success.

181. In key stage 2, many pupils build well on the progress in speaking and listening skills made in key stage 1. They read well practised simple and complex new words and phrases accurately. Many older pupils are making good progress in the use of the past tense in their speaking and writing. Many use the third person correctly when describing various characters in their reading. Pupils are confident when responding to familiar questions and answer patterns. They read aloud and with increasing good intonation.
182. Most older pupils make good progress in their writing and many write with independence. Many are able to write sentences at some length using a good range of adjectives and connectives. They write clear descriptions of celebrities in a guessing game, giving sufficient detail for their peers to correctly guess the name.
183. Nearly all pupils make good attempts to use new vocabulary both orally and in their written work. They often have good pronunciation and all are enthusiastic and eager to succeed. They successfully build on the knowledge they have learnt in key stage 1.

Shortcomings

184. There are no important shortcomings.

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

185. In both key stages, most pupils' ability to use correct mathematical language and to apply their understanding of mathematical processes, improves as they progress through the school.
186. In both key stages, most pupils gain a good understanding of the decimal system and become increasingly confident when transferring their skills with number to weights, measures and money.
187. Many younger pupils correctly sort odd and even numbers. Many know how to find a total when carrying and they subtract accurately within 10. By the end of Year 2 they add and subtract up to 100. They recognise a number in a sequence of numbers and make complex repeated patterns. Most older pupils use picture graphs well to show birthdays, colours and other items.
188. Most pupils in lower key stage 1 show good understanding of reflective symmetry and correctly recognise symmetry in various pictures of minibeads. Many younger pupils in key stage 1 add single digit numbers correctly, using a number line to count on. By the end of key stage 1, many pupils find half of three-digit numbers correctly.

189. Most pupils in lower key stage 2 use appropriate units of measurement when comparing their heights. Many make sensible predictions and estimates when deciding if taller children have longer reaches than shorter ones. They use rulers and tape measures accurately.
190. Most pupils at the end of key stage 2 recognise the key elements of a worded problem and correctly choose which arithmetical operations to use in solving the problem. Most are competent with a range of methods of multiplication and division.
191. Most older pupils in key stage 2 correctly calculate the areas and perimeters of regular and irregular polygons. They investigate the rolling of two dice, carefully recording their results in a table. They use the words mean, mode, median and range correctly, and present their findings in a bar chart. Most record temperatures using a line graph.
192. When measuring the trajectories of balls on a snooker table, many older pupils use protractors accurately, having first made sensible estimates based on their previous learning.

Shortcomings

193. 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

194. All younger pupils in key stage 1 name objects and identify what material they are made of, most predicting very accurately whether they will be magnetic. All carry out experiments to find out whether the objects are magnetic and record their results in tables.
195. All pupils develop good understanding and knowledge about life processes and living things. They all identify body parts, most naming internal and external parts and organs correctly. Many pupils have a good understanding about the jobs of different major organs. All have good understanding about the senses. Most pupils list healthy foods, showing good understanding about which foods to eat a lot, which to eat in moderation and which foods to avoid; all plan a healthy menu. All classify living and non-living items successfully by using ICT to recognize a range of living and non-living things.
196. Older pupils in key stage 1 use the internet well to research, ask and answer questions about food groups. All pupils investigate how far a car travels on different surfaces, suggesting what might happen and making simple

predictions. Most understand how to make their test fair and record their results in tables and block graphs. All classify and group items by wood, metal and plastic, identifying properties as natural and man-made as well as their uses.

