

INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996

THE ARCHDEACON JOHN LEWIS
V.A. CHURCH IN WALES PRIMARY SCHOOL
BRACKLA WAY
BRACKLA
BRIDGEND
CF31 2JS

SCHOOL NUMBER: 672/3323

DATE OF INSPECTION: 23RD – 26TH MARCH 2004

BY

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REGISTERED INSPECTOR: W089/15781

DATE: 5 MAY 2004

UNDER ESTYN CONTRACT NUMBER: C/T/103/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AT	-	Attainment Target
CD	-	Compact Disk
CD-ROM	-	Compact Disk – Read Only Memory
CoP	-	Code of Practice
EBP	-	Education Business Partnership
EWO	-	Education Welfare Officer
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
KS	-	Key Stage
LEA	-	Local Education Authority
LSA	-	Learning Support Assistant
NC	-	National Curriculum
PSE	-	Personal and Social Education
RoA	-	Record of Achievement
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
SMT	-	Senior Management Team
WAG	-	Welsh Assembly Government
Y	-	Year

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Archdeacon John Lewis Church-in-Wales Voluntary Aided Primary School, opened in September 1992, is situated on the Brackla estate on the northern outskirts of Bridgend. It serves the parishes of Coity with Nolton, Coychurch, Pencoed and Newcastle, although some pupils travel from other areas in the vicinity of Bridgend through parental choice, so that their children can receive a Church-in-Wales education. The accommodation comprises one main building of semi-open plan design, to which an extension was added in 2002. Outside there are two hard surfaced playgrounds and a large playing field set within landscaped grounds, which include an environmental area.

Currently there are 195 pupils in the school between the ages of four and eleven; there are no children of nursery age, although the school does accommodate a private part-time Link-up group. The number on roll has remained relatively stable over the last four years, although recently the intake into reception has declined. Pupils are taught in seven single age range classes, the largest of which has over 30 pupils. According to the school, about half of the pupils come from homes that are relatively prosperous and advantaged while the other half are from families that are neither prosperous nor economically disadvantaged; around 7% of pupils are registered as being entitled to receive free school meals, which is well below the national and local norms. The intake represents the full range of abilities, although, according to the school, a significant proportion enter reception with language and learning difficulties. About 21% of pupils are identified as requiring SEN support, which is around the national and local averages; in line with the LEA's policy none is statemented. Around 4% come from an ethnic minority background and all are fluent in English, which only a very few speak as an additional language. No pupils are natural Welsh speakers.

The school's mission statement is 'Strength through knowledge and faith'. There is a comprehensive set of aims, based on a Christian ethos, which are published for parents in the prospectus. Priorities for development in the current SDP include a number of goals and targets focusing on improving learning in English and mathematics and key skills, enlisting more parental involvement, developing aspects of behaviour, evaluating staff development and performance management, monitoring SEN provision, addressing various aspects of school routines and establishing before and after school clubs. Quantitative targets have been set for raising standards in English and mathematics.

The school was last inspected in February 1998, when the present head had only newly been appointed. Additionally, all of the current teaching staff, except one, are new to the school since the last inspection. As in 1998, religious education and collective worship were inspected separately under Section 23 of the 1996 Education Act. The school received the Investors in People award in December 2000 and, following a review in the autumn term 2003, it was judged to be continuing to achieve the standard. The school also attained the Basic Skills Quality Mark in December 2003.

2. MAIN FINDINGS

The main findings of the report

This is a very effective school that is a caring and supportive community. Standards of achievement and the quality of teaching are almost always at least good and leadership and management are very good. Much progress has been made since the last inspection.

- Standards of achievement overall in the school are around 97% satisfactory or better in the work seen, of which about 43% is good and 37% very good.
- The quality of the educational provision for the under-fives, taken overall, is appropriate to their needs and children generally make good progress towards the Desirable Outcomes for Children's Learning. Standards in the six areas of learning are as follows:

	Reception
Language, literacy and communication skills	Good
Personal and social development	Very good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Satisfactory
Creative development	Good

- In KS1 standards are around 90% satisfactory or better, of which about 40% is good and 30% very good. In KS2 they are never less than satisfactory, of which around 31% is good and 50% very good. Standards in the NC subjects are as follows:

	KS1	KS2
English:	Good	Good
Speaking	Very good	Very good
Listening	Very good	Very good
Reading	Good	Good
Writing	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh second language	Good	Good
Design and technology	Good	Good
Information technology	Satisfactory	Satisfactory
History	Good	Good
Geography	Good	Good
Art	Satisfactory	Satisfactory
Music	Good	Good
Physical education	Good	Good

- Pupils with SEN generally achieve very good standards according to their ability.
- In key skills standards are very good in speaking, listening and reading; in writing and numeracy they are good, but in the use of ICT they are unsatisfactory, since pupils do not

use computers and other electronic equipment regularly as an integral part of their classwork and research.

- Pupils' spiritual, moral and social development is very good. Acts of collective worship fully meet statutory requirements and pupils' spirituality is further developed through daily routines, the curriculum and links with the Church. Pupils clearly know the difference between right and wrong and work and play together well; they are willing to help others and to take turns fairly.
- Pupils' cultural development is satisfactory; the culture and heritage of Wales are effectively fostered through the curriculum, but in some subjects reference to the cwricwlwm Cymreig is minimal and opportunities to use incidental Welsh consistently and regularly are not exploited by the majority of teachers. Some attention is given to multicultural education, but there is generally a lack of emphasis on raising pupils' awareness of racial issues and the richness of other cultures.
- Standards of behaviour and pupils' attitudes to learning are very good and are a major strength of the school. Relationships are very good; pupils are valued and there is an atmosphere of mutual trust and tolerance. Teachers ensure that if incidents of anti-social behaviour occur they are dealt with promptly and sensitively.
- Pupils' attendance is good; at 94.5% the average rate over the past three terms is slightly above the local and all-Wales averages, but is affected by families taking holidays in term time. A small minority of pupils are consistently late at the start of the day.
- Based on the lessons observed during the inspection, the quality of teaching in the school is around 97% satisfactory or better, of which about 43% is good and 37% very good.
- The majority of teaching in reception is good. In KS1 it is around 90% satisfactory or better, of which about 30% is good and 30% very good; it is consistently good or very good at the end of the key stage. In KS2 it is 100% satisfactory or better, of which about 44% is good and 50% very good; there are examples of good and very good teaching in each junior class.
- Teachers prepare lessons thoroughly and the consistent approach to planning is a strong feature of the school. The majority of teachers display an infectious enthusiasm for teaching and almost all lessons are well managed and effectively organised.
- Teachers use a variety of methods and most make very good provision for independent learning and co-operative group work. They have good subject knowledge across the NC. Ancillary staff also provide very good support in the classroom and make a valuable contribution to pupils' learning and assessment.
- Assessment, recording and reporting to parents are good. The school has a consistent formal assessment programme, individual targets are set in the core subjects, marking is up to date and reports to parents are informative and meet statutory requirements.
- The curriculum is appropriately broad, balanced and relevant. Policies and schemes of work are in place for the early years and each subject of the NC; these are all of very good quality. Good attention is also given to the planning of key skills and the common

requirements of the NC. However, regular access to outside play in the specific early years play area is very limited, which restricts children's physical development experiences.

- The school is in the process of reassessing its current homework policy. In the pre-inspection meeting and questionnaires a significant number of parents expressed concerns and were confused about the system and how it is supposed to operate.
- The school provides a wide range of extra-curricular experiences and visits to places of interest, and pupils participate in a number of community ventures, team games, sporting activities and performances, which enrich their learning.
- The quality of support and educational guidance given to pupils is good and their welfare is carefully and sensitively monitored.
- Overall, very good provision is made for pupils with SEN. Their needs are assessed regularly, their IEPs are reviewed appropriately and parents are kept fully informed of targets that are set.
- The quality of the partnerships with parents, parish, community, schools and other institutions is very good. Information for parents generally meets statutory requirements. Links with industry are good.
- Self-evaluation and planning for improvement are good. An effective culture of self-evaluation exists in the school and the SDP and its current action plan are comprehensive and informative. Appropriate procedures are in place for monitoring subjects and teaching.
- Leadership and efficiency are very good overall. The head's leadership and management skills are very good, ensuring all members of staff are valued and that a good team spirit and a shared sense of purpose exist. The effectiveness of routine administration and organisation enables the school to function as a happy, orderly and harmonious community.
- The GB is very supportive and committed to the life and work of the school. It very effectively manages the budget and resources in relation to the SDP and the school's educational objectives.
- Staffing is very good and accommodation and learning resources are good. The building and grounds are secure and in good condition and they are kept clean and tidy, but the environmental area on the field presents a safety hazard, as it has no gate to prevent open access.
- The school gives very good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement overall in the school are around 97% satisfactory or better in the work seen, of which about 43% is good and 37% very good.

