

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

A Report on the Quality of Education in

**Bedlinog Community Primary School
Hylton Terrace
Bedlinog
Merthyr Tydfil
CF46 6RG**

School Number: 6752054

Date of Inspection: 26 February 2007

by

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

The inspection of Bedlinog Primary School took place between 26/02/07 and 28/02/07. An independent team of inspectors, led by Stephen Dennett undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Bedlinog Community Primary School is situated in the village of Bedlinog, which is located at the southern end of the County Borough of Merthyr Tydfil. The vast majority of pupils come from the village itself. The school is situated in a rural area with predominantly terraced housing, mostly owner occupied homes. The school was opened in January 2000, after the amalgamation of Bedlinog Infants' School, Graig Bedlinog Infant School and Bedlinog Junior School. At the time of the inspection there were 120 pupils on the school's roll, including 14 children of nursery age. The number on roll has fallen since the school was last inspected in January 2001, but is now rising again. Bedlinog is a Communities First Ward and is in the 10% of wards in Wales that are considered the most deprived. The number of pupils eligible for free school meals has fallen this year from around 20% to 13% due to changes in the benefit system. Approximately half of the pupils at the school have been identified as having additional need, but no pupils have a statement of special educational needs (SEN). All pupils come from English-speaking homes.
2. The school has achieved the following awards:
 - Investor in People status (2000, 2003, 2006);
 - Welsh Network of Healthy Schools (Phases 1, 2 and 3);
 - Football Association of Wales Trust Accredited School (2005); and
 - Basic Skills Quality Mark (2005).

The school's priorities and targets

3. The school's mission statement says, *'This school exists to work in partnership with parents; to meet the needs of our children in terms of personal, academic and social development. To establish a happy, secure and stimulating environment within which they learn respect for themselves, each other, and the community in which they live and learn in an ever-changing society'*.
4. The school current priorities include:
 - Improve the overall assessment of pupils' learning and achievement;
 - Continue to improve the quality of provision in preparation for the foundation skills;
 - Continue to develop a whole school approach to planning for the development of the key skills of communication, numeracy and information and communication technology (ICT) across the curriculum;
 - Raise the quality of teaching and learning in mathematics;
 - Continue to improve and develop the internal and external areas of the school;
 - Further develop self-evaluation strategies;
 - Review the policy and procedures for SEN;
 - Further develop the role of subject leaders;
 - Develop thinking skills;
 - Review the policy and scheme of work for history; and
 - Improve bilingualism throughout the school.

Summary

5. This is a good school with no important shortcomings. Pupils say they really enjoy school and parents are pleased with the quality of education provided.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

Standards

Areas of learning for under-fives

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

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
Mathematics	2	2
Science	2	2
Geography	3	3
Art	2	2
Physical education	2	2

6. During the inspection, standards of achievement in the 29 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	95%	0%	0%	0%

7. Children's attainment on entry to the nursery is well below the local education authority (LEA) average. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Children's learning.
8. All pupils make good progress in their learning and achieve good standards in relation to their prior attainment and underlying ability. All pupils succeed

regardless of their social, ethnic or linguistic backgrounds and make good progress towards fulfilling their potential. Pupils' key skills are good overall.

9. At key stage 1 in the 2006 teacher assessments, results were in the lowest 25% compared with all schools. Compared to schools with a similar number of pupils eligible for free school meals, the school was also in the lowest 25%. In teacher assessments at the end of key stage 2, results were also in the lowest 25 per cent. In comparison with similar schools, the school's results were in the lowest 25%. The school's results are adversely affected by the high numbers of pupils with additional learning needs, which amounts to over 50% in some classes. Assessment results, although variable, have improved since 2004, especially at key stage 1.
10. Pupils with additional needs make good progress in relation to their prior attainment and their underlying abilities. Throughout the school, girls do much better than boys in assessments, although this varies from year to year. The school has targeted boys' performance for the last three years and there has been some improvement, especially in reading.
11. Pupils' personal, social and learning skills are good. Pupils' good behaviour contributes significantly to their good progress and is a strength of the school. Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of their own culture and are developing an understanding of cultural diversity.
12. Attendance averaged at 89.1% for the three terms prior to the inspection. This is above the LEA average but below the national average. The vast majority of pupils arrive at school punctually.
13. Pupils' independent learning skills are developing well. Pupils are well prepared to play an active part in the local community. They are also developing a good understanding of issues such as sustainability and recycling that affect their community.

The quality of education and training

Grades for teaching

14. During the inspection, standards of achievement in the 21 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	95%	0%	0%	0%

15. Lessons are often simulating and challenging. Teachers demonstrate good subject knowledge and a good understanding of recent educational initiatives. Learning support assistants (LSAs) are well trained and this enables them to become integrated fully into the staff team, giving good support to teachers and pupils. Teachers generally plan effectively and have high expectations of their pupils. They use a good range of strategies and resources to stimulate and challenge pupils. Basic and key skills are taught well and relevant links are made in subjects right across the curriculum.
16. There are good systems for assessing and monitoring the progress of pupils in English, mathematics and science in both key stages. Assessment procedures in the foundation subjects are largely informal in nature. There are

inconsistencies in the way teachers use marking to tell pupils what they need to do to improve their work. Pupils are beginning to be involved in their own assessment. Reports to parents are good. The school meets statutory requirements for assessment.

