

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

**A Report on the Quality of Education in**

**Abertysswg Primary School  
Walter Street  
Abertysswg  
NP22 5AQ**

**School Number: 6762312**

**Date of Inspection: 12 November 07**

**by**

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Abertysswg 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 Abertysswg Primary School took place between 12/11/07 and 14/11/07. An independent team of inspectors, led by Robert Stuart Wormleighton undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	3
<b>Recommendations</b>	8
<b>Standards</b>	9
Key Question 1: How well do learners achieve?	9
<b>The quality of education and training</b>	13
Key Question 2: How effective are teaching, training and assessment?	13
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	15
Key Question 4: How well are learners cared for, guided and supported?	17
<b>Leadership and management</b>	20
Key Question 5: How effective are leadership and strategic management?	20
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	21
Key Question 7: How efficient are leaders and managers in using resources?	22
<b>Standards achieved in subjects and areas of learning</b>	24
Under 5s	24
English	28
Welsh second language	29
Mathematics	30
Science	31
Information technology	33
Design technology	34
History	35
Geography	36
Art	37
Music	38
Physical education	39
Religious education	40
<b>School's response to the inspection</b>	
<b>Appendices</b>	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

## Context

### The nature of the provider

1. Abertysswg Primary is a community school situated in the heart of the village of Abertysswg at the top end of the Rhymney Valley. The village is a former mining community in a predominately rural area. The large majority of children attending the school come from the village. The village has a fairly static population comprising both council and owner occupied housing.
2. Abertysswg suffers from high unemployment and has been identified as a Community First area being in the top 20 per cent of deprived areas in Wales and receives a Raising Attainment and Individual Standards in Education (RAISE) grant for pupils' language development. Of those employed many are on low incomes and 26 per cent of pupils are registered for free school meals, which is well above the all Wales average of 17.5 per cent and the local authority (LA) average of 20.6 per cent.
3. The school caters for boys and girls aged 3-11 years. Children are admitted to the school at the beginning of the term following their third birthday. The school has 124 pupils on roll plus 16 part-time nursery children who attend school for the morning session only. Both nursery and reception children are taught in the same classroom.
4. One hundred per cent of pupils come from English speaking homes. No pupils speak Welsh as their first language. Children's attainment on entry to the school is well below the expected average. Forty-four pupils (34 per cent) are placed on the register for pupils identified as having special educational needs (SEN). This percentage is well above the national average. The school was last inspected in November 2001.

<b>The school's priorities and targets</b>
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5. The school's mission statement is;

**'Learning together for life tomorrow in an environment where respect, opportunity and achievement can flourish'**

6. The school has identified the following as its main aims:

- provide a secure, caring and happy school;
- provide the best possible education, to achieve high standards in all aspects of work;
- meet all pupils' educational needs;
- provide pupils with high quality teaching and learning;
- welcome all parents into the school and encourage them to work in partnership with the teaching and support staff; and,
- secure a meaningful partnership between home, school and the wider community;

7. The school has identified the following as its main areas for development:

- To continue to prepare for the Foundation Phase of education.
- The development of speaking and listening skills.
- The continued professional development of support staff.
- Continue to develop as a Healthy School.
- Preparation for Curriculum 2008.
- Assessment, recording and reporting; and,
- Transition from key stage 2 to key stage 3.

## Summary

8. Abertysswg C.P. School is a good school with some outstanding features and no important shortcomings. The head teacher and staff are successful in creating a calm, caring and supportive environment where pupils feel secure and respected.
9. The school has made good progress since its previous inspection.

### 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

### Standards

#### Areas of Learning for Under-fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

#### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	3	3
Mathematics	2	2
Science	2	2
Information technology	2	2
Design technology	2	2
History	2	2
Geography	2	2
Art	2	2
Music	2	2
Physical education	2	1
Religious education	2	2

10. During the inspection, standards of achievement in the thirty-nine lessons observed were as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
10	77	13	0	0

11. These figures compare well with the Welsh Assembly Government (WAG) all-Wales targets that by 2007, 98 per cent of standards should be grade 3 or better and 65 per cent should be grade 2 or better.
12. Children's attainment is measured on entry to the school at age three and is well below the expected average. Although there is a significant improvement in all areas of children's performance, baseline data at age four indicates that children are still scoring below the local authority (LA) and national averages. However, they make good progress and 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 Desirable Learning Outcomes for Children's Learning.
13. All pupils make good progress as they move through both key stages and by the end of key stage 2 pupils' success in attaining agreed learning goals set for them is good. Pupils with additional learning needs, including those with special educational needs (SEN) make very good progress in relation to their needs and abilities.
14. Pupils achieve good standards in the key skills of speaking, listening and reading and in numeracy and information and communication technology (ICT). However their ability to use writing across the curriculum and their bilingual skills are underdeveloped in some areas and subjects.
15. The varying size and ability profile of each individual year group makes objective analysis of trends in the school's performance difficult. However individual pupils meet and often exceed the targets set for them and show good attainment.
16. Statutory assessment results at the end of key stage 1 in recent years have been close to or above the national average in the core subjects of English, mathematics and science. In the 2007 teacher assessments, results in each core subject were only just below the national average. There were a large number of pupils with SEN in this year group.
17. In statutory assessment at the end of Key Stage 2, standards in each of the core subjects in 2007 were above the national averages in mathematics and science and just below the national average in English.
18. An analysis of the three year rolling average of results and additional data from the Fischer Family Trust data indicates that the school has made steady progress and maintained standards in both key stages.

19. Pupils make good progress towards fulfilling their potential and are ready and enthusiastic about moving on to the next stage of their learning. They make excellent progress in acquiring new skills and knowledge and increasing their understanding. This is strength of the school.
20. Pupils' personal, social and learning skills are good. Pupils' overall behaviour and attitudes are good and reflect the great emphasis the school places on consideration, courtesy, diversity and regard for all who are involved with the school community.
21. The average attendance for the three terms prior to the inspection was 91.6 per cent. Whilst attendance was below the target set by Welsh Assembly Government it compared favourably with the most recent published LA average. Pupils generally arrive punctually for school and for lessons.
22. Pupils are developing good study skills to enable them to work in a range of styles and settings, and with increasing independence. Many are becoming more aware of their own learning, however their ability to problem solve, though good in some areas, is inconsistent overall.
23. Pupils' personal, moral, social and cultural development is good. Older pupils have developed a good awareness of spirituality and throughout the school pupils have a good understanding of their own and other nations' cultures.
24. Pupils are extremely well prepared for the world of work and their community; this is an outstanding feature.

## **The quality of education and training**

### **Grades for teaching**

25. The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>8</b>	<b>79</b>	<b>13</b>	<b>0</b>	<b>0</b>

26. Work is challenging and pupils are well motivated. All members of staff establish good working relationships. There is a mutual respect between staff and pupils. Teachers show good subject knowledge and a good awareness and understanding of recent educational developments. Support assistants are usually well deployed throughout the school and are particularly effective supporting pupils with additional learning needs. Teachers plan effectively, lessons are well prepared and have a good structure to them and clear objectives are set.
27. When teaching was outstanding lessons were stimulating, well differentiated and contained effective self-evaluation. Where lessons had shortcomings there was a lack of pace and opportunities to extend learning were missed.

28. The school's assessment, recording and reporting procedures are comprehensive. In the early years, children's progress is carefully monitored and their learning needs addressed well. Teachers assess pupils' progress, the collation and analysis of pupils' work is an outstanding feature. The systematic tracking of pupils enables teachers to identify areas of weakness and to implement successful strategies to improve their learning. Pupils have individual targets which are generally used effectively. Individual reports to parents meet statutory requirements and are of good quality.
29. The school provides a broad, balanced curriculum that meets statutory requirements and the needs of all pupils, including those with SEN and those who are more able and talented. Planning for the development of pupils' basic and key skills is an outstanding feature. Although its effect on bilingualism and writing is variable. The school provides a good range of extra-curricular activities.
30. The provision for spiritual, moral, social and cultural development is good. Daily acts of collective worship make a positive contribution; however, opportunities for quiet reflection are limited. Personal and Social Education (PSE) is well planned throughout the school. Pupils' awareness and appreciation of the culture and heritage of Wales is well promoted. The school makes good use of the locality and its rich historical traditions.
31. Partnerships with other providers and interested parties are an outstanding feature. There are strong links with local employers and businesses, neighbouring primary schools and the secondary school, transfer to which is very effective.
32. Policies for promoting equal opportunities, racial equality and equality of access are implemented effectively. The school is an inclusive community where equality of opportunity is clearly evident.
33. The links developed by the school with local employers and business are an outstanding feature of the school and these links have a direct impact on the good standards achieved by the pupils.
34. The way the school plans and manages its care and support is an outstanding feature. The school is set in a very close community with whom there are strong links. Induction for new pupils is well established and there is a well-structured pastoral system; parents appreciate the high quality of care that their children receive. The School Council are involved in the life of the school and pupils trust teachers to deal with any concerns.
35. The quality of provision and support for additional learning needs is an outstanding feature of the school. There are very good procedures to diagnose and support the learning needs of pupils with SEN and those most able and talented.
36. The school is a Health Promoting School and there are good procedures in place to ensure pupils' healthy development. Arrangements to ensure the

safety and well being of pupils are appropriate. The school's considers bullying and bad behaviour serious matters and any instances are reported to be dealt with quickly and effectively.