- Standards in the early years are very good in personal and social development, good in language, literacy and communication skills, mathematical development, knowledge and understanding of the world and creative development, and satisfactory in physical development.
- In KS1 standards are around 90% satisfactory or better, of which about 40% is good and 30% very good. In KS2 they are never less than satisfactory, of which around 31% is good and 50% very good.
- Standards in English are good overall in both key stages. Pupils make very good progress in speaking and listening and generally achieve good standards in reading, writing, spelling and handwriting across the school.
- Standards in mathematics are good overall in both key stages and some pupils achieve very good standards, particularly by the end of each key stage. They have a sound knowledge and understanding in each AT of the NC and their mental abilities are well developed.
- Standards in science are good overall across the school and very good by the end of each key stage. Pupils have a good knowledge base and undertake a range of investigational work founded on sound scientific processes.
- Standards in information technology are satisfactory in both key stages; good work is undertaken in sessions within the ICT suite, but pupils do not develop and consolidate their skills on a regular basis in class lessons.
- Standards in Welsh second language, design and technology, history, geography and music are good in both key stages.
- Standards in art are satisfactory in both key stages.
- In the lessons observed standards in physical education are good overall in both key stages and at times very good in KS2.
- Pupils with SEN generally achieve very good standards according to their ability.
- NC teacher assessment results for KS1 over the last few years indicate that pupils perform better than the national and local averages and around the same as those in schools with a similar catchment area, although boys do less well in writing.
- NC teacher assessment and test results for KS2 over the last few years indicate that pupils achieve slightly better results overall in English and much better in science than national and local averages and comparable schools. In mathematics, however, performance

declined in 2003, especially in teacher assessment, so that results were below the national, local and similar school levels, although this particular cohort had a number of different teachers during the year. Boys achieved less well than girls in English.

3.2 Standards Achieved in Key Skills across the Curriculum

In key skills standards are very good in speaking, listening and reading; in writing and numeracy they are good, but in the use of ICT they are unsatisfactory.

- Children in the early years make good progress in early literacy and numeracy across the six areas of learning and begin to develop their ICT skills.
- Throughout the school pupils develop very good skills in discussion and share ideas in all areas of the curriculum. Role play and plenary sessions offer good forums for the interchange of ideas and for sharing thoughts and experiences, and pupils are able to speak clearly and confidently in all subjects. As they progress through the school, they acquire a wide ranging subject specialist vocabulary.
- Pupils pay good attention to their teachers and respond sensibly to questions; good listening skills contribute to standards of achievement and the quality of learning. Pupils also listen to each other during practical work and group sessions and value each other's contributions.
- In KS2 pupils have very good comprehension skills and are able to draw accurate conclusions from their reading to solve problems. In some English lessons, for example, they read, discuss and evaluate texts and pictures well to further their understanding of various foundation subjects.
- A good variety of writing is used throughout the school to support work across the curriculum; pupils in both key stages adapt their style appropriately to suit different contexts and purposes.
- Pupils develop their numeracy skills in a number of subjects; for example, they measure in science, calculate time periods in history and weigh in design and technology.
- Pupils' ICT skills across the curriculum are underdeveloped, because they do not use computers and other electronic equipment regularly as an integral part of their classwork and for their own research.
- Relative to their age and ability, pupils with SEN make very good progress in applying their speaking and listening, reading and numeracy skills across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual, moral and social development is very good; their cultural development is satisfactory.

- There is a specific policy on pupils' spiritual, moral, social and cultural development, which is consistently implemented through the school.
- Acts of collective worship are based on a clear policy statement and set procedures and fully meet statutory requirements. Whole school sessions are held every morning and are joyous communal occasions. They are mainly Christian in content, containing elements of praise and prayer and teacher and pupil presentations. A suitably reverent ambience is created, for example through the teachers and pupils holding hands in prayer and the use of live and recorded music. At times pupils play and sing individually, although some are a little talkative at the beginning and end of sessions. Each week there are Welsh and merit assemblies and visitors lead the worship regularly.
- Pupils' spirituality is also further developed through daily routines and the curriculum, for example in PSE, as well as through links with the Church. All pupils say grace before lunch and a prayer at the end of the day and have opportunities to appreciate the significance of the human experience and the wonders of the natural world. The ethos of the school positively promotes their sense of self-worth, personal understanding and search for meaning and purpose in life.
- Pupils clearly know the difference between right and wrong and are aware of the need for justice and to accept the laws of wider society. They take responsibility for their own actions, make appropriate choices and develop an empathy for those less fortunate than themselves by, for example, giving generously and regularly to charities. They recognise the need to be fair, kind and honest.
- Pupils work and play together well in pairs and small and larger groups; they are willing to help others and to take turns fairly. They readily accept responsibilities, show initiative and take part in communal events. All are conscious of the need to take care of the school and its environment.
- The culture and heritage of Wales are effectively fostered through various subjects of the curriculum, as well as through display work, field visits to places of local and national interest and school routines, such as assemblies, eisteddfodau and St. David's Day. However, in some subjects reference to the cwricwlwm Cymreig is minimal and opportunities to use incidental Welsh consistently and regularly beyond official Welsh lessons are not exploited by the majority of teachers.
- Some attention is given to multicultural education, for example in geography and through the school's involvement in the Comenius project, and there is a race equality and diversity policy, which covers both pupils and staff, but there is generally a lack of emphasis in the curriculum and school routines on raising pupils' awareness of racial issues and the richness of other cultures outside their immediate experience.

4.2 Behaviour and Attitudes

Standards of behaviour and pupils' attitudes to learning are very good and are a major strength of the school.

- The school is a welcoming and caring community where relationships are very good: pupils are valued and there is an atmosphere of mutual respect and tolerance throughout the school.
- The school has high expectations of pupils' academic and social abilities. Staff are good role models, rules are applied fairly and consistently and pupils know what is expected of them.
- The foundations of good behaviour are effectively laid in reception. Children happily leave their parents and display a high level of confidence and independence. They talk confidently to adults and are proud to show and discuss their work.
- The recently reviewed positive behaviour management and anti-bullying policies provide sound guidance and contain measures to counter and prevent incidents and any forms of discrimination. Rewards and the consequences of misbehaviour are clearly stated.
- Teachers ensure that if incidents of anti-social behaviour occur they are dealt with promptly and sensitively. All adults in the school, including mid-day supervisors, quickly deal with any minor incidents that occur. The school has not found it necessary to exclude any pupils in the past.
- Pupils enjoy coming to school; they have positive attitudes and are keen to do well. They respond well to music in classes and corridors that is used effectively to set a calm and happy atmosphere.
- The large majority of pupils behave consistently very well in the classroom. They work conscientiously and co-operate and support each other well when working in groups and pairs. Older ones negotiate and share tasks sensibly.
- Pupils respond well to the 'brain breaks' between activities in lessons that are used effectively to help maintain their motivation and concentration. They show good levels of teamwork and healthy competition.
- There is a small minority of pupils throughout the school who have difficulty conforming to acceptable standards of behaviour. They are managed positively and are very well supported; they are not allowed to disrupt the learning of their peers.
- Pupils behave maturely; they are friendly and courteous and relate well to each other, to adults and to visitors. Throughout the day they move sensibly in and around the school. They play well together at playtime and lunchtime. They take out and put away play equipment sensibly and share with out conflict.
- Pupils respond well to the reward system and to the school, playground and individual classroom rules, which they help to draw up. Their achievements in and out of school are

celebrated at the weekly merit assembly and their certificates are displayed proudly. They are quick to say they are treated fairly and can approach adults with any worries or concerns.

- Trained mid-day supervisors contribute positively to ensure continuity of good behaviour during the lunch period. They have a role in the reward system, for example, by supervising pupils who are chosen to sit at the 'top table' during lunch time once a week.

4.3 Attendance

Pupils' attendance is good.

- At 94.5% the average rate of attendance over the past three terms is slightly above the local and all-Wales averages.
- Absences are caused mainly through illness, although the overall rate is adversely affected by family holidays in term time. A small minority take more than one holiday each year and far exceed the permitted ten days, causing disruption to teaching and pupils' learning. These holidays, together with the lack of compliance by a small number of parents, are reflected in the high number of unauthorised absences.
- A small minority of pupils are consistently late at the start of the day and miss the commencement of lessons. The school and GB remind parents of the need of regular punctual attendance, but a small number are slow to respond.
- Procedures are in place to monitor and follow up absences in consultation with the EWO as necessary.
- Pupils with perfect attendance are rewarded at a special service at the end of the year, but the school lacks targets or systems to improve attendance and punctuality.
- Registers are completed meticulously at the beginning of each session and procedures comply with regulations. Individual sessions and lessons start on time.