17. The curriculum provided is good and all statutory requirements are met. Equal access is provided to broad and balanced learning experiences. The school meets learners' aspirations well throughout the school. There is a wide range of clear policy documents, appropriate long term schemes and well focused medium term planning which help ensure progression and appropriate continuity. Plans identify appropriate opportunities for the development of pupils' key and basic skills.
18. There is a good range of extra-curricular activities which broaden and enrich pupils' learning experiences and the school is good at promoting pupils' personal development. Provision for their spiritual, moral, social and cultural development is good. The language and culture of Wales is promoted well.
19. The school has good partnerships with parents, the community and other providers. There are appropriate links with the secondary schools to which pupils proceed after they have left Bedlinog.
20. Provision for work related education is being developed appropriately. The school is good at tackling social disadvantage and stereotyping and ensures equal access to all its pupils. Education for sustainable development is good and the school is involved in recycling projects. Progress is being made on developing pupils' entrepreneurial skills and the school reflects national priorities for lifelong learning in its provision well.
21. The quality of care, support and guidance provided for pupils is good. Care arrangements are managed well and there is a good partnership with parents and outside agencies. Children settle into school quickly because of the good induction procedures. The quality of personal support is good and there is an appropriate personal and social education (PSE) programme. Punctuality and attendance are monitored effectively. Pupils are well aware of issues related to health and safety and there are good procedures for child protection.
22. Provision for pupils with additional learning needs is good. There are effective systems for diagnosing individual needs and these are translated into well-constructed individual education plans (IEPs) where necessary. The special needs co-ordinator (SENCo) works well in partnership with the teachers of SEN. The school provides appropriate support for pupils whose behaviour might impede their own learning and the learning of others.
23. The school's provision for equal opportunities is good. All pupils are supported well, irrespective of their individual background. The school promotes gender equality well and promotes good race relations. Effective measures have been taken to tackle bullying and to promote good behaviour. The school has made reasonable adjustment to avoid putting disabled pupils at a disadvantage. The school recognises and respects diversity well.

Leadership and management

24. The headteacher leads the school well. His vision for the school is reflected in its mission statement which expresses its commitment to developing the full

potential of each individual in a happy, secure environment. All staff are aware of the school's aims and values and are fully committed to promoting them in their work and through personal example.

25. The school takes appropriate account of national priorities. The headteacher and staff analyse the school's performance data and set targets accordingly. Individual targets are also set and monitored by both staff and pupils. Performance management is conducted efficiently.
26. The governing body is very supportive of the headteacher and staff. Governors have responsibility for subjects or areas. They monitor the quality of provision informally by making visits to the school. However, there have been few opportunities for governors to hear from subject co-ordinators or regularly observe teaching and learning first-hand. The governing body meets all statutory requirements.
27. Systems for self-evaluation are good. Staff are well informed about performance in their areas of responsibility. The headteacher regularly monitors lessons in order to make judgements about standards throughout the school. All those who provide education are involved in the self-evaluation process. The school's self-evaluation report is a well-structured document which effectively identifies its strengths and areas for development.
28. The information gathered through self-evaluation is directly used to inform strategic planning. Areas identified as being in need of improvement are included as targets in the school development plan (SDP). The school supports its priorities well through the allocation of resources. The school has made good progress since the last inspection and has dealt appropriately with all outstanding issues.
29. Staff, accommodation and resources are all good. Economic, efficient and effective use is made of all resources. Staff are well deployed and effectively trained. Resources are well matched to the school's priorities of development and the school provides good value for money.

Recommendations

In order to move the school forward, the school needs to:

- R1 Further raise standards in geography and improve pupils' geographical and mapping skills.
- R2 Improve systems for assessment as indicated in the report.*

** This area for improvement has already been identified in the SDP.*

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

30. The findings of the inspection team match the judgement made by the school in its self evaluation report.
31. During the inspection, standards of achievement in the 25 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	95%	0%	0%	0%

32. Standards were judged to be Grade 1 or 2 in 100% of lessons. This is above the national average of 77% reported by Her Majesty's Chief Inspector in her annual report 2005-06.
33. Children's attainment on entry to the nursery is well below the LEA average. Baseline assessment in reception shows that children generally have poor skills in speaking and listening, numeracy and social development. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
34. In the early years, standards in the areas of learning inspected are as follows:

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

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

Subject	Key Stage 1	Key Stage 2
Mathematics	2	2
Science	2	2
Geography	3	3
Art	2	2
Physical education	2	2

36. Pupils make good progress in their learning and achieve good standards in relation to their prior attainment and underlying ability. They achieve the learning targets set by teachers and by themselves. Pupils succeed regardless of their social, ethnic or linguistic backgrounds and make good progress towards fulfilling their potential. They are well prepared for the next phase of their education.
37. Pupils' key skills are good overall. Their listening, reading and writing skills are good throughout the school. Pupils' numeracy and ICT skills are also good. Many pupils' speaking skills are underdeveloped, both in English and Welsh. However, children's bilingual skills are developing well in the early years. Pupils' problem-solving and independent skills are developing well. Pupils' creative