### **Leadership and management**

37. The school is well led by the head teacher, who has high expectations of himself and his staff; he effectively promotes the process of school improvement and the raising of standards. There is a good management structure with staff working closely together in formal and informal settings. Subject leaders are becoming well established, have a good understanding of their curriculum areas.
38. The school takes good account of national priorities in its curriculum. Target setting is a well established procedure and is supported by a comprehensive system of pupil tracking. Effective performance management procedures are in place and relevant continuing professional development for all staff is provided.
39. The quality of support and direction given by the governing body is very good. They are well informed about standards within school and play a supportive part in the development of the school. The Governing Body fully meets its statutory responsibilities.
40. The way in which the school evaluates and improves standards through its use of statistical data is an outstanding feature. A good culture of self-evaluation has been established. The school development plan clearly identifies relevant priorities. Resources are clearly linked to priorities for development. The school self-evaluation document is good; it is based on a wide range of evidence and identifies strengths and areas that require further development.
41. Staffing and accommodation are good and there are outstanding features in the quantity and quality of learning resources. The school has an appropriate number of well-qualified, teaching, and support staff who are effectively deployed.
42. The accommodation is maintained to a high standard, is an attractive learning environment and is adequate for the number of pupils on role. Children in the early years have access to a safe outdoor area.
43. There is a well planned programme for the review of resources to ensure that they are efficiently used and updated, the school's resources have resulted in a positive impact on pupils' standards. Spending decisions are clearly related to the school's priorities identified in the school development plan. A sensible amount of money is allocated for contingency purposes. The school achieves good value for money.

## Recommendations

- R1 Continue to improve pupils' standards of Welsh second language and bi-lingualism.
- R2 Develop pupils' problem solving skills across the curriculum.
- R3 Build on current good practice to improve the key skill of writing across the curriculum.
- R4 Continue to improve the attendance of pupils.

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

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

#### Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10	77	13	0	0

45. Standards of achievement in the lessons observed are above Welsh Assembly Government all-Wales targets that by 2007, 98 per cent of standards should be grade 3 or better and significantly above the target that 65 per cent should be grade 2 or better.
46. Children's attainment is measured on entry to the school at age three and is well below the expected LA and national average. Although there is a significant improvement in all areas of children's performance, and they make good progress, baseline data at age four indicates that children are still scoring below the LA and national averages. 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 Desirable Learning Outcomes for Children's Learning. By the end of the reception year children are well adjusted to school life, settle quickly to tasks and work hard with good levels of concentration.
47. In the early years, standards in the areas of learning inspected are as follows;

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

48. In key stage 1 and key stage 2, standards in the subjects inspected are as follows:

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	3	3
Mathematics	2	2
Science	2	2
Information technology	2	2
Design technology	2	2

History	2	2
Geography	2	2
Art	2	2
Music	2	2
Physical education	2	1
Religious education	2	2

49. All pupils achieve well regardless of their social, ethnic or linguistic backgrounds. Pupils with additional learning needs, including those with SEN, are well supported, cope well with the work that is set for them and make very good progress.
50. Pupils achieve good standards in the development of their key skills. Their communication skills of speaking, listening and reading and their numeracy and information and communication technology skills are good, however their ability to use writing across the curriculum is underdeveloped in some areas and subjects. Pupils' bilingual competence has good features that outweigh shortcomings. Although pupils are gaining confidence in using their bilingual skills in some classes, this is not consistent throughout the school.
51. The varying size and ability profile of each individual year group makes objective analysis of trends in the school's performance difficult. However tracking systems within the school confirm that individual pupils make good progress and meet and often exceed the targets set for them and show good attainment.
52. Statutory assessment results at the end of key stage 1 in recent years have been close to or above the national average in the core subjects of English, mathematics and science. In the 2007 teacher assessments, even though 58 per cent of pupils in the year group were entered on the SEN register, results in each core subject were only just below the national average. However, the Core Subject Indicator (the per cent of pupils reaching level 2 in each core subject) for 2007, was below the national average.
53. Currently 26 per cent of pupils claim their entitlement for free school meals, when attainment was measured against the benchmark for schools with a similar number of pupils eligible for free school meals, the key stage 1 results placed the school in the bottom 50 per cent for English and just in the bottom 25 per cent for mathematics and science.
54. In statutory assessment at the end of Key Stage 2, standards in each of the core subjects in 2007 were above the national averages in mathematics and science and just below the national average in English. The percentage achieving level 4 and above in each of the core subjects of English, mathematics and science was only just below the national average.
55. In comparison with similar schools, the school's results were ranked in the top 50 per cent for mathematics and science and just below the median for English. Seventy three per cent of pupils attained the Core Subject Indicator of level 4 or above, which was very close to the national average.

56. An analysis of the three year rolling averages and additional information from the Fischer Family Trust data indicates that the school has made steady progress and maintained standards in both key stages since its previous inspection. Over time there is no significant difference between the performance of boys or girls at either key stage.
57. In every class, pupils of all ages and abilities respond extremely well to the range of learning opportunities and this is an outstanding feature. For example, those pupils with additional learning needs make very good progress and pupils' performance in mathematics at the end of key stage 2 in 2007, due to well targeted provision, was well above what had been predicted.
58. Pupils' awareness of how well they are doing is good. Throughout the school, pupils are aware that they have targets in English and mathematics in particular. On a few occasions however, some have difficulty recalling the detail of their targets. At the end of lessons, pupils talk confidently about their work and make simple judgements about whether they have achieved the lesson objective. By the end of key stage 2, pupils evaluate their work with maturity.
59. At all stages, pupils are well motivated and acquire new knowledge and skills both during lessons and during the good range of extra-curricular activities that the school offers. In their time at Abertysswg Primary School, pupils make good progress towards fulfilling their potential and are ready and enthusiastic about moving on to the next stage of their learning.
60. Pupils' overall behaviour and attitudes reflect the great emphasis the school places on consideration, courtesy, diversity and regard for all who are involved with the school community.
61. The average attendance's for the three terms prior to the inspection were; Nursery 84 per cent, Reception 90 per cent and whole school 91.6 per cent. These figures were affected by an outbreak of chicken pox in the spring term. Whilst attendance was below the target set by WAG it compared favourably with the average attendance for Caerphilly Primary schools of 91.9 per cent and the all Wales figure of 92.5 per cent. The whole school unauthorised absence figure is minimal at 0.04 per cent. There have been no exclusions in the school.
62. Pupils generally arrive punctually for school and for lessons. Registration procedures are followed correctly and there is good monitoring of pupil absences. The school follows the guidance issued by the LA in their response to NAW Circular 3/99.
63. Pupils are developing the study skills to enable them to work in a range of styles and settings, with increasing independence. Many are becoming more aware of their own learning, although this, together with their ability to problem solve, though good in some areas is inconsistent overall.

64. Pupils' personal, moral, social and cultural development is good. Older pupils have developed a good awareness of spirituality and throughout the school pupils have a good understanding of their own and other nations' cultures.
65. Pupils are well prepared for the world of work and their community. The school enjoys a number of strong well-established links with the Education Business Partnership and local industry, with pupils undertaking local studies and performing choral concerts in the local 'Old Age Pensioners' Hall. They visit local employers and have been 'scientists for a day' with one local employer.
66. The school organises a number of educational, vocational and cultural visits for the pupils to link in with the curriculum to places of interest such as the Community Furniture Enterprise Workshop, a local bakery, supermarkets, the Welsh Assembly Government, the National Museum for Wales and the local water utilities provider. These visits to and by the school help to broaden pupils' understanding of their community and the workplace.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

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

68. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8	79	13	0	0

69. This is above the figures identified in the most recent Chief Inspector of Schools Annual Report where 79 per cent of lessons were Grade 2 or better.