5. QUALITY OF EDUCATION

5.1 Teaching

Based on the lessons observed during the inspection, the quality of teaching in the school is around 97% satisfactory or better, of which about 43% is good and 37% very good.

- The majority of teaching in reception is good. Although lessons in language and numeracy each morning are quite formally structured, provision is made for individual abilities and tasks are well organised. However, at times the work is over teacher directed and children spend too long sitting on the carpet.

- Teaching in KS1 is around 90% satisfactory or better, of which about 30% is good and 30% very good; it is consistently good or very good at the end of the key stage.
- Teaching in KS2 is 100% satisfactory or better, of which about 44% is good and 50% very good; there are examples of good and very good teaching in each junior class.
- Teachers prepare lessons thoroughly by drawing up comprehensive fortnightly plans, based on agreed pro formas, with additional details being added for literacy and numeracy sessions. Due attention is given to learning outcomes, pupil tasks, differentiation, key skills and assessment opportunities. Plans are evaluated, commented upon by the head and monitored by subject co-ordinators. This consistent approach to planning is a strong feature of the school.
- The majority of teachers display an infectious enthusiasm for teaching, using non-verbal communication, humour and anecdotes very effectively, which helps to motivate pupils and keep them alert. All teachers know pupils well and establish very good relationships with them.
- Lessons begin promptly and good quality learning resources, which are stimulating and interesting, are ready and available for pupils.
- The majority of lessons are well managed and effectively organised with clear routines and procedures. Lesson objectives and directions are given in introductions and results are shared and learning reinforced in plenary sessions at the end of lessons. Transitions between activities are efficiently handled, so that learning is maximised, although occasionally the time allowed for pupils to complete their tasks is relatively short with the result that the work is rushed.
- Teachers use a variety of methods and most make very good provision for independent learning and co-operative group work; this is particularly pronounced in the best lessons, where pupils are required to undertake their own research, seek their own solutions to problems and reach their own decisions.
- Teachers follow similar routines, such as the use of 'brain gym' breaks and giving time deadlines for tasks, in order to keep pupils alert and to encourage them to complete their work. Activities are normally effectively monitored, so that pupils remain on task and produce a good quantity and quality of work.
- Teachers have good subject knowledge across the NC and are generally confident in their delivery of it. They use relevant technical vocabulary well in the various subjects. They are open to new ideas and willing to try out new approaches and ideas.
- In the best lessons expectations of achievement for all pupils are high, time is well managed, there is a brisk pace and questioning techniques are well developed; responses to pupils are supportive and positive with plenty of praise and encouragement and with success being celebrated. Tasks are suitably challenging, at times with a competitive element, and visual aids, such as the overhead projector and the interactive whiteboard, are used effectively. Extension activities are prepared in case pupils finish early.

- Where occasionally there are shortcomings in teaching, the class is not effectively managed, activities are not sufficiently challenging and pupils are not kept on task with the result that they become restless and noisy and lose concentration.
- Ancillary staff, such as LSAs and teachers' aides, as well as parents and governors, provides very good support in the classroom and make a valuable contribution to pupils' learning and assessment. All know their roles and responsibilities well and are effectively deployed.

5.2 Assessment, Recording and Reporting

Assessment, recording and reporting to parents are good.

- The school has an effective updated assessment policy, which identifies consistent strategies throughout the school and which demonstrates that procedures comply with statutory requirements.
- Good assessment opportunities are highlighted in schemes of work and in teachers' short-term planning and an evaluation is made of outcomes. Assessment is thus an integral part of teaching and learning and clearly identifies pupils' strengths and weaknesses.
- Reception children are assessed according to the LEA's baseline procedures six weeks after they start in the class. This helps in the early identification of any potential problems, but results are not used to monitor progress or to set targets. Similarly, records passed on from the pre-school Link-up group are not referred to unless a difficulty arises.
- The school has a consistent formal assessment programme. A range of standardised tests are carried out at the end of each year from reception to Y6. Strategies are also in place for day to day informal assessment and recording of achievement.
- The school effectively tracks pupils' progress, in particular those of below average ability in KS2, and provides additional support for them in literacy and numeracy.
- In both key stages individual targets are set in the core subjects and in KS2 pupils are encouraged to identify their own targets.
- Methods for recording pupils' progress are currently in the process of revision. Personal RoAs are being discontinued and a commercially produced record system, covering all aspects of the NC, is being introduced. In KS2 life mapping, covering academic, social and personal achievement is being developed as a strategy for ensuring continued motivation of pupils.
- Portfolios of exemplar work are in place for some subjects. In the best examples, these are levelled and annotated effectively to give guidance on standards.
- Marking is up to date and consistent with the school's policy. It provides quality feedback to pupils and identifies the next stage of development in most cases.

- Parents are invited to discuss their children's progress twice a year, the second occasion being after the end of year reports have been issued in the summer term. Additionally, they are free to consult informally with teachers throughout the year.
- Annual pupil reports are produced electronically and meet statutory requirements. They provide clear messages on what pupils have achieved, identify targets in the core subjects and, in the best examples, highlight areas for development.
- The school effectively analyses NC assessments and other data to assist in improving pupils' performance and to monitor its equal opportunities policy. However, there is some discrepancy between teacher assessments and NC test results in KS2 in 2003, although a number of different teachers taught Y6 during the academic year 2002-3.

5.3 Curriculum

The curriculum is appropriately broad, balanced and relevant. The quality of the provision and planning is very good, but there are some issues in relation to homework.

- The curriculum for reception is based on the Desirable Outcomes for Children's Learning. It is organised more formally in the mornings for literacy and numeracy work with children having more free choice of activities in the afternoons. Regular access to outside play in the specific early years play area is very limited, which restricts children's physical development experiences.
- The curriculum in KS1 and KS2 is similarly based on English and mathematics lessons in the mornings with science and the foundation subjects being taught mainly in the afternoons. There are some good cross-curricular links in some classes, where, for example, some of the foundation subjects, such as history and geography, are partially taught in association with English.
- There is adequate coverage of each subject overall, although some subjects, such as history and geography and art and design and technology alternate with each other in blocks of time in some classes, whereas elsewhere they are taught each week or in short intensive periods; where the latter occurs in design and technology, in particular, pupils are able to focus in depth on a particular project and the procedures of the subject, but the long gap between periods of study can lead to a discontinuity of learning.
- There are policies on the curriculum and its organisation. The former outlines how it is structured and delivered, while the latter indicates the time allocated to each subject per week. The school exceeds the minimum amount of curriculum time recommended by WAG for both key stages.
- Policies and schemes of work are in place for each subject of the NC. These are all of very good quality and provide a firm foundation for teachers' planning and for continuity and progression in pupils' learning. There is also a separate and recently reviewed scheme of work for reception, which is very comprehensive and up to date; a number of subject schemes include sections on the early years, but this is not consistent and some of the statements are now out of date.

- Very good attention is given to the planning of key skills and the common requirements of the NC. There is a school policy on these and they are clearly identified in each scheme of work and in teachers' short term planning through the use of icons and statements.
- There is a separate policy and scheme of work for PSE, based on the ACCAC guidelines, together with a portfolio of exemplar work. Global citizenship and sustainable development are also given appropriate attention across the curriculum.
- Pupils in Y6 are provided with specific sex education lessons, assisted by the school nurse and approved by parents, in line with the school's policy.
- The school is in the process of reassessing its current homework policy. It is experimenting with a new system, which does not provide formal homework, except for reading books and reading record booklets, which both parents and teachers comment in. Instead, it is providing all parents with curriculum information at the beginning of the school year on the topics to be studied each term and then asking them to set their children tasks voluntarily. According to the school, a majority of parents supported this arrangement in a ballot and at a school meeting on the issue. However, in the pre-inspection meeting and questionnaires a significant number of parents expressed concerns and were confused about the system and how it is supposed to operate, with the result that there is currently a variety of different practices.
- The school provides a wide range of extra-curricular activities, both at lunch time and after school, including music, science, French and various team games, as well as Welsh for both pupils and parents. These are generally enthusiastically supported by pupils and contribute significantly to their learning.
- Pupils also experience a wide range of visits to places of interest and participate in a number of community ventures, sporting activities and performances, which enrich their learning. For example, classes lead Sunday worship in the school periodically and the school takes part in matches against other schools and in the primary schools' cross-country league on a Saturday morning. In addition, Y5 pupils recently performed a play on coal mining at St.David's Hall in Cardiff and older pupils took part in a Rugby League international match at half-time in Bridgend.
- The curricular provision is socially inclusive and provides equality of access for all pupils; there is none for whom the NC is currently modified or disapplied.