- skills are good at both key stages. Children under five are developing their key skills well. The youngest children are also good at working with each other.
38. At key stage 1 in the 2006 teacher assessments, 58% of pupils achieved level 2 or above in English. In mathematics and science, 75 per cent achieved at least level 2. Compared with all schools in Wales, the school's core subject indicator (the percentage of pupils achieving at least level 2 in English, mathematics and science) for key stage 1 was in the lowest 25%. Compared to school with similar number of pupils eligible for free school meals, the school was also in the lowest 25%. The percentage of pupils gaining the higher level 3 was below average in English, mathematics and science. It should be noted that the number of pupils being assessed each year is small and nearly half of pupils have additional learning needs, especially in language. This has an adverse effect on assessment results.
 39. In teacher assessments at the end of key stage 2, 67% of pupils achieved level 4 or above in English. In mathematics, 53% achieved at least level 4 and in science the proportion was 67%. Compared with all schools in Wales, the school's core subject indicator (the percentage of pupils achieving at least level 4 in English, mathematics and science) was in the lowest 25%. In comparison with similar schools, the school's results were also in the lowest 25%. In English, mathematics and science fewer pupils achieved the higher level 5 than is found nationally. In 2006, Over 50% of pupils in Y6 had additional learning needs.
 40. The school's assessment results show some variation since the last inspection. This is due to a variety of factors. The school's performance was adversely effected by its merger in 2000 and performance dipped significantly until 2004. Since then, the results have improved at key stage 1, year-on-year. There has also been some improvement at key stage 2, but here performance has been adversely effected by long-term staff absence due to a secondment and sick leave. In addition to the above factors, the number of pupils with additional educational needs has increased since 2000 and for the past four years more than 50% of pupils at key stage 2 have been identified as needing extra support in their learning.
 41. Pupils with additional needs make good progress in relation to their prior attainment and their underlying abilities. Throughout the school, girls do much better than boys in assessments, although this varies from year to year. The school has targeted boys' performance for the last three years and there has been some improvement, especially in reading.
 42. Pupils' personal, social and learning skills are good. They are well motivated in all classes and work productively. Pupils' good behaviour contributes significantly to their good progress and is a strength of the school. Pupils report that there is very little bullying at the school and when it occurs, it is dealt with swiftly and effectively by staff. Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of their own culture and are developing an understanding of cultural diversity. There are appropriate daily acts of collective worship, which meet statutory requirements.
 43. Attendance averaged at 89.1% for the three terms prior to the inspection. This is above the LEA average but below the national average. The vast majority of pupils arrive at school punctually.

44. Pupils' independent learning skills are developing well. Pupils are well prepared to play an active part in the local community. They are also developing a good understanding of issues such as sustainability and recycling that affect their community. The school is beginning to explore ways in which pupils can be prepared for effective participation in the workplace.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

45. The findings of the inspection team match the judgement made by the school in its self evaluation report.
46. During the time of the inspection, standards of achievement in the 21 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	95%	0%	0%	0%

47. Teaching was judged to be Grade 1 or 2 in 100% of lessons. This is well above the figures reported by Her Majesty's Chief Inspector in her annual report 2005-06. Nationally, the quality of teaching is good in 84% of lessons, with 17% of lessons having outstanding features.
48. Lessons are often simulating and challenging. Teachers have established good working relationships with pupils and in most lessons there is a good working atmosphere. Teachers demonstrate good subject knowledge and a good understanding of recent educational initiatives. Learning support assistants are well trained and this enables them to become integrated fully into the staff team, giving good support to teachers and pupils. Teachers promote equality of opportunity effectively and actively address issues of gender, race and disability in their lessons.
49. Teachers generally plan effectively and have high expectations of their pupils. They use a good range of strategies and resources to stimulate and challenge pupils. Basic and key skills are taught well and relevant links are made in subjects right across the curriculum. Teachers demonstrate positive attitudes towards the promotion of bilingualism.
50. Most teachers meet the needs of pupils well and are flexible in their approach. They monitor pupils' progress well and make adjustments to lesson plans as necessary to ensure that all pupils learn as effectively as possible.
51. There is a clear assessment, recording and reporting policy which provides good guidance for teachers. The quality of the baseline assessment is good and effective use is made of the evidence produced. The school meets all statutory requirements for assessment.
52. There are good systems for assessing and monitoring the progress of pupils in English, mathematics and science at both key stages. Teachers make good use of the information generated in the core subjects to set appropriate targets. These are carefully monitored. There is an effective tracking system in which gives a good overview of pupils' progress and achievements. Assessment

procedures in the foundation subjects are informal in nature and need further development to be fully effective. Each pupil has an individual record of achievement file which contains personal information, results of tests and some examples of their work.

53. Procedures for evaluating short-term planning and the ongoing assessment of pupils' daily work to inform further planning are inconsistent and not always sufficiently rigorous. Work is regularly marked, and positive comments often given. However, there are inconsistencies in the way teachers use marking to tell pupils what they need to do to improve their work. Pupils are beginning to be involved in the assessment process and in the setting of individual targets.
54. Annual reports to parents comply with statutory requirements. They clearly show what pupils have achieved and how much progress they have made. They also include clear targets for improvement. Parents have good opportunities, if they wish, to discuss the content of reports with teachers. In addition they have opportunities to discuss their children's progress on two other occasions during the academic year.

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

Grade 2: Good features and no important shortcomings

55. The findings of the inspection team match the judgement made by the school in its self evaluation report.
56. The curriculum complies with statutory requirements. Equal access is provided to broad and balanced learning experiences. The school meets learners' aspirations well. There is a wide range of clear policy documents, which includes a comprehensive general curriculum policy. In addition there are appropriate long term schemes and well focused medium term planning in the majority of subjects, which help ensure progression and appropriate continuity. Plans identify appropriate opportunities for the development of pupils' key and basic skills.
57. The school's provision of extra-curricular activities and off-site provision is good and makes an important contribution to pupils' learning experiences. Teachers run after school and lunchtime clubs, which include a range of sporting activities. Numerous school visits to environmental and heritage parks, theatres, churches and outdoor pursuits centres enrich the curriculum. Visitors to the school include individuals and groups who talk about wild life, offer sport and music tuition, workshops and travelling theatre experiences. Homework is appropriately targeted and for the most part links well with school experiences.
58. There is a strong Welsh ethos throughout the school. The culture and heritage of Wales feature prominently across the curriculum and in the general life of the school. There are very positive attitudes towards the Welsh language and bilingual displays feature prominently. Planning and provision to promote progression in bilingual skills are however insufficiently developed.
59. There are appropriate curricular opportunities to further pupils' knowledge and understanding of other cultures, particularly in religious education and geography. Pupils have also been involved in focusing on European countries