70. Work is challenging and consequently pupils are well motivated. Pace is injected into most lessons through suitable time targets. Work is well differentiated and many pupils benefit from the good levels of appropriate support given. Teachers questioning skills are usually good. Pupils especially the more hesitant ones, are given time to express their views and provide answers.

71. All members of staff establish very good working relationships; classes are happy environments that are conducive to learning. There is a mutual respect between staff and pupils, praise, correction and discipline are appropriate and allow pupils to develop their self-esteem.

72. Teachers show good subject knowledge and a good awareness and understanding of recent educational developments. Staff are preparing well for the introduction of the foundation phase, the practices of which are evident in the lessons of the younger pupils. Support assistants are usually well deployed throughout the school and are particularly effective when they support pupils with additional learning needs.

73. Teachers plan effectively, lessons are mostly imaginative and have a good structure to them. Clear objectives are set and shared with the pupils and are mostly reviewed at the end of the lesson to reinforce and assess pupils' learning.

74. Lessons are well prepared and well researched, are made relevant to pupils through the local environment, pupils' previous learning or their own experiences. Teachers employ a good range of teaching methods and good resources, appropriate to the activity and the needs of the pupils in the class. Pupils are generally actively involved in their work and are encouraged to work with increasing independence, but are also able to support each other collaborating in pairs and in group work.

75. In the lessons that had outstanding features, the lessons were delivered with great enthusiasm, the pace and structure of the lessons stretched the most able and yet suitable reinforcement allowed all pupils to achieve well. Pupils work was evaluated very effectively to extend learning further. Very good use was made of the work pupils were doing to act as an exemplar to the rest of the class.
76. During the few lessons that had some shortcomings lessons had less pace, instructions were not reinforced and opportunities to extend learning were overlooked.
77. Although the school develops a positive Welsh ethos some teachers lack confidence in promoting pupils' bilingual skills and there is a lack of consistency and progression in approach.
78. The quality of the school's assessment, recording and reporting procedures is good. The statutory requirements for assessing and reporting on The National Curriculum are fully met. In the early years, children's progress is carefully monitored in the six areas of learning and their learning needs addressed, resulting in these children making good progress.
79. Teachers assess pupils' achievements and progress fairly, accurately and regularly. The efficiency and purpose of the collation and analysis of pupils' work, including the assessment of standards in The National Curriculum is an outstanding feature of the work of the school.
80. The systematic tracking of pupils over time enables teachers to identify areas of weakness in aspects of the core subjects, such as in reading. Pupils are then given appropriate and effective support in a wide range of settings to allow them to address their areas of weakness.
81. Formal assessment procedures are effectively supplemented by the regular marking of pupils' work and discussion with pupils. In the best practice observed, marking is directly linked to the lesson's learning objectives and clearly indicates what the pupil has to do next in order to improve.
82. Key stage one and two pupils have individual targets in numeracy and literacy to meet over the short term. The use of these targets to involve pupils fully in improving their own learning, although good in most classes, is not yet fully established in all areas.
83. Parents have regular opportunities to visit the school to discuss their children's progress. Individual reports to parents meet statutory requirements and are of good quality; they give an accurate picture of the pupils' achievements and contain targets and advice for parents to help at home. There are effective procedures in place for transition between schools, including ensuring specialist support and guidance for pupils with SEN.

**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**

84. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
85. The school is working positively towards the forthcoming Foundation Phase and children enjoy a good range of experiences both indoors and out.
86. The school provides a broad, balanced curriculum at key stages 1 and 2 that meets statutory requirements and the needs and abilities of all its pupils including those with SEN and those who are more able and talented. The curriculum is flexible in other aspects and meets pupils' wider needs well.
87. The school has a carefully devised curriculum map that outlines the programmes of work to be covered. It has also taken due account of the recommended amount of time for teaching different subjects at key stages 1 and 2.
88. There are good quality policies and schemes of work in place for all subjects. Some of these are based on published materials, but they have been adapted appropriately to meet the needs of the school. Teachers take the information contained in schemes of work and then produce termly plans that provide more detail about the activities to be undertaken.
89. Planning for the development of pupils' basic and key skills is an outstanding feature. The school has a very detailed document that outlines the key skills to be taught each term and indicates the specific activities to be undertaken in the context of individual class topics.
90. The school provides a good range of extra-curricular activities including for example, residential camping and outdoor education courses, musical activities and sports clubs including a link with Dragon Sports, all of which broaden and enhance pupils' knowledge and skills well.
91. The provision for spiritual, moral, social and cultural development is good. The head teacher and staff are successful in creating a calm, caring and supportive environment where pupils feel secure and respected. Daily acts of collective worship make a positive contribution to pupils' social, moral and cultural development. However, opportunities for quiet reflection and spiritual development are more limited.
92. Personal and Social Education is well planned throughout the school. Lessons are delivered regularly and suitable attention, depending on the age of pupils, is given to sex education and substance misuse.

93. Partnerships with other providers and interested parties are very good and an outstanding feature. Links with parents and the local community are very strong and pupils frequently take leading roles in community events. The school is also involved in the local community partnership and helps to set up adult education classes.
94. In the questionnaires returned to the inspection team, a very high proportion of parents, indicate that they are very satisfied with the provision for their children and especially the information they receive from the school. There is an active 'Parent Teacher Association' and it organises numerous activities throughout the year to supplement school resources. Several parents volunteer in the school and regularly support pupils with their reading; this has a positive impact on standards.
95. There is a strong partnership arrangement with neighbouring primary schools and the secondary school to which most pupils transfer. For example, the school is involved in the Physical Education and School Sports (PESS) initiative and Abertysswg pupils have been involved with joint musical performances with other schools. There is also a good partnership with a local institute of higher education and students visit on school placements. The school has close links with the Local Education Authority and teachers have been involved on working parties to develop materials for example.
96. The links developed by the school with local employers and business are an outstanding feature of the school and these links have a direct impact on the good standards achieved by the pupils. Staff liaison with industry together with the placements organised by the Education Business Partnership have resulted in curriculum initiatives such as the design and building of model bridges, recycling and energy conservation and participation by the pupils in the improvements to the school environment.
97. Pupils' awareness and appreciation of the culture and heritage of Wales is well promoted and schemes of work effectively identify opportunities for *Y Cwricwlwm Cymraeg*. The policy ensures that there is a strong Welsh dimension in all subjects and areas of learning. The curriculum is further enhanced through the St. David's Day celebrations and participation at the local miners' institute and concerts at St. David's Hall.
98. The school makes good use of the locality and its rich historical traditions. Visits from artists and members of the local community are an integral part of the curriculum and enrich pupils' learning experiences. The school's provision for promoting pupils' bilingual skills is good. Welsh words and phrases are introduced in the early years where children respond appropriately to simple questions and commands. The planning and delivery of the Welsh language scheme of work by the school staff and Athrawen Bro results in the progressive development of pupils' competence as they progress through key stage one and two.
99. Policies for promoting equal opportunities, racial equality and equality of access have been formally adopted and implemented effectively. The school

is very successful in addressing social disadvantage within the school community. The school is an inclusive community where equality of opportunity is clearly evident. All pupils have access to all aspects of the curriculum including extra-curricular and sporting activities.

100. Pupils' awareness and understanding of global citizenship is good. The school has received the eco-schools bronze award and demonstrates a strong commitment to the environment and acts in a sustainable way. The school has taken part in projects to raise awareness of recycling and sustainable development including the Caerphilly ECO schools challenge; links are well established with local businesses involved with recycling, for example, the Community Furniture Enterprise.
101. Pupils' awareness of global citizenship is well promoted throughout the curriculum through subjects such as Geography and Physical Education and School Sports. The liaison with a school in Uganda heightens their appreciation of other cultures and lifestyles through regular correspondence and communication with the pupils.
102. Pupils' entrepreneurial skills are developing well through their involvement in running the school tuck shop and participating in the school's enterprise week. Representatives from the classes on the school council develop team building skills and an understanding of the value of money through making purchases of equipment for the playground.
103. The school successfully creates a learning environment where all pupils develop positive attitudes in a secure environment. Pupils enjoy the experiences that the school provides and the foundations are well laid for life long learning and for the next stage of their education.

