

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

A report on the quality of education in

**Cefn Mawr Primary School
Plas Kynaston Lane, Cefn Mawr
Wrexham, LL14 3PY**

School number: 6652151

Date of inspection: 12/10/09

by

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Introduction

Cefn Mawr 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 Cefn Mawr Primary School took place between 12/10/09 and 15/10/09. An independent team of inspectors, led by Merfyn Douglas 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.

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

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Cefn Mawr Primary School is situated about six miles south west of Wrexham in the village of Cefn Mawr and is maintained by the County Borough of Wrexham. It caters for pupils aged between three and eleven years.
2. The school reports that 75% of the area served by the school can be described as being economically disadvantaged with the remaining 25% being neither disadvantaged nor economically prosperous. The village has recently been rejuvenated through a grant from the Welsh Assembly Government. Local industries have suffered from the recent national economic downturn.
3. Currently, 20% of pupils are entitled to free school meals, which is about the local and national average.
4. At present, there are 230 pupils on roll and 34 nursery children receive part-time education. Most pupils come from the local village and have a full range of ability. However, standards on entry are slightly below the Wrexham average.
5. English is the predominant language for all pupils. No pupil comes from a Welsh-speaking home or an ethnic minority family.
6. Two pupils have a statement of special educational need (SEN). Nineteen are on 'school action' and one on 'school action plus' for additional learning needs (ALN).
7. Since February 2009, the headteacher has been absent due to ill health and the deputy headteacher has taken on the role of acting headteacher. There is also an acting deputy headteacher. Including the acting headteacher, there are nine full-time and five part-time teachers in the school. There are also five full-time and four part-time classroom support staff.
8. The previous headteacher was appointed in September 2002 and retired last summer. The school was last inspected in October 2003.

The school's Mission Statement is:

9. Our mission is to provide a high quality learning environment in a happy caring school where each individual can achieve his or her potential.

Main Aims of the School:

- To value all children equally
- To get to know them as individuals and to recognise their achievement
- To maintain the highest expectations of all our young people
- To be concerned for the education of the whole person
- To seek to produce self-motivated life-long learners.

The school's priorities and targets

10. The school's priorities for 2009 – 2010 are:

- Extend Foundation Phase organisation and planning into Year1 and Year 2
- Implement new curriculum orders at key stage 2
- Continue to raise standards in reading and writing
- Improve the indoor and outdoor environment.

Summary

11. Cefn Mawr Primary is a good school. The enthusiastic acting headteacher and staff work hard to raise standards and to provide a broad curriculum in a caring, supportive and secure environment.

Table of grades awarded

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

Areas of learning for under-5s

Personal and social development, wellbeing and cultural development	Grade 1
Language, literacy and communication skills	Grade 2
Welsh language development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

Grades for standards in subjects inspected in key stage 1 and key stage 2

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

12. End of key stage teacher assessment results over the last three years indicate a steady improvement in the core subject indicator (CSI). That is, the percentage of pupils achieving level 2 or above in key stage 1, and level 4 or above in key stage 2, in English, mathematics and science.
13. When compared to similar schools, i.e. schools with a similar percentage of pupils entitled to free school meals, key stage 1 CSI results in 2009 are slightly below average in English and slightly above in mathematics and science. In key stage 2, the CSI results are in the top 25% in English and mathematics and only slightly below this in science.
14. In 2009, the end of key stage 1 assessment results indicate that 83% of pupils attained level 2 or better in English, 88% in mathematics and 92% in science. The national averages are 83% in English, 87% in mathematics and 90% in science. The CSI of 79% is slightly below the local (82%) and national (81%).
15. In 2009, the end of key stage 2 assessment results indicate that 91% of pupils attained level 4 or better in English, mathematics and science. The national averages are 81% in English, 82% in mathematics and 86% in science. The CSI of 82% is above the local (78%) and national (77%) averages.
16. Taking account of pupils' average starting point when they enter school, individual pupils make good progress towards meeting their own targets.
17. Generally, girls out-perform boys in both key stages but the difference between the achievements of boys and girls is being narrowed by appropriate intervention.
18. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

19. Under-fives and pupils in key stage 1 and 2 make good progress in the key skills of speaking, listening, reading, writing, numeracy and the use of information and communications technology (ICT).
20. Pupils with special educational needs (SEN) and those with additional learning needs (ALN) make good progress and achieve the targets set in their individual educational plans (IEPs).
21. Bilingualism is well integrated into the life of the school and, as such, the pupils' bilingual skills are good. Pupils have a good knowledge of the heritage and culture of Wales.
22. Most pupils' creative and problem solving skills are good and demonstrated well across the curriculum. However, their independent learning and entrepreneurial skills are underdeveloped because of the lack of opportunities, especially in key stage 2.
23. Most pupils succeed regardless of their ability, gender or social background. Pupils show good awareness of equal opportunity issues and a respect for other faiths and cultures.
24. Pupils across the school make good progress in their personal, social, moral and wider development. Their spiritual awareness is good and regularly demonstrated during daily acts of religious worship. Behaviour in lessons, around the school, and outside at play is good.
25. Pupils are developing good knowledge and skills that help them to understand moral and social issues and enjoy taking on responsibilities such as School Council, ECO committee and class monitors.
26. Attendance has declined since the last inspection. Average attendance over the three terms prior to the inspection was: nursery 84%, reception 89.1% and the rest of the school 91.6%. Most pupils are punctual and lessons start on time.
27. Pupils in the foundation phase and key stage 1 are developing a good understanding of the world of work. However, this understanding is limited in key stage 2.

The quality of education and training

28. In the 49 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	78%	10%	0%	0%

29. These figures are well above the national picture as reported in HMCI's Annual Report 2007 – 2008, where the quality of teaching is reported to be grade 2 or better in 83% of lessons and 16% grade 1.
30. Teaching in the Early Years is consistently good and sometimes outstanding; with a wide variety of activities that motivate children and are clearly linked to the

Foundation Phase outcomes. Teaching in key stage 1 and key stage 2 is generally good and sometimes outstanding.

31. Teachers have good relationships with their pupils and demonstrate consistent and effective pupil management. Lessons are well planned with clear objectives, which are carefully explained to pupils at the start of each lesson. Planning takes good account of the needs of individual pupils, including those with SEN or with ALN. However, tasks are not always well matched to pupils' abilities and do not challenge the higher achieving pupils.
32. The planning for the development of pupils' bilingual skills is good, with regular use of incidental Welsh during the day in most classes. Opportunities to use the language, such as in the tuck shop and during registration, make a substantial impact on bilingualism.
33. Learning support assistants (LSAs) are deployed and used effectively. They are capable and knowledgeable and make a significant impact on pupils' learning.
34. Where there are shortcomings, lessons are over-long, lack pace, are too teacher-directed and tasks do not always match pupils' abilities.
35. Outstanding features were identified in 12% of the 49 lessons observed. These included tasks and activities that are motivating, challenging and well matched to pupils' abilities with opportunities for independent learning.
36. Assessment procedures are well established and enable teachers to identify pupils' strengths and weaknesses and to identify any pupils who would benefit from additional support. The school meets all statutory requirements for assessing pupils and reporting to the appropriate authorities. Pupils are encouraged to assess their own performance compared to learning intentions and success criteria but this aspect is at an early stage of development and pupils are not involved in setting their own targets.
37. Pupils' annual reports comply with regulations. Teachers meet regularly with parents through consultation evenings and teachers are willing to meet parents after school.
38. The school provides pupils with a broad, balanced curriculum. It is accessible to all pupils, including those with SEN and ALN. It meets all requirements of the national curriculum and the locally agreed syllabus for religious education.
39. The school is adapting its schemes of work to comply with the revised requirements of the national curriculum.
40. Provision for basic skills has been recognised by the Basic Skills Agency's quality mark twice.
41. In key stage 1 and 2, provision for pupils to develop the key skills of speaking, listening, reading, writing, numeracy and ICT across the curriculum are good. Provision for the development of pupils' bilingual skills is good. Incidental Welsh

is used regularly throughout the day: for example, many pupils use Welsh when buying healthy snacks at break times.

42. The school provides a wide range of activities to enrich and extend the curriculum. This is particularly the case with the Welsh dimension, or *Y Cwricwlwm Cymreig*.
43. There is a good range of extra-curricular activities available.
44. Pupils' spirituality is promoted through daily acts of collective worship and visits to local churches and chapels. Provision for the promotion of moral development is good across the school.
45. The school actively promotes pupils' cultural development. Pupils study the culture of Wales and that of developed and developing countries.
46. Provision for promoting pupils' social development is good. Members of staff provide very good role models and the school is a very orderly community.
47. Circle time and personal and social education are among the opportunities used to promote good values and to discuss such issues as stereotyping.
48. Work-related education is good in the foundation phase and key stage 1. Role play, linked with visits to local businesses and shops, play a key role in helping pupils understand the world of work. However, opportunities to develop work-related education are limited in key stage 2. Entrepreneurial and other skills needed to support economic development is an area that is presently underdeveloped.
49. Sustainable development is very well established, with the school currently working towards 'Green Flag' status in the Eco Schools initiative.
50. The school plans and manages its care arrangements well and the partnerships with parents, carers and pupils are good.
51. The school council is run effectively and in accordance with regulations.
52. Induction programmes to help new pupils settle in quickly are good. There are strong links to the local playgroup. Older pupils are well prepared for their transition to high school.
53. Teachers know their pupils well and this enables them to effectively monitor each child's needs and progress. Although the procedures for monitoring behaviour and performance are good, procedures for monitoring attendance and punctuality are not so rigorous.
54. The school's provision for the healthy development, safety and well-being of all pupils is good.

55. The overall quality of provision for pupils with ALN is good. The acting headteacher ensures that good procedures are in place for the early identification of pupils with additional needs.
56. All SEN pupils are well integrated into the fabric of the whole school. The educational psychologist and other professionals work closely with the school to provide well-focused support.
57. The quality of provision for equal opportunities is good. Racial and cultural harmony is promoted through the curriculum particularly during acts of collective worship and Circle Time.
58. The school has effective measures in place to eliminate oppressive behaviour including racial discrimination, bullying and harassment, and the school takes all reasonable steps to ensure equal treatment for pupils with disabilities.

Leadership and management

59. The very recently appointed acting headteacher, who was previously the deputy headteacher, provides clear direction for the school and has a clear-sighted vision of what is needed to improve the quality of education. She provides strong leadership in what has been a difficult period of uncertain staffing stability.
60. She is supported by a hard-working team of teachers and support staff who work together as an effective team.
61. The acting headteacher, acting deputy headteacher and teachers are all involved in the performance management process and work towards annual targets.
62. The school takes good account of local and national priorities such as healthy schools, sustainable development and global citizenship. Good links have been established with other schools.
63. The governing body is very supportive of the school and are kept well informed by the acting headteacher. Governors meet regularly and appropriate committees are in place. Nevertheless, there is an over-reliance on the headteacher for information rather than on independently monitoring school life. The governing body meets all its regulatory and statutory responsibilities.
64. Self-evaluation procedures are comprehensive and effectively based on first hand experience. They involve all the school's stakeholders, including parents and pupils. The acting headteacher has developed a culture of review and self-criticism among the staff, governors and pupils.
65. The detailed self-evaluation report clearly identifies the school's strengths and areas for development, referring to appropriate sources of evidence to support the outcomes for each of the seven key questions. These inform the priorities in the school development plan (SDP).

66. The school has made some progress since the last inspection in addressing most of the identified issues. However, two key issues, i.e. tasks being matched to abilities with more emphasis being placed on independent learning; and reducing the length of some lessons, remain as recommendations from this inspection.
67. The inspection team agreed with the judgements made by the school on all of the seven key questions.
68. The school has a sufficient number of well-qualified, caring and experienced teachers to meet the needs of all pupils, including those with special education needs and children in the Foundation Phase.
69. Good arrangements have been made to cover teachers' planning, preparation and assessment (PPA) time and these have a positive impact on standards.
70. The overall quality and quantity of material resources to support work across the curriculum is good and sometimes very good.
71. The quality of the accommodation is generally good. Although the accommodation provided for the Foundation Phase is generally good it does not have an adequate outdoor covered area to support learning activities, particularly in inclement weather.
72. Taking into account pupils' good levels of achievement, the quality of resources, human and material, and the care with which pupils' needs are met, the school gives good value for money.

Recommendations

73. In order to improve, the school now needs to:
 - R1 improve standards in subjects where shortcomings have been identified and further develop pupils' entrepreneurial and independent learning skills;
 - R2* continue to develop assessment and target setting procedures across the school, and ensure that pupils are fully involved in setting and monitoring their own targets;
 - R3 review the length of some lessons to ensure pace and rigour and improve the match of tasks and activities to pupils' abilities;
 - R4* provide further opportunities for governors to become more involved in, and aware of, all aspects of school life, and
 - R5* monitor and improve pupils' attendance figures, especially in the Foundation Phase, to establish a culture of good attendance.

* Already identified by the school as areas for development in its 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

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

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2%	92%	6%	0%	0%

Area of learning	Inspection grade	
	N	R
Personal and social development, wellbeing and cultural development	1	1
Language, literacy and communication skills	2	2
Welsh language development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	2
Physical development	2	2
Creative development	2	2

Grades for standards in subjects inspected

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

75. End of key stage teacher assessment results over the last three years indicate a steady improvement in the core subject indicator (CSI). That is, the percentage of pupils achieving level 2 or above in key stage 1, and level 4 or above in key stage 2, in English, mathematics and science.
76. When compared to similar schools, i.e. schools with a similar percentage of pupils entitled to free school meals, key stage 1 CSI results in 2009 are slightly below average in English and slightly above in mathematics and science. In key stage 2, the CSI results are in the top 25% in English and mathematics and only slightly below this in science.
77. In 2009, the end of key stage 1 assessment results indicate that 83% of pupils attained level 2 or better in English, 88% in mathematics and 92% in science. The national averages are 83% in English, 87% in mathematics and 90% in science. The CSI of 79% is slightly below the local (82%) and national (81%).
78. In 2009, the end of key stage 2 assessment results indicate that 91% of pupils attained level 4 or better in English, mathematics and science. The national averages are 81% in English, 82% in mathematics and 86% in science. The CSI of 82% is above the local (78%) and national (77%) averages.
79. The three year averages, compared to similar schools, based on the percentage of pupils entitled to free school meals, indicate that the school is making steady progress in moving out of the lower 50 per cent band.
80. Taking account of pupils' average starting point when they enter school, individual pupils make good progress towards meeting their own targets. This is because their attitude towards learning is outstanding and the vast majority are eager to learn and work hard. However, their awareness of their own learning is underdeveloped.
81. Generally, girls out-perform boys in both key stages but the difference between the achievements of boys and girls is being narrowed by appropriate intervention.
82. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
83. Under-fives and pupils in key stage 1 and 2 make good progress in the key skills of speaking, listening, reading, writing, numeracy and the use of information and communications technology (ICT).
84. Pupils with special educational needs (SEN) and those with additional learning needs (ALN) make good progress and achieve the targets set in their individual educational plans (IEPs). They respond well to the good support provided.
85. Bilingualism is well integrated into the life of the school and, as such, the pupils' bilingual skills are good. Pupils have a good knowledge of the heritage and culture of Wales.

86. Most pupils' creative and problem solving skills are good and demonstrated well across the curriculum. However, their independent learning and entrepreneurial skills are underdeveloped because of the lack of opportunities, especially in key stage 2.
87. Most pupils succeed regardless of their ability, gender or social background. Discussions with pupils indicate that they are aware that everybody is treated the same and given the same opportunities. Pupils show good awareness of equal opportunity issues and a respect for other faiths and cultures.
88. Pupils across the school make good progress in their personal, social, moral and wider development. Their spiritual awareness is good and regularly demonstrated during daily acts of religious worship.
89. They generally show care and concern for others and the majority work hard in lessons and are keen to join in with the activities available to them. Pupils respond well to the efforts of staff to raise self esteem through praise and encouragement and generally demonstrate responsible attitudes, which have a beneficial effect on their progress.
90. Pupils are developing good knowledge and skills that help them to understand moral and social issues and enjoy taking on responsibilities such as School Council, ECO committee and class monitors.
91. Behaviour in lessons, around the school, and outside at play is good. Older pupils are extremely good role models for the very youngest children. Most pupils are polite and friendly and courteous towards each other and visitors.
92. Pupils' relationships with each other are good. They show great respect for their classmates whatever their background or culture. Pupils say confidently that unkindness or bullying is extremely rare. No pupils were excluded in the last 12 months.
93. Attendance has declined since the last inspection. Average attendance over the three terms prior to the inspection was: nursery 84%, reception 89.1% and the rest of the school 91.6%. The rest of the school average is below local and national averages and below Welsh Assembly Government targets. The nursery and reception averages are below expected figures. Monitoring of attendance across the school is underdeveloped. Most pupils are punctual and lessons start on time.
94. Pupils have strong links with their community and have a good understanding of what it is like to be members of a community. Pupils in the foundation phase and key stage 1 are developing a good understanding of the world of work. However, this understanding is limited in key stage 2.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

96. In the 49 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	78%	10%	0%	0%

97. Teaching grades demonstrate a significant improvement from the last inspection figures of 41 per cent grade 2 or better.

98. These figures are well above the national picture as reported in HMCI's Annual Report 2007 – 2008, where the quality of teaching is reported to be grade 2 or better in 83% of lessons and 16% grade 1.

99. Teaching in the Early Years is consistently good and sometimes outstanding; with a wide variety of activities that motivate children and are clearly linked to the Foundation Phase outcomes. The exciting learning environment and activities for these children effectively promote the skills and attitudes necessary for learning.

100. Teaching in key stage 1 and key stage 2 is generally good and sometimes outstanding.

101. All teachers actively address the issues of gender, race and ability and promote equality of opportunity for all pupils.

102. Teachers have good relationships with their pupils and demonstrate consistent and effective pupil management. They work hard to raise pupils' self-esteem by showing concern and giving regular praise and encouragement.

103. Lessons are well planned with clear objectives, which are carefully explained to pupils at the start of each lesson. Planning takes good account of the needs of individual pupils, including those with SEN or with ALN. However, tasks are not always well matched to pupils' abilities and do not challenge the higher achieving pupils.

104. The planning for the development of pupils' bilingual skills is good, with regular use of incidental Welsh during the day in most classes. Opportunities to use the language, such as in the tuck shop and during registration, make a substantial impact on bilingualism.

105. Teachers make good use of questioning to elicit pupils' views and feelings, and to develop their communication and investigative skills. They intervene sensitively to support pupils and give clear explanations.
106. They use appropriate resources and artefacts to enhance pupils' learning and pupils are well motivated by a variety of experiences, including visits and visitors.
107. Learning support assistants (LSAs) are deployed and used effectively. They are capable and knowledgeable and make a significant impact on pupils' learning.
108. Teachers have good up-to-date subject knowledge through regular in-service training and demonstrate enthusiasm in their teaching. Their knowledge and understanding of the requirements of the national curriculum is good overall.
109. Where there are shortcomings, lessons are over-long, lack pace and are too teacher-directed and tasks do not match pupils' abilities.
110. Outstanding features were identified in 12% of the 49 lessons observed. These included tasks and activities that are motivating, challenging and well matched to pupils' abilities with opportunities for independent learning.
111. Assessment procedures are well established in the core subjects. Teachers' plans regularly identify assessment opportunities by which they monitor pupils' progress through a range of measures. These are supported by a programme of standardised tests, many of which are recommended by the Local Authority (LA). Pupil's progress is tracked on the computer system.
112. Assessments enable teachers to identify pupils' strengths and weaknesses and to identify any pupils who would benefit from additional support. However, in a minority of lessons, teachers do not always match the differing needs of all pupils.
113. Detailed records of pupils' progress are kept, from on-entry assessment to end of key stage 2 teacher assessments. In order to ensure accuracy of teacher assessment, portfolios of pupils work are kept; samples of work are assigned levels which are agreed between schools in the local cluster.
114. The school has prioritised the assessment of standards in foundation subjects and involving pupils in setting their own targets as areas for development. Pupils are encouraged to assess their own performance compared to learning intentions and success criteria. This aspect is at an early stage of development.
115. The school meets all statutory requirements for assessing pupils and reporting to the appropriate authorities. Pupils' work is marked regularly and teachers write positive comments. However, comments do not always give appropriate guidance on how pupils can improve their work.
116. Pupils' annual reports comply with regulations, although information for parents can be brief, and pupils are not given an opportunity to contribute. Teachers meet regularly with parents through consultation evenings and teachers are willing to meet parents after school.

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

117. The findings of the inspection team match the judgements made by the school in its self-evaluation.
118. The school provides pupils with a broad, balanced curriculum which meets their needs and interests. It is accessible to all pupils, including those with SEN and ALN. It meets all requirements of the national curriculum and the locally agreed syllabus for religious education.
119. The overall quality of provision for children under five is appropriate to their needs and children make good progress towards foundation phase outcomes.
120. The school is adapting its schemes of work to comply with the revised requirements of the national curriculum. Teachers use the non-statutory skills framework and the LAs own documentation to ensure appropriate emphasis on pupils' skills acquisition in a progressive way. Provision for basic skills has been recognised by the Basic Skills Agency's quality mark.
121. In key stage 1 and 2, provision for pupils to develop the key skills of speaking, listening, reading, writing, numeracy and ICT across the curriculum are good. Provision for the development of pupils' bilingual skills is good. Incidental Welsh is used regularly throughout the day: for example, many pupils use Welsh when buying healthy snacks at break times.
122. The school provides a wide range of activities to enrich and extend the curriculum. This is particularly the case with the Welsh dimension, or *Y Cwricwlwm Cymreig*. There is an annual eisteddfod.
123. Older key stage 2 pupils are offered residential visits to Nantyr education centre and Cardiff. In religious education, geography, history and art, the school makes good use of visits to the local area and further afield.
124. There is a good range of extra-curricular activities available. Activities include dance, team sports, skateboarding and golf. A computer club is made available by the local library.
125. Pupils' spirituality is promoted well through daily acts of collective worship, (which meet statutory requirements) and visits to local churches and chapels. Provision for the promotion of moral development is good across the school. The school has high expectations of behaviour and pupils have a clear sense of right and wrong.
126. The school actively promotes pupils' cultural development. Pupils study the culture of Wales and in developed and developing countries. In key stage 2, pupils explore links with schools in America and the Gambia. Key stage 1 pupils exchange emails, letters and gifts with a school in Germany.

127. Provision for promoting pupils' social development is good. Members of staff provide very good role models and the school is a very orderly community.
128. There are effective links with the local secondary school and the neighbouring Welsh-medium school. Students from local schools and colleges regularly work in the school and members of local youth groups have painted the school gates and fence.
129. Work-related education is good in the foundation phase and key stage 1. Role play, linked with visits to local businesses and shops, play a key role in helping pupils understand the world of work. However, opportunities to develop work-related education and pupils' entrepreneurial skills are limited in key stage 2.
130. The school is very aware of social disadvantage and works to ensure all pupils have equal access to all activities and all areas of the curriculum. Circle time and personal and social education are among the opportunities used to promote good values and to discuss such issues as stereotyping.
131. Sustainable development is very well established, with the school currently working towards 'green flag' status in the Eco Schools initiative. The eco committee, although newly appointed, already have an action plan and are able to talk with knowledge and enthusiasm about what has already been achieved and their plans for the coming year.
132. Global citizenship is starting to develop with links to a school in Germany. The school council have some awareness of local citizenship following a meeting with the mayor in the mayor's parlour and a tour of the council chamber.
133. Entrepreneurial and other skills needed to support economic development is an area that is presently underdeveloped. Some opportunities are offered to the younger pupils, but not so much in key stage 2.
134. National priorities such as Healthy Schools, Eco Schools, Quality Mark, Investors in People and Breakfast Club are an established part of school life.
135. Pupils are well prepared for their transition to high school.

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

Grade 2: Good features and no important shortcomings

136. The findings of the inspection team match the judgements made by the school in its self-evaluation.
137. The school plans and manages its care arrangements well. In discussions with pupils and the school council, they said they were confident that any concerns would be treated seriously and dealt with quickly and fairly. Good use is made of specialist support services. Two teaching assistants have received specialist training to give additional support to pupils.

138. The partnerships with parents, carers and pupils are good. Parents were consulted regarding the recent change of school uniform. There are fortnightly newsletters and a school website. Parents at the pre-inspection meeting and most of those who returned the questionnaires were positive in their support.
139. The school council is run effectively and in accordance with regulations. They have been involved in some decision making opportunities including the new school uniform and the citing of the new outdoor classrooms.
140. Induction programmes to help new pupils settle in quickly are good. There are strong links to the local playgroup. Nursery pupils attending morning playgroup have lunch there and are then walked to the afternoon nursery session. Pupils arriving outside normal admission times are welcomed at assembly and allocated a 'buddy' whilst they get to know their new school. Children are very accepting of new pupils who in turn quickly settle in to the life and routines of the school. Transition arrangements are well established.
141. Teachers know their pupils well and this enables them to effectively monitor each child's needs and progress. Personal and social education, assemblies and circle time all successfully contribute to the support and guidance of pupils. Effective use is made of specialist services, including police and health and the educational social worker as required.
142. Although the procedures for monitoring behaviour and performance are good, procedures for monitoring attendance and punctuality are not so rigorous. There are no regular, formal practices in place to monitor pupils' attendance, which in turn impacts on class and whole school attendances. The monitoring of punctuality, until very recently has been inconsistent.
143. The school's provision for the healthy development, safety and well being of all pupils is good. They are currently working towards their fifth award for Healthy Schools, there is a good choice of healthy dinners and a healthy tuck shop is available at break time. Three water fountains provide chilled water throughout the day.
144. There is a named first aider and all staff have received some first aid training. Specialist services have given advice and training to staff in order for them to support pupils with particular medical needs. Appropriate security measures are in place.
145. There is a named person with responsibility for Child Protection and she is trained to the appropriate level. Other staff have received some training from the named person. All staff have recently received an updated Criminal Record Bureau check. Records and files are kept in a secure cabinet. There is a child protection policy in line with local and all Wales procedures.
146. The overall quality of provision for pupils with additional learning needs is good. The headteacher ensures that good procedures are in place for the early identification of pupils with additional needs. Detailed information on pupils is

gained from teachers' day-to-day assessments. This information is very carefully analysed to ensure the best possible support for individual pupils' needs.

147. Well-trained additional learning support assistants ensure these pupils are fully included in all that the school has to offer. Short withdrawal sessions are very well planned so that pupils are not made to feel different from other members of the class.
148. Pupils with statements of special educational needs receive well-focused effective additional support. Careful planning ensures that all pupils with special educational needs have full access to the National Curriculum. The school is fully equipped to deal with the needs of the disabled. All special educational needs pupils are well integrated into the fabric of the whole school. The educational psychologist and other professionals work closely with the school to provide well-focused support.
149. Individual education plans contain appropriate targets for development. They are good quality working documents and challenge pupils with additional learning needs through well structured tasks matched to their ability. Individual education plans are reviewed at regular intervals to ensure good progress is maintained and that work undertaken is appropriate to their specific needs. Parents are consulted and all partners are well aware of the realistic measurable targets set.
150. The special educational needs co-ordinators provide very good guidance to class teachers and learning support staff.
151. The school has positive behaviour systems in place and these ensure that all pupils have the opportunity to learn effectively without disruption or interference. No pupils have been excluded from school during the last year.
152. The quality of provision for equal opportunities is good. All pupils, regardless of their background, ability, race, religion or gender have full access to the curriculum and out-of-hours activities.
153. Racial and cultural harmony is promoted through the curriculum particularly during acts of collective worship and Circle Time. Although there is little diversity in the school's population, multi-cultural issues are discussed across the school.
154. The school has effective measures in place to eliminate oppressive behaviour including racial discrimination, bullying and harassment and this is evident in the pupils' good behaviour. In discussions, pupils were firm in their belief that bullying or discrimination of any kind would not be tolerated.
155. The school takes all reasonable steps to ensure equal treatment for pupils with disabilities. Disability access to the site is good with appropriate disability facilities in place. There is an appropriate Accessibility Plan, Disability Equality Scheme and Action Plan in place.
156. Racial and cultural harmony is promoted well through the curriculum. There are a range of multicultural dolls and puppets in the foundation phase classrooms, and the library has been audited to ensure it reflects the multicultural society in which we live. Appropriate statutory policies are in place and pupils recognise and respect diversity

Leadership and management

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

Grade 2: Good features and no important shortcomings

157. The findings of the inspection team match the judgements made by the school in its self-evaluation.
158. The very recently appointed acting headteacher, who was previously the deputy headteacher, provides clear direction for the school and has a clear-sighted vision of what is needed to improve the quality of education. She provides strong leadership in what has been a difficult period of uncertain staffing stability.
159. Discussions with parents and the analysis of their returned questionnaires indicate high respect for her and the staff.
160. She is supported by a hard-working team of teachers and support staff who work together as an effective team. All staff are encouraged to contribute to the life and work of the school. Curriculum leaders manage their roles conscientiously and demonstrate a strong commitment to raising standards.
161. The school has a clear mission statement and overall aims with regard to education, equality and provision. These were drawn up and agreed by staff and governors who are committed to raising standards and providing a caring and inclusive school. These shared values are understood by all staff and well promoted across the school.
162. The school has recently produced a comprehensive school development plan (SDP) and self-evaluation report which identifies strengths and weaknesses in the school. The SDP provides appropriate objectives and targets for improvement.
163. The SDP clearly identifies areas for development and outlines specific objectives, staff responsibilities, time scales, monitoring and evaluation, financial obligation and success criteria. Also, the school works closely with the Local Authority (LA) to agree targets for end of key stage assessments.
164. The acting headteacher, acting deputy headteacher and teachers are all involved in the performance management process and work towards annual targets. Suitable arrangements are in place to monitor the performance of individuals and to review individual professional needs. Appropriate training, linked to personal as well as whole-school priorities, has been arranged.
165. The school takes good account of local and national priorities such as healthy schools, sustainable development and global citizenship. Good links have been established with other schools.

166. The governing body is very supportive of the school and are kept well informed by the acting headteacher. Governors meet regularly and appropriate committees are in place.
167. Nevertheless, there is an over-reliance on the acting headteacher for information rather than on independently monitoring school life. The governing body meets all its regulatory and statutory responsibilities.

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

Grade 2: Good features and no important shortcomings

168. The findings of the inspection team match the judgements made by the school in its self-evaluation.
169. Self-evaluation procedures are comprehensive and effectively based on first hand experience. They involve all the school's stakeholders, including parents and pupils. The headteacher has developed a culture of review and self-criticism among the staff, governors and pupils.
170. Subject leaders monitor and evaluate development and progress in the subjects for which they are responsible. They carefully scrutinise pupils' work and teachers' planning documents, and question pupils across the year groups to assess their knowledge and understanding.
171. Classroom observations to monitor teaching and learning are limited to the headteacher and a few governors. The tracking of individual pupils is an on-going feature as is the analysis of assessment data to identify trends and weaknesses.
172. The detailed self-evaluation report clearly identifies the school's strengths and areas for development, referring to appropriate sources of evidence to support the outcomes for each of the seven key questions. These inform the priorities in the SDP.
173. Targets are set in the SDP and these are regularly monitored and reviewed by staff and governors. The governing body ensures that each target is fully supported by appropriate resources.
174. The significant rise in pupils' standards of achievement in recently targeted areas, such as literacy and art, indicates the effectiveness of the school's planning for improvement.
175. The school has made some progress since the last inspection in addressing most of the identified issues. However, two key issues, i.e. tasks being matched to abilities and more emphasis being placed on independent learning; and reducing the length of some lessons, remain as recommendations from this inspection.

176. The inspection team agreed with the judgements made by the school on all of the seven key questions.

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

Grade 2: Good features and no important shortcomings

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

178. The school has a sufficient number of well-qualified, caring and experienced teachers to meet the needs of all pupils, including those with special education needs and children in the Foundation Phase. All teachers work hard to ensure that the educational and pastoral needs of all pupils are well met. As a result, pupils make good progress in achieving their learning objectives.

179. Support assistants are enthusiastic, well trained and hardworking. They work closely with teachers in planning for effective learning within classrooms and in sharing the high levels of support teachers provide for their pupils. The Foundation Phase is well provided with support assistants who are proactive in helping teachers to deliver effectively the Foundation Phase philosophy.

180. Teachers are appropriately developed through performance management and receive regular updates to their training. Support staff and secretaries have recently been included in the performance management process ensuring that all staff have the training they need to meet the requirements of the school and their own professional development.

181. A good quality induction programme for the induction of newly qualified teachers (NQTs) is in place. They are well supported in their first year of teaching, through mentoring and through opportunities to observe good practice, sometimes in schools other than their own.

182. Good arrangements have been made to cover teachers' planning, preparation and assessment (PPA) time. Teachers use this time well to plan learning activities and to assess pupils' progress on a weekly basis.

183. The overall quality and quantity of material resources to support work across the curriculum is good and sometimes very good, as is the case for art. The quality and quantity of these resources has a positive impact upon the achievement of pupils in subject areas. In this respect such resources for the Foundation Phase are also good.

184. The school makes good use of resources external to the school, such as educational visits and visits to the school by professional groups. The school makes very good use of the local library's facilities such as the computer suite and the expertise of library staff to promote, amongst other things, pupils' research skills. Their understanding of environmental issues is enhanced

through close contact pupils have with the local Ty Mawr Country Park and staff there.

185. The quality of the accommodation is generally good. Teachers make the best use of what is provided. Classrooms and corridors are bright and stimulating where the quality of work the pupils do is effectively displayed. The care with which teachers mount pupils' work heightens pupils' sense of real achievement. Teaching areas serve well the needs of mainstream activities and the needs of purposeful small group activity work.
186. The accommodation provided for the Foundation Phase is generally good. Teachers and support assistants use the indoor and outdoor facilities well for structured play and other learning activities. Presently, however, one area is small and confined and is limited in scope. In addition Foundation Phase does not have an adequate outdoor covered area to support learning activities, particularly in inclement weather.
187. The interior of the building is well cared for, very clean and well maintained by the caretaker and her staff. The mid-day supervisors and kitchen staff make significant and positive contributions to school life. Administration staff provide good support for the current acting headteacher in the every day running of the school.
188. The school matches its spending decisions to its educational priorities as outlined in the school improvement plan, efficiently and effectively. Governors scrutinize spending decisions to ensure that they benefit all pupils within the school. Governors, the acting headteacher and staff manage the budget well with the support of LEA officers. Taking into account pupils' good levels of achievement, the quality of resources, human and material, and the care with which pupils' needs are met, the school gives good value for money.

Standards achieved in subjects and areas of learning

Foundation phase for under 5s

Grade 2: Good features and no important shortcomings

189. The overall quality of provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
190. Children respond well to the secure and vibrant learning environment when they become a part of the Foundation Phase community for the first time. They engage eagerly with the rich variety of activities provided and begin to explore the world around them enthusiastically.

Personal and Social Development, well being and cultural development

Grade 1: Good with outstanding features

Outstanding features

191. Children throughout the Foundation Phase are exceptionally well behaved and motivated. Children show outstanding self-control and carry out self-initiated tasks and those designated by their teachers readily becoming fully absorbed within a very short time.
192. They show exceptional consideration for the welfare of one another during activities both in inside and outside learning areas. At break-times they play quite happily with each other ensuring that all are fully included. The sense of inclusion is outstanding.

Good features.

193. Children new to the school settle into the routines of daily life very quickly. They rapidly develop the confidence to engage in structured play, responding positively to the opportunities it offers.
194. For their part, most of the older children in the Foundation Phase take the younger ones under their wings and guide them to an understanding of what is and what is not acceptable within their community. Older, more able children, are developing, very effectively, a maturity that is enabling them to be self-assured about what it is they learn.
195. Children across the Foundation Phase show much interest in the culture of Wales through the stories they hear, the books they share and the activities they take part in, particularly on St David's Day. They are gaining a good knowledge of the traditions associated with Christianity.

Language, literacy and Communication skills

Grade 2: Good features and no important shortcomings

Good features

196. Children across the foundation phase listen to adults very well. They interact with what is said and to one degree or another are able to express their own ideas and feelings successfully. They enjoy listening to stories and show good levels of attention as they do so.
197. Children respond well to the stories they hear. They handle books with care and can identify books they like, indicating what it is they like about them. A few more able children are aware of a relationship between text and the pictures they look at in books. Younger children are beginning to be aware that books often tell a story.
198. Younger children in the Foundation Phase enjoy the experience of being outside in autumn time. They talk avidly about the leaves they find, about their colours and about the noise they make when the wind catches them.
199. Many older children talk readily about their tasks and about what they are finding out. During their role-play they match how they speak to the way that adults talk whether it be a domestic scene with mums and dads or a doctor's surgery with health care professionals. A few more able children use mannerisms to good effect to bring a sense of authenticity in their play. They are beginning to be aware that how they say things enables their listeners to understand them or not.
200. Throughout the Foundation phase children develop their writing skills progressively.
201. Younger children enjoy a range of activities to enhance their pre writing fine motor skills. Later they use a range of implements to make marks and representations of different types.
202. Many older children successfully make letter shapes and are beginning to arrange letters together to represent words such as when they begin to write their own names. More able children are beginning to understand that writing is a means of communication that adults use. They mimic their observations in their role-play such as a doctor writing a prescription in his surgery.

Shortcomings

203. There are no important shortcomings.

Welsh Language Development

Grade 2: Good features and no important shortcomings

Good features

204. Younger children who have recently joined the Foundation Phase are new to the experience of using the language. Nevertheless, they listen well to the teacher as she speaks Welsh and observe with interest older children as they respond to her questions in Welsh. They are beginning to respond with a limited number of Welsh words at registration time.
205. Older children are familiar with a good range of words and simple phrases and use them readily with correct pronunciation. They can say in Welsh whether they are having sandwiches or a school dinner. They enjoy having conversations in Welsh using mobile telephones. Their knowledge of Welsh words and phrases is developing well.

Shortcomings

206. There are no important shortcomings.

Mathematical Development

Grade 2: Good features and no important shortcomings

Good features

207. Most younger children in the Foundation Phase are beginning to develop a good understanding of basic mathematical concepts through a wide range of play activities including those which involve the use of sand and water. Filling containers of different shapes and sizes, they understand the nature of being full to capacity. They are gaining a good understanding of size and shape from their collecting and sorting work with autumn leaves
208. Many older children are able to name a good number of two-dimensional shapes through the recognition of their peripheral characteristics. They engage in many sorting and matching games which re-enforce their understanding of shape.
209. Most older children understand the purpose of money in shopping activities during role play. A few more able children recognise the value of low value coins. They further develop their understanding of the importance of money through their entrepreneurial activities growing vegetables and selling the resulting vegetable produce to parents and other adults.
210. Most older children are secure in their recognition of numbers up to five and many can count beyond the limits of their recognition. More able children can count to ten and beyond and can say what number comes after the one chosen.
211. Children across the Foundation Phase enjoy joining in with number songs and rhymes.

Shortcomings

212. There are no important shortcomings.

Knowledge and Understanding of the World

Grade 2: Good features and no important shortcomings

Good features

213. Younger children in the Foundation Phase understand that autumn brings seasonal changes that affect the trees. They know that the leaves fall off the trees and that before they do so they change from green to other colours. They begin to experiment with word to best match their observations of the shape, colour and texture they see in fallen leaves. They seek words that best describe the sounds leaves make, for example, as they walk through them.
214. Younger children are beginning to gain a sense of awe and wonder in the world around them as they experience the force of wind on a windy day and observe its effects upon nature.
215. Older children are developing good levels of understanding about the conditions in their gardens necessary for the successful growth of vegetables and plants. They are able to name different types of vegetables.
216. Children, particularly boys, enjoy sorting and matching animals that are in the jungle sack. They show a good knowledge of the different types of African animals and their distinguishing features. They can say whether they are dangerous or not and can describe how they move as they travel, for example, the snake.

Shortcomings

217. There are no important shortcomings.

Physical Development

Grade 2: Good features and no important shortcomings

Good features

218. Children throughout the Foundation Phase have a good understanding of the need to be hygienic at all times. They are keen to wash their hands, for example prior to lunch, which they do with great care. They know about germs and the harm they can do to their bodies.
219. During physical education lessons they show that they understand the need to warm up and the effect this has upon their performance. Some more able children are very good at creating interesting shapes with their bodies and show high levels of co-ordination in travelling in different ways; for example, in bunny hopping and frog jumping.
220. Older children in the Foundation Phase show good aptitude in the handling of small tools. The better co-ordinated children hold pencils correctly and are able

to use scissors well, to cut out pictures without the paper sliding between the blades.

221. Children across the Foundation Phase are developing their gross motor skills very well. They climb over large play equipment carefully placing their feet in safe positions. Using wheeled toys they are very aware of the need to ride safely and respect their peers' space and mode of play.

Shortcomings

222. There are no important shortcomings.

Creative Development

Grade 2: Good features and no important shortcomings

Good features

223. Children across the Foundation Phase enjoy and use a good range of materials to create pictures, patterns and models. Many older children are beginning to handle paint and crayons skilfully. Some more able children are able to colour up to boundary lines without going over them.
224. Younger children use their outdoor experience to create face pictures using twigs leaves and berries. They arrange such natural materials thoughtfully so as to create the facial expressions they want to achieve.
225. Older children use their imagination well as they create pictures of themselves and others. Paint is applied vigorously and energetically and the resulting pictures are lively and eye catching.

Shortcomings

226. There are no important shortcomings.

English

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

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

Good features

227. In key stage 1, pupils' speaking and listening skills are developing well and the majority make good levels of achievement. Pupils respond well to their teacher. They listen carefully to the instructions they are given and, as a result, are able to access their tasks without disruption. With their talking partners pupils engage productively when resolving questions upon which they are required to reflect.

They use each other as sounding boards to try out and gauge reaction to their ideas and most are well focused upon the tasks assigned for discussion.

228. Younger pupils in key stage 2 continue to develop their speaking and listening skills and use them to good effect during lessons. They communicate clearly and confidently when speaking, listen carefully to the contributions of others and respond positively to ideas and opinions thus generated.
229. Older pupils in key stage 2, through their many class discussions, use language effectively to explain, debate and contribute ideas to the tasks in hand. A significant number of pupils are confident speakers and set out their thoughts clearly. In groups, pupils listen to each other effectively, supporting and extending the ideas of others. They use their whiteboards well as an effective management tool for the capture of their ideas.
230. In key stage 1, pupils across the ability range show a keen interest in the books they read. They respond to stories enthusiastically and use well developed predictive skills when required, to indicate what they think might happen next in the stories they read. Less able readers are not fazed by text. They use their phonic skills very well to unlock meaning from initially difficult looking words. Many pupils of all abilities express a real interest in reading books.
231. At the end of key stage 2, most pupils build well on the reading skills developed in key stage 1. They demonstrate good levels of fluency and expression when reading out loud. Less able pupils show good levels of concentration when reading and a determination to succeed. They successfully use a good range of reading and word attack strategies when tackling unfamiliar text. Most pupils across the ability range have a positive attitude towards reading and show an increasing understanding of underlying themes in the literature they read. Many pupils are familiar with the work of a good range of authors and poets and can explain their preferences in the material they read. Pupils make good use of reference books and the Internet to carry out research.
232. In key stage 1, pupils write for a good range of purposes from recount writing to simple stories with basic structures. They take great delight in playing with rhyming words and devising riddles. They are beginning to make simple notes to plan reports. Their understanding of what it is like to be a writer is enhanced by the simple books they make. Many pupils understand the purpose of punctuation and can apply it in basic form in their anecdotal writing about themselves and their families. By the end of the key stage some pupils show that they can write in joined script with good levels of legibility.
233. Younger pupils in key stage 2 have a good knowledge of the function of nouns and adjectives and the interrelation between the two. They critically examine text and can identify where these word types are used. They recognise the appropriateness of the adjectives used to describe a noun within passage settings in published books.
234. Younger pupils are also beginning to become more aware of audience and the need to take readers into account when they write. They know that stories have

to have a structure to them and that description has to be written in such a way that it is easily understood by the reader.

235. By the end of key stage 2, overall, pupils' achievement in handwriting skills is good. Across the ability range, pupils can write legibly, demonstrating a recognizable style. They clearly take pride in their work. Pupils write for a wide range of purposes and regularly share their writing with each other. They have a good knowledge of biographical and autobiographical writing and can differentiate between them. They have a good understanding of the strategies necessary to make a work of fiction compelling. They have very clear ideas, for example, about how stories should end, to satisfy the needs of the reader. By the end of key stage 2, pupils, particularly the more able, can write at length and through such writing demonstrate their skill of writing in a wide range of formats.

Shortcomings

236. There are no important shortcomings.

Welsh second language

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

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

Good features

237. In both key stages, pupils' attitude to learning the language is generally positive and enthusiastic.
238. In key stage 1, most pupils successfully build on the good start in the reception class by developing new vocabulary and simple phrases. They respond well to oral stimuli and follow simple commands and instructions accurately.
239. They develop a range of vocabulary, including parts of the body, and ask for different items with good pronunciation. They confidently perform simple repetitive Welsh action songs and prayers.
240. Most pupils ask and answer questions about how they feel and about the weather, using a range of appropriate vocabulary. Their recall of learnt phrases and sentence patterns is good and they communicate confidently.
241. The majority of pupils read and write simple words and phrases with clear understanding.
242. In key stage 2, most pupils confidently ask or answer a variety of questions about how they feel and what they like or dislike. They make short statements about themselves and create short dialogues.

243. They follow a wide range of instructions and commands correctly and know a range of appropriate comments about the weather. The more able can comment on the previous day's weather.
244. Most of the pupils have a good knowledge of numbers and name the days of the week and the months of the year. They know a range of songs, hymns and prayers in Welsh.
245. Many older pupils express opinions about different types of games, write their own version of a poem and extend simple sentences confidently.
246. They read with reasonable pronunciation, expression and understanding.

Shortcomings

247. There are no significant shortcomings.

Mathematics

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

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

Good features

248. Throughout the school, most pupils demonstrate a positive attitude towards the subject. Many develop good mathematical vocabulary and respond quickly when answering during mental mathematics sessions. The majority answer correctly.
249. In key stage 1, pupils have a good understanding of number bonds and place value. Many count forwards and backwards correctly in twos, fives and tens. They can identify odd and even numbers. Many pupils have a developing knowledge of multiplication tables. Most can recognise different value coins and can use suitable methods to solve everyday problems.
250. Most pupils in key stage 1 can order numbers to 20 and can use counters confidently to write and solve simple number sentences. Many can write figures correctly and can explain that adding makes numbers bigger and that the converse is true. Most recognise signs which mean add, subtract and equals. Many pupils can use number lines correctly to count on and back.
251. Nearly all pupils in lower key stage 2 know the number of sides and vertices in simple polygons. All can identify quadrilaterals by counting the number of sides. Many younger pupils have a good knowledge of simple fractions and can identify halves quarters and thirds of shapes. Pupils begin to measure using both non-standard and standard units.
252. In key stage 2, pupils make good progress in number work and build a good awareness in applying the four rules. Nearly all pupils in upper key stage 2 understand place value and can apply their knowledge when doubling numbers.

253. Many pupils correctly recognise hundreds, tens and units when doubling and halving. Pupils have a good knowledge of fractions and decimals, and most can explain the equivalence of vulgar and decimal fractions and their equivalent percentages.
254. Many pupils make good progress in applying their knowledge to solving “real-life” problems. Pupils can identify lines of symmetry within two-dimensional shapes.
255. Older pupils have a good understanding of shape, space and measure. They have a good knowledge of angles and directions and calculate perimeter and area accurately. They have a good understanding of co-ordinates which they apply in other subjects, such as geography.

Shortcomings

256. There are no important shortcomings.

Science

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

257. Most pupils develop their observational skills well throughout key stage 1, learning to examine objects carefully using all their senses. The majority confidently describe properties, similarities and differences with increasingly good use of the correct scientific language. They make simple electrical circuits confidently.
258. Most pupils recognise a range of different materials used in the home and are aware of the different properties, such as waterproofing and transparency, that are important to their use and function. They distinguish between natural and man-made materials.
259. Many are aware that plants need light and water for healthy growth. They correctly label the different parts of a plant and have a good idea of their function. They sequence the life cycle of a butterfly correctly.
260. Their awareness of simple forces, including pushing and pulling, is good and they have an increasing understanding of a fair test.
261. The majority in key stage 1 are aware of the importance of a healthy diet and name the major parts of the human body correctly.
262. In key stage 2, previous work indicates that the majority of pupils have a developing knowledge of materials and their properties including processes such as evaporation and condensation in the home. Their understanding of the Water Cycle is good.

263. Most pupils further develop their understanding of a fair test and appreciate its importance when investigating. They use the correct scientific vocabulary when describing or recording their findings.
264. All pupils are aware of the requirements of a healthy diet, the importance of regular exercise and the possible harmful effect of smoking and drugs. Their knowledge of the organs and the systems of the human body is developing well.
265. Their understanding of electrical circuits is good and they know how to make or break a circuit with a switch. Their understanding of forces, including magnetism and friction, is developing well.
266. Older pupils know that there are reversible and non-reversible changes and of the difference between solids, liquids and gases. The majority can separate mixtures by dissolving, filtering and evaporation.
267. Most pupils in upper key stage 2 have a good working knowledge of the relationship between the earth, the moon and the sun and their effect on night and day and their respective position in relation to Earth.

Shortcomings

268. In key stage 2, pupils have insufficient knowledge of how to design their own investigations and recordings. Their investigative and independent learning skills are underdeveloped.

Information and communications 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

269. All pupils in key stage 1 begin to explore how a simple robot can be made to follow a series of commands. They confidently direct the mouse along a floor plan of a street by giving forward, backward, right and left commands.
270. When studying the traffic outside the school, most pupils in year 2 can use computer software to draw a bar graph to present their findings. Many pupils can correctly use a database program to analyse when pupils have their birthdays.
271. Most pupils in lower key stage 2 compose colourful posters using desk-top processing software. Most pupils know how to highlight text in order to change font, size and colour.
272. The majority can add an appropriate image from a bank of clip art. They then accurately resize and align the text and images.
273. Most pupils in lower key stage 2 can use a word processor confidently to find "said" in a prepared text and replace it with more interesting alternatives.

274. Many pupils in year 3 can compile a simple data base about animals. Using appropriate software, the majority can compose simple tunes, selecting different “instruments” and tempi.
275. In year 4, many pupils create simple branching databases which they use as keys. Many can create a simple flow chart to describe accurately step-by-step instructions.
276. In upper key stage 2, most pupils can explore a database, filtering their searches with “and” and “or”. They use graphing software correctly to produce line graphs about average rainfall and temperature.
277. In year 6, many pupils can open and save files competently. Most use the mouse to navigate the features of word processors and desk-top publishing software easily. Most pupils are able to search for and download images from the internet which they then incorporate into their own documents.
278. Most pupils’ ability to use presentation software develops well by the end of key stage 2. Their work links pages which contain colourful designs, appropriate photographs and text.

Shortcomings

279. There are no important shortcomings. However, by the end of key stage 2, a minority of pupils are not yet able to enter text or data quickly using the keyboard.

Design and 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

280. Most pupils in both key stages are aware that they design a product for a specific purpose and correctly identify the equipment and materials they will need. They are developing the ability to record and label their plans and to evaluate their designs.
281. Pupils in key stage 1 use construction kits effectively to create a variety of structures and work well with mouldable material. Many pupils begin to develop their designing and making skills. When making hand puppets, they use scissors carefully to cut out shapes from felt, which they then join with glue or use needle and thread to stitch their work for increased strength.
282. Their knowledge and skills of joining different materials and fabrics are good, and they demonstrate good levels of skill and independence when cutting, shaping and assembling. When planning and making picture frames, they experiment and find effective ways of sticking the sides together, discuss their likes and dislikes and consider possible improvements.

283. Older pupils in key stage 1 demonstrate good knowledge and understanding of using simple mechanisms when designing and making model land yachts and a wishing well with a winding mechanism.
284. In key stage 2, many pupils identify the need for modification and are developing good problem solving skills. This is very obvious in the pupils' finished items, which are of good quality.
285. Younger pupils further develop their joining and strengthening techniques. These were well used when designing and making photographic frames. They carefully measure, mark, cut, shape, join and evaluate their finished item.
286. Older pupils recognise the value in carrying out research before creating a design and are aware of suitability, craftsmanship and aesthetic appeal. This is apparent in their plans to make musical instruments that are fit for the purpose.
287. All pupils use a variety of key skills when designing and making items and are able to apply their knowledge of electrical circuits when designing and making torches.
288. They are all very aware of the importance of hygiene when designing and making any food items and for safety when handling tools.

Shortcomings

289. There are no important shortcomings.

History

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

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

Good features

290. In both key stages, the use of regular visits, role-play experiences and handling artefacts are having a significant effect on the pupils' standards of achievement and their interest in the subject. They are developing a good understanding of their own Welsh culture through their study of local history and Welsh characters.
291. In key stage 1, most pupils are developing a good sense of the passage of time.
292. Key stage 1 pupils can describe how poor people lived during the times of the Great Plague and can describe how the disease was spread by the fleas carried by black rats. Many know that a red cross painted on the door of a house indicated the presence of plague victims.

293. Pupils in lower key stage 2 consider how insight into life in the past can be gained by studying the form and design of various artefacts. Most can give accurate descriptions of their design and construction.
294. In year 4, nearly all pupils have accumulated a good range of facts about Henry VIII; for example, he had six wives, some of whom were executed. Many pupils know how to research Henry and his wives, using books, consulting experts, computer searches and visits to a nearby Tudor castle. Many pupils can suggest a good range of ways of recording their information.
295. Many pupils in upper key stage 2 can list a range of possible sources of historical information, and can describe the differences between primary and secondary sources. They understand the importance of evidence in supporting or refuting rumour, opinion and assertion. Most pupils are aware that sources of information should be regarded with a degree of scepticism, and know that a particular internet encyclopaedia may be unreliable.
296. In upper key stage 2, many pupils have a good knowledge of schools in the Victorian period. They can describe how pupils sat in rows, wrote on slates and feared the cane.
297. Most pupils in year 6 have a good knowledge of the complex background to the outbreak of the Second World War. They can say which countries were aligned with the Allies, Axis countries, or were neutral.

Shortcomings

298. There are no important shortcomings.

Geography

Key stage 1: Grade 3: Good features outweigh shortcomings

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

Good features

299. Many pupils in key stage 1 demonstrate good observation skills as they discuss their own locality. They are able to distinguish different architectural features seen on their walk around Cefn Mawr. A majority of pupils have a clear sense of direction and can indicate the route taken on their walk. Most pupils understand the purpose of maps and are familiar with the information they contain.
300. In lower key stage 2, pupils study the local area, focusing on plans of, and routes to, school. They know eight points of the compass and can use simple grid references.
301. They know why settlements have formed around river crossings, defensible hilltops and sources of fertile land and timber.

302. They make good use of maps to locate place names which derive from their historical origins.
303. As they progress through key stage 2, pupils extend their knowledge of the local area. Many use old photographs and land-use maps to learn how the area, and the way people live their lives has changed.
304. Most pupils in upper key stage 2 clearly explain the water cycle. They devise a practical method of comparing the speed of water on the inside and outside of a bend in the River Dee. Many can use their findings to explain how rivers can erode their channels and deposit material downstream. Many have good knowledge of the features of the stages of a river. They confidently use ordnance survey maps to track the course of the Dee from its source to its estuary.
305. Pupils in year 6 conduct a comparative study of St Lucia. They know that St Lucia is in the Caribbean and that it is an economically developing country that depends a great deal on tourism.

Shortcomings

306. In key stage 1, many pupils' knowledge and understanding of different localities has shortcomings. The ability of many to describe the features of a locality, and to express their views, is underdeveloped.

Art and design

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

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

307. Pupils' work shows progressively skilful use of line, colour, pattern, texture and shape in a wide range of styles and for a range of purposes.
308. Nearly all pupils show increasing skill and confidence in working in a range of media. They use sketchbooks very well to develop their observational skills. Through focused practice in handling pencils, charcoal, pastels, paints and natural objects, pupils successfully acquire the ability to produce creative visual effects in their large-scale work.
309. All pupils study the works of many famous Welsh artists and craft workers, such as Kyffin Williams and Catrin Williams, in addition to the work of a wide range of artists from other cultures and periods. The skilful way in which many pupils interpret and emulate the styles of famous artists is outstanding.
310. The ability of most pupils to use appropriate vocabulary to discuss and evaluate their own work and that of others sensitively is outstanding.

Good features

311. In both key stages, pupils experiment with a wide range of materials and techniques in their artwork. They begin to use their pencils effectively in shading and line making techniques and are beginning to be aware of contrast within the pictures they make.
312. Many mix colours to very good effect, such as creating a suitable background for their silhouettes.
313. Most pupils observe the shape and form of objects and produce their own observational drawings. Their use of line and form is good, demonstrating good observational and fine motor skills.
314. They reflect upon the different qualities of marks that they make with oil crayons, coloured pencils and pastels. With this knowledge they make appropriate choices of media for the work they wish to carry out.
315. Most pupils develop their art skills and techniques progressively, building upon what has gone before. This has a direct impact upon the quality and standards of their finished work and the choices they make in the media they use.
316. Pupils produce imaginative and colourful three-dimensional items using clay or weaving textiles to very good effect.

Shortcomings

317. There are no important shortcomings.

Music

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

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

Good features

318. Throughout the school, pupils sing with enjoyment. By means of combining good breath control and correct posture they are able to sing in tune and with appropriate volume. During assemblies and acts of collective worship they are able to sing in English and Welsh with good diction.
319. In key stage 1, most pupils are able to distinguish between instruments that will make high sounds and those which will make sounds which are low. They explore effectively, the quality of the sound different instruments make, using it in different ways.
320. Pupils have a good understanding of the purpose of a conductor and many are eager to undertake the role finding ways of signaling the pitch they require from the assembled musicians. Throughout their music making, pupils listen well to

one another. They are attentive to the directions of their conductor and play their instruments appropriately.

321. Key stage 1 pupils are developing well the skill of evaluation. They are constructive in their evaluation of music made by others and through applying “two stars and a wish” they praise compositions and indicate areas where improvement might be needed.
322. In lower key stage 2, most pupils are able to interpret music and use it effectively in movement sequences. They use their bodies appropriately as the music dictates sensitive to rhythm. They experiment with their untuned percussion instruments to best match the movement of animals they have chosen. The quality of their evaluations of the work of other pupils is good.
323. By the end of key stage 2, pupils’ ability to evaluate the performance and quality of music is well developed. They are able to explain clearly the feature which makes aspects of musical performance stand out. When evaluating the work of other individuals and groups pupils are sensitive in their approach to identifying aspects of performance which need improvement. In their composition work, they understand the difference between drone and melody and are able to combine both musical features effectively and pleasingly.
324. Older pupils show a good aptitude for musical appreciation and are able to select aspects of music they like for the consideration of their peers.
325. By the end of the key stage, most pupils are able to create vocal sounds incorporating the elements of timbre, pitch and dynamics successfully.
326. They listen keenly to extracts from “ Carmina Serenium” by local Welsh composer Brian Hughes. They note how vocal sounds can be used creatively and innovatively. They adapt, effectively, the composer’s musical ideas in the music they make for themselves in association with their World War Two history topic.

Shortcomings

327. 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

328. Many pupils in both key stages make good progress in improving their skills and control in all areas of the subject. In all classes pupils perform warm up exercises before exercise and cool down appropriately afterwards.

329. As they move through the school, most pupils give increasingly detailed explanations of the effects of exercise on the body and the benefits that accrue from a healthy lifestyle. The majority of pupils change into appropriate kit and work barefooted when indoors.
330. The majority of pupils in key stage 1 listen well and follow instructions carefully. They show good awareness of space as they move around the hall and most demonstrate good body control and balance.
331. They perform a sequence of actions well, demonstrating change in direction, level and body shape.
332. In lower key stage 2, many pupils show imagination and creativity when devising and practising sequenced, symmetrical balances. Many pupils show good awareness of working at different levels.
333. In gymnastics, most pupils in key stage 2 maintain a steady, balanced position for several seconds. Many pupils adopt a good finishing position after each sequence. They are able to adapt their performance after observing good practice.
334. The majority of pupils demonstrate good hand and eye co-ordination when passing and receiving volley balls.
335. Many pupils are familiar with the structure of team games and most readily observe the conventions of good sporting behaviour.
336. They make well-considered and constructive evaluations of other pupils' work.
337. Most pupils are confident swimmers when they leave at the end of year 6.

Shortcomings

338. There are no important shortcomings.

Religious education

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

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

Good features

339. In key stage 1, most pupils have a good understanding of some Bible stories and parables. They retell confidently how and why Zaccheus climbed the tree and give thoughtful interpretations of the "Lost Sheep".
340. By the end of key stage 1, many pupils know that forty days and nights of rain led to Noah's flood and can describe what followed. Most pupils know that Mary

Jones walked many miles for her Bible. When considering the story of Joseph, most pupils can describe how the feelings and emotions of Joseph and his brothers would have changed as events unfolded.

341. The majority of pupils in year 2 understand the purpose of celebration and its religious significance. They know the significance of a Christening as a Christian event. Older pupils compare Christianity and Hinduism.
342. In year 3, many pupils can name some of the Hindu divinities and know that Diwali is an important Hindu festival. Many can describe features of the Chinese New Year.
343. The majority of pupils in year 4 can retell stories from the old and new testaments, such as Abraham and Isaac, the story of Moses and Jesus feeding the five thousand.
344. Many pupils in upper key stage 2 are able to compare their modern heroes and heroines with those from the Bible.
345. They name and correctly describe the features of a church, such as altar, font, pulpit and chalice. Most understand the need for rules in school and in life and can describe the relevance of the Ten Commandments.
346. Most of the older pupils can explain why people pray, know the significance of the rosary, crucifix and icon in Christian religions, and many can recite a version of the 23rd psalm.

Shortcomings

347. There are no important shortcomings.

School's response to the inspection

The school would like to thank the inspection team for the courteous and professional manner in which they conducted the inspection.

We are pleased that the inspection findings recognise that the school has a clear mission statement and overall aims with regard to education, equality and provision. These were drawn up and agreed by staff and governors who are committed to raising standards and providing a caring and inclusive school. These shared values are understood by all staff and well promoted across the school.

We are proud that the report highlights that teaching in the Early Years at Cefn Mawr is consistently good and sometimes outstanding. The report acknowledges that the school has high expectations of behaviour and pupils have a good sense of right and wrong. Teachers have good relationships with their pupils and demonstrate consistent and effective pupil management.

The school is pleased with the inspection findings, which endorse the judgement made by the school in its self- evaluation.

The governors will fully address the recommendations of the inspection team by incorporating them into the School Development Plan. A copy of this will be sent to parents. The Governors' Annual Report to Parents will report on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Cefn Mawr Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 – 11 years
Address of school	Plas Kynaston Lane, Cefn Mawr, Wrexham
Postcode	LL14 3PY
Telephone number	01978 820719

Headteacher	Mrs N Conde (Acting)
Date of appointment	February 2009
Chair of governors / Appropriate authority	Mrs A Richards
Registered inspector	Mr Merfyn Douglas Jones
Dates of inspection	12 th – 15 th October 2009

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	17	34	25	30	24	20	32	40	222

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	5	12

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	89	90.3	91.7
Spring 2009	82	88.1	92.3
Summer 2009	79.9	88.4	90.9

Percentage of pupils entitled to free school meals	20%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

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

Cefn Mawr C P School
Wrexham

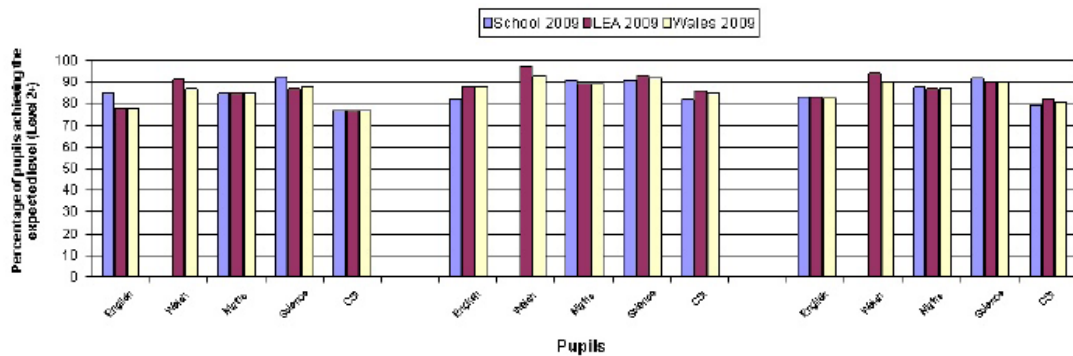
LEA/School no: 665/2151

School comparative information: National Curriculum Assessments 2009 with benchmarking