- as part of the Comenius project and in understanding the importance of celebrations in other cultures such as the Chinese celebration of the New Year.
60. Spiritual and moral development is promoted well. Collective worship, where pupils have opportunities to experience moments of quiet reflection, plays an important role in these contexts. Social development is promoted well through the community feeling that is engendered, and opportunities for pupils to work in pairs and groups and to take responsibility through the school council and playground leaders' scheme.
 61. While there is a clear policy for PSE and good experiences offered in a number of related areas, planning for the programme as a whole is insufficiently comprehensive. The PSE experiences provided do not fully reflect the breadth of this curriculum area as set out in national guidelines. The school is effectively raising pupils' awareness of the importance of healthy eating and living through its participation in the Welsh Network of Healthy schools programme and has completed phase three of the scheme.
 62. The schools partnership with parents is good. Parents are very supportive of the school, and as well as giving practical support, they and the community, raise sums of money annually for the school and any charities which the school is supporting. Parents are encouraged to help with the reading development programme in the school. Most have signed the home/school agreement which meet requirements.
 63. The school works very hard to be an important part of the community and pupils take part in a variety of community events. It benefits from strong links within the community, including those with Communities First and Groundwork Trust personnel. There are good links with the LEA and links with the feeder secondary school are developing effectively. There are also good links with initial teacher training and local colleges.
 64. The provision for work related education is difficult due to the local economic situation. However this shortcoming is compensated for by the school's efforts to provide varied and valuable links with local professionals, local projects and Communities First initiatives within the area.
 65. The school has a positive approach in tackling issues of social disadvantage, equal opportunity and stereotyping. The breakfast and after school clubs enhance the school's overall provision.
 66. Pupils show a developing awareness of environmental issues and the need for sustainable development. Although the school has not sought award status yet, recycling and energy conservation are well established and there is a newly formed Eco Club. Global citizenship has been promoted through the Comenius project.
 67. Pupils' entrepreneurial skills are being developed through the organisation and management of the fruit tuck shop. The school also participates in charitable fund raising initiatives. The school council is enthusiastic, but requires further guidance and leadership from the staff to be fully effective. The pupils' experiences across the curriculum are enabling them to gain a range of skills that are valuable for life long learning, including good personal and social skills.

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

Grade 2: Good features and no important shortcomings

68. The findings of the inspection team match the judgement made by the school in its self evaluation report.
69. The school liaises well with appropriate specialist services such as the Education Welfare Officer, behaviour and learning support services, health professionals and social services as required. By providing a wide range of educational and social opportunities, the pupils are effectively prepared to achieve their potential. Pupils turn freely to staff for educational and personal support, and the staff respond appropriately to individual needs.
70. There is a good relationship with parents and this is reflected in the positive responses received from the questionnaire. Parents are supportive of activities relating to their own children within and outside school. The school encourages the parents of new nursery children to take advantage of the induction arrangements which suitably prepare these young children for daily school life.
71. Good support and guidance are provided for pupils. The staff know the pupils very well and pupils' personal and social development is promoted effectively. Health education is good. Close links have developed with several health professionals, enhancing the school's support.
72. There are effective arrangements for registration and for monitoring punctuality. The school has a suitable system for rewarding good attendance. Behaviour is monitored on a daily basis with consistent and appropriate action being applied according to the policy.
73. Pupil safety and wellbeing receive good attention. Pupils are carefully supervised as they arrive, throughout the day and when they leave. Appropriate policies have been established to ensure pupils' welfare and safety, including first aid training and fire drills. Risk assessments are undertaken as required.
74. All members of staff are familiar with the child protection arrangements and aware of how to appropriately and sensitively deal with any concerns which arise. The headteacher and chair of governors are designated to oversee this aspect.
75. Provision for pupils with additional learning needs is good. There are effective strategies to identify pupils at an early stage. Good use is made of a range of tests and teacher expertise.
76. The needs of pupils are met well through a variety of strategies and intervention programmes. The provision to meet the pupils' language needs is well developed and more recently a more structured approach has been put into place to meet mathematical needs. There is an effective emphasis on promoting pupils' self esteem and school adheres to the SEN Code of Practice. There is a clear policy to guide teachers' work. The headteacher, in his role of SENCo oversees and co-ordinates the provision effectively. He is ably supported by the teacher with specific responsibility for teaching SEN. There are good links with relevant outside agencies in this field.
77. The teacher for SEN provides good quality language support on a withdrawal basis. She also makes a very important contribution to assessment, record

keeping and to the overseeing of the work of teachers and support assistants. Two other support assistants work closely with teachers in classrooms where their responsibilities include a specific focus on individual pupils. Class teachers contribute appropriately to the provision through their planning of tasks for these pupils as well as for more able pupils.

78. All pupils on the school action plus stage have IEPs. These are well focused in terms of targets and strategies and are reviewed twice a year. Parents are shown copies which include a note on areas where they can offer support. They have opportunities to discuss targets and progress with teachers.
79. The school works closely with parents and other agencies to ensure that appropriate support is provided for those learners whose behaviour might impede their progress or that of others. The school's policies and procedures to promote good behaviour emphasise a positive approach and are effective. Good quality additional support is provided by LEA behavioural support staff.
80. The school ensures that all pupils have equal opportunity to participate in the full range of activities. It takes good account of the pupils' backgrounds with the pastoral care and support of pupils reflecting this. The school positively promotes gender equality and challenges stereotypical choices. Boys and girls work well together in a variety of projects and activities in and outside school.
81. The school actively promotes respect, racial equality and tolerance. Older pupils confirm incidents of boisterous and, on some occasions, of poor behaviour amongst some of their peers. However the same pupils stated confidently that the headteacher deals effectively with such incidents with the school's rules being implemented fairly.
82. The school makes appropriate arrangements to ensure that pupils with disabilities are not disadvantaged. The school has undertaken a disability access audit and has an appropriate disability access plan. Pupils' awareness of diversity is developed appropriately through aspects of the religious education, geography and the PSE curriculum. The school provides good opportunities to enable pupils to understand and appreciate the diversity of cultures in their own society and further afield.