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

##### **Grade 2: Good features and no important shortcomings**

104. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
105. There is a strong and well-structured pastoral system within the school. Parents appreciate the high quality of care that their children receive. Pupils trust teachers to deal with any concerns quickly and effectively.
106. The school is set in a very close community where there are strong well-established links between the pupils, staff, parents, carers and the community. This is strength of the school. An open door policy operates at the school where parents are encouraged to meet with the head teacher and teachers to discuss any concerns and to act jointly with parents upon them.
107. The democratically elected School Council are involved in the life of the school and, following a recent survey of pupils, utilised an allowance given to them by

the school to purchase new playground equipment. They have also, following complaints from fellow pupils, written to a supplier concerning the quality of a particular item of equipment.

108. Induction for new pupils is well established. Transition to Rhymney Comprehensive School is very effective and well structured and includes a number of bridging topics and sporting activities. Year 6 pupils meet current Year 7, prior to moving up and this helps them to integrate and settle in their new school.
109. The school provides very good quality personal support and guidance through its Physical Education and School Sports programme, where pupils are taught to recognise and respect diversity and address race equality and equal opportunities. The school is supported in this by the Police Liaison Officer, the School nurse and representatives from other agencies.
110. Pupil's attendance, punctuality, behaviour and performance are carefully monitored. Good procedures exist with the EWO and other agencies should the non-attendance, punctuality or behaviour of a pupil give rise to concern. Attendance levels are however an area where the school should reappraise its procedures and practices as attendance levels are below the level set by the WAG.
111. Pupils' overall behaviour and attitudes reflect the great emphasis the school places on consideration, courtesy and regard for all who are involved with the school community. Attendance, punctuality and behaviour are regularly addressed in assemblies, circle time, Physical Education and School Sports lessons and letters home to parents. School rules, together with the school's behaviour expectations, are displayed in the school hall.
112. A recent survey on bullying involving pupils, parents and carers was conducted by the school and this showed that there were no significant concerns at the school. Pupils, parents and carers are aware of the school's behaviour and rewards and sanctions policies, which are appropriate. The school holds a regular praise assembly. Pupils nominated as 'Playground Partners' have received buddy training.
113. There are good policies and procedures in place to ensure the healthy development, safety and well being of pupils. Regular Health and Safety risk assessments are undertaken and regular physical inspections of the premises are made.
114. The school has been awarded the Healthy Schools Accreditation for the 3<sup>rd</sup> year. The pupils operate a fruit tuck shop and the school grounds have been developed to encourage pupils to be active at playtimes and lunchtimes.
115. The head teacher is the designated First Aider and Child Protection Officer. All staff have received relevant training in both first aid and child protection and are aware of correct procedures. Criminal Record Bureau (CRB) checks are undertaken on all staff and others who may come into contact with the

pupils. Close liaison is maintained between the school, parents, carers, Social Services and other support agencies. The school has an appropriate Child Protection Policy.

116. The quality of provision for additional learning needs is an outstanding feature of the school. There are exceptionally good procedures to diagnose and support the learning needs of pupils with SEN and to identify those most able and talented.
117. The SEN co-ordinator (SENCO) liaises very effectively with class teachers, parents, the local authority psychological, the SEN advisory teacher and other external agencies. Special needs are identified early, appropriate individual educational plans are drawn up and suitable support is provided for the pupils. Teachers, parents and pupils are all actively involved in the process and are aware of the targets set. Pupils' performance is monitored and reviewed throughout the year and formally on at least two occasions.
118. Support and provision for pupils both within the class and during withdrawal sessions is an outstanding feature. The wide range of provision and the methods used is very effective and compliments the work in class as a result pupils make measurable progress and meet the targets set for them.
119. The school provides good support for pupils whose behaviour may impede their own progress and the progress of other pupils and these, together with other pupils with SEN are well supported by learning support assistants.
120. The measures in place through the Physical Education and School Sports programme recognise and respect diversity and addresses race equality and equal opportunities. Very effective support programmes are implemented within all classes, as well as in extra curricular activities to ensure the promotion of gender equality and equal opportunities for all pupils. The school has a suitable Equal Opportunities and Race Relations Policy.
121. The school is aware of the need to ensure that pupils with a disability are treated equally and ensures that they are not disadvantaged whilst in school. It has a Disability Policy that summarises its disability discrimination duties.
122. Pupils show respect for the diversity of beliefs, attitudes and cultural traditions within society and a good awareness and concern for others as evidenced by the raising of money for more disadvantaged people in society at local, national and international level.

## Leadership and management

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

#### Grade 2: Good features and no important shortcomings

123. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
124. Leaders and managers provide clear direction and promote high standards. The school is well led by the head teacher, who has high expectations of himself and his staff. All leaders and managers promote the process of school improvement and the raising of standards well.
125. The aims and policies are clearly understood and implemented well throughout the school by staff and governors. There is a good management structure with staff working closely together in formal and informal settings, with regular meetings of senior management, staff, SENCO and other teams such as those preparing for the foundation phase.
126. Subject leaders are becoming well established and have a good understanding of their curriculum areas and monitor standards.
127. The schools' explicit aims and values promote equality of opportunity. This is a very good feature of the school. All who work in the school ensure these policies are translated into the practices of the school. These promote equality and a sense of involvement for all.
128. The school takes good account of national priorities in its curriculum. The school has an eco-committee and is working towards the Green Flag award; it is a health promoting school and works well with the local primary school and the comprehensive school. It actively promotes Cwricwlwm Cymraeg and is developing bilingualism.
129. Target setting is a well established procedure in the school and is supported by a comprehensive system of pupil tracking. Targets set are usually met and in some cases surpassed, underlining the progress made by pupils as they pass through the school.
130. Arrangements are successfully in place to manage and improve the performance of individual members of staff. Effective performance management procedures are in place and targets, backed up by appropriate training and support, are set to raise standards and provide relevant continuing professional development of all staff.
131. The quality of support and direction given by the governing body is very good.
132. Governors are well acquainted with the school and co-operate effectively with the head teacher and staff in order to set a strategic direction for its

development. They undertake their monitoring visits through purposeful visits and via presentations from staff and pupils. They are well informed about standards within school and play a supportive part in the development of the school. The Governing Body fully meets its statutory responsibilities.

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

**Grade 2: Good features and no important shortcomings**

133. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
134. A good culture of self-evaluation has been established for some time at this school where all stakeholders' views are taken into account. Curriculum co-ordinators regularly review their own subjects following a timetabled programme. Subsequently they prepare evaluation reports and any areas for development feed into the next school development plan.
135. Evaluation reports are based on first hand evidence, as each co-ordinator uses a range of information including scrutiny of pupils' work, analysis of data and observations of colleagues teaching. Governors also receive information from curriculum co-ordinators enabling them to make informed decisions about future plans for the school.
136. An outstanding feature of the way in which the school evaluates and improves standards is the use the school makes of statistical data that carefully tracks individual pupils' progress. This detailed analysis allows support to be targeted in specific areas resulting in an improvement in standards, for example in mathematics at key stage 2.
137. Members of the support staff are integral members of the school team and their views are taken into account during discussions and staff meetings. Parental views are taken on board through questionnaires. Pupils' views on school issues have also been taken into account via the school council and simple evaluation forms.
138. The school development plan clearly identifies relevant priorities. It is a clear and purposeful document, which moves the school forward. The planning process involves all staff, ensuring a shared understanding of the direction of the school.
139. Resources are clearly identified and targeted at priorities for improvement for example the recent investment in ICT hardware has resulted in an improvement in standards in information technology.
140. The school self-evaluation document prepared for the inspection is good; it is based on a wide range of evidence and offers a range of relevant information on all aspects of school life. The document identifies strengths and areas that

require further development. The inspection team agreed with the school's self-evaluation in all seven key questions.

141. The school has made good overall progress since the last inspection but pupils' attendance still remains below the local and national averages. All other key issues have been addressed well.

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

#### **Grade 2: Good features and no important shortcomings**

142. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
143. The school has an appropriate number of teaching, support and administrative staff to enable the curriculum to be taught effectively to all pupils. Teachers are experienced and well-qualified and are effectively deployed in providing the school with a comprehensive range of skills and expertise. Classroom support staff co-operate efficiently with teachers in planning, teaching and recording pupils' progress. The caretaker, cleaners, canteen staff and lunchtime support team are valued members of the staff and make an important contribution to the efficient running of the school.
144. The quantity and quality of learning resources is an outstanding feature and support the effective delivery of the curriculum. Books and other resources are very well organised, easily accessible and deployed effectively by staff to support teaching and learning and they provide pupils with very good quality experiences. Children in the early years have access to a safe outdoor area that contributes positively to the promotion of their physical development and provides good experiences for the other areas of learning.
145. The head teacher and governors are effective in identifying external sources of funding and there is a well planned programme for the review of resources to ensure that they are efficiently used and updated. Funds from the parent teacher association have helped to equip every classroom with an interactive white board and part of the library has been converted to a computer suite. Each classroom is equipped with two computers. These additions to the school's resources have resulted in a positive impact on pupils' standards in information and communications technology enabling them to use these skills across the curriculum to good effect.
146. The accommodation is adequate for the number of pupils on role. The head teacher and governors have done much to make the school an attractive learning environment. The school accommodation is maintained to a high standard and a great deal of thought has gone into the planning of the improvements made to the school building and grounds.
147. The classrooms are bright and airy, and although the school hall is small, members of staff do not allow this to detract from their high expectations of

pupils' performance or from the quality of the learning experiences provided. Attractive and informative displays of pupils' work in the classrooms and shared areas enhance the school's interior and have a positive impact on pupils' attitudes to learning.