197. By the end of key stage 1, all pupils name different animal groups such as birds, reptiles and mammals, many pupils identifying key features and facts very accurately in describing such features as colour, size, skin and number of legs. All classify African animals correctly and describe key features using correct scientific terminology and vocabulary. Most pupils are confident in explaining the differences between carnivores and herbivores. All pupils write very good riddles about African animals, indicating very good understanding of scientific knowledge.
198. All younger pupils in key stage 2 identify fruit as part of a healthy diet and explain clearly how fruit differs to unhealthy food types. Nearly all pupils know about the cycle of seeds, growth and the food chain. All pupils' skills in classifying food by type of fats, protein, vitamins and carbohydrates are developing well. All design games to promote understanding of healthy fruit. Most pupils work co-operatively on food chain games. Most pupils sort animals and plants into their food chains appropriately.
199. Many older pupils in key stage 2 know that a woodlouse is a 'decomposer' with a preference for warm, dark and damp areas. Most say correctly that its exoskeleton protects it against some predators. Many explain the use of producers and consumers, using scientific vocabulary correctly. The majority of pupils speak correctly about the Gulf of Mexico oil disaster and its effect on the food chain.
200. Information research allows older pupils in key stage 2 to reach good standards in their skills of communication. Nearly all pupils communicate findings clearly, using scientific vocabulary accurately.
201. Most of the older pupils in key stage 2 understand about the interdependence of organisms, the earth and other planets through the study of related topics. All of the oldest pupils locate human organs accurately as well as describe their functions.
202. All older pupils predict and test which coins are magnetic, recording results in table form before making conclusions. Most pupils use their scientific knowledge to plan an investigation about dissolving sugar sensibly. Most understand that variables can affect a fair test and change the outcomes. Many measure and record their results accurately and carry out their investigations logically, many using materials and equipment appropriately. Many pupils begin to draw conclusions from their results and confirm predictions. Many explain clearly what they are doing and understand what they are trying to achieve. Most pupils work well in group situations using success criteria.

203. The same process has been applied to a number of other investigations by the older pupils in key stage 2, for example all pupils have investigated whether height affects how far children can jump. After predicting the outcomes all pupils describe the process of their work and the equipment needed before carrying out the experiment. Results are recorded by most pupils carefully; these pupils also make sensible and logical conclusions.

Shortcomings

204. Reflection and building on previous knowledge and understanding is underdeveloped by many younger pupils in key stage 2.

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

205. Most pupils in Year 1 use the mouse competently to select/deselect tools and icons in programs. They use a graphics package to produce pictures of shields and geometric shapes.
206. Most pupils in Year 2 use a simple word processing program competently to write simple sentences and a modelling package to drag pictures to an appropriate position to represent real or imaginary situations. They save and print their work. They use a graphics package with increasing confidence to produce self portraits. A majority of pupils use the digital camera competently.
207. Most pupils in Year 3 use a simple database competently to enter details from a tally chart about travelling to school. They make a block graph and successfully answer the questions. They save and print their work. They produce interesting pictures using the three-dimensional shapes option from a word processing package.
208. Most pupils in Year 4 use a word processing package confidently to create a chart to show the elements of a healthy diet and to write an account of the Eisteddfod. They use a graphics package with increasing confidence to produce self portraits. They gain confidence in their use of the digital camera.
209. Most pupils in Year 5 use the internet competently to select relevant information in order to produce a fact file on a topic they are studying, for example endangered rainforest animals. They competently present their work on a subject of their choice using an interactive presentation. They know how to save their work to the correct folder. As a class, they successfully create an animated story with different groups taking responsibility for different software and hardware.

210. Most pupils in Year 6 use the internet effectively to research and gather information in history, geography and religious education. They use a web camera effectively to take photographs and to produce an interesting animated story for their 'Book Buddies' in Year 2. They use a desktop publishing program imaginatively to create postcards to enhance their work in geography.
211. They improve their skills in their word processed writing, for example by using a range of fonts, colours and styles of text whilst writing a poem and whilst describing a character in Welsh.

Shortcomings

212. In key stage 2, many pupils do not consistently build on their previous knowledge and skills. There is little evidence of continuity and progression in learning across age groups or of pupils regularly using a sufficient range of applications.
213. In key stage 2, many pupils' use of data handling packages to create and interpret graphs is underdeveloped.
214. In key stage 2, many pupils' skills in using the programming language 'logo' to enter a series of commands to control a screen 'turtle' (cursor) are limited.