Leadership and management

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

Grade 2: Good features and no important shortcomings

83. The findings of the inspection team match the judgement made by the school in its self evaluation report.
84. The headteacher leads the school well. He has a clear sense of purpose and direction which is effectively communicated to all staff and the governing body. His vision for the school is reflected in its mission statement which expresses its commitment to developing the full potential of each individual in a happy, secure environment. At the same time, he demonstrates great care and concern for both staff and pupils.

85. The school's commitment to each pupil is evident also in the aims of the school and the values it seeks to promote. These focus on the development of good attitudes, learning skills and the social and interpersonal skills which are essential if pupils are to achieve well. Parents indicated their support and appreciation of the values instilled by the school in the pre-inspection questionnaires.
86. All staff are aware of the school's aims and values and are fully committed to promoting them in their work and through personal example. This commitment is evident in all aspects of the life of the school. The headteacher and staff succeed in creating a caring ethos and stimulating environment which promote effective learning.
87. Curriculum co-ordinators provide effective leadership, monitoring standards in their subjects and clearly identifying areas for improvement. These are discussed with colleagues to ensure that they understand what is required of them in the process of raising standards. They also lead training for colleagues in areas that are a priority in the SDP.
88. The school takes appropriate account of national priorities. The raising of standards in literacy is an on-going target and an action plan is in place for the implementation of the Foundation Phase. However, due to financial and staffing limitations, there are some recent initiatives that have yet not been fully implemented.
89. The headteacher and staff analyse the school's performance data and set targets accordingly. Individual targets are also set and monitored by both staff and pupils. Performance management is conducted efficiently and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual. The headteacher also holds appraisal meetings with staff to review their professional development.
90. The governing body is very supportive of the headteacher and staff. Governors have responsibility for subjects or areas. They monitor the quality of provision informally by making visits to the school. However, there have been few opportunities for governors to hear from subject co-ordinators or regularly observe teaching and learning first-hand.
91. Governors are proud of the school and are both committed to school improvement. They receive regular reports from the headteacher and discuss these in governors meetings. However, the governing body is only just beginning to develop its role as 'critical friend'. The governing body meets all statutory requirements.

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

Grade 2: Good features and no important shortcomings

92. The findings of the inspection team do not match the findings of the school as it was too modest in its evaluation of the effectiveness of its self-evaluation procedures and the accuracy of its findings.
93. Staff are well informed about performance in their areas of responsibility. They gather first-hand evidence from looking at books and speaking to pupils. The

- headteacher regularly monitors lessons in order to make judgements about standards throughout the school. The headteacher monitors and evaluates teachers' planning well and gives effective leadership to the process of school self review.
94. All those who provide education are involved in the self-evaluation process. The headteacher takes very seriously the opinions of staff and governors. All staff and governors are consulted and their views sought and discussed fully. Parents are consulted through questionnaires and the school takes note of their views and responds positively. The views of the pupils on the school council are also sought, although this is still at an early stage of development.
 95. The school self-evaluation report is a well-structured document which effectively identifies its strengths and areas for development. The judgements of the inspection team matched those of the school in six key questions and awarded a higher grade in the other.
 96. The governing body works with the headteacher and staff in the process of self-evaluation. Governors discuss the self-evaluation report prior to approval. The governing body is committed to self-evaluation and sees it as instrumental in bringing about improvements. However, the governing body is only just beginning to be proactive in the self-evaluation process and is not sufficiently incisive in its judgements about the school's performance.
 97. The information gathered through self-evaluation is directly used to inform strategic planning. Areas identified as being in need of improvement are included as targets in the SDP and clear priorities and realistic but challenging targets are set to ensure improvement. All members of staff monitor progress against targets in the SDP and the headteacher reports fully to the governors.
 98. The school supports its priorities well through the allocation of resources. For example, the school has targeted pupils with low reading ages in its 'Catch Up' scheme and this has resulted in greatly improved reading scores. The school has made good progress since the last inspection and has dealt appropriately with all outstanding issues.

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

Grade 2: Good features and no important shortcomings

99. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
100. The school has a good complement of teaching staff to deliver the curriculum and they are well deployed. Teachers have appropriate qualifications and a range of expertise and the scheme for delegating responsibilities is good. During the current year, a rise in pupil numbers has seen class sizes increase. The school invests in enthusiastic and effective classroom support staff who work well with the teachers. All members of staff have job descriptions that give a clear outline of their responsibilities.
101. Appropriate use is made of a specialist teaching for physical education, design and technology, art and Welsh in key stage 2. Specialist teachers for religious education and music are used effectively to cover for teachers' preparation, planning and assessment (PPA) time.

102. The quantity and quality of resources in various curriculum areas are good. The school ensures that the resources purchased correspond to its priorities for development. Leaders and managers conduct reviews to ensure that there are sufficient, suitable resources in the areas for which they are responsible.
103. The accommodation is good and provides a modern and pleasant environment, although there is a shortage of storage space. Classrooms are generally large and well planned, there is a large hall, and well situated computer and library areas. The outdoor areas for early years provide an effective setting for outdoor play. There are well maintained grounds, although the upper playground suffers from water retention. Recent developments include a sun canopy, new fencing and a new bin storage area.
104. Effective use is made of the site and buildings. There are wall displays of a good standard which contribute to the stimulating atmosphere which is characteristic of the life of the school. The use made of the computer area has had an important effect on raising information technology standards. Effective use is made of the hall for assemblies and physical education. Good use is made of library area.
105. The school's budget is well managed and good use is made of a number of grants from various sources. The school's current spending decisions are well linked to plans for development and governors review expenditure regularly. The spending on ICT in particular has had a positive effect on standards. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under fives

106. The education provided for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. The majority of nursery and reception children are in one early years class. Five reception children are in a class with the rest of the key stage 1 pupils. The grades and comments in the report reflect progress of children in this mixed situation.