148. The economic, efficient and effective way in which resources are managed and used is an outstanding feature. The head teacher and governors plan ahead for school development and ensure that all plans agreed are achievable within the school's resources. They know the costs of major programmes and activities and identify priorities for development and areas where savings can be made. The review of existing programmes to find out whether they are cost effective in terms of extending the education of the pupils is strength of the school.
149. The teaching and support staff are well managed and developed. The procedures for appraisal and performance management are good and ensure that staff receive the professional development necessary to implement the plans for school improvement and for their own professional development. All staff have up to date job descriptions and are effectively deployed throughout the school. All teaching staff receive appropriate time for the planning, preparation and assessment of their work and arrangements are in place for the reduction of teachers' workload.
150. The school development plan is corporately agreed and links the available resources to achieve the best possible outcomes for the pupils. The school budgets systematically for all expenditure and is clear about the costs of developments and their impact on educational standards. Spending decisions are clearly related to the school's priorities. A sensible amount of money is allocated for contingency purposes. The school achieves good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

#### **Grade 2: Good features and no important shortcomings**

151. 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 Desirable outcomes for Children's Learning.

#### **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**

152. Both nursery and reception children make good progress in this area, despite the fact that many start from low ability levels on entry. By the end of the reception year, standards of achievement are good.
153. By the end of the nursery year, children listen attentively to stories and instructions and begin to express themselves with growing confidence. They enjoy books and handle them carefully. They recognise their own names and identify many letters by shape and sound. Children understand that writing conveys meaning and when, for example, in the role play corner, children begin to use marking and pictures to communicate.
154. By the end of the reception class, the majority of children speak clearly using an increasing vocabulary to express their thoughts. They listen and talk about stories and make sensible predictions what might happen next. They make up their own stories and take part in role play confidently. Children hold a pencil effectively to form recognisable letters and to write their name and the more able use phonic knowledge to write simple regular words. Children recognise initial letters and begin to read a range of common words and simple sentences independently. Children have a good knowledge of greetings and other simple phrases in Welsh. They can follow simple instructions in Welsh during a treasure hunt around the school grounds.

#### **Shortcomings**

155. There are no important shortcomings.

## **Personal and social development**

**Nursery: Grade 2: good features and no important shortcomings**

**Reception: Grade 2: good features and no important shortcomings**

### **Good features**

156. Nursery children quickly settle into the routine of the school. Their independence is developing well as they participate in a wide range of carefully planned activities. The great majority behave well; they are courteous and generally willing to share equipment and to take turns. They enjoy opportunities to make choices and decisions and welcome new experiences with confidence and enthusiasm. They maintain an interest in their play and activities for appropriate periods. They socialise well with each other and with visitors and show interest in the people around them. They take responsibility for their own personal hygiene. They are aware of the importance of care and concern for others and display genuine sensitivity to their outdoor environment.
157. Reception children respond well both to high expectations of behaviour and to praise and encouragement. They show good levels of independence when working on their activities and are willing to take responsibility. When talking and discussing their feelings, children display a well-developed ability to express how they feel. They make good progress in the ability to work together showing increasing maturity as they help each other. Children in the reception classes take responsibility for dressing and undressing themselves before going to work in the outdoor environment. They show good perseverance whilst involved in their work.

### **Shortcomings**

158. Even though there are no important shortcomings, occasionally, during large group sessions, pupils from both year groups tend to be rather restless.

## **Mathematical development**

**Nursery: Grade 2: good features and no important shortcomings**

**Reception: Grade 2: good features and no important shortcomings**

### **Good features**

159. Both nursery and reception children make good progress in their learning. Children enjoy counting activities and they know a range of number songs and rhymes.
160. Nursery children join in with number songs and rhymes and attempt to sing out the numbers in the correct order. They show awareness of similarities in shapes and copy a pattern successfully. They use everyday materials and play equipment to reinforce their understanding of number and mathematical vocabulary such as 'bigger than'.

161. Through practical activities, reception children understand and record numbers well. They have a good knowledge of counting to 10 and the more able count to 20. They successfully compare sort, match and count everyday objects. They use a simple computer programme with appropriate skill to order a sequence of pictures and select a particular shape to make a repeating pattern.

### **Shortcomings**

162. 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**

163. Nursery and reception children enjoy this area of learning and make good progress. They enjoy exploring the environment outside the school learning about their own community. They like returning to school to talk, draw, paint and engage in role play about the experiences and things that they have observed.
164. Nursery children create seasonal displays with leaf patterns and discuss the changes in the weather. They learn about themselves and name the parts of the body during movement activities and by singing rhymes. They begin to differentiate between the past and the present, beginning to know the days of the week and discussing 'yesterday', 'today' and 'tomorrow'.
165. Reception children's knowledge of living things is very good. They know the names of fruit, understand that fruit have seeds and that plants grow from seeds. Children learn about the concept of the past and how things change by listening to the experiences of their parents and grandparents talking about toys, homes, school and clothes when they were young. They compare photographs of themselves as babies with the present and correctly make a simple time line. Children show a good awareness of the main features of the local environment observed on their way to school and on walks.

### **Shortcomings**

166. There are no important shortcomings.

## **Creative development**

**Nursery: Grade 2: good features and no important shortcomings**

**Reception: Grade 2: good features and no important shortcomings**

### **Good features**

167. Nursery children produce attractive and original images of things they have observed. They use a variety of media and techniques, including computers, to create colourful pictures with developing degrees of control. Children in the nursery enjoy singing a variety of songs in Welsh and English. They use their imagination well in role-play successfully recreating scenes.
168. Reception children continue to develop the skills established in the nursery and make definite choices about colour, materials and equipment for their artwork. Children take advantage of opportunities to play imaginatively and to become involved in role-play activities. They confidently sing a range of songs in tune, with clear diction and appropriate actions.

### **Shortcomings**

169. Although there are no important shortcomings, in both year groups, children do not experiment enough with musical instruments to create their own music.

## **Physical development**

**Nursery: Grade 2: good features and no important shortcomings**

**Reception: Grade 2: good features and no important shortcomings**

### **Good features**

170. Nursery and reception children make good progress with their physical skills.
171. Nursery children use a range of large and small equipment including balancing and climbing apparatus with increasing skill and confidence. Through engaging in a wide range of planned practical and play activities, they develop good hand-eye co-ordination and develop good control with small tools.
172. Reception children show increasing control with clothing and fastenings and they show good skill when handling small objects, such as pencils and paint brushes, and use them appropriately. They confidently use the large climbing equipment outside in their play area. Children show awareness of space and of others, they move confidently in a variety of ways, including walking, jumping and running.

### **Shortcomings**

173. There are no important shortcomings.

<b>English</b>
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**Key stage 1: Grade 2: good features and no important shortcomings**

**Key stage 2: Grade 2: good features and no important shortcomings**

**Good features**

174. In key stage 1 the development of pupils' skills of speaking and listening is progressing well and standards of achievement are good. Pupils respond well to oral tasks, they generally listen attentively to instructions and information given to them. Pupils have a good recall of stories read to them and express themselves well with good descriptions and relevant vocabulary.
175. Younger pupils in key stage 1 follow text and can understand what has been read they express themselves well, some providing very good answers. They show good predictive skills and a good understanding of the characters and their feelings they relate well to the text and have a good recall of previous work.
176. Older pupils in key stage 1 write speech bubbles both independently and with support. They use spelling sheets accurately and are able to produce lists of facts and information for example, about tortoises. They prepare texts based on stories read to them and their own knowledge.
177. Younger pupils in key stage two create descriptive sentences using adjectives and are developing their use of similes well. They use wordbooks to support spelling and are able to write relevant, imaginative, descriptions about owlets. The wide ranges of ability within the class achieve good levels and standards.
178. Pupils generally listen carefully to stories and information. They read out loud to a good standard with appropriate expression. In their written work they make good use of punctuation, relevant vocabulary and write well constructed open ended sentences to ask to Plop the owl.
179. Pupils in Year 4 reach some very good standards in all aspects of English, they produce very descriptive work and self assess their work reading their answers with good levels of understanding of what they have done.
180. Older pupils in key stage 2 develop their knowledge of different genre of writing and presentation well. They have good knowledge of the features of a newspaper and their purpose. They write headlines with exciting titles, they successfully identify examples of alliteration and can incorporate that style of writing in their own work. They produce good standards of work and report back to the class. They have a good knowledge of the difference in style between stories and reports and fact and fiction and use that knowledge to good effect producing newspaper reports on local issues to a very good standard.
181. Pupils' oracy skills have progressed well and by Year 6 pupils achieve good and often very good standards of speaking and listening. They read out

questions confidently and show a good understanding of the lessons taught and can express themselves with increasing confidence to each other.