Design and technology

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good Features

215. When studying mini-beasts all younger pupils in key stage 1 study the works of Michael Turner and local sculptor Peter Nicholas. Most pupils use photographs carefully to plan and draw their insects well, labelling head, leg and bodies correctly. A few use computers to draw and colour in two-dimensional drawings of their insects. All make effective, well proportioned three-dimensional sculptures of insects using a variety of materials such as cotton, tin foil, wooden sticks, paper and cloth; good skills are evident when cutting and joining materials with glue, masking and sellotape.
216. Following a visit to Cardiff Castle, all pupils in key stage 1 work in small groups to plan and make attractive structures using junk material. In food technology all pupils go through the full process when making gingerbread men, including evaluating the finished biscuits by appearance and taste.
217. All older pupils in key stage 1 consolidate their design and making skills when making fruit smoothie drinks; all pupils show care when using different equipment and an understanding of safe handling of food. Most describe the activities undertaken well, along with changes made to their original design.

By the end of key stage 1, most pupils are progressing well in their understanding and independent design and making skills.

218. Most younger pupils in key stage 2 design and make bags as part of a home-school project. Many finished products are effective in being able to carry items safely and reflect the design brief.
219. Following a visit to Llantarnam Grange, all pupils make very attractive and eye-catching 'body parts' as part of their 'Marvellous Me' project. Models reflect individual work and the finished model 'eyes', 'mouths; and 'ears' are well proportioned. All pupils make Tudor masks with frames, cutting out cardboard carefully and decorating the finished pictures.
220. Older pupils in key stage 2 draw pictures and make percussion musical instruments. The finished products are practical and can be used. All pupils use scissors and needles carefully when embroidering Mother's Day gifts.
221. By the end of key stage 2, all pupils visit Llantarnam Grange and make African masks; these are well proportioned, attractive and well decorated. Following a visitor's design brief, all pupils work in small groups to use mini-bricks to make clay houses. All pupils study how to make shelters which are windproof and waterproof. Finished products are practical, reflect careful investigation and individual research, as well as adaptations to original designs. Most pupils use a variety of tools carefully, including junior hacksaws and scissors.

Shortcomings

222. In key stage 2 there are inconsistent standards in the understanding of the full process involved in planning products and describing the making process and how to improve their original designs or end products.
223. There is insufficient emphasis on developing understanding and skills of the use of systems and control in key stage 2.

History

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

224. Most pupils in key stage 1 begin to develop a concept of chronology by drawing and annotating a time line of their own lives. They sort pictures of vehicles into old and new. They learn the names of several characters from history, such as Florence Nightingale and Louis Braille, and explain their effect on the lives of people then and now to a good standard.

225. In both key stages, most pupils compare and contrast facets of past and present society very well
226. Many younger pupils in key stage 2 accurately identify important events from the Tudor era. Most express themselves clearly when describing events. Most recall that Henry VII was born in Pembroke Castle and went on to defeat Richard III's army at Bosworth Field. Nearly all can name at least one of Henry VIII's wives.
227. Most of the older key stage 2 pupils have good recall of events in the Stuart period. They speak knowledgeably about the causes and consequences of The Plague and Great Fire of London. They speak about their visit to Llancaiach Fawr and describe its relevance as a historical source of information.
228. They describe how a time-line can convey the passage of time and correctly sequence Roman, Tudor and Victorian periods.

Shortcomings

229. In key stages one and two, most pupils' use and understanding of sources of historical evidence is underdeveloped.
230. In key stage 2, many pupils' consideration of bias and opinion is insufficiently critical.
231. Occasionally, such anachronistic activities as the writing of a 'newspaper report' of the Great Fire of London confuse pupils' sense of chronology.

Geography

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

232. Younger pupils in key stage 1 draw and correctly label familiar local routes they travel. They enjoy investigating their locality and the majority identify common geographical features correctly. Older key stage 1 pupils correctly identify major continents and respective habitats of wild animals, for example the tiger and giraffe. Many correctly state that certain countries are much larger than Wales and that their climates can be much drier and hotter. Most know that maps and globes are helpful in locating and describing countries. Nearly all identify different types of buildings, for example types of homes like detached, semi-detached and bungalow, and explain how people's actions can either improve or damage the environment.