Language, literacy and communication skills

Nursery – Grade 2: Good features with no important shortcomings Reception – Grade 2: Good features with no important shortcomings

Good features

107. Children in the nursery are learning to listen to adults and peers. They show an understanding of all that is said in class by adults. Some are making significant improvement in their communication skills and are happy to discuss their tasks. They use the correct words for many colours, and name a good range of fruits from pictures and the real objects. They use both English and Welsh words when speaking.
108. Children in reception make good progress in listening and speaking skills. They have a developing knowledge of a range of sounds and the letters that represent them. They all listen well to stories such as 'There's a Shark in the

Park!' and answer questions on the text with confidence and enthusiasm. Children understand that the title and cover are important parts of a book, and sequence events in familiar tales. They use a number of clues to read words, and the more able read with expression and understanding.

109. Children in nursery and reception make good progress in writing skills and their marks on paper quickly become recognisable. They can 'over-write' and 'underwrite' well, and more able children write a simple sentence independently.

Shortcomings

110. There are no important shortcomings.

Personal and social development

Nursery – Grade 2: Good features with no important shortcomings Reception – Grade 2: Good features with no important shortcomings
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Good features

111. In the nursery, children make good progress in their personal and social skills. Most children show confidence when speaking and have good relationships with adults and each other. They concentrate well and persevere in their tasks. Younger children express their feelings appropriately and show affection for staff and each other.
112. Children continue to make good progress in the development of their personal and social skills in reception. They work effectively as a group and many have good independent learning skills. Children show care and concern for other children and often help each other with simple tasks, such as putting on shoes. They respond positively to a range of new cultural and linguistic experiences such as, for example, the Chinese New Year and a greeting in Chinese. Children are also aware of Welsh culture and talked excitedly about St David's Day.
113. Children's behaviour is good both in nursery and reception. They listen attentively to instructions and follow them promptly. When speaking to adults, children are polite and show respect for them and each other.

Shortcomings

114. There are no important shortcomings.

Mathematical development

Nursery – Grade 2: Good features with no important shortcomings Reception – Grade 2: Good features with no important shortcomings
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Good features

115. Children make good progress in their mathematical development in the nursery. They use appropriate mathematical language when talking about objects they are sorting. Children recognise and create patterns when adding pasta to a shape of their name, for example. They talk appropriately about things being 'bigger' or 'smaller'. They count up to five in English and Welsh.

116. In reception, children continue to make good progress. They extend their ability to count up to 10 and beyond, both in English and Welsh. They know the days of the week in both languages and are beginning to do simple addition and subtraction problems. Children understand the concept of 'less' and 'more' and apply these concepts when talking about how much modelling clay they have on their table.

Shortcomings

117. There are no important shortcomings.

Knowledge and understanding of the world

Nursery – Grade 2: Good features with no important shortcomings Reception – Grade 2: Good features with no important shortcomings
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Good features

118. Children in the nursery make good progress in their knowledge and understanding of the world. They make good use of the interactive whiteboard to select icons and move them. Children recognise different objects in a picture and are developing ideas about the environment. They understand that plants need water to grow. Nursery children are gaining an understanding of the seasons of the year and the kind of plants that might grow during each one.

119. In reception, children continue to make good progress in their knowledge and understanding of the world. They recall the points of the compass, for example, and give directions in a computer simulation to move Barnaby Bear. Children understand simple maps and follow a journey around an imaginary park. Older children in reception are beginning to understand time and recognise when a clock show the hour. Children also know about and describe their senses, when carrying out simple investigations. They record their findings appropriately on chart.

Shortcomings

120. There are no important shortcomings.

Physical development

Nursery – Grade 2: Good features with no important shortcomings Reception – Grade 2: Good features with no important shortcomings
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Good features

121. Children in nursery are making good progress in their physical development and move confidently and with increasing control and co-ordination. They have a good awareness of space and make good use of it as they move around the school hall. In the classroom, children handle tools and modelling clay safely and with increasing control.

122. In reception, children continue to make good progress. They are very confident in the way they move and have good control and co-ordination. They are beginning to put together simple sequences of shapes, which show agility and precision. Children are well aware of space and quickly choose an area in which

to move and work. In the classroom, children show good development of fine motor skills and handle pencils, tools and materials with confidence. When using modelling clay, for example, they produce models of creatures which are beginning to be recognisable by their features.

Shortcomings

123. There are no important shortcomings.

Creative development

Nursery – Grade 2: Good features with no important shortcomings Reception – Grade 2: Good features with no important shortcomings
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Good features

124. Children in nursery and reception make good progress in their creative development. They make and explore choices about colour and media, choosing the appropriate ones for their work. In nursery, most children know the names of primary colours in English and Welsh. Older children in reception name more colours in both languages. Children's drawing skills are good and they produce well-observed pictures of themselves, each other and plants.

125. Children's dramatic skills are developing well and they readily engage in role play, taking the part of a range of characters. They also sing well and know a range of simple songs in English and Welsh.

Shortcomings

126. There are no important shortcomings.

Mathematics

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

127. In key stage 1, pupils make good progress in relation to their prior attainment and underlying capabilities. They achieve standards which are broadly in line with expectations by the end of Y2.

