

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Caehopkin C.P. School  
Caehopkin  
Swansea Valley  
SA9 1TX**

**School Number: 6662107**

**Date of Inspection: 22/05/06**

**by**

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- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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Caehopkin C.P. 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 Caehopkin C.P. School took place between 22/05/06 and 24/05/06. An independent team of inspectors, led by Merfyn Lloyd Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All 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. Caehopkin School is situated at the upper end of the Swansea Valley, on the very edge of the Brecon Beacons National Park. It serves mainly as a school for the village of Caehopkin but also attracts pupils from outlying areas. It lies in an area administered by Powys County Council.
2. The school caters for pupils between four and eleven years of age. At the time of the inspection there were forty eight full-time equivalent pupils on roll. Pupils are admitted into the nursery on a full time basis in the term following their fourth birthday.
3. Pupils represent the full ability range. One pupil has a statement of special educational needs although there are six pupils on school action and school action plus for extra support. The pupils are arranged into two classes.
4. According to the school, the pupils are drawn from a social background, which is neither prosperous nor economically disadvantaged. Twelve per cent of the pupils receive a free school meal.
5. The predominant language spoken at home is English. Fourteen per cent of the pupils represent ethnic minority groups. English is the day to day language of the school.
6. No significant changes have occurred to the character of the school in recent years.
7. The current head teacher has been in post since July 1997. She has a teaching commitment equivalent of four days a week.
8. The school was last inspected in 2000.

### The school's priorities and targets

9. The school's main priorities and targets for 2005-06 include:
  - Developing the skills of infants' pupils in using and applying mathematics across the curriculum;
  - Raising the profile of reading in the infants' department;
  - Assessing the organisation of classes, the deployment of staff, the resources available and use made of the accommodation.

## Summary

10. Caehopkin Primary School is a good school with many outstanding features. It provides pupils with a good quality education with a strong emphasis on collaborative and independent learning. Teachers and pupils have forged a happy hard-working community where learning is 'fun'. There are very good relationships at all levels.
11. The school has made good progress since the last inspection.
12. The inspection team agrees with the school's judgement in six out of the seven key questions. In key question three the school has underestimated the outstanding range of learning experiences which the pupils have.

### Table of grades awarded

The inspection team judged the school's work as follows:

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?	1
4 How well are learners cared for, guided and supported?	1
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?	1

### Standards

13. Overall, the standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	71%	0%	0%	0%

14. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Pupils make very good progress from the time they start in the nursery and into the reception class; this is built on successfully at key stage 1.

15. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	Grade 2	Grade 2
Welsh Second Language	Grade 1	Grade 1
Science	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2

16. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them.
17. At the end of key stages 1 and 2 in 2005, the school has not published the results of teacher assessments in order to safeguard the anonymity of the small number of pupils in question. The numbers are also too small to be able to make a meaningful comparison with LEA and national data. However, year by year, the school's results compare favourably with LEA and national attainments. They also compare well with schools with a similar number of pupils entitled to free school meals in other parts of Wales. At key stage 1 the core subject indicator has been 100 per cent for 4 out of the past six years with the school's results being in the top 25 per cent of similar schools across Wales. The core subject indicator at key stage 2 has been 100 per cent for 5 out of the past six years again placing the school in the top 25 per cent compared to its statistical neighbours.
18. The relatively small number of pupils assessed at the end of the key stage each year does not make comparisons between boys and girls very meaningful.
19. In the early years, the standards and progress pupils make in the key skills across the curriculum are good. At key stage 1 and key stage 2, the majority of pupils, make good progress and reach very good standards in speaking, listening, reading and writing. Pupils read with fluency, confidence and understanding and write with accuracy in a range of styles and contexts.
20. Pupils across the age range use information technology effectively to support their learning in many subjects. They make good use of their numeracy skills particularly in subjects such as science and design technology to measure and calculate accurately. Problem-solving and decision-making skills are developing well across the school.
21. In their bilingual development, pupils at both key stages make outstanding progress. They use Welsh naturally and regularly at both key stages. They are confident to speak the language and often determine for themselves to speak Welsh in different situations.
22. Pupils make outstanding progress in their personal and social development. Pupils are considerate, friendly and polite to each other, staff and visitors.

Supporting each other in and around the school is something they do quite naturally. They have a good awareness of moral values such as honesty, fairness and consideration for others and they demonstrate this attitude towards each other during the day.

23. Their attitude to learning, the interest they show in their work and their ability to sustain concentration is an outstanding feature across the school.
24. Pupils have numerous opportunities to broaden their understanding of the importance of community involvement and to play an active part in village social and fundraising activities. This enables them to develop a good understanding of the world around them and gives them a firm grounding in the importance of the world of work and citizenship.
25. Pupils' overall behaviour and attitudes reflect the great emphasis the school places on consideration, courtesy and regard for all who are involved with the school community. Attendance and punctuality are good.

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

26. In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
29%	71%	0%	0%	0%

27. All lessons across the school were graded good or very good, which is well above the target set by the Welsh Assembly Government. Of these, twenty nine per cent had outstanding features. All lessons had features, which include:
  - Good planning with a range of interesting and relevant resources
  - Pupils being clear as to what is expected of them
  - Challenging questions which are used well to check understanding and move thinking forward
  - Good differentiation across the year and ability groups
  - Good use of support staff to support and enhance learning
  - Lively pace
  - Learning being 'fun'.
28. The curriculum is well planned with effective long, medium and short term planning in place, this ensures continuity and progression in all subjects. Pupils across the school are provided with a very good range of stimulating learning experiences, which are both challenging and enjoyable.
29. Teachers have good subject knowledge, are well trained and have high aspirations for their pupils' development. Resources are very well organised and used effectively to support teaching and learning. The use of ICT, particularly the interactive white board, plays a prominent part in enhancing teaching and learning. This is a particularly strong feature at the school.

30. There are very good working relationships in all classrooms. Teachers are very aware of the needs of individual pupils and provide appropriate support, which enables them to make good progress.
31. Assessment procedures in the core subjects are well established. Marking is consistent and supportive and appropriate comments enable pupils to understand their strengths and shortcomings. The school has made a good start to involving pupils in planning their own progress and setting targets for improvement. Plans are in hand to further involve pupils in their own assessment. There are good opportunities for parents to meet with teachers formally and informally to discuss pupils' progress.
32. Teachers in both classes plan for four age groups. They do this very well, providing experiences that are rich, investigative and creative, ensuring that pupils are well motivated and interested in their work. Pupils are encouraged to develop and express their own views and ideas in lessons across the school and in their written work. This contributes well to their expressive and creative development. The curriculum is further enriched by a wide range of activities that support learning both within and beyond the school day.
33. Multi-cultural experiences form a normal part of school life, where, in assemblies and many subjects, pupils discuss and debate issues that arise from living in a multi-cultural, multi-faith society. The promotion of education for sustainable development is outstanding, because the school is so committed to the environment, encouraging pupils to think of themselves as global citizens.
34. The quality of support, care and guidance that the pupils of this safe and happy school receive is outstanding and include: -
  - Relationships between all staff and pupils are nurturing and caring.
  - The ethos of the school is very positive and supportive and pupils know they can go to any adult for help.
  - The school is very swift to seek additional help and support for pupils who need it.
35. The quality of provision for pupils with additional learning needs is exemplary and another outstanding feature. Support and guidance for these pupils is carefully tailored to meet their individual needs. It is equally good for pupils who are learning English as an additional language.

### **Leadership and management**

36. The quality of leadership shown by the head teacher is very good. She is positive and gives a clear direction to the work of the school. There is very good team work amongst all staff with effective management structures. The school functions smoothly in an environment of mutual trust and understanding. The general administration of the school is outstanding, arrangements are very well organised with efficient systems and procedures in place. Records are meticulously kept.

37. The head teacher, governors and staff are committed to improving standards. Staff and governors evaluate targets annually so that they are set at the most challenging level. These are set according to statutory requirements and feature prominently in the school development plan. The school takes account of national priorities and these are integrated fully into the daily life of the school.
38. Arrangements for monitoring progress and standards for all curriculum areas are well established but the direct monitoring of teaching and learning through lesson observation is yet to be introduced.
39. There are sufficient qualified, suitable, specialist and experienced teaching and support staff to meet the needs of the curriculum. These are deployed very well and work as a committed and dedicated team. Their professional development is approached in a clear and cohesive way, directly linked to the schools own priorities, thus enabling them to successfully meet the needs of all groups of pupils in the school, including pupils with special educational needs and pupils who have English as an additional language.
40. The quality of accommodation in the school is generally good, and is adequate for the number of pupils on roll. The school makes good use of the available teaching space. The school buildings and grounds are well maintained by the caretaker and cleaning staff.
41. Overall the school gives very good value for money.

## Recommendations

In order to improve the school in the areas inspected, the staff and governing body needs to:

- R1 further develop pupils' involvement across the school in identifying and setting their own targets for improvement;
- R2 continue to develop a whole school approach to self-evaluation and link the outcomes to priorities in the school development plan which sets out measurable success criteria in relation to progress and standards;
- R3 further develop the monitoring role of subject co-ordinators through direct lesson observation;

N.B. Through its process of self-evaluation, the school has already identified all the above areas for further development.

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

## Standards

### Key Question 1: How well do learners achieve?

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

42. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
43. Overall, the standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	71%	0%	0%	0%

44. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Pupils make very good progress from the time they start in the nursery and into the reception class; this is built on successfully at key stage 1.
45. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh Second Language	Grade 1	Grade 1
Science	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2

46. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them.
47. At the end of key stages 1 and 2 in 2005, the school has not published the results of teacher assessments in order to safeguard the anonymity of the small number of pupils in question. The numbers are also too small to be able to make a meaningful comparison with LEA and national data. However, year by year, the school's results compare favourably with LEA and national attainments. They also compare well with schools with a similar number of pupils entitled to free school meals in other parts of Wales. At key stage 1 the core subject indicator has been 100 per cent for 4 out of the past six years with the school's results being in the top 25 per cent of similar schools across Wales. The core subject indicator at key stage 2 has been 100 per cent for 5 out of the past six years again placing the school in the top 25 per cent compared to its statistical neighbours.

48. The relatively small number of pupils assessed at the end of the key stage each year does not make comparisons between boys and girls very meaningful.
49. In the early years, the standards and progress pupils make in the key skills across the curriculum are good.
50. At key stage 1 and key stage 2, the majority of pupils, make good progress and reach very good standards in speaking, listening, reading and writing. Pupils throughout the school listen attentively to presentations by their teachers and to each other and take interest in their work and respond intelligently during discussion time. From an early age they ask questions and give extended answers when explaining an idea or expressing an opinion.
51. Pupils read with fluency, confidence and understanding. The skills they have learnt are used effectively when researching topics, when using reference books, CD ROMs and the internet. Pupils write with accuracy in a range of styles and contexts. Pupils across the age range use information technology effectively to support their learning in many subjects. They make good use of their numeracy skills particularly in subjects such as science and design technology to measure and calculate accurately.
52. Problem-solving and decision-making skills are developing well across the school. By the time pupils are in key stage 2 they confidently use a range of strategies to explore ideas creatively to further their learning. The ability to work collaboratively and independent are outstanding features at both key stages.
53. Statutory targets are set at both key stages, these are realistic and challenging. Records show that pupils of all abilities regularly achieve or exceed the targets set for them. Individual pupil targets are set in speaking and listening, reading, writing and mathematics each term, pupils understand these and have a good understanding of their strengths and shortcomings. By the end of key stage 2 pupils are beginning to have an input in setting their own targets. There are no differences in standards of achievement of pupils in terms of social background or race. Pupils with English as an additional language make good progress commensurate with their age and ability.
54. In their bilingual development, pupils at both key stages make outstanding progress. They use Welsh naturally and regularly. They are confident to speak the language and often determine for themselves to speak Welsh in different situations.
55. Pupils make outstanding progress in their personal and social development. Pupils are considerate, friendly and polite to each other, staff and visitors. Supporting each other in and around the school is something they do quite naturally. They move around the school in a quiet, orderly and courteous manner. They have a good awareness of moral values such as honesty, fairness and consideration for others and they demonstrate this attitude towards each other during the day.

56. Their attitude to learning, the interest they show in their work and their ability to sustain concentration, are again outstanding features across the school. They show enthusiasm in what they do and work diligently with a high degree of independence and are highly motivated learners. They are happy to ask questions in the knowledge that their effort will be appreciated. They make effective use of their time.
57. Throughout the school, pupils' understanding of equal opportunity issues is good. They recognise, understand and respect diversity of beliefs, attitudes and cultural traditions within a society. Multi-cultural experiences form a natural daily part in the school's life.
58. Pupils have numerous opportunities to broaden their understanding of the importance of community involvement and to play an active part in village social and fundraising activities. This enables them to develop a good understanding of the world around them and gives them a firm grounding in the importance of the world of work and citizenship.
59. Pupils' overall behaviour and attitudes reflect the great emphasis the school places on consideration, courtesy and regard for all who are involved with the school community.
60. Attendance and punctuality are good, both being carefully logged on a daily basis by the school. The average attendance for the three terms prior to the inspection was Nursery class 92.5 per cent, Reception class 91 per cent and the rest of the school 94.3 per cent. Attendance in the Spring 2006 term were lower than in previous terms as a number of pupils suffered from a viral infection. There were no unauthorised absences or exclusions for the three terms prior to the inspection. School reports to parents contain individual attendance figures.
61. Pupils generally arrive punctually for school and for lessons. Registration procedures are followed correctly and there is good monitoring of pupil absences. There is an effective rewards and sanctions system in the school known to staff, pupils, parents and carers. The school operates a first day calling system. Where necessary the school makes full use of the Education Welfare Officer and other support agencies available from the LEA.
62. The school complies with the National Assembly in Wales Circular 3/99, and works hard to encourage good attendance.

## The quality of education and training

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

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

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

64. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	71%	0%	0%	0%

65. All lessons across the school were graded good or very good, which is well above the target set by the Welsh Assembly Government. Of these, twenty nine per cent had outstanding features. All lessons had features which include:

- Good planning with a range of interesting and relevant resources
- Pupils being clear as to what is expected of them
- Challenging questions which are used well to check understanding and move thinking forward
- Good differentiation across the year and ability groups
- Good use of support staff to support and enhance learning
- Lively pace
- Learning being 'fun'.

66. Teachers in both classes plan for four age groups. They do this very well, providing experiences that are rich, investigative and creative, ensuring that pupils are well motivated and interested in their work. Their planning is flexible enough to incorporate work that meet the needs of all age and ability groups, but in particular to ensure that the work covered by older, more able pupils is relevant and can be tackled in more depth, challenging these pupils to do even better. This is an outstanding feature of provision.

67. Teachers have good subject knowledge, are well trained and have high aspirations for their pupils' development. They avail themselves to professional development opportunities and incorporate new approaches and initiatives successfully into their teaching. Teachers use a wide range of strategies to gain pupils' interest and attention and they manage behaviour very well.

68. Resources are very well organised and used effectively to support teaching and learning. The use of ICT, particularly the interactive white board, plays a prominent part in enhancing teaching and learning. This is a particularly strong feature at the school.

69. There are very good working relationships in all classrooms. Teachers are very aware of the needs of individual pupils and provide appropriate support. All staff are fully committed to equal opportunities for all, regardless of gender, ability or race. All pupils are treated fairly and with respect. An outstanding feature is the very good teamwork between all adults at the school.
70. Homework is set to consolidate and support learning in the classroom. The level of homework increases as pupils' progress into key stage 2 and this prepares them well for the high school.
71. Outstanding provision is made for pupils' bilingual development. The use of incidental Welsh is a common feature inside and outside the classroom and pupils are very enthusiastic about their efforts. All staff have a very positive attitude towards the language. The support for pupils who have English as an additional language is appropriate and varied.
72. Assessment procedures in the core subjects are well established. They are thorough, well organised and fully meet all statutory requirements. Careful analysis of a wide range of standardised tests ensures that pupils' progress is regularly checked and that learning opportunities are appropriate. Marking is consistent and supportive. Marking is consistent and supportive and appropriate comments enable pupils to understand their strengths and shortcomings.
73. The school has made a good start to involving pupils in planning their own progress and setting targets for improvement. Pupils are well informed, through careful marking of their work and discussion, of targets that have been set for them and this has raised their awareness of where they need to improve. Plans are in hand to further involve pupils in their own assessment.
74. Individual Education Plans for pupils with SEN clearly identify the progress that has been made and the action required for further development.
75. There are good opportunities for parents to meet with teachers formally and informally to discuss pupils' progress. Annual reports to parents conform to statutory requirements and are of good quality. They contain useful evaluative comments on pupils' achievement and progress as well as their personal and social development. Parents say that teachers are friendly, approachable and helpful when advising them as to how best to support their children's learning.

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

**Grade 1:** Good with outstanding features

76. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as grade 2.

77. The curriculum is well planned with effective long, medium and short term planning in place; this ensures continuity and progression in all subjects. It is broad and balanced and fully meets all course and legal requirements. It provides the very best learning opportunities for all groups of pupils in the school, including those with special educational needs, more able pupils, and those who are learning English as an additional language.
78. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Nursery and reception children make a very good start to their school life.
79. Provision for the development of pupils' basic and key skills is very good and threaded effectively through teacher's planning across all subjects of the curriculum. The Basic Skills Quality Mark has been awarded for the second time.
80. Pupils are encouraged to develop and express their own views and ideas in lessons across the school and in their written work. This contributes well to their expressive and creative development. Pupils across the age range are provided with many opportunities to use information technology to support their learning in many subjects.
81. The curriculum is further enriched by a wide range of activities that support learning both within and beyond the school day. Residential and other visits into the community to places of historical interest and places of worship, for example, and visitors to the school such as artists, musicians and craft workers all enhance learning very well. Sporting and musical activities within the community are extensive and, this all adds to the richness of opportunity all pupils are offered which helps to improve their skills and encourage a love of learning.
82. The personal and social programme of work is another strong feature of the school, helping pupils to become mature and thoughtful, with very good self-discipline.
83. Pupils' views are taken into account and they are encouraged to share in school decision making through the work of the school council and the Eco committee.
84. When pupils reflect deeply on issues that affect their own lives and the world around them, both in lessons and in assemblies, this helps them respond to their experiences and contributes well to their spiritual development.
85. The school has a warm friendly atmosphere, where pupils know they are valued. All staff are caring and supportive of the pupils in their care and this helps to raise pupils self-esteem and confidence. They respond by becoming responsible and caring for others in the school, showing courtesy and friendliness, behaving very well, and supporting those less fortunate by charitable work.

86. Multi-cultural experiences form a normal part of school life, where, in assemblies and many subjects, pupils discuss and debate issues that arise from living in a multi-cultural, multi-faith society. When younger pupils follow the travels of Barnaby Bear around the world, this helps them to acknowledge and respect diversity. The promotion of racial equality has been a very high priority and has enabled the school to integrate a number of pupils from minority ethnic groups very successfully.
87. Pupils' learning is enhanced by very effective partnerships with parents and the local community and workplace. This is another outstanding feature of the school: -
- Parents speak very highly of the school, describing many efforts to involve them in the life and work of the school, and to keep them well informed about their children's progress
  - The school's website is a rich source of information for both parents and other members of the community
  - The Prospectus is informative and welcoming
  - Links with other schools are very good, helping, in particular, to promote smooth transition to secondary school
  - Links with the local community are excellent, including participation in local sports coaching initiatives
  - The school is pro-active in forging many good links with the world of work
  - Teachers have accessed work related training through Careers Wales and this has helped them extend the curriculum with relevant work related themes, and role play opportunities
  - Partnership agreements with local firms, such as a bottling plant and open cast mine, have brought many financial and other benefits.
88. The promotion of pupils' bilingual skills is a real strength, permeating the whole life of the school. It enables many lessons to be conducted bilingually and gives pupils the confidence to pose questions and conduct simple discussions in Welsh. Pupils' awareness of *Y Cwricwlwm Cymreig* is also effectively promoted.
89. This is an extremely inclusive school where all pupils are treated equally. Social disadvantage is taken very seriously. Incidents of stereotyping are challenged immediately. The school is proactive in embracing the support and help of a number of outside agencies to support the learning and well being of pupils with special educational needs and to ensure that all pupils have full access to the curriculum. Boys and girls are encouraged to participate in all aspects of school life, particularly sporting activities.
90. The promotion of education for sustainable development is outstanding, because the school is so committed to the environment, encouraging pupils to think of themselves as global citizens. Recycling of all school waste is the norm, because pupils are so enthusiastic about this aspect. They are equally enthusiastic about developing healthy lifestyles and participating in initiatives to improve the local environment and the school grounds.

91. Entrepreneurial and lifelong learning skills are well established. Pupils are encouraged, to undertake fundraising activities, which they organise and develop themselves. They share decision making through the work of the School Council and the Eco Committee, helping to influence the work of the school and to understand the democratic process. They begin to appreciate elements involved in running a business when they organise, order, and run the school healthy tuck shop.
92. They willingly take responsibility for themselves and their own learning, in school and out in the community. They confidently take responsibility for jobs around the school, such as *Helpwr Heddiw*, which contributes to the smooth running of the school. They undertake research, both in books and on the computer, independently.

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

##### **Grade 1: Good with outstanding features**

93. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
94. The quality of support, care and guidance that the pupils of this safe and happy school receive is outstanding and include: -
- Relationships between all staff and pupils are nurturing and caring. All adults know the pupils and their families really well and strive to give pupils the best possible deal.
  - The ethos of the school is very positive and supportive and pupils know they can go to any adult for help. The warm relationships effectively promote the school's high expectations for its pupils, both in behaviour and in learning and a strong emphasis is placed on the values of honesty, courtesy and community safety. This is helping the pupils to develop healthy and safe lifestyles
  - The school is very swift to seek additional help and support for pupils who need it. It is very successful in embracing the help of many agencies out in the community to support its development. It sees its close partnership with parents, carers, community workers and local employers as a major strength of provision and continually strives to improve these links even further
  - Parents are kept very well informed about their children's progress and most respond by showing very good support for learning by helping in the school, helping with homework and signing up for the home/school agreement
  - There are very good induction arrangements. The majority of the younger pupils enter the school via the Sticky Fingers playgroup runs in part of the school. Younger pupils are helped to integrate and settle into school by older pupils who act as mentors. The transition arrangements for new pupils and year 6 pupils transferring to Maesydderwen High School are well established and effective. The links with High school begin in year 5

with good bridging units in English, mathematics, science and other activities. This ensures a smooth transition for pupils in year 6

- The provision for pupil's personal and social education, which includes sex education, is outstanding, and threads throughout the life and work of the school, enabling pupils to become mature, with very good self-discipline and able to make decisions that affect their own lives as well as improving the world around them
  - Pupil's attendance, punctuality, behaviour and performance are carefully monitored. The school has good procedures and links with the Education Welfare Service where the non-attendance or behaviour of an individual pupil gives cause for concern
  - The head teacher undertakes health and safety risk assessments at the school and, together with the health and safety governor and representatives from the LEA's property department; she makes regular physical inspections of the premises. The LEA's health and safety officer visits the school and she and the head teacher have agreed an action plan following her last inspection
  - The school has one trained first aider with a number of other staff having benefited from first aid training. The school secretary, who is the first aider, maintains an accident book in which she records all the pupil's 'bumps and scrapes'. Accidents giving significant cause for concern are reported to parents immediately whilst minor 'bumps and scrapes' are reported to parents as they collect the children at the end of the school day
  - The head teacher is the designated child protection officer. All members of staff have received relevant training and are aware of correct procedures. The school child protection policy is full implemented.
95. The quality of provision for pupils with additional learning needs is exemplary and another outstanding feature. Support and guidance for these pupils is carefully tailored to meet their individual needs. It is equally good for pupils who are learning English as an additional language.
96. The special needs co-ordinator [SENCO] is committed and efficient. She works closely with other teachers, including the part time support teacher, support staff, parents and a range of outside and community agencies, embracing a very wide range of support for pupils, including those with identified behavioural difficulties.
97. Early identification of need is a key feature, ensuring that intervention can be swift and purposeful. The school is very effective in doing this and, as a result, pupils are very well monitored and supported as they move on up through the school. Individual education plans are good working documents that help to track progress.
98. Pupils are helped to access the full richness of curricular experiences and evidence shows that by year 6 most can achieve equally with their peers and have been successfully removed from the SEN register.
99. The quality of provision for equal opportunities is very good with many notable features. The school's equal opportunities and race relations Policies are fully

implemented. Pupils of different nationalities have recently been successfully integrated into the school. The measures in place through the PSE programme recognise and respect diversity and address race equality and equal opportunities. These include:

- Inclusion is at the heart of the work of the school and it continually strives to ensure that, whatever their background, ability or need, pupils have equal access to all aspects of school life, but particularly to the full richness of the curriculum
- The school is working hard to develop pupils understanding of different cultures, beliefs and traditions, both within British society and in the wider world
- The school's values underpin all areas of its work and a culture of mutual support and respect helps the school to promote gender equality and challenge stereotypes. Resources are continually audited to ensure this
- Boys and girls are encouraged to participate in all activities, including sport
- The schools' commitment to global citizenship has been built up over time and is clearly reflected in the whole curriculum, in enabling pupils to care for the world around them and make good decisions about their own lives
- The school building and curriculum have been fully adapted to ensure equal treatment for disabled learners
- Effective support programmes are also fully implemented within all classes, as well as in extra curricular activities, to ensure the promotion of gender equality and equal opportunities for all pupils
- The school rightly considers bullying and bad behaviour serious matters and any instances are dealt with quickly and effectively. Parents comment that the pupils are well behaved both when in school and when on visits away from school. The effective policy and procedures for dealing with bullying are clearly understood by pupils, staff, parents and carers.

## Leadership and management

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

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

100. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
101. The quality of leadership shown by the head teacher is very good. She is positive and gives a clear direction to the work of the school. She manages her teaching commitment with her head teacher role very well. The school's aims and values are explicitly expressed, regularly reviewed and updated as necessary. They have been subject to wide consultation and communicated effectively to all interested parties. This has resulted in a clear sense of ownership by staff, pupils, governors and parents alike. Fourteen per cent of the pupils are from ethnic minority backgrounds and equal opportunity is actively promoted, and practice in this respect is consistent across the school.
102. There is very good team work amongst all staff with effective management structures. The school functions smoothly in an environment of mutual trust and understanding. Since the last inspection there has been very little change in teaching staff or members of the governing body, this has resulted in a high level of stability. The general administration of the school is outstanding, arrangements are very well organised with efficient systems and procedures in place. Records are meticulously kept.
103. Realistic and ambitious targets are set according to statutory requirements, these feature prominently in the School Development Plan. Staff and governors evaluate targets annually so that they are set at the most challenging level. The LEA also provides appropriate challenge in relation to these. Governors have a good overview of progress and standards at the school. Pupils are aware of their termly targets for literacy and mathematics. These are reviewed regularly by the pupils themselves and this works effectively in highlighting the progress that is being made.
104. The school works very effectively in partnership with its 'family' of local primary schools. They meet regularly to discuss local and national initiative. Joint arrangements are put in place to provide learning experiences for pupils, which they might not otherwise have benefited from. Induction and transitional arrangements with the local high school are good.
105. There have been long established appraisal systems in place at the school; these and the more recent performance management arrangements have been effective in identifying the professional development needs of all staff. Progress towards achieving the targets set are systematically monitored, recorded and reviewed. This arrangement ensures that staff receive full benefit from the exercise. Professional development needs are appropriately linked to priorities in the School Development Plan. The school's procedures

for performance management and teacher appraisal meet national requirements.

106. The governing body is very supportive and is kept regularly informed via meetings and visits to school. They are actively involved in discussing and approving school policies, the school development plan, which is carefully linked to the school's finances, and are fully involved in any significant expenditure decisions. Each member of the governing body has individual curricular or support responsibilities at the school and all are actively involved in the life of the school.
107. Governors carry out statutory requirements effectively and through discussion evaluate the effectiveness of decisions.

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

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

108. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report.
109. The head teacher, governors and staff are committed to improving standards. The school's performance is regularly monitored and reviewed. Comprehensive reports are presented to the governing body by the head teacher and sufficient time is given to question, debate and challenge decisions before priorities are set. Allocating specific responsibilities to different governors, for example; child protection, race equality, SEN and health and safety, has given them a better oversight of practice.
110. Arrangements for monitoring progress and standards for some curriculum areas are well established. They are based on an effective system of tracking what needs to be covered in subjects and to match pupils' attainment against the end of key stage level descriptors. This information is used effectively to influence planning and to determine the nature of the information which is to be included in the annual report to parents. The direct monitoring of teaching and learning through lesson observation is yet to be introduced.
111. The school's self-evaluation report is very comprehensive and judgements are clear, covering all aspects of the school's life. The views of staff, governors and parents through the 'Friends of the School Organisation', and pupils through the school Council are sought and considered seriously. The information has not as yet been used to influence future priorities. This is an area the school has identified as the next step in their improvement programme.
112. The current school improvement plan sets out major and minor priorities for the next three years. The plan for 2006-07 is detailed and includes timescales, responsibilities and intended outcomes. The plan includes

realistic and challenging targets that will help to measure success in terms of pupils' standards of achievement and the progress they have made. The plan is carefully monitored and evaluated by staff and governors and used as an effective tool to move the school forward. This is a real strength of the school.

113. The inspection team agrees with the school's judgement in six out of the seven key questions. In key question three the school has underestimated the outstanding range of learning experiences which the pupils have.
114. Staff are given every opportunity to undertake professional development and training and, when deemed appropriate, evaluate the training and share their experiences with other staff. This has a positive impact on the quality of provision.
115. The governing body and head teacher provide adequate resources to support priorities in teaching and learning which are based on priorities identified in the School Development Plan. Much work has been done to improve the learning environment both inside and outside the school.
116. Overall, good progress has been made in all the areas identified for improvement in the last inspection.

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

#### **Grade 1: Good with outstanding features**

117. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
118. The overall quality of the school's provision for staffing accommodation and resources is very good, and the inspection team acknowledges the outstanding features in the professional development of all staff, and provision of learning resources, including the efficient and economic use made of these resources.
119. There are sufficient qualified, suitable, specialist and experienced teaching and support staff to meet the needs of the curriculum. These staff are deployed very well and work as a committed and dedicated team. Their professional development is approached in a clear and cohesive way, directly linked to the schools own priorities, thus enabling them to successfully meet the needs of all groups of pupils in the school, including pupils with special educational needs and pupils who have English as an additional language.
120. The adequacy, suitability and use made of staffing in relation to planning, preparation and assessment time is well organised and managed. All teachers benefit from preparation and planning time away from their classes. Of note is the care teachers take when planning to ensure that work is

appropriately prepared for all four year groups and the wide range of ability levels in each class.

121. The head teacher, governing body and staff carefully monitor the budget to ensure that priorities are fully met. Despite financial constraints they have provided a very good quality and quantity of resources, enabling pupils to have access to a broad and interesting range of resources, which supports their learning. Teachers carefully and thoroughly monitor all new resources to ensure that they are suitable, properly impact on pupils' learning and gives very good value for money.
122. The school, with financial support from the friends of the school association, has invested considerably in new resources for ICT, and the benefit to pupils' learning is already apparent.
123. The quality of accommodation in the school is generally good, and is adequate for the number of pupils on roll. It provides a light, spacious, comfortable, safe and attractive learning environment, with many opportunities to display pupils' work. There was little evidence of litter around the school or in the grounds at the time of the inspection.
124. The school makes good use of the available teaching accommodation. A pre-school playgroup has been established in an empty classroom, which is having much impact on children's induction into school. A well resourced ICT suite and well stocked library occupies another empty classroom.
125. The school does not have a separate staff room, head teacher's office or school office; there is one small room, which accommodates all of these functions.
126. The school has very good outdoor hard play facilities for both the nursery and the older children although there is no direct access to the early years play area from the school building.
127. The school buildings and grounds are well maintained by the caretaker and cleaning staff and there is an ongoing maintenance and internal decoration programme. This is because funding from local businesses and grants that the school has been successful in accessing have been used wisely, for example, to decorate the outside of the building, to replace old windows, upgrade the secure play area for younger pupils in order to prepare them for the new foundation phase and improve the cloakrooms.
128. Overall the school gives very good value for money.

## Standards achieved in subjects and areas of learning

### English

**Key Stage 1: Grade 2:** Good with no important shortcomings

**Key Stage 2: Grade 2:** Good with no important shortcomings

#### Good Features

129. Pupils across the school make good progress in speaking, listening, reading and writing skills. Listening and reading skills in particular are very good.
130. At key stage 1, pupils ask and answer questions without inhibition and eagerly report their news to the class. They make themselves clear by organising what they say. They re-tell a story with expression and feeling. By the time they are in key stage 2, pupils express their views and arguments confidently and clearly.
131. At both key stages, pupils read accurately, fluently and with appropriate expression. At key stage 1, they read at levels appropriate to their age and ability and are making good progress in phonics and word recognition. They use appropriate strategies to arrive at meaning; for instance, by building up words phonetically or using illustrations or the context of a story to help. They show a real interest in books and talk confidently and knowledgeably about the books they have read.
132. By key stage 2, the majority of pupils read with expression and intonation basing their interpretation on grammatical features such as commas, full stops, questions and exclamation marks. As they progress through the school, pupils display a keen awareness of meaning and empathise well with characters. At both key stages, pupils know the difference between fiction and non-fiction text and give good reasons for choosing their books. At key stage 2 the more able pupils have a good understanding of the organisational structure of non-fiction texts, they understand the purpose of contents, index and glossary, and use them confidently to extract information. Many talk confidently about a range of literature and their favourite authors.
133. At key stage 1, pupils are making steady progress in writing according to their ability and focus well on the given task. The majority of pupils form letters, space words and write simple sentences using capital letters and full stops appropriately. They recognise that writing comes in a variety of forms and is used for different purposes and audiences. It is varied in its range and purpose. Their work in using adjectives to describe a character shows a developing interest in words and their meaning. Older pupils are beginning to develop and use a widening vocabulary, and spell common words correctly. Some extended writing by more able pupils is imaginative and well presented.
134. At key stage 2, the majority of pupils write confidently using a range of different styles for different purposes and audiences. They have a good

understanding of grammatical conventions and sentence structures. Spelling is usually accurate. The more able pupils are beginning to use paragraphs well. Pupils, by the end of key stage 2 have a good understanding of planning from notes and organising them into written text is well established.

135. At both key stages, pupils, who have English as an additional language and those with SEN make good progress in all aspects of English.
136. Pupils at both key stages use IT to support their learning and by key stage 2 they use IT effectively to redraft and restructure their work.

### **Shortcomings**

137. There are no important shortcomings.

<b>Welsh second language</b>
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**Key Stage 1: Grade 1:** Good with outstanding features

**Key Stage 2: Grade 1:** Good with outstanding features

### **Good Features**

138. At key stage 1, all pupils listen attentively to teachers, respond enthusiastically to questions and work well with each other. They make steady progress in understanding and speaking everyday vocabulary and phrases. These are often used in practical situations e.g. role play in response to a story. They decide for themselves the characters they wish to represent and determine the nature of the dialogue. This is an outstanding feature of the work.
139. At key stage 2, all pupils build on the good work that has been done at key stage 1. They ask and answer questions about their personal lives with enthusiasm; they successfully take part in dialogues and role-play to build up knowledge and understanding of the language. They respond well to a range of stimuli and can sustain conversation for longer periods. The standards they achieve are very good.
140. At key stage 1, pupils' reading skills are developing well. From year 1, pupils show a good understanding of simple text using a range of printed resources. By the end of the key stage pupils read books appropriate to their age with confidence. They can describe and express an opinion about what they have read. Their pronunciation is developing well.
141. At key stage 2, the majority of pupils read and respond to a range of reading materials. They are gaining in confidence with clear pronunciation and intonation. The more able pupils read out their own work confidently, and with expression, and convey the content of materials read. They read simple texts which contain an increasing range of phrases and passages and successfully participate in reading sessions.

142. At key stage 1, pupils writing skills are developing appropriately through tasks that include labelling, matching exercises and simple sentences based on a given pattern. The more able pupils write extended pieces of writing independently.
143. Pupils at key stage 2 complete a good range of writing which is well produced and presented. There are some very good examples of independent writing by the more able pupils. Words are generally spelt correctly and punctuation is accurate. The range and quality of writing at both key stages is an outstanding feature.
144. The use of IT, particularly the interactive whiteboard is used effectively by pupils to reinforce and develop their command of the language.

### **Shortcomings**

145. There are no important shortcomings.

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

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

### **Good Features**

146. Pupils across the school make good progress in science and by the end of key stage 2 pupils standards of achievement are good overall, sometimes very good
147. Work in books is of a high standard across the school because pupils plan, conceive and record their own investigations neatly and independently, with accuracy and a sense of organisation.
148. Pupils collaborate well in pairs and groups in lessons. Older pupils say they “love” science because they have so many chances to experiment and find things out for themselves. They listen carefully to instructions and to others’ contributions and evaluate current and previous work in a mature way.
149. Pupils at key stage 1 have a good understanding of materials and their properties. After carefully observing a range of materials, they use a suitable range of vocabulary to describe them, for example, shiny, smooth, “it reflects like a mirror”, strong.
150. With some support, pupils plan a fair test and predict the outcomes with confidence. When planning an investigation to keep something frozen in Red Riding Hood’s basket on the way to visit her grandma, they begin to pose their own questions, such as “will the ice melt?” and “what material can we use to keep the ice from melting?”

151. Pupils at key stage 1 show understanding that they can change some things but need to keep others the same for the test to be fair. When they predict their ideas are thoughtful and reflective. They make good use of their numeracy skills to measure the stretch of some tights and to graph and table their results.
152. Pupils at key stage 1 demonstrate a good understanding of life processes, such as the parts of a plant, the role of each part and what plants need to grow. They experiment, observe and record changes to their bodies after exercise.
153. Pupils show knowledge of simple forces when they set up an investigation to see how far a car can travel from different places on a ramp.
154. Pupils at key stage 2 build on these good skills and in their work on materials can distinguish well between solids, liquids and gases.
155. When pupils investigate a range of solutions and suspensions, they pose sensible questions as they try to solve problems. They indicate a well-developed scientific vocabulary when they use terms such as, dissolve, solution, transparent and solid to describe the properties, similarities and differences, of their solutions and solids.
156. By year 6, pupils are enterprising and keen to be involved in their practical work, taking responsibility for planning more complex investigations and devising and carrying out a fair test independently. Although predictions vary, all are reasonable and relevant. They also know that to confirm results they may need to carry out an experiment again. Their very good speaking skills enable them to explain fully the work they are undertaking.
157. Pupils at key stage 2 extend their knowledge of life processes when they observe and record creatures from a variety of habitats, sort into vertebrates and invertebrates and experiment to find a most suitable habitat for woodlice. They know how the human body and circulatory system works, and after experimenting to check how pulse rate changes after exercise, they chart and evaluate their findings.
158. Pupils at key stage 2 further extend their understanding of forces when they use a force meter and a car to test speed and when they investigate to find out how to change direction, speed up and slow down a tennis ball.

### **Shortcomings**

159. There are no important shortcomings.

## Information technology

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

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

### Good features.

160. At key stage 1, pupils make good progress in developing their information technology skills. They recognise and name the main parts of the computer system. Their keyboard skills are developing well and they have good mouse control. They enter information into the computer, store it, retrieve it and interpret it simply when needed. They change the size, colour and style of font to create different effects. With the teacher's support, they develop appropriate management skills and have a good knowledge of which programme to use for a particular task. They produce patterns and designs using various art packages.
161. At key stage 1, pupils confidently and often accurately programmed the 'roamer' (a programmable floor robot) to follow instructions. This work was successfully linked to previous work on Little Red Riding Hood.
162. At key stage 2, pupils continue to develop their knowledge of software and effectively use a wider range of skills. Much of the information technology skills that pupils acquire are developed through their effective use across a range of curriculum subjects.
163. Pupils use appropriate software to produce and use spread sheets, data bases and tables to record their work in several curriculum areas. Pupils make effective use of CD-ROMs and the Internet as research tools for class and project work and print relevant information. They confidently create and send e-mails. They have contributed information for inclusion in the successful school web site.
164. Good use is made of the school's IT suite to enable pupils to develop and enhance their skills. Pupils at both key stages make excellent use of the interactive white boards to consolidate their IT skills and it has generated a great deal of enthusiasm for the subject within the school.

### Shortcomings

165. Pupils do not use their ICT skills sufficiently well in science to help extend their learning.

## History

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

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

### Good features

166. Pupils across the school show a good understanding that we find out about the past from a range of sources. They experience a wide range of visits to historical sites and visitors to the school, role-play situations and handling a variety of artefacts, books and photographs. This extends their learning well.
167. At key stage 1 pupils have a good knowledge of famous people from the Welsh culture and have good recall of aspects of their lives and times. They have very good recall of incidents in the lives of people such as Gerald of Wales and Daniel Evans. They confidently pose questions and respond in a mature way.
168. Pupils' sense of chronology is developing well through regular use of time lines. This helps them to make relevant comparisons between life in the past and now. Their knowledge of what things were like in the recent past is very good, for example, when describing steam train transport.
169. Pupils at key stage 2 build on these skills and have good recall of different periods they have studied. When discussing the dangers of children working down the mine in Victorian times, and their diary excerpts as if a mine boy, their comments include relevant historical detail. Their arguments for and against this work are thoughtful and sensible. Older pupils are able to distinguish fact from opinion. They are aware of the differences between their own lives and that of children in those times.
170. Pupils have a good knowledge and understanding of life in Tudor times. After personal research in books and on the computer, to find out about the Marie Rose, they successfully interpret evidence and express their own views and ideas about what life was like for the Tudors and how it compares with today.
171. After investigating a range of sources about the Swansea canal, pupils record interesting facts they have found out. They use their geographical skills well to construct maps to show the route the canal followed.

### Shortcomings

172. There are no important shortcomings.

## Geography

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

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

### Good features

173. Field studies within the locality extend and enrich pupil's geographical knowledge and understanding. Pupils across the school use a broad geographical vocabulary and have well developed mapping skills. Investigative skills are also good, using a wide range of sources.
174. Pupils in key stage 1 use simple co-ordinates effectively to construct and analyse maps of their own classrooms, and the school.
175. Pupils have very good recall of features of places that Barnaby bear has visited around the world, and with some help can identify these places on a world map and from photographs. Their descriptions are clear, well articulated and accurate.
176. Pupils use geographical terms to describe aspects of contrasting localities, such as a "warm/cold climate", seaside or mountainous, rivers and islands. They accurately describe suitable clothes to wear in differing localities.
177. Pupils can identify some important world landmarks, such as The London Eye, and The Eiffel Tower. They use an interesting vocabulary and a good development of ideas to complete postcards to send home, describing where they are located.
178. Pupils in key stage 2 can distinguish well between features of their own locality, other localities in Wales, the district of Montmartre in Paris and the village of Chembakolli in India. They make good comparisons between the localities studied and offer reasons for their findings.
179. Pupils display a good understanding of environmental issues and sustainable development, and identify ways in which human activity affects the environment. In doing so, they pose geographical questions, make observations and analyse evidence.
180. Pupils use their mathematical and ICT skills well to construct line and pie graphs' illustrating what school rubbish is made from. They create tally charts to list the amount of litter thrown away and a table to show how this could be recycled. They consider the data collected and draw conclusions as to how they can best conserve resources. They identify areas around the school on their own maps where things could be improved.

### Shortcomings

181. There are no important shortcomings.

## School's response to the inspection

"The staff and Governors of Caehopkin School are extremely proud that the Inspection Team found it to be a good school with many outstanding features.

The Inspectors felt the quality of support, care and guidance that the pupils of this safe and happy school receive is outstanding.

We are particularly pleased that they acknowledged the fact that teachers and pupils have forged a happy hard working community where learning is 'fun' and that there are very good relationships at all levels.

The Inspectors were keen to note that they considered Caehopkin an extremely inclusive school where all pupils were treated equally. The promotion of education for sustainable development was considered outstanding as was the support given to pupils with additional needs.

The Inspection team agreed with the School's judgement in six out of the seven key questions and in the seventh the school had underestimated the outstanding range of learning experiences which the pupils have.

The team also found the standards in learning and teaching to be well above the Welsh Assembly all Wales Targets which we feel is an excellent reflection on the pupils, staff and governors.

The report also indicates we have made very good progress in many areas since the last inspection and maintained the high standards in areas that were judged to be very good in the last report particularly Welsh 2<sup>nd</sup> language.

We are especially pleased with the comments the Inspectors made regarding the standards in bilingualism in the school and the pupils awareness of Y Cwricwlwm Cymreig.

The Inspection Report will be used to move the school forward and three key recommendations will be used to further develop the areas they refer to.

We would like to thank the inspection team for being so approachable, sensitive and courteous to both the staff and pupils during their visit."

## Appendix 1

### Basic information about the school

Name of school	Caehopkin C.P. School
School type	Primary
Age-range of pupils	4-11
Address of school	Caehopkin Swansea Valley Swansea
Postcode	SA9 1TX
Telephone number	01639 730231

Head Teacher	Mrs Chris Barton
Date of appointment	July 1997
Chair of governors/ Appropriate authority	Mrs Anne Roberts
Registered inspector	Merfyn Lloyd Jones
Dates of inspection	22-24 May 2006

## 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	1	7	5	11	3	3	7	11	48

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	3	2.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1.25 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	96%	90%	96%
Autumn 2005	n/a	92%	96%
Spring 2006	89%	91%	91%

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:

<b>National Curriculum Assessment KS1 Results 2005</b>	Number of pupils in Y2	5
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	60	In Wales	80

- D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

### National Curriculum Assessment Results End of Key Stage 2:

<b>National Curriculum Assessment KS2 Results 2005</b>	Number of pupils in Y6	3
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.		

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	100	In the school	Not administered
In Wales	72	In Wales	Not administered

- 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  
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 3 inspectors and a peer assessor inspected the school over a period of six inspector days.

The head teacher was the nominee and she played an extensive role during the inspection.

Seventeen lessons or part lessons were observed, and a selection of the pupils' practical and written work was scrutinised.

Registration, collective worship and extra-curricular activities were seen.

Discussions were held with staff and pupils about their work.

All documents presented by the school prior to the inspection, and during the inspection, were scrutinised.

Meetings were held prior to the inspection with the head teacher, staff, parents and the governing body.

22 parents attended the meeting held prior to the inspection, and the parents' responses (23 in all) to the questionnaires distributed were analysed.

Post inspection meetings were held with the staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Lloyd Jones (Registered Inspector)	Context, summary and recommendation. Key questions 1, 2, 5 and 6, English, Welsh second language Information technology
Mrs Kay Andrew (Team Inspector)	Key questions 3, 4 and 7, Science, History, Geography Early years provision
Mr Reg Cawthorne (Lay inspector)	Contribution to all seven key questions.
Mr Phillip Buxton (Peer Assessor)	Contribution to all seven key questions.
Mrs Chris Barton	Nominee

#### The contractor was:

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#### Acknowledgement

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