233. In key stage 2, most pupils have a good understanding of environmental issues and the negative impact that certain changes can have on the local environment. Many pupils in lower key stage 2 sensibly discuss environmental issues which directly affect them, such as litter and noise. Most confidently offer examples of noise and traffic pollution in their locality.
234. Older key stage 2 pupils develop a good knowledge and understanding of life in a rainforest and make informed observations about aspects of local life and work. Most describe the climate accurately, and confidently discuss how living close to the equator affects both climate and human life. Many pupils use secondary sources such as books, photographs confidently and the internet to effectively research information related to countries they have pretended to visit in the form of 'post cards' sent home to family and friends in Wales. Most have a good understanding of significant ways in which these selected places contrast with Wales. Older pupils undertake studies related to fair trade and they examine different foods and their places of origin. They present articulate and well considered arguments for fair trade as part of their class debates.

Shortcomings

235. In key stage 2, pupils do not cover topics in sufficient detail to secure the full development of their geographical skills.

Art and design

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

236. In key stage 1, most pupils select colours appropriate to the visual aid presented confidently. Nearly all make appropriate choices about colour and media using a range of techniques to create texture in drawings and paintings. Most pupils achieve good standards when painting portraits of class mates, paying particular attention to proportion and location of major features. Most have a good understanding of the effects they can create by mixing colours and they use their colour skills carefully to good effect in their work. Most older pupils in key stage 1 successfully develop their skills of observation as they create bold images of assorted fruits using pencil shading to good effect.
237. Most pupils in key stage 2 evaluate the work of famous artists such as Paul Klee, Andy Warhol and Arcimboldi, appreciating the different techniques they use in their work. They attempt to use some of these techniques in their pictures with success.
238. Pupils in upper key stage 2 produce many good quality, large scale pieces of work, including portraits of people wearing Tudor costumes and masks in

three-dimensional settings to represent African face masks. Their landscape paintings in crayon and wax resist paints successfully represent 'Rainforest Sunsets'. The majority of pupils identify good features in their own work and that of others accurately and offer constructive comments about how work can be improved.

Shortcomings

- 239. Throughout key stage 2, most pupils do not develop their art and design skills progressively, building upon previous work.
- 240. The majority of pupils have a limited understanding of the work of contemporary Welsh artists.

Music

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 241. Most pupils' standards in singing are good throughout the school. They pay good attention to posture, breathing, intonation and phrasing.
- 242. A large number of pupils are in the school choir that contributes effectively to the life of the school. Most pupils perform well in concerts in school, in the community and for charity events.
- 243. Younger pupils in key stage 1 match the pitch movements with their hands and confidently use high, middle and low voices. Nearly all pupils successfully explore their low pitched voices to perform a chant. They further develop this by exploring middle and high pitch. They competently follow prompt cards to sing a simple song and change the pitch of their voices successfully.
- 244. Older pupils in key stage 1 successfully compose in groups a percussive rhythm to accompany a West African 'call and response' song. They all sing the song enthusiastically, transfer their rhythm patterns to a prepared sheet and accompany the song with the different rhythms. Most pupils begin to understand how to create texture in their compositions.
- 245. Younger pupils in key stage 2 confidently keep a steady beat with body percussion whilst chanting a 'call and response' song. Nearly all pupils name the non-tuned percussion instruments and the chime bars and can play an ostinato phrase on the instruments. Most pupils can accurately draw a four part pictorial score.
- 246. Older pupils in key stage 2 use a simple music computer program to compose a very simple composition linked with their topic on Africa.

Shortcomings

- 247. At both key stages, most pupils' skills in appraising music are underdeveloped.
- 248. Older pupils in key stage 1 do not consistently build on their previous knowledge and skills.
- 249. At key stage 2, many pupils' skills in composing are underdeveloped.
- 250. At key stage 2, many pupils' experience with a wide range of tuned instruments and multi-cultural instruments is very limited.