128. Pupils reliably count sets of objects and have an appropriate mental recall of addition and subtraction facts up to 10. More able pupils have a good grasp of place value up to 100. They choose the appropriate operations when solving addition and subtraction problems. Most pupils know their number bonds up to 20 well.

129. Nearly all pupils know the properties of common two and three-dimensional shapes. They recognise faces, edges and points and use the correct mathematical language to describe each shape. Pupils make appropriate use of both non-standards and standard metric measurements to find out the length and capacity of a range of objects. They use tally charts to produce simple graphs.

130. In key stage 2, pupils continue to make good progress in relations to their prior attainment and underlying capabilities. They achieve standards which are broadly in line with expectations by the end of Y6. A minority of pupils achieve standards which are above expectations.
131. Younger pupils in key stage 2 have a good mental recall of multiplication tables up to five. They use these skills to use all four operations up to 100. Pupils correctly identify which coins make up a given amount and make suitable use of decimal notation to record their answers. They also accurately identify and classify two and three-dimensional shapes. Pupils use an appropriate range of metric measurements and know the common imperial units still in use.
132. Older pupils in key stage 2 try different ways of solving problems. They organise their work effectively and check it for accuracy. Pupils make appropriate use of mathematical symbols and diagrams to record their findings. They double numbers up to 10,000 and use appropriate mental strategies when solving problems involving large numbers. More able pupils find the area of regular quadrilaterals using multiplication and calculate the object's perimeter. Pupils use table to record their findings from surveys and construct graphs, sometimes using computers to produce their results.

Shortcomings

133. Pupils' skills in data handling and probability are underdeveloped.
134. Some pupils' work is marred by poor presentation, which leads to inaccuracies in calculations.

Science

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

135. Pupils make good progress and achieve good standards in relation to their prior attainment and underlying abilities at both key stages. Pupils in key stage 1 have a good understanding of the characteristics of living things. They know the names of parts of plants and flowers and their functions. Through their investigations, they have a good understanding of what plants need in order to grow.
136. Pupils in key stage 1 recognise that different types of materials can be used for different purposes. They separate various objects accurately according to a range of criteria, including whether or not they reflect light. They are beginning to make good use of appropriate diagrams to display their results.
137. Pupils have a good knowledge light sources. By investigating with a torch in a dark room, they recognise the importance of light to living things. Pupils investigate the effects of the height of various ramps on the movement of a toy car and the distance which it travels well. They also find suitable methods of regulating the speed at which it travels. Older pupils in key stage 1 are beginning to develop an appropriate grasp of fair testing.

138. In key stage 2, pupils in Y3 and Y4 have a good understanding of the properties of solids, liquids and gases. They are aware that they can change the form and shape of some materials and that some of these changes are reversible. Pupils understand the concept of magnetism well and through investigations, develop a good understanding of the effectiveness of magnets in different conditions. They conduct well focused investigations to explore the strength of elastic bands and the power they generate.
139. Older pupils in key stage 2 make good use of a pond visit at various times of the year to study 'mini-beasts' in their environment. They use labelled diagrams effectively to identify features of different types of creatures. Most pupils in Y5 and Y6 have a good understanding of the water cycle and the concepts of condensation and evaporation. They demonstrate good prediction and investigative skills as they explore the most favourable conditions for drying materials. They test materials effectively to identify the most effective for muffling sound.
140. Pupils have a good understanding of the importance of a fair test and are aware of problems which can arise when undertaking an investigation. The majority of make appropriate progress in drawing out the key features of the evidence they unearth.

Shortcomings

141. A number of pupils in both key stages demonstrate a limited scientific vocabulary and have difficulty communicating their knowledge and understanding of science.

Geography

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

142. Pupils make adequate progress in the subject and standards are appropriate for the age and ability of the pupils. Pupils in key stage 1 are aware of the countries that make up the United Kingdom and locate their own locality and a contrasting seaside locality on maps. They locate and identify various buildings and physical features in their locality. Pupils' knowledge of the area is good and they draw simple maps of their routes to school. They investigate the volume of traffic and types of vehicles which pass their school well.
143. Older pupils in key stage 1 draw effectively on their experiences of visiting seaside localities and identify some natural and man made features of these places. They compare and contrast their own village and seaside towns. Pupils identify locations accurately on a map of the world. They also create suitable plans and maps of fictitious places they find in stories.
144. Pupils at the lower end of key stage 2 create effective plans of the school buildings. They have good knowledge of some physical and man-made features in their locality. Most pupils are aware of the uses made of land. Pupils gather relevant information about India and make good presentations to identify features relating to weather, farming and lifestyles in the Chembakoli. They compare lifestyles in this part of India with those in their own area.

145. The majority of older pupils in key stage 2 know a few ordinance survey map symbols. Their knowledge of places around the world is good. Pupils gather information from photographs in their study of a seaside locality. They correctly identify physical features and how people earn their living there. Pupils in Y5 and Y6 have an appropriate understanding of some environmental issues. They consider arguments for and against landfill sites and the importance of recycling.

Shortcomings

146. Most pupils have a limited geographical vocabulary in both key stages.

147. Pupils' mapping skills in both key stages are underdeveloped.

148. The way in which older pupils record work is limited.

Art

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

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

Good features

149. Pupils in key stage 1 make good progress in their learning and show a good awareness of basic artistic techniques. Younger pupils explore colour by mixing paint and use various brushes to a good standard. They produce colourful 'self-portraits' when they were ill and when they got better. Older pupils investigate the use of shade, line and tone well by using paint, charcoal and pastels. They recognise the similarities and differences between their own work and the work of others.

150. Pupils in key stage 1 show good drawing skills in their pictures of fruit. They respond positively to stimuli and describe what they think or feel when working. Pupils make good use of their ICT skills to produce different designs using a range of graphics programs. In their textile work, pupils produce good quality sewn autumn 'leaves'. They investigate the visual qualities of fruit, trees and Welsh artists and produce their own versions in a range of media.

151. In key stage 2, pupils continue to make good progress in their understanding of materials, media and processes. They investigate the visual qualities of landscapes well, for example, and draw inspiration from Welsh artists and designers. The pupils' response to the stimulus of a stuffed fox has produced a wide range of well executed pictures, including drawings, paintings and pastels. They have also produced good engraved slates with the help of a local artist.

152. Older pupils in key stage 2 use a good range of techniques to illustrate their work in a number of subjects. In English, for example, they have produced a cartoon version of the legend of Gelert. Pupils collect and develop their ideas well by collecting and organising visual ideas in their sketchbooks. Examples range from designs for slippers to 'bling' jewellery items. There is evidence that pupils adjust their work in progress in the light of their own evaluations and the comments of others.

Shortcomings

153. There are no important shortcomings.

Physical education

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

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

Good features

154. Pupils make good progress at both key stages and standards are good. Pupils all ages have a good understanding of the importance of warming up and cooling down sessions and carry out these activities effectively.
155. Pupils in key stage 1 have a good awareness of space, good levels of agility and appropriate control in their movements as they move around the school hall. They use a wide range of ways of moving which include jumping and landing. Pupils use different parts of the body effectively and most make up appropriate sequences of movements. They demonstrate good balancing skills.
156. In key stage 2, pupils in Y3 and Y4 respond effectively to a range of stimuli as they effectively focus on a series of dance movements to reflect the arrival of the circus. They respond appropriately to guidelines and work well in large groups as they create, refine and adapt sequences of circular and linear movements. Most pupils make appropriate progress in their swimming skills.
157. Pupils in Y5 and Y6, who have been focusing on traditional Welsh dances during the term, dance well. They keep formation and have good rhythm and posture as they as they synchronise and sequence the steps they have learned. They effectively keep in time to the music and most are appropriately light on their feet. The majority of pupils are good at evaluating their own performances and those of others. These features contribute well to the progress which pupils make.

Shortcomings

158. There are no important shortcomings.

School's response to the inspection

The staff and governing body are very pleased that the school's hard work has been recognised and that the report confirms Bedlinog Community Primary School is a good school.

Whilst the school recognises the many positive aspects throughout the report, we remain committed to maintaining and improving to ensure the highest quality education for all pupils in our care.

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

Appendix 1

Basic information about the school

Name of school	Bedlinog Community Primary School
School type	Nursery and Primary
Age-range of pupils	3 to 11
Address of school	Hylton Terrace Bedlinog Merthyr Tydfil
Postcode	CF46 6RG
Telephone number	01443 710368

Headteacher	Mr Tony Soanes
Date of appointment	January 2000
Chair of governors	Cllr Helen Thomas
Registered inspector	Mr Stephen Dennett
Dates of inspection	26/02/07 to 28/02/07

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	14	21	11	12	12	20	17	13	120

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	30.3:1
Pupil: adult (fte) ratio in nursery classes	14:1
Average class size, excluding nursery and special classes	30
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	88.2	93.0	90.3
Summer 2006	85.52	90.4	91.1
Autumn 2006	85.0	86.7	92.4

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

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:					12
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	25	17	50	8	
		National	0	4	12	64	20	
En: reading	Teacher assessment	School	0	25	17	50	8	
		National	0	4	14	56	27	
En: writing	Teacher assessment	School	0	25	17	58	0	
		National	0	5	14	69	12	
En: speaking and listening	Teacher assessment	School	0	0	25	67	8	
		National	0	2	11	64	24	
Mathematics	Teacher assessment	School	0	8	17	67	8	
		National	0	2	10	64	24	
Science	Teacher assessment	School	0	8	17	67	8	
		National	0	2	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	58	In Wales	81

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6					15				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	0	47	40	13	
		National	0	2	2	0	1	4	15	46	31	
Mathematics	Teacher assessment	School	0	0	0	0	0	7	40	27	27	
		National	0	0	2	0	1	3	15	47	32	
Science	Teacher assessment	School	0	0	0	0	0	0	27	40	27	
		National	0	0	2	0	0	2	11	51	34	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by Teacher Assessment	
In the school	53.3
In Wales	72

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

Appendix 4

Evidence base of the inspection

- A team of three inspectors spent a total of six inspector days at the school.
- Pre-inspection meetings were held with staff, parents and governors.
- Twenty-three questionnaires were returned by parents and analysed.
- The school's self-evaluation report and a comprehensive range of other documents were examined.
- The headteacher acted as nominee and provided additional information as required.
- A peer assessor from another local education authority assisted the team by observing lessons, sampling pupils' work and talking to pupils.
- Twenty-one lesson observations were undertaken.
- Samples of pupils' work from across the age and ability ranges were examined.
- Inspectors talked to pupils and listened to them read.
- Inspectors attended the school council, and observed lunch times and break times.
- Inspectors attended daily acts of collective worship.
- Post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Stephen Dennett Registered Inspector	Led on : Context, Summary, Recommendations and Appendices Key Question 1 Key Question 2 Key Question 5 Key Question 6 Early Years Mathematics Art Contributed to: Key Question 3 Key Question 4
Marian Donovan Lay Inspector	Led on: Key Question 4 Contributed to: Key Question 1 Key Question 3
Brinley Jones Team Inspector	Led on: Key Question 3 Key Question 7 Science Geography Physical Education Contributed to: Recommendations Key Question 1 Key Question 2 Key Question 4
Mary Noyes Peer Assessor	Observation of lessons and taking part in discussions
Tony Soanes (Headteacher) Nominee	Taking part in discussions

Acknowledgement

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

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