5.4 Support, Guidance and Pupils' Welfare

The quality of support and educational guidance given to pupils is good and their welfare is carefully and sensitively monitored.

- The school has successfully addressed the issue of site security identified in the last inspection and there are good arrangements for pupils arriving and leaving school by bus and taxi.
- The school's aim of providing an environment where pupils are happy and cared for sensitively is successfully achieved. Pupils in turn develop good self-esteem, self-

discipline and sensitivity to others.

- Pupils, teaching staff and adult helpers all work together purposefully within a supportive school community. Older pupils are thoughtful and considerate towards younger members and towards peers requiring encouragement and assistance. Additional support by LSAs and adult volunteers contributes positively to the ethos of caring and co-operation.
- Children in the early years are secure and happy and show increasing confidence; routines that develop independence are well established.
- The achievements of pupils in and out of school are celebrated and staff have high expectations of them.
- Equal opportunities and social inclusion are carefully considered and pupils with SEN are well integrated into the life of the school and are well supported.
- Child protection procedures are appropriately met. The head is the designated person and has received training together with the SENCO and the GB. All staff are aware of the relevant procedures.
- The school has an appropriate health and safety policy. First aid equipment is available in key areas and all staff have been trained in first aid. There are records of accidents and of individual pupils' medical needs. Parents are notified of head bumps both verbally and in writing. However, evacuation drills are held infrequently and do not currently meet statutory regulations.
- There are appropriate policies and designated persons to deal with substance abuse and racism; no such incidents have occurred. A policy for disability access is currently in draft form.
- There is effective liaison with outside agencies as the need arises.

5.5 Provision for Pupils with SEN

Overall, very good provision is made for pupils with SEN.

- Appropriate policies are in place, which provide effective guidelines for supporting all pupils with SEN, in line with the CoP.
- Pupils with SEN are identified from the baseline assessment made shortly after entry to reception. The procedures used by the school to ensure their needs are identified as early as possible are thorough and accurate.
- There are a large number of ancillary staff, who provide appropriate individual support for pupils on the SEN register, funded by both the school and the LEA. They are well trained and are able to follow the programmes of work provided by teachers.

- The SEN support teacher works closely with class teachers to ensure that work is well matched to class activities. She provides quality support for pupils with SEN and the use of the 'rainbow room' by her for the withdrawal of small groups is effective and appropriate.
- As a result of the special sessions and individual support within classes, which are well matched to specific needs, pupils with SEN, including the more able, generally make very good progress according to their ability. Support for reading and extended writing, for example, helps them to work to their full potential.
- Pupils with SEN are assessed regularly. Their IEPs are reviewed appropriately and the school makes every effort to keep parents fully informed of targets that are set for their children. Both pupils and parents have the opportunity to contribute to their targets.
- Pupils are fully included in mainstream classes where work is differentiated, so that they have access to a broad and balanced curriculum and benefit in their learning across the curriculum.
- The role of the SENCO is well developed and accurate records are kept. She has a good overview of the school and a good vision for future developments. She values the advice and assistance received from the LEA and makes herself available after school every Wednesday, so that parents and staff have the opportunity to consult with her on pupils' progress and support.
- The designated governor for SEN is very supportive and visits the school weekly to support the less able and to accelerate the progress of the more able in mathematics.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The quality of the partnerships with parents, parish, community, schools and other institutions is very good.

- In response to the pre-inspection questionnaire and meeting the large majority of parents show appreciation of the work of the school, particularly in relation to the support provided for pupils with SEN. They endorse its high expectations.
- The quality of written information provided for parents is good and the school has successfully addressed this key issue from the last inspection. Weekly newsletters and other communications keep parents well informed about the life and work of the school. There is also very good daily informal contact between staff and parents.
- Meetings are held to inform parents about teaching approaches, for example in English and mathematics. However, a small number comment that they would appreciate more guidance to enable them to support their children in other curriculum areas more effectively.
- Parents of children in the early years receive a useful information pack. Details about the

topics in the six areas of learning are posted weekly in the cloakroom area, but as yet parents do not receive a separate welcome booklet.

- The prospectus issued to new parents is informative and, together with the GB annual report to parents, generally meets the requirements of Circulars 14/01 and 15/01.
- A small number of adults, including members of the GB, assist teachers in classrooms throughout the school almost every day. They provide very good quality support, for example in reading and investigative maths, as well as in geography and history; their assistance is highly valued by the school and helps to raise standards.
- The very active Friend of the School organises fundraising and social events that are family oriented and provide substantial financial support. Monies raised are used to improve the environment, such as the new extension, and to enhance resources, such as furniture for the ICT suite.
- The school plays an active part in the community; for example, pupils take part in the Joshua Foundation concerts and drama productions.
- Pupils benefit from the school's involvement in the Comenius Project. Several teachers have taken part in exchange visits to partner schools, for example in the Czech Republic, Italy and Austria. Pupils' skills in design and technology, music and dance are enhanced through making traditional toys and games and tapes and videos of Welsh songs and dance, linked to the project.
- There are strong links with the parish. The new extension includes a hall that is used as a church for Sunday worship, which is regularly led by pupils from the school.
- There are good links with neighbouring primary schools and the Link-up group that uses the school premises. Pupils are involved in inter-school sports competitions and joint concerts.
- The school has recently opened a 'Before and After School' club. Pupils are well looked after by trained play leaders and are engaged in a range of purposeful and interesting activities. Parents benefit from the flexible arrangements on offer.
- There are well established links with the receiving secondary school. Pastoral links are thoughtfully planned and implemented, but curriculum links are in the early stages of development.
- The school is in partnership with an initial teacher training university and provides good quality training and work experience for student teachers. One teacher's professional development is enhanced through her role as student mentor. There are good links with surrounding schools and colleges of further education as well as with a nursing college. The school provides valuable work experience for child care and secondary students and for student nurses.

5.7 Partnership with Industry

Although there is no written policy, the quality of the partnership with industry is good.

- One teacher is in charge of developing links with industry. Four teachers' professional development has been enhanced through their involvement in industrial placements; the recently established after school science club is the result of the most recent of these.
- Pupils throughout the school are involved in a planned programme of visits and visitors that enrich the curriculum and help to raise their awareness of the world of work. These activities are closely linked to the subjects being taught.
- Pupils benefit from professional sports coaching and are successful in commercially sponsored competitions that enhance their learning, for example in science and design and technology.
- Y5 pupils are involved in a mini-enterprise project that helps to develop their business acumen and self-confidence.
- The school benefits from donations from a small number of businesses.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

Self-evaluation and planning for improvement are good.

- An effective culture of self-evaluation exists in the school. The head leads a process empowering all staff through a shared understanding and vision for self-improvement. The GB is kept well informed and contributes to the self-evaluation process and target setting decisions.
- The self-evaluation document, written according to the CRIS format, and three year SDP, including the action plan for 2003/4, are comprehensive and informative; targets are realistic and are clearly set to improve standards.
- Staff development is a key feature of the self-evaluation process in the school. Subject co-ordinators have a good knowledge and overview of their subjects and draw up development plans for them.
- Subject co-ordinators meet with the head to discuss the needs of their subject; they identify priorities through the process of self-evaluation. This enables accurate targets to be set for future action.
- Formal systems are established for the head to monitor teaching and learning and for subject co-ordinators to evaluate the curriculum and pupils' work. The leadership role of the co-ordinators is particularly evident through their proactive contribution to the SDP.

- Core subjects are monitored by co-ordinators every term and foundation subjects are covered twice a year, although this mainly involves looking at pupils' work and teachers' planning rather than observing lessons.
- All subject co-ordinators keep files for their subjects, which include monitoring evidence.
- Effective use is made of local, national and benchmark data to compare the performance of the school against standards achieved elsewhere and to set targets for school improvement.

6.2 Leadership and Efficiency

Leadership and efficiency are very good overall.

- The mission statement and aims adopted by the school provide a shared sense of purpose and a strong commitment to a Christian ethos and the raising of standards.
- The head's clear leadership and very good relationships with pupils, staff, parents and the GB are important influences on improving standards in the school.
- The head's management skills are very good, ensuring all members of staff are valued and that a good team spirit exists. She has a positive influence in creating an inclusive ethos and a commitment to equality of opportunity.
- The head, together with the recently appointed deputy, invite other members of staff, when appropriate, to meet to identify needs and to lead new initiatives. Staff operate as a team, support one another and generally provide enriching experiences for pupils.
- Governors are very supportive of the head and teachers and share their values. They are fully committed to the life and work of the school; they fulfil their role well to sustain the aspirations the school has for its pupils.
- The GB very effectively manages the budget and resources in relation to the SDP and the school's educational objectives. Careful consideration is given to evaluating major spending decisions and to raising additional funds where appropriate; a sufficient amount is being saved prudently in the hope of opening a nursery class in the near future.
- The school has addressed almost all recommendations in the most recent audit report.
- The school has adopted procedures for performance management that comply with statutory requirements.
- The effectiveness of routine administration and organisation enables the school to function as a happy, orderly and harmonious community.
- The school provides very good value for money.