Physical education

Key Stage 1: Grade 1: Good with outstanding features

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

Outstanding features

- 251. All younger pupils in key stage 1 change pace and direction well in showing good body control when travelling, including walking, jogging, running, skipping, side-stepping, hopping and jumping. All have good acceleration when dodging and chasing as either an attacker or defender; all pupils have very good awareness of space when swerving at speed. All pupils are successful in exploring different ways of carrying beanbags with care. All work together in groups of four and follow the rules of the activities.
- 252. By the end of key stage 1, all pupils develop good gymnastic skills, many to an outstanding level. All have good co-ordination in using the hall floor space well. All use their arms and legs well when making two footed jumps, with deep and controlled landings. All hold balances still with stretched body parts showing very good tension. All explore different ways of travelling and make up floor sequences, most with smooth links. All handle and carry large apparatus safely. In exploring and using the large apparatus at different levels and heights, all improve their sequences well, many with excellent sequences and producing excellent control and very good co-ordination.
- 253. Older pupils in key stage 1 all keep to the dance rhythm in time to fast music when clapping and marching; nearly all pupils showing good coordination when moving at speed. All perform the country dance steps for 'Y Delyn Newydd', keeping to the pattern steps very well, with very good skipping and stretched feet and arms. Most use their hands and feet well with good facial expressions. When working with a partner or in small groups all keep to the rhythm and timing very well. All turn their partner with two hands well, most alternate hand clapping successfully; nearly all execute very good right and left arm turns. All watch each others' performances, saying what is good and could be better. All create and practice their own dance routines in pairs.

Good features

254. At key stage 2, nearly all younger pupils are successful in throwing and catching tennis balls independently. Most field the ball well with good technique and progress well from stationary stops to intercepting a rolling ball on the move. Many pupils develop good cricket over-arm bowling skills when bowling accurately to a partner; most show good sideways bowling actions and understand the difference between throwing and bowling. Nearly all hold the cricket bat correctly and show good hand-eye coordination when hitting the ball fairly accurately, controlling the direction and height of the ball well.
255. All older pupils in key stage 2 respond to music to mime different sports' actions, using their bodies well and holding actions on the command. All perform cultural New Zealand dance movements to counts of eight, with clear facial and body actions to show definite movements. All practice pairs dance sequences, showing improvements before moving to combine their sequence with two other pairs for group dance sequences.
256. All older pupils in key stage 2 attend swimming programmes, developing skills well so that by the end of the key stage all pupils develop basic water confidence. Nearly all pupils are able to swim independently, swimming a basic 18 metres, with many pupils swimming 50 metres and further.
257. Across both key stages, all pupils have a developing understanding of the benefits of safe warm-up and cool down routines. All pupils questioned showed outstanding understanding of the benefits of regular exercise to a healthy lifestyle and personal well-being.

Shortcomings

258. There are no important shortcomings.

Religious 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

259. Most pupils in both key stages speak with increasing assurance and to a good standard about religion helping people to live their lives well. They say that all religions have a god who sets rules which believers obey. Nearly all can cite at least one of the Ten Commandments.
260. Most pupils in key stage 1 learn and recall to a good standard, stories from the Bible. They tell why Daniel was cast into the lions' den, and how he was saved. They re-tell the stories of Jonah and Fish and the Good Samaritan.

261. Nearly all pupils in key stage 2 explain clearly some of the similarities and differences between major world religions. Pupils across key stage 2 know that Hinduism originated in India and that Hindus believe in many gods. Many older ones know the myth of Brahma's role in creating the world. This aspect of their work is of a good standard.
262. Many younger pupils in key stage 2 recall details of the myth of Rama and Sita. Many older pupils recognise parallels between the retracing by devout Hindus of Rama's journey through India, with pilgrimages in other religions.
263. Many older pupils respond to Remembrance Day sensitively, relating it to the on-going conflict in Afghanistan and elsewhere. They discuss everyday disasters and conflicts with maturity and to a high standard.
264. Most of the older key stage 2 pupils identify many of the features of a Christian church to a very high standard, such as the chancel, sanctuary, nave and font. In their study of Islam, many pupils have good recall of many of its aspects. They compare and contrast features of Islam with those of Christianity and Judaism.
265. Most older key stage 2 pupils state correctly that the Hajj pilgrimage is the fifth pillar of the Islamic faith, and is to be undertaken by all believers, if possible. They respond appropriately and respectfully to the emotions felt by devout Muslims during Hajj.