182. Pupils' reading is of a good standard and is appropriate to their ability. They generally read with good intonation and expression and have a good understanding of what they have read.
183. They have a good recall of previous work and a good knowledge of the writing styles of differing forms of letters and correspondence. They know the difference between fact and opinion and many understand and are able to ask rhetorical questions.
184. All the older pupils write in pen with and many have developed a good cursive handwriting style. They write sentences accurately with good sentence construction they know the relevance of and use paragraphs. Some pupils use their knowledge of phonics to spell accurately; others use powerful verbs and strong adjectives and onomatopoeia to make their work more descriptive. They make good use of their previous knowledge of interesting ways to start a sentence and alliteration to produce a sufficient amount of work to a good standard within the time available.

### **Shortcomings**

There are no important shortcomings.

<b>Welsh second language</b>
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**Key stage 1: Grade 3: good features outweigh shortcomings**

**Key stage 2: Grade 3: good features outweigh shortcomings**

### **Good features**

185. Pupils in key stage 1 generally listen well and speak confidently when using simple greetings. They understand what is being said to them in Welsh and respond correctly to questions using single words and simple phrases. As they talk with others, their pronunciation is reasonably accurate. Throughout the key stage, pupils gradually increase their Welsh vocabulary and are familiar with numbers, colour and the weather, for example.
186. Key stage 1 pupils' reading skills progress gradually with pupils correctly reading words on worksheets based on their oral experiences. They show an appropriate understanding of the text in bilingual signs in their classrooms and around the school.
187. As they move through key stage 1, pupils begin to develop appropriate writing skills. By year 2 pupils label items correctly. With adult support, they write simple sentences and phrases when completing work sheets to reinforce their oral work
188. Key stage 2 pupils use Welsh appropriately to answer simple questions. They listen well to their teachers and to their peers, and follow instructions correctly.

Their pronunciation is usually clear when they speak in pairs or in small groups. Older key stage 2 pupils respond positively to Welsh when they hear it being used as part of their daily routines. They are confident taking part in dialogues in front of large groups.

189. Younger key stage 2 pupils read words and short phrases correctly and are beginning to gain more confidence in reading their own work aloud. Pupils read simple texts that contain an increasing range of phrases and passages. By the end of the key stage the more able pupils explain what they have read with good general understanding.
190. As they progress through key stage 2, pupils gain more confidence in their Welsh writing, building up a range of relevant words, phrases and sentence patterns. Older pupils write simple 'pen portraits' or dialogues. When encouraged pupils write about likes and dislikes and begin to extend their sentences using conjunctions.

### **Shortcomings**

191. Both key stage 1 and 2 pupils lack the confidence to begin to write independently because they rely heavily on worksheets.
192. Pupils in both key stages lack the confidence reading and rely on adults to support them too often.
193. Although pupils in key stages 1 and 2 show a good understanding in what is said to them, they show insufficient progress in their oral language patterns. They all tend to rely on using single words or short phrases and sentences.

<b>Mathematics</b>
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**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. Across both key stages, pupils demonstrate a positive attitude towards mathematics. Pupils make very good progress as they move through the school and by the end of key stage 2, they achieve well.
195. In both key stages, pupils generally respond well in oral and mental mathematical sessions. They undertake tasks in addition, subtraction, multiplication and division confidently and accurately.
196. Key stage 1 pupils have a good understanding of number bonds and 'add on' confidently using a number of strategies to help them from fingers, apparatus and number lines. The more able finalise their answers mentally. They confidently use number squares and begin to see patterns in mathematics. By key stage 2, pupils count quickly in twos, fives and tens and differentiate correctly between odd and even numbers.

197. Pupils in years 1 and 2 know the names of common two and three-dimensional shapes and the more able describe their properties accurately. They have good understanding of simple fractions such as halves and quarters.
198. Pupils in key stage 2 continue to develop their mathematical knowledge successfully. Younger key stage 2 pupils understand the 'place value' of hundreds, tens and units. They quickly 'round up' or 'round down' numbers to 1000 and understand the principles of multiplying quickly in tens or hundreds. By year 4, pupils develop an appropriate understanding of negative numbers through work on temperature.
199. Pupils in years 3 and 4 have a good knowledge of shape, space and measures. They appreciate differences in distance and length and understand the most appropriate measures for different objects. They correctly identify right angles and successfully collect, represent and interpret data for a variety of purpose, including subjects such as design technology.
200. Older key stage 2 pupils are very confident and enthusiastic working with numbers. They have a good understanding of place value and work confidently with large numbers. They make good use of a range of mental strategies to provide accurate answers. Year 5 pupils have a good understanding of mixed and improper fractions and use the correct terminology, for example 'numerator' and 'denominator', when talking about their work.
201. By year 6 pupils are very competent working with multiplication facts and quickly calculate mentally series of numbers. Year 6 pupils correctly calculate the area of compound shapes and are familiar with different types of triangles. They accurately describe the properties of more complex two-dimensional shapes.

### **Shortcomings**

202. Although there are no important shortcomings, throughout both key stages, pupils lack confidence when problem solving.

<b>Science</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

203. Pupils in both key stages carry out a wide range of investigative work and they develop good skills of enquiry through challenging practical work. When undertaking investigations, pupils make sensible predictions, observe and measure carefully using appropriate methods and assess their findings carefully.

204. Pupils at both key stages show interest and enthusiasm for science and they follow sound scientific principles as a routine part of their work. They have a good knowledge of the topics in the programme of study and are able to build on prior learning. Pupils' experimental skills are well developed and they understand the concept of a fair test.
205. Pupils in key stage 1 have a good knowledge of life processes such as the life processes of plants and animals. They show a good understanding that taking exercise and eating the right types and amounts of food help humans to keep healthy. They have a good knowledge of the human skeleton and the basic functions of the major internal organs. Pupils confidently name the different parts of a plant and they know the conditions that plants need to grow successfully.
206. Pupils in key stage 1 recognise the similarities and differences between materials and they group materials correctly based on their different properties. They have a good understanding of the way that some everyday materials such as chocolate, water, bread and clay change when heated and cooled.
207. Pupils in key stage 1 understand that many everyday appliances use electricity and that they should be used with care. They understand that force can be applied as push or pull and they compare and accurately measure the distance that a toy car travels down different gradients on a ramp.
208. Younger key stage 2 pupils know that materials can be grouped on the basis of their properties, and they use good scientific vocabulary to describe the properties of such materials. They know the difference between reversible and irreversible change and can give examples of a wide range of materials and how they are affected or not by certain conditions.
209. Younger key stage 2 pupils understand the relationship between a healthy body and good diet and exercise. They investigate how exercise affects the pulse rate and know the functions of organs such as the eye, heart and lungs.
210. Older key stage 2 pupils develop their knowledge of electricity well; they investigate how switches can be used to control electrical devices in simple series and parallel arrangements. They represent simple circuits well by drawings and diagrams and can they construct circuits from drawings.
211. Through investigation, older key stage 2 pupils understand that liquids have different viscosity and they accurately group natural materials according to their degree of permeability. Pupils have a good understanding of vibration and sound and they know that the pitch and loudness of sounds produced by some vibrating objects, for example, a drum skin and plucked string, can be changed.

### **Shortcomings**

212. There are no important shortcomings.

## Information technology

### **Key stage 1: Grade 2: good features and no important shortcomings**

### **Key stage 2: Grade 2: good features and no important shortcomings**

213. Although no lessons of IT as a discreet subject were seen during the inspection, evidence was collected from lesson observations of other subjects, such as English, mathematics, history, science and PE. This evidence together with an analysis of pupils' work, displays and the IT portfolio and through discussions with staff and pupils, confirms that standards of IT are good in both key stages.