6.3 Staffing, Accommodation and Learning Resources

Staffing is very good and accommodation and learning resources are good.

- Teachers are suitably qualified and are adequate for the number of pupils on roll; they have appropriate responsibilities.
- Support staff make a valuable contribution to the teaching and assessment of pupils and daily routines. Peripatetic music teachers visit to provide tuition in piano, guitar, violin, brass and woodwind, as well as in singing. The athrawes fro also enhances pupils' learning in Welsh.
- The caretaker, administrative staff, kitchen and supervisory staff are valued members of the school community and play an important part in school life.
- The building is in good condition and is kept clean and tidy. However, pupils occasionally have to go through other classes to reach their own rooms. Additionally, some classroom base areas are cramped and one KS2 class has very little natural light.
- Attractive displays in classrooms, the two halls, the foyer and corridors effectively enhance the learning environment.
- The school grounds are well kept and free of litter and the separate key stage playground areas are well organised with games painted on their surfaces. A discrete play area is also available for reception, which is appropriate and well equipped, but rarely used.
- The boundary fence is generally secure, but the environmental area presents a safety hazard, as it contains a pond but has no gate to prevent open access.
- The school's resources for learning are generally good; they are of good quality and are shared between classes. However, there is a shortage of practical mathematics equipment and good quality fiction books, especially in KS1.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The quality of the educational provision for the under-fives, taken overall, is appropriate to their needs and children generally make good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills.

Standards are good.

Good features

- Children listen well to stories, comments and instructions. They interact very well with peers and all adults who visit the class. They give accurate and sometimes extended answers to questions and express their ideas and opinions confidently. They know how books work and are handled and show an awareness of literary terminology. They can identify the author, illustrator and publisher of books they read with their teacher. They develop a good understanding of sounds and their symbols. They can identify rhyming words correctly. They can provide examples of words that they cannot sound phonetically. They give sensible responses to questions and visual stimuli. They read as a group and whole class to develop early reading skills. The more able use full stops, exclamation marks and question marks and can create simple sentences on the computer, combining language and ICT skills.

Shortcomings

- There are no major shortcomings, but children's experience of big books is limited.

Personal and social development

Standards are very good.

Good features

- Children interact well with adults and peers. They display very confident attitudes when collaborating in groups and when working individually. They understand there are rules they must follow and routines with which they must conform. They are aware of class expectations related to taking turns and sharing. They concentrate well on their work and move sensibly around the classroom. They share toys and take turns well. They respond appropriately to responsibilities and return equipment to storage areas.

Shortcomings

- There are no major shortcomings.

Mathematical development

Standards are good.

Good features

- Children have a good understanding of simple numbers. They participate in counting activities enthusiastically. They sing number rhymes effectively to support the concept of taking one away. Most are able to count forwards and backwards independently. They are able to order numbers to ten and to sort cubes into sets of five and the more able can make two sets of cubes to represent addition sums.

Shortcomings

- There are no major shortcomings.

Knowledge and understanding of the world

Standards are good.

Good features

- Children plant seeds in pots and eggshells. They use appropriate vocabulary when working with cress and soil and know the names of the implements used. They show awareness of the need for sun and water for plants to grow and use an imaginary garden centre for role play. They understand the concepts of today, tomorrow and yesterday, by studying, for example, toys from the past and by listening to grandparents, who visit the class to talk about their experiences. They make jelly and toast and produce Christmas cards and jig-saws. They know about people who help them. They are familiar with the use of the interactive whiteboard and are able to use the basic functions of the computer; they can, for example, click and drag on letters and objects on screen.

Shortcomings

- There are no major shortcomings.

Physical development

Standards are satisfactory.

Good features

- Children show confidence and agility when using large apparatus, such as the climbing frame. They climb, jump and slide competently and are happy to experiment in their actions. They handle small implements, such as pencils and paint brushes, appropriately and have good fine motor skills.

Shortcomings

- Children's experiences of outdoor play are limited. Although there is appropriate equipment and facilities, such as large wheeled vehicles and discrete early years play area marked for games, children rarely use these on a regular basis to promote their physical development.

Creative development

Standards are good.

Good features

- Children experience a variety of creative activities, including sand and water play. They paint pictures of their new homes, draw an amaryllis from observation and produce effective designs using marbling techniques. They recognise colours and know which are primary ones. They use scissors sensibly to cut out and paste shapes to make a basket. They roll play dough and use cutters to make shapes confidently. They sing well in accompaniment to a CD.

Shortcomings

- There are no major shortcomings.

English

Standards are good in both key stages.

Good features

- Standards in speaking are very good. Pupils in KS1 readily join in class discussions and like to express their ideas. They have a well developed vocabulary and use complete sentences when talking in class. In KS2 pupils are articulate and use appropriate language to describe work in various areas of the curriculum and orally they are very effective communicators. They enjoy some role play opportunities that demonstrate sensitive and appropriate language in a range of situations.
- Pupils in both key stages speak out clearly and confidently and impart information that is relevant to the occasion, for example, when participating in assemblies.
- Listening skills are very well developed across the school. Pupils of all abilities in both key stages listen attentively to teachers and peers. They show a good understanding of instructions and reply sensibly to questions. They are able to offer appropriate suggestions in response to the ideas of others and show appreciation of the work of their peers.
- Pupils' reading is good in both key stages. Most read confidently and appropriately for their age and ability. They are able to discuss books of their own choice and express their likes and dislikes. Many in KS2 enjoy using the school library and in some cases use the local library regularly. Most display an appreciation of books and enthusiastically talk about ones they have read and enjoyed. Some more able Y6 pupils discuss their preferred genre for reading for pleasure. Those of all ages are able to identify the author, illustrator and publisher and express views on the quality of illustrations and their suitability to the story and for the reader's ability.
- Pupils in Y6 are able to use voice intonation to read advertising campaigns. They display

appreciation of the power of advertising and easily identify the slogans and catch phrases of well known adverts. They effectively discuss ideas and inventions to advertise and consider the appropriate target audience for the advertisement they produce.

- Some KS2 pupils use their newly acquired skills of scanning text for information to support a comprehension activity. They enthusiastically summarise information about earthworms, for example, and, by using such reading strategies, are able to identify compound words and homophones very quickly.
- Standards of writing are good in each key stage. KS1 pupils are able to identify the important elements of a sentence and use wordbooks confidently to support their writing. They make good use of non-fiction books to find information.
- Older KS1 pupils are able to write effective newspaper reports. They use appropriate sentence structure and vocabulary fit for the purpose. They are able to consider the use of alternative descriptive vocabulary to that used in the text.
- By using the skills of scanning and skimming text for information, Y5 pupils display good note taking abilities using various sources of information about, for example, working and housing conditions, clothing and the lack of education in Victorian times.
- Pupils' spelling is good in both key stages. In KS1 they use word banks and books confidently and in KS2 they regularly use dictionaries and thesauri to find words and to check for meanings.
- Standards of handwriting overall are good.

Shortcomings

- There are no major shortcomings, but the presentation of work of a few pupils is untidy.

Mathematics

Standards are good in both key stages.

Good features

- Pupils have a sound knowledge and understanding in each AT of the NC relative to their age and ability and generally they produce a good quantity and quality of work that is well presented. By the end of each key stage many achieve very good standards, especially in their mental abilities.
- In KS1 pupils are familiar with numbers up to 100 and older ones can count up to 1000; many can add and subtract using two digit numbers and can sequence them by counting forwards and backwards. They recognise odd and even numbers and basic fractions and can place digits in correct order. The most able in Y2 understand place value using hundreds, tens and units and can double and halve numbers.
- Pupils in KS1 are familiar with basic two and three dimensional shapes and their

properties and can recognise symmetrical patterns; they know basic coins and older ones can measure in standard units and tell the time to a quarter of an hour.