Shortcomings

266. There are no important shortcomings.

School's response to the inspection

The Governing Body, Headteacher and staff are pleased that the inspection findings recognise that Croesyceiliog Primary is a good and developing school which provides its pupils with a high quality education. The report confirms that we are achieving our aims of creating a secure, caring and supportive environment where pupils have a good sense of wellbeing, want to learn and make good progress in their learning and personal development.

An action plan will be put into place to address the recommendations in the report; we are confident that we can address these aspects. A copy of this plan will be sent to all parents. Additionally, the governors' annual report to parents will report on the progress we are making on the inspection recommendations.

We would like to thank the team for their forward looking and professional approach to the inspection process, particularly the lead inspector, Carolyn Thomas.

Appendix 1

Basic information about the school

Name of school	Croesyceiliog Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	North Road Croesyceiliog Cwmbran Torfaen
Postcode	NP44 2LL
Telephone number	01633 624114

Headteacher	Mr Simon Bates
Date of appointment	January 2009
Chair of governors	Mr Martin Davis
Registered inspector	Mrs Carolyn Jane Thomas
Dates of inspection	10 th -13 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	30	60	59	61	69	66	49	54	448

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	16	0	16

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	27.9:1
Pupil: adult (fte) ratio in nursery classes	7.5:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	29.9
Teacher (fte): class ratio	1.07:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2010	89.9	90.3	92.6
Autumn 2009	93.2	93.9	95.1
Summer 2009	99.6	93.0	93.15

Percentage of pupils entitled to free school meals	10
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

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

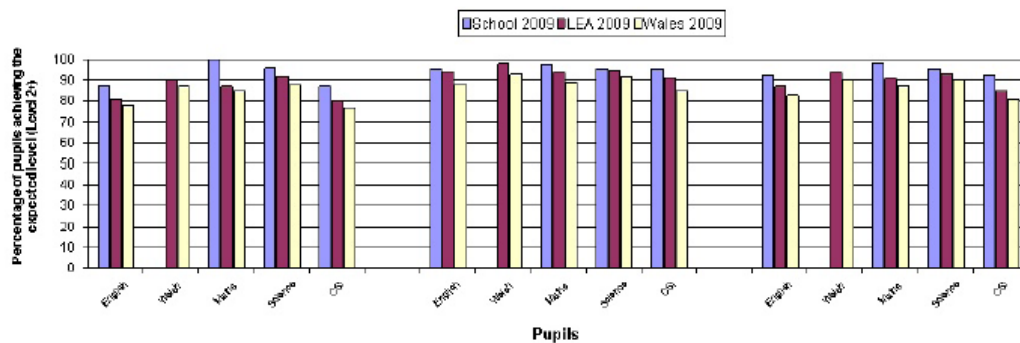
Croesyceiliog Primary
Torfaen

LEA/School no: 678/2325

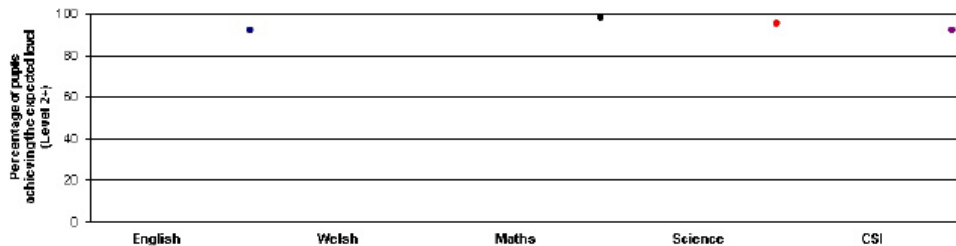
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

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	87	81	78	95	94	88	93	87	83
Welsh	.	90	87	.	98	93	.	94	90
Maths	100	87	85	98	94	89	99	91	87
Science	96	92	88	95	95	92	96	93	90
CSI	87	80	77	95	91	85	93	85	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 8 per cent and up to 16 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		80		88		93	
Welsh		84		92		100	
Maths		84		90		96	99
Science		87		94	96	100	
CSI		76		85		92	93

Notes:

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

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

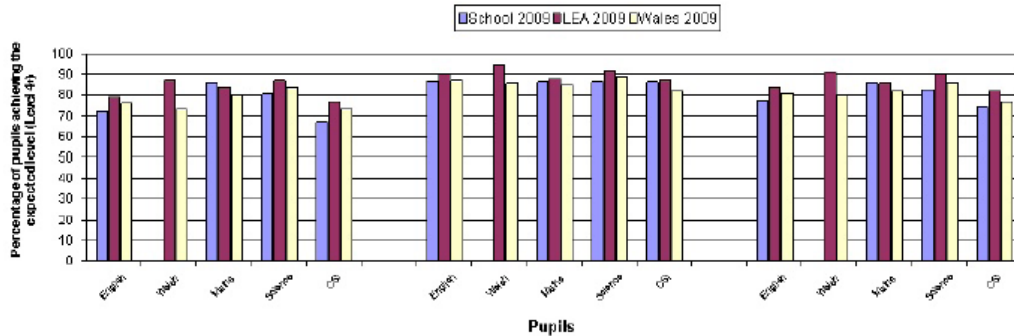
Croesyceiliog Primary
Torfaen

LEA/School no: 678/2325

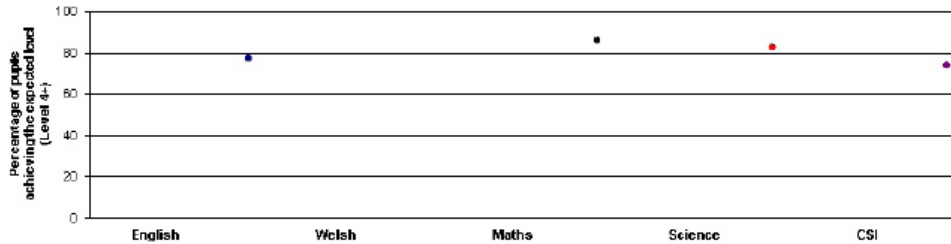
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2

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	72	79	76	86	90	87	78	84	81
Welsh	-	87	73	-	95	86	-	91	80
Maths	86	84	80	86	88	85	86	86	82
Science	81	87	84	86	92	89	83	90	86
CSI	67	77	73	86	87	82	74	82	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 8 per cent and up to 16 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		78		85		92	
Welsh		69		80		90	
Maths		79	86	87		93	
Science	83	84		90		97	
CSI		72	74	81		88	

Notes:

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

Six inspectors spent a total of 21 inspector days in the school. A peer assessor and Nominee also joined the inspection team and played a full part in the inspection. A team meeting was held prior to the inspection.

Inspectors and the peer assessor visited:

- 53 lessons or part lessons;
- all classes;
- acts of collective worship; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents;
- representative of the LA;
- senior managers, teachers and support staff; and
- pupil groups, including the school council and eco committee.

The team also considered:

- the school's self evaluation report;
- 97 responses to parents' questionnaires;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work, over all year groups.

The inspection team also:

- held discussions with pupils about their work; and
- observed pupils' behaviour throughout the day.

Following the inspection, meetings were held with staff, governors and a representative from the LA.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Carolyn Jane Thomas Registered Inspector	Context, Summary, Recommendations Appendices Key Questions 1, 6 and 7 Contributions to : Key Questions 2, 3 and 5 Foundation Phase, Welsh second language
Mr Peter Clark Team Inspector	Key Question 5 Contributions to : Key Question 2 English, geography, art and design
Mr Chris Dolby Team Inspector	Key Question 3 Contribution to: Key Question 7 Mathematics, history, religious education
Mrs Helen Smith Team Inspector	Key Question 4 Information and communication stechnology, music
Mr Michael Thomas Team Inspector	Key Question 2 Contribution to: Key Questions 4 and 7 Science, design and technology, physical education
Mr Dylan Jones Lay Inspector	Contributions to: Key Questions 1, 3, 4 and 7
Mrs Yvette Tomkinson	Peer assessor
Mr Simon Bates	Nominee

Acknowledgement

The team wish to express their thanks to the governing body, headteacher, staff, parents and pupils of Croesyceiliog Primary School for their co-operation and assistance both before and during the inspection.

Contractor

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