#### **Good features**

214. Pupils' skills in IT are well developed in both key stages through a full range of opportunities covering all aspects of the subject at an appropriate level. Pupils use ICT equipment and software in an age appropriate way with increasing confidence. Their skills show good progress throughout the school.

215. In both key stages pupils' work progressively developing their proficiency in the organisation of ideas and the analysis of ideas and information. In key stage 1 they carry out simple word processing and use basic data handling.

216. The work is developed further in key stage 2 with pupils using word processing independently to record their work.

217. Younger pupils compose and word process autumn poems to a good standard and record their work in history and RE. They search the internet and use CD Roms to access information and research their projects.

218. The younger pupils in key stage 2 make good use of roamers, programming them confidently and accurately through a range of activities in mathematics.

219. Older pupils develop a science data base, they publish recycling leaflets and RE leaflets, producing orders of service for collective worship. PowerPoint presentations are compiled for various audiences and some are shared with the governing body.

220. Older Pupils record data on spreadsheets and produce graphs using a range of information, including pulse rates and information on pupils forms of worship. They make posters using clip art and confidently use e-mail and make multimedia presentations.

221. Pupils' ability to use ICT equipment is good they use the interactive whiteboards with confidence in most lessons and the interactive microscopes in science. The digi-camera is also used by the pupils to good effect in PE allowing them to evaluate and improve their performances and sequences.

#### **Shortcomings**

222. There are no important shortcomings.

## Design technology

**Key Stage1: Grade 2: Good features and no important shortcomings**

**Key Stage1: Grade 2: Good features and no important shortcomings**

### Good features

223. Pupils in both key stages work with a wide range of tools, materials and components to make a broad range of models and products. They use tools and equipment safely and follow the rules for hygiene when handling and preparing foods.
224. Pupils have a good awareness of the design and technology process. In both key stages pupils investigate and explore products and consider the needs of the user before the designing stage. After making, all pupils discuss their products and evaluate the effectiveness of their work.
225. Pupils in year one explore a wide range of foods before considering which healthy toppings to use for their pizzas. Pupils draw effective designs of human figures incorporating the use of split pins to allow for movement and they make good working models. Pupils make good attempts at constructing vehicles from recycled materials.
226. Pupils in year 2 design and produce toys showing a good understanding of cams and cranks to create movement. They make informed decisions when blending pattern with colour to make a 'coat for Joseph'. Pupils carefully study different types of wind powered vehicles and effectively test different shapes of sail before making wind powered vehicles.
227. Year three pupils show a good knowledge of hygiene skills when designing a harvest breakfast menu using healthy foods. They explore the effectiveness of pneumatic power before designing a rocket powered vehicle and they measure and compare the distances that their vehicles travel using the hall floor. Pupils use control technology effectively to programme a roamer to travel along a given route on the classroom floor.
228. Year four pupils demonstrate a good understanding of the use of levers and axles when designing and making a picture book with moving parts for the early years children. They show good information technology skills to enhance the appearance of their books.
229. Year five pupils effectively investigate the suitability of using different materials and designs for making a bridge to span the school hall. They collaborate well together to construct and test the effectiveness of their work. Pupils applied their knowledge of electrical circuits effectively when designing and making a light stand.
230. Year six pupils investigated different methods of powering a fairground ride. They showed good research and experimental skills to apply different mechanisms to create movement. Pupils extend their understanding of design by disassembling and assembling a range of models and using their

knowledge well to create, for example, different shapes from nets of their own design.

### **Shortcomings**

231. There are no important shortcomings.

## **History**

**Key stage 1: Grade 2: good features and no important shortcomings**

**Key stage 2: Grade 2: good features and no important shortcomings**

### **Good features**

232. In key stage 1, pupils' understanding of chronology is being successfully developed through studies of themselves and history from artefacts such as Teddy Bears and items from the 'school museum'.
233. Pupils have a good recall of historical facts from previous work and activities and are beginning to develop their historical skills to interpret history and carry out historical inquiry for example when visitors are questioned about their childhood and toys.
234. The whole key stage 2 approach to the study of history highlights the increasing understanding the pupils achieve of historical concepts, knowledge and skills through the full range of historical projects. These projects provide the pupils with a sound knowledge of different historical periods from the Celts and the Romans to the Tudors and to life in the Second World War.
235. Younger pupils for example know when Celts lived they know stone lasts longer than wattle and daub and that they used wood fires for cooking. Pupils have a good recall of features seen on their visit to St Fagans. They use their historical displays to good effect to. They have a good knowledge of the lifestyle and homes; can identify artefacts from Celtic and modern times and those that relate to both eras.
236. The older pupils in key stage 2 have developed a higher level of empathy with historical periods. They can relate to the life of a Roman soldiers and how he lived and can write informative and descriptive accounts of what it was like to be a soldier marching through Britain.
237. They use their knowledge and facts to identify Romans place names and equipment and are developing good historical skills of questioning, research, and historical investigations to gain a good knowledge of evidence available. This knowledge is then used to good effect through writing based on their own interpretation of history.

### **Shortcomings**

238. There are no important shortcomings.

## Geography

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

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

#### **Good features**

239. Pupils geographical skills, their ability to observe and collect information, interpret photographs and make and use maps with a variety of scales is progressively developed throughout the school. At the end of key stage one, pupils can follow simple maps and routes and use simple grid references. Older key stage two pupils are able to use maps to illustrate patterns, for example, land use and interpret symbols and keys and estimate and calculate distances.
240. Pupils in year one successfully identify and describe the main features of the school and the village of Abertysswg. They record information about the different types of houses that they live in. They develop their mapping skills well by drawing plans of the classroom and simple maps of their journey to school. They discuss and compare what they like and do not like about their local environment.
241. Pupils in year two observe and collect information around Abertysswg. They show a good understanding of the local area by producing maps of the village showing the main buildings and places of interest such as the park, pond and main physical features. They demonstrate a good knowledge of appropriate geographical terms such as mountain, river, road and house.
242. Through their visit to Cardiff Bay, younger key stage two pupils have a good awareness of a contrasting locality. They are able to identify the similarities and understand the differences between the human and physical features and compare the services available. They are able to ask appropriate questions and gather evidence and present their findings effectively.
243. Younger key stage pupils have a good understanding of the individual's responsibility for the environment. They study the amount of noise pollution around the school at different times of the day, examine the contents of a typical rubbish bin and decide what items should be recycled. Pupils accurately use the biotech index to find out the quality of the water in the pond and consider the advantages and disadvantages of using a landfill site for rubbish disposal.
244. Older key stage two pupils extend their understanding of global citizenship and their knowledge of others in the world through their study of Chembakoli in India and by corresponding with pupils from a primary school in Uganda. They make mature comparisons of the different lifestyles and opportunities available. Pupils make effective use of tables and graphs to identify the differences in rainfall, temperature and the seasons.
245. Older key stage two pupils investigate ways in which they can safeguard the future environment in their local village and consider the improvements that

can be made. They collaborate well to discuss their ideas and effectively present their findings. By the end of key stage two, pupils have a good knowledge of places in Wales and the United Kingdom.

### **Shortcomings**

246. There are no important shortcomings.

<b>Art</b>
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**Key stage 1: Grade 2: good features and no important shortcomings**

**Key stage 2: Grade 2: good features and no important shortcomings**

### **Good features**

247. In both key stages, pupils have a good knowledge of the work of famous artists including some from Wales. For example year 6 pupils talk knowledgeably about their style of work such as Valerie Ganz's work on coal miners.
248. Throughout the school, pupils develop a good understanding about artistic work from other cultures. As a result they produce good quality work based on African masks for example. At all stages, pupils make good use of their sketch books to undertake preparatory work or to record some of their skill development.
249. A specialist art teacher ensures that pupils develop their skills in a progressive manner in both key stages. This results in pupils producing some evocative work using a range of different techniques and media such as printing and weaving techniques.
250. Key stage 2 pupils use a range of artistic vocabulary correctly. They have a good understanding of shade and tone and know how to incorporate them successfully into their work. They understand the principles involved in 'scaling' a piece of art work.
251. Pupils in both key stages are motivated to work creatively. They enjoy their art lessons and persevere to produce work in a range of different styles.
252. In key stage 1, pupils make good use of a wide range of equipment, materials and techniques to create both two and three-dimensional work. They experiment with two and three-dimensional materials showing good control and techniques. They show good levels of imagination when they manipulate clay to make fantastic creatures.
253. Key stage 2 pupils work well collaboratively and progressively discuss and evaluate their work in a structured manner. Pupils make accurate sketches from observational drawings and they use computer art programs effectively to create imaginative, colourful pieces.