- By the end of the key stage pupils have well developed mental calculation abilities. They use whiteboards to record the differences in a range of numbers and to work out multiples of three and four. The most able have quick recall of previous learning and can answer random questions swiftly on the two, three, five and ten times tables; they can also solve simple multiplication and division problems.
- In lower KS2 pupils can add and subtract by decomposition using hundreds, tens and units and can multiply and divide by 10 and 100 quickly, as well by two digit numbers using carrying and remainders. They can round numbers up and down up to 10,000, recognise larger fractions and use Venn and Carroll diagrams. They can add and subtract using basic decimals and can calculate simple equations.
- Lower KS2 pupils are familiar with more complex two and three dimensional shapes and their properties, as well as different types of triangles. They understand direction and how to measure different amounts of length, weight and capacity using relevant standard measures. They can calculate area and perimeters and produce accurate graphs.
- In upper KS2 pupils work with proper and improper fractions, know equivalent fractions and use numbers up to a million. By Y6 they can convert decimals to fractions and to percentages and vice versa and can multiply and divide decimals by 10 and 100. They are familiar with multiples, squared numbers and negative values, for example when calculating temperature. They understand about co-ordinates in four quadrants.
- Upper KS2 pupils can tell the time in minutes in both analogue and digital modes using both the 12 and 24 hour clocks. They handle data using tally charts and convert these to graphs. They measure angles using protractors and know about different types of angles and degrees; they are familiar with the more advanced language of shape, such as parallel lines and axes, and are introduced to simple algebra. They know the conversion tables for all the major units of metric measurement.
- In Y5 pupils undertake mathematical investigations with enthusiasm and report back their solutions confidently, explaining their methods and the rules they apply, as well as the patterns that emerge.
- The more able by the end of KS2 can use a range of alternative mental strategies to reach answers quickly. They can answer rapid-fire questions on all multiplication tables up to 10 quickly and accurately.
- More able pupils' mathematical skills and understandings are considerably enhanced by a member of the GB who regularly supports them in the classroom.

Shortcomings

- There are no major shortcomings, although pupils do not consistently undertake corrections.

Science

Standards are good in both key stages.

Good features

- Pupils show interest in the subject and have a good knowledge of the science NC commensurate with their age and ability and undertake a range of investigational work based on sound scientific processes. By the end of each key stage they achieve very good standards.
- Pupils show good recall of previous learning and a good grasp of relevant scientific language. They answer questions well, displaying some good ideas and showing a good understanding of investigatory processes and concepts.
- Pupils in both key stages consistently follow appropriate scientific procedures of predicting, planning, experimenting and evaluating, usually through the use of appropriate pro formas. They are aware of the criteria for a fair test, relative to their age and stage of development, and they repeat experiments to check their results. Even in KS1 they are able to plan out their investigations and decide which variables to change and which to keep constant, as well as knowing how to verify their results.
- Older pupils in each key stage demonstrate a very good ability to work independently, either individually or in small groups, to solve scientific problems, using their prior knowledge. They make sensible predictions, identify their needs and methods and speculate logically on their results. In Y6 their enthusiasm is further enhanced by the introduction of a competitive element between groups.
- Pupils in KS1 cover each aspect of the NC. For example, in Y1 they investigate light and in Y2 they know about the uses of electricity and heating and cooling. They study forces and friction through sending cars down a ramp and through spinning tops, recording their results according to the variables they choose to change. They present their results in the form of graphs and pie charts produced on the computer and record their conclusions in a class book.
- Pupils in lower KS2 study materials and their properties and what happens when they mix them and when the temperature changes. They investigate light, shadows and reflections, the dangers of electricity and the solar system. In Y4 they consider the effects of acid rain and experiment with solids, liquids and gases, as well as rocks and soil separation; they observe worms and their effect on the soil. They also learn about more advanced concepts of light, sound, magnetism and friction.
- Pupils in upper KS2 study conductors and insulators, switches and motors, the planets and different types of signals, such as Morse code. By the end of the key stage they are familiar with a range of scientific concepts and processes, including the water cycle,

aspects of the human body and solutions, involving separating mixtures, such as how to purify water. They also understand about reversible and irreversible changes in relation to various materials and such processes as burning.

- In Y3 and Y4 pupils' scientific knowledge and understanding is enhanced by an after school science club, sponsored by the EBP; participants collect data on the growth of plants in the school's environmental area and send their results via the internet to the National Museum of Wales. There are also plans to resurrect the previous British Association of Young Scientists' club.

Shortcomings

- There are no major shortcomings, but on the rare occasions, when learning is insufficiently structured and disrupted by pupils becoming restless and inattentive, achievement is reduced.

Welsh second language

Standards are good in both key stages.

Good features

- In KS1 pupils ask and answer questions well, such as 'Pwy wyt ti?' and 'Ble rwyd ti'n byw?'; they speak in Welsh confidently. They have experience of using appropriate language for colours and some simple commands and numbers to 20 and can add two digits together. They can use complete sentences when giving responses to a story and when role playing as a shopkeeper.
- In KS1 pupils are able to write the vocabulary for a variety of animals and can compose short replies in response to 'Beth sy'n bod?'
- In KS2 pupils are provided with challenging oral work. They are able to count beyond fifty in Welsh, talk about the weather and express their likes and dislikes. They provide good spontaneous oral responses to a range of questions.
- Older KS2 pupils confidently use conversational Welsh to express what they are or not able to do, such as 'Beth wyt ti'n gallu?' and 'Beth wyt ti'n ddim yn gallu?'. They work effectively in groups to develop lively role play café scenarios taking on the roles of customer, waiter and chef.
- In KS2 pupils use resources, such as relevant Welsh books and 'Starbec' programmes 1-3, effectively to develop their oral and written skills.
- Display work in each class provides evidence of good standards in written Welsh and helps to celebrate pupils' achievements in the subject.
- There is an extra-curricular Welsh club run by the Welsh co-ordinator. This club is attended by a small group of parents, staff and pupils. They play games and use simple

phrases to express how they feel and they practise the vocabulary for parts of the body. Sessions are lively and end in 'Mae Simon yn dweud!' and a song. Homework sheets are distributed for reinforcement of the activities.

Shortcomings

- There are no major shortcomings, but some pupils in KS2 are insecure in their application of verbs, and, due to insufficient use of incidental Welsh in several classes, there is a lack of pupil progression in oral skills in relation to everyday situations.

Design and technology

Only one KS2 lesson was observed during the inspection, but evidence in the school indicates that standards are good in both key stages.

Good features

- Pupils in each class generally undertake one design and make activity each term. A particular feature of the work in the majority of classes is the attention given to pupils planning out and designing their own products, initially identifying their needs and ideas, with an emphasis on individual decision making. In some cases they produce prototypes according to specific requirements, which they modify before producing a final version.
- During the making process pupils generally have opportunities to test out and refine their models, identifying problems and weaknesses and making adjustments.
- Pupils know the purposes of tasks and the expected outcomes and they make a range of interesting artefacts. For example, in KS1 they produce moving puppets and design a healthy breakfast cereal and package it attractively to sell. They also research about bridges using the internet and then test the design and load bearing strength of their models.
- In lower KS2 pupils make desk tidies and use pulleys and moving parts to produce machines. They also design, make and evaluate slippers and produce toys using cranks and cams.
- In Y5 pupils undertake a mini-enterprise project, involving individual design briefs, plans of action with flow diagrams, lists of ideas and company names and logos, from which the group selects one artefact, in order to produce it to sell at the school's Christmas Fair.
- In Y6 pupils experience control technology using sensors. They also design a web page and plan out how to produce a book.
- In the lesson that was observed, pupils engaged in a lively discussion about the need to consider various criteria in their planning, such as the size, shape and style of their proposed model. They worked well together in small groups, with each member having a designated role, making decisions confidently. They worked quickly and efficiently in the time available, producing a range of individualised prototypes according to their original

design ideas.

- Pupils develop a range of relevant skills, such as cutting, sawing, shaping, joining and assembling, using a range of tools and different types of pliable and rigid materials.
- Due attention is given to food technology in the curriculum and to health and safety issues; for example, pupils handle tools and equipment safely.
- Pupils' design and technology skills have been enhanced recently by the school's involvement in a local company's innovations award and the Comenius project.

Shortcomings

- There are no major shortcomings.

Information technology

Standards are satisfactory in both key stages. Two specific information technology lessons were observed in the ICT suite, one involving the interactive whiteboard and the other the use of lap tops.

Good features

- Pupils work confidently with computers and other electronic equipment. They can switch machines on and off correctly and save and retrieve their work. They can manipulate the mouse successfully and click and drag to place objects on the screen correctly. Older ones can use the nipple or pad on the lap top skilfully and operate the keyboard effectively with a few being able to touch type. They follow instructions on screen well and know several of the function keys.
- Pupils are familiar with the use of other electronic equipment, such as the interactive whiteboard and can use this successfully under teacher supervision. They also have experience of using a digital camera, a programmable floor robot, listening centres and geosafaris.
- Pupils in both key stages are able to word process their work and produce computer generated graphs. In KS2 they experiment with different fonts, type size and colours to produce newspaper headlines. Older pupils in KS2 can combine text with graphics and produce spreadsheets and databases. They also make multi-media presentations of topics they have researched using the internet.
- In KS1 pupils use an art program to create pictures in the style of abstract artists and in KS2 they produce very effective representations of pointillism.
- In the lesson observed, when lap tops were being used, the focus was on branching databases. All pupils knew what was expected and were suitably challenged. The majority could work independently on the task, devising their own questions. Slower pupils and those who needed prompting required help mainly because they could not think of

appropriate questions rather than because of difficulties with using the technology.