### **Shortcomings**

254. There are no important shortcomings.

## Music

**Key stage 1: Grade 2: good features and no important shortcomings**

**Key stage 2: Grade 2: good features and no important shortcomings**

### Good features

255. Throughout the school, pupils really enjoy performing vocally. They sing a range of songs in English and Welsh enthusiastically and with good diction. By key stage 2, pupils sing in unison and in two or three parts with great gusto and in tune, modifying dynamics appropriately.
256. All key stage 2 pupils play the recorder with developing degrees of control. They read notes correctly and understand the different lengths they should be played.
257. In both key stages, all pupils develop a good awareness of musical vocabulary, for example *tempo*, *pitch* and *ostinato*, and they recognise them in pieces of music. Whether singing or playing instruments, pupils respond very well to the conductor and sing and play well as a group.
258. As they move through the school, pupils enjoy playing a wide range of percussion instruments and make good progress in playing them with dexterity and control. Extra-curricular music has a positive impact on standards in performance.
259. Key stage 1 pupils recognise changes in pitch in music. They are aware of the sounds that different instruments make and make sensible choices about which instruments to play when creating specific sounds to accompany their singing.
260. Throughout the school, pupils have a good awareness of music from different cultures, such as Africa and Wales itself. They appreciate differences in musical styles and express their preferences sensibly and logically. They develop a good understanding of the styles of different composers, such as Karl Jenkins, and make sensible evaluations of their work.
261. By key stage 2, pupils use tuned instruments in their compositions and produce well-presented graphic or pictorial scores to represent their music. They make sensible evaluations of each other's compositions, including suggestions for how they may be improved.

### Shortcomings

262. There are no important shortcomings.

## Physical education

**Key stage 1: Grade 2: good features and no important shortcomings**

**Key stage 2: Grade 1: good with outstanding features**

### Outstanding features

263. Pupils' standards of achievement across a wide range of activities and the way pupils evaluate and improve their performance, especially within gymnastic, is an outstanding feature in key stage 2.

### Good features

264. All pupils in both key stages dress suitably for P.E. activities they put out equipment in and orderly and well rehearsed practice showing increasing levels of independence as they progress through the school. They all take part in suitable warm up sessions and have a good understanding of health related exercise, safety and the importance of self-discipline and working together.
265. Their awareness of the space available to carry out the range of P.E. activities planned is a key feature of their performance and as such standards achieved, throughout the school, are not compromised by the physical dimensions of the hall.
266. Although only gymnastics was observed during the time of the inspection, over the school year pupils in key stage 1 achieve good standards in the three areas of games, gymnastic activity and dance.
267. Their sense of space and how to interact with it is developing well. They have a good understanding of symmetrical shape, form good examples of them, enthusiastically work them into a sequence and hold their shapes in a balanced way, working individually and in pairs.
268. Pupils in key stage 2 achieve to a high standard in all areas of activity that are complimented by relevant extra-curricular activities in games, outdoor and adventurous activities, athletics and dance.
269. They carry out sequences well; they work in pairs and perform mirror work and synchronisation linked to floor work. They exhibit good levels of concentration, involvement and co-operation with each other.
270. Pupils work sensibly with good body control; they devise and perform their sequences showing a very good achievement and progression of skills during the lesson and through the key stage.

### Shortcomings

271. 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

272. Pupils in both key stages are developing an increasingly good knowledge and understanding of the main religions of the World as they pass through the school.
273. Year 1 pupils respond very well to questions listing what special things they have at their celebrations they identify games, food, cake, and candles. They have a good knowledge that Jews celebrate Hanukkah and that it lasts for eight days and can compare it with their own celebrations of Christmas, Easter and birthdays.
274. Their understanding of special food cooked in oil and the story of the oil lamps is good. They have very good knowledge of the celebration of Hanukkah and join in well with their Hanukkah song and are developing a very good knowledge and understanding of the religions of others.
275. Younger pupils in key stage 2 have a good recall of previous lessons. They are aware of some of the features, sacred objects and texts of the Jews. They have a good knowledge of their festivals such as Shabbat Passover and Hannukah. They are involved in their studies and ask relevant questions about the stories they have studied and their meaning to the Jewish community.
276. Older pupils in key stage 2 have a good understanding of differing forms of religion and can identify and know the significance of religious artefacts and symbols.
277. Through meaningful visits to a cathedral and churches they have a good knowledge of different forms of Christianity as well as an appreciation of other religions such as Islam and Judaism.
278. Pupils are also developing a mature and perceptive understanding of more abstract and personal aspects of religion, exploring what religion means to them as individuals, as well as how it affects people's lives.

### Shortcomings

There are no important shortcomings.

## School's response to the inspection

We are pleased that the report identifies Abertysswg Primary as a good school with some outstanding features and no important shortcomings.

It was noted in the report that pupils make excellent progress in acquiring new skills and that preparation for the world of work and the wider community, together with provision for pupils with Special Educational Needs, are outstanding features.

The report also recognises that the school has made good progress since its last inspection.

Although no serious shortcomings in the work of the school were identified, we recognise the need to address the four recommendations made. An action plan will be drawn up and incorporated into the present school development plan.

The school would like to thank the Inspection Team for the professional and courteous way in which they undertook the inspection.

## Appendix 1

### Basic information about the school

Name of school	Abertysswg Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Walter Street Abertysswg
Postcode	NP22 5AQ
Telephone number	01685 841222

Head teacher	Mr Garry Wells
Date of appointment	November 1986
Chair of governors/ Appropriate authority	Mr Brian Hales
Registered inspector	Mr Stuart Wormleighton
Dates of inspection	12.11.07 – 14.11.07

## 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	8	13	16	15	22	17	18	23	132

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	2	7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: adult (fte) ratio in nursery classes	29:3
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	80.6	92.4	92.5
Spring 2007	77.8	84.9	89.2
Summer 2007	86.4	92	92.4

Percentage of pupils entitled to free school meals	26%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					24
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	25	75	0	
		National	0	3	13	63	20	
En: reading	Teacher assessment	School	0	0	25	75	0	
		National	0	4	14	55	27	
En: writing	Teacher assessment	School	0	0	38	63	0	
		National	0	5	14	68	12	
En: speaking and listening	Teacher assessment	School	0	0	4	83	13	
		National	0	2	10	63	24	
Mathematics	Teacher assessment	School	0	0	17	79	4	
		National	0	2	10	64	23	
Science	Teacher assessment	School	0	0	17	63	21	
		National	0	2	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	67	In Wales	81

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

**National Curriculum Assessment Results**  
**End of key stage 2:**

<b>National Curriculum Assessment KS2 Results 2007</b>							Number of pupils in Y6			26		
<b>Percentage of pupils at each level</b>												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	0	27	58	15	
		National	0	0	0	1	1	4	16	48	30	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	15	54	31	
		National	0	0	0	1	1	3	14	48	33	
Science	Teacher assessment	School	0	0	0	0	0	0	12	65	23	
		National	0	0	0	1	0	2	12	52	34	

<b>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)</b>			
by teacher assessment		by test	
In the school	73%	In the school	n/a
In Wales	74%	In Wales	n/a

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

A team of four inspectors spent a total of nine inspector days in the school. A team meeting was held prior to the inspection.

Inspectors visited and observed:

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

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began, and
- teachers, support and administrative staff, representatives from the local authority, the school council and groups of children during the inspection:

The team also considered:

- the school's self evaluation report;
- forty-three responses to the parents'/carers' questionnaire;
- a comprehensive range of documentation provided by the school before and during the inspection, and
- samples of pupils' work from across the age and ability ranges were scrutinised.

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

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Stuart Wormleighton Registered Inspector	Key questions 1, 2, and 5 and contributions to key question 4. English Information technology History Physical education Religious education
Reg Cawthorne Lay Inspector	Key question 4 and contributions to key questions 1, 2, and 5.
Maggie Morgan Team Inspector	Key questions 3 and 6 and contributions to key questions 1 and 2. Welsh second language Mathematics Music Art Support for Early Years
Cliff Brace Team Inspector	Key question 7 and contributions to key questions 2 and 3 Early Years Science Geography
Garry Wells	Nominee

#### **The contractor was**

Evenlode Education Ltd  
Little Garth  
St John's Close  
Hawarden  
Flintshire  
CH5 3QJ

#### **Acknowledgement**

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