- Pupils have good access to the internet and use web sites and CD-ROMs to research topics in various subjects.
- All pupils in KS2 have a personal or shared disk on which to save and retain their work and each teacher keeps a class folder of pupils' work.

Shortcomings

- Pupils do not develop and consolidate their information technology skills on a regular basis in class lessons, since computers, although often switched on, are rarely used as an integral part of their learning.
- There is little evidence of pupils using e-mail to communicate with each other or peers in other schools and the internet is underused for researching topics in some subjects.
- Pupils make insufficient use of computers for modelling purposes or to redraft and edit their written work.
- The quantity of work produced by pupils on computer in their books and on display is limited.

History

Only two lessons were observed in history during the inspection, both in KS2, but evidence in the school indicates that standards are good in both key stages.

Good features

- Pupils develop a good sense of chronology in both key stages through the use of timelines and the sequencing of pictures and events from the past. In KS1, for example, they look at sportswear and homes through the ages and place kitchens from the past in chronological order, according to the artefacts they see in pictures. In KS2 they produce timelines of the Celts through to the Normans and of costumes during previous centuries, which are attractively displayed in the hall.
- Pupils in both key stages ask relevant historical questions and acquire an appropriate vocabulary. They consider evidence in order to make their own interpretations of the past. They make good comparisons between the past and the present. In KS1, for example, they can identify differences and similarities in wash day practices between the present day and Victorian times and in KS2 they weigh up different opinions based on available evidence.
- Pupils in both key stages undertake a range of appropriate activities, such as writing letters, postcards and diaries from the point of view of someone living during the period being studied. They also undertake role play activities and in Y5 they recently performed a play about coal mining in St. David's Hall in Cardiff.

- Pupils in KS2 follow the various study units of the NC in chronological order. In Y3 they study the Celts as well as the Romans, in Y4 they learn about the Tudors, in Y5 they look at life in Victorian times with particular attention to coal mining in Wales and in Y6 they study life in the 1930s and during World War Two, looking at such aspects as evacuation, rationing and bomb shelters.
- Pupils in KS2 have good recall of the topics they study. They know about various sources of information, including the use of reference books, artefacts and the internet. They use highlight pens and have good note taking skills when searching for data. They report back their findings sensibly and knowledgeably and express their opinions about facts they have learnt.
- Pupils in KS2 display empathy for those who lived in the past. For example, they understand that in Victorian times children were exploited and lacked education, that working hours were long and that conditions in factories and down the mines were dangerous.
- There is some attention to local and Welsh history. For example, pupils in KS1 study Victorian Brackla and in KS2, in addition to their work on coal mining in the 19th century in the South Wales Valleys, they learn about William Morgan and other well known characters from Welsh history.
- Pupils experience a range of historical field trips in association with the topics they are studying to, for example, the Roman camp at Caerleon, Llancaiach Fawr, the Museum of Welsh Life and the Rhondda Heritage Park.
- There are some appropriate cross-curricular links, especially with English; in some classes history is regularly taught alongside English skills, particularly in relation to reading and writing.

Shortcomings

- There are no major shortcomings.

Geography

Only one lesson was observed during the inspection, but evidence indicates that standards are good in both key stages.

Good features

- In KS1 pupils use plans and maps as well as grid references to identify and record the features of their school, the locality and places further afield. For example, they note the differences and similarities between Botswana, Brackla and Porthcawl.

- Pupils in KS1 are aware of the jobs and services that support the community; for example, younger pupils enthusiastically and sensibly question a local vicar about her role and responsibilities.
- KS2 pupils study the school environment, Bridgend, Cardiff Bay, St Lucia and world issues. In Y5, for example, they research and compare a variety of geographical concepts such as weather patterns, climate, tourism and land use. This provides them with an overall empathy for international issues and an understanding of the necessity for global citizenship and sustainable development. In the last academic year Y5 have also developed an environmental area in the school grounds; this supports their learning about natural geography.
- Y3 pupils also study a range of environmental issues and consider the advantages and disadvantages of particular policies, for example in relation to land use.
- Y4 pupils study rivers in Wales and show a good use of geographical language, such as source, tributary and confluence. They undertake a field trip to a local river.
- Older KS2 pupils undertake research on other countries such as Australia, using the internet. Their knowledge of places in Wales, the United Kingdom and the world is sufficiently well developed.
- There is an Eco-schools committee, comprised of representatives from the GB, pupils and members of the local community. The school has achieved a Bronze award for this work.

Shortcomings

- There are no major shortcomings, but there could be more regular development of mapping skills and the use of geographical symbols in both key stages.

Art

Standards are satisfactory in both key stages.

Good features

- In both key stages pupils experiment with colour, shape, line and tone in observational drawing work, for example when sketching still life.
- In both key stages pupils hold a pencil correctly and work conscientiously to create detailed drawings. They use a range of different media, such as paint, pencils and charcoal, to produce pictures.
- In KS1 pupils discuss the work of Welsh artist Alison Mercer and produce work in her style. They are able to enlarge sections of their observational drawings of plants using window boxes.
- In KS1 pupils also paint in the style of Van Goch and use a computer program to produce pictures in the style of Mondrian and Pollock. They use Batik techniques successfully.

- In KS2 pupils sketch and produce portraits, mosaics and collages. Their work shows evidence of the effective use of shading and cross-hatching. They devise designs for kites and complete effective drawings of hyacinths.
- In Y5 pupils undertake some sculpture work and use the computer to produce pointillism pictures in the style of the impressionist painter Seurat.
- In KS2 there are some good links in art to other subjects, such as the production of Victorian artefacts and Celtic jewellery in history.
- Pupils in both key stages work co-operatively and evaluate the work of each other sensitively and effectively.

Shortcomings

- Pupils' work in three dimensional studies is underdeveloped.
- Pupils' knowledge of the works of famous Welsh artists is limited and they make few visits to galleries to see these.

Music

Standards are good in both key stages.

Good features

- Pupils in both key stages sing a range of songs tunefully in English and Welsh. They have good control and give appropriate attention to pitch, dynamics and enunciation. Older pupils effectively harmonise in whole school assemblies.
- Pupils in both key stages have well developed skills of evaluating the work of musicians and pupils.
- Pupils in both key stages are able to keep a good rhythm and steady beat appropriate to their age.
- Younger pupils in KS1 use skills with percussion instruments to tell a Welsh story they have previously written. They follow simple baton signals for soft and loud and most are able to match untuned instruments correctly to the sounds of the animals in their story.
- Older KS1 pupils sing a melody accurately with good pitch and consider the soft and slow characteristics of a lullaby. They compare different styles of Welsh songs, such as 'Si Hi Lwli Mabi' and 'Gee Ceffyl Bach', and can copy the rhythm and pattern by clapping and following simple symbols. They have well developed listening skills and this assists their interpretation of music. They are considerate of others' contributions and offer valuable suggestions; there is a high level of collaboration evident in their work.
- In KS2 pupils are able to make use of percussion and voice to interpret a sound picture of

the Spanish Armada. They work effectively in groups to compose music on different aspects of the event.

- Pupils benefit from extra-curricular activities in music, such as the recorder club and the choir.

Shortcomings

- There are no major shortcomings, but some younger pupils are unsure of the correct way to hold percussion instruments.

Physical Education

Standards are good overall in both key stages; two lessons in dance in KS1 and one in dance and one in games in KS2 were observed during the inspection.

Good features

- Pupils in both key stages participate in lessons enthusiastically and follow instructions well; they consciously attempt to build in to their performance the ideas and suggestions they are given. They use space effectively, change direction and levels adeptly and work together successfully in pairs and small groups. Their confidence is raised by much praise and encouragement.
- Pupils are keen to achieve and they perform to the best of their ability. The majority show good control over their bodies and display appropriate skills and co-ordination. They move effectively to music and show creativity and individuality in their performances.
- Pupils normally warm up at the start of lessons and cool down at the end and know why these activities are important when exercising their bodies.
- Pupils plan co-operatively and show confidence when devising their own movements and sequences. They are conscious of the need to vary speed, height, action and direction when working out specific dance sequences.
- There is evidence of very good standards in KS2. In dance, for example, older pupils perform extremely well, demonstrating the concepts of isolation, mirroring, reaction and synchronisation in their sequences.
- In games lessons most pupils display appropriate skills of sending and receiving balls and they follow rules sensibly and fairly. They develop a range of skills based on sound coaching advice, provided at times by outside experts, for example from Cardiff City Football Club.
- Pupils perform competently and confidently in front of their peers and provide sensible evaluations when observing others, suggesting why something was good and where improvements might be made. They enjoy the praise and applause they receive from others and refine their movements by trying out new ideas that are suggested.

- Pupils and teachers are always suitably attired for physical education lessons and due attention is given to health and safety issues. If pupils cannot participate actively in a lesson, they are asked to act as an observer and to provide some evaluation of what they see.
- Pupils in each key stage cover all relevant aspects of the NC on a regular basis.
- Both boys and girls enthusiastically participate in a range of extra-curricular sporting activities, including football, rugby and netball, assisted by parents. Fixtures are played against other schools periodically and pupils take part in various tournaments and swimming galas, as well as the local primary school cross-country league. Some experience considerable success in these events and achieve county standard in a particular sport. There is also an annual sports day and Y5 and Y6 pupils experience outdoor and adventurous pursuits each year at a residential camp at Kingswood.

Shortcomings

- There are no major shortcomings, but a few pupils lack confidence and hand-eye co-ordination in games and ball handling skills.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The last inspection report of April 1998 identified seven key issues for action. These indicated that, in order to maintain and raise the overall satisfactory to good standards of achievement of pupils, the school should:

- take steps to improve standards in information technology and design and technology in KS1 and address shortcomings identified in subject areas in which overall standards are satisfactory;
- review the use and management of the accommodation with a view to effecting improvements in the amount of space available to pupils of statutory age in KS1 and developing a clear rationale for the effective use of shared areas in KS2;
- as a matter of urgency, develop and produce whole school schemes of work for all NC subjects;
- refine its assessment procedures to link to and inform planning;
- continue to develop the monitoring system with the aim of developing teaching methods and improving aspects of class organisation and management;
- take the necessary steps to keep parents as fully informed as possible and in good time of school events and developments;

- improve the security at the rear of the staffroom and the access from the footpath that runs along part of the perimeter wall and fence.

The school has made good progress overall since the last inspection and addressed all of the key issues.

- The school has made considerable improvements in the provision for information technology, especially by the introduction of an ICT suite, which each class uses twice a week. As a result standards in information technology have been raised from poor to satisfactory in KS1, although they remain at satisfactory in KS2 and the key skill of ICT across the curriculum is unsatisfactory. The major shortcoming in both key stages is the lack of regular experiences pupils have in the classroom to develop and refine their skills and understandings across the range of subjects.
- Standards in design and technology in both key stages are now good and in mathematics, science, Welsh second language, history, geography and physical education in KS1 standards have been raised from satisfactory to good. They remain satisfactory in art.
- The use and management of the accommodation has been considerably improved with the building of an extension to the school comprising an additional hall and three more classrooms. This has enabled the school to rationalise the use of its space with the result that there is now far more room for KS1 and there is no need for any shared areas in KS2. However, some of the base areas in the original part of the school are still rather cramped when the whole class is gathered together.
- Schemes of work have now been produced for all subjects of the NC and are of very good quality.
- Assessment procedures have been refined and are now closely linked to teachers' planning; all schemes of work and short term plans refer to assessment opportunities, which are reviewed fortnightly by teachers in their evaluations.
- There is now a systematic process for monitoring across the curriculum. Subject co-ordinators monitor the core subjects at least once every term and the foundation subjects twice a year. Pro formas are completed and feedback is given to staff. However, the focus tends to be on looking at teachers' planning and pupils' work rather than on observations in relation to teaching methods and class organisation and management. Nevertheless, these aspects are now judged to be good overall with some very good features.
- Parents are now generally kept well informed about school events and developments and receive information in good time, particularly through the publication of a weekly newsletter.
- The security issue in relation to the rear of the staff room and access from the footpath has now been resolved by the locking of the two relevant gates.

8.2 Key Issues for Action

In order to maintain and build on its current effectiveness, the school needs to:

- raise standards in information technology, art and the key skill of ICT across the curriculum;
- improve pupils' cultural awareness by raising the profile of multicultural education and the cwricwlwm Cymreig in subjects and school routines, especially through the more frequent use of incidental Welsh;
- resolve the issue which restricts regular access to outside play for early years children and ensure the environmental area is secure to prevent open access;
- continue to keep under review the arrangements for homework.

N.B. Key issue 1 and aspects of key issue 3 are already identified for action by the school as part of its current SDP.

The inspectors would like to thank the head, staff, pupils, parents and governors of the school for their welcome and co-operation during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Archdeacon John Lewis
School type	Church-in-Wales Voluntary Aided
Age -range of pupils	4 to 11
Address of school	Brackla Way Brackla Bridgend
Post-Code	CF31 2JS
Telephone Number	01656 767502

Headteacher	Mrs S Evans
Date of appointment	01/09/97
Chair of Governors	Reverend Canon Dr D Yeoman
Registered Inspector	Dr P D Ellis
Dates of inspection	23/03/04 to 26/03/04

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	19	28	28	28	30	33	29	195

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	-	9.0

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	21.6
Pupil : adult (fte) ratio in nursery classes	-
Pupil : adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	27.8
Teacher (fte) : class ratio	1.3:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	93.0	94.0	95.0	94
Term 2	96.5	90.0	94.0	93.5
Term 3	97.0	94.0	94.0	95

Number of pupils excluded during 12 months prior to inspection.	Nil
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C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 25						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	4	4	60	32	0
EN: Reading	Teacher Assessment	School	0	0	4	0	56	40	0
EN: Writing	Teacher Assessment	School	0	0	4	16	56	24	0
EN: Speaking and listening	Teacher Assessment	School	0	0	0	8	48	44	0
MATHEMATICS	Teacher Assessment	School	0	0	0	4	52	44	0
SCIENCE	Teacher Assessment	School	0	0	0	4	56	40	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	92%	In Wales:	79%

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
A Pupils who have failed to register a level due to absence
W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

National Curriculum Assessment KS 2 Results: 2003							Number of pupils in Y6: 24						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	0	16	46	38	0
		National	0	0	0	0	0	1	6	16	45	31	0
Mathematics	Test/Task	School	0	0	0	0	0	0	0	12	42	46	0
		National	0	2	1	1	0	0	5	12	38	40	0
	Teacher assessment	School	0	0	0	0	0	0	0	29	38	33	0
		National	0	0	0	0	0	0	4	19	46	30	0
Test/Task	School	0	0	0	0	0	0	0	21	42	37	0	
	National	0	2	1	0	0	0	4	18	42	33	0	
Science	Teacher assessment	School	0	0	0	0	0	0	0	0	58	42	0
		National	0	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	0	0	54	46	0
		National	0	2	0	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	71%	In the school:	75%
In Wales:	70%	In Wales:	71%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
N Pupils who have failed to register a level for reasons other than absence
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1
n tests do not cover these levels.
n/a not applicable.

D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors over a four day period. The Rgl spent four days, the other professional inspector three days, and the lay inspector two days, in the school.

- Thirty-eight learning activities were assessed, thirty by the professional inspectors and eight by the lay inspector.
- Each class was visited at least four times.
- All classes were observed by each professional inspector at least once and each class except one was visited by the lay inspector.
- Discussions were conducted with the head, all curriculum co-ordinators and ancillary staff, as well as with pupils.
- A cross-section of present and past work from all year groups was reviewed, particularly in English and mathematics.
- A representative sample of pupils was heard reading.
- Assemblies were attended and playtimes, lunch times, registration periods and other school routines were observed by all the inspectors.
- The resources for each subject and for general school use were examined.
- The school building and the site were surveyed.
- The full range of documentation available in the school was studied, including teachers' long, medium and short term planning and pupils' records.
- Pre-inspection meetings were held with staff, parents and governors.
- The views of parents and governors were received and analysed. Eighty parents' questionnaires were returned, around 89% of responses were positive.
- Fifty-six general observation forms were completed.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Dr D Ellis	1. The school and its priorities 2. Main findings 3.1 Standards achieved 4.1 Pupils' spiritual, moral, social and cultural development. 5.1 Teaching 5.3 Curriculum 8.1 Progress since the last inspection 8.2 Key Issues	Mathematics Science Design and technology Information technology History Physical education
Mr C Lewis	4.2 Behaviour and attitudes 4.3 Attendance 5.4 Support, guidance & pupils' welfare 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Mrs J Evans	3.2 Key skills 5.2 Assessment, recording and reporting 5.5 Provision for pupils with SEN 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 6.3 Staffing, accommodation and learning resources	Early years Welsh 2 nd language English Geography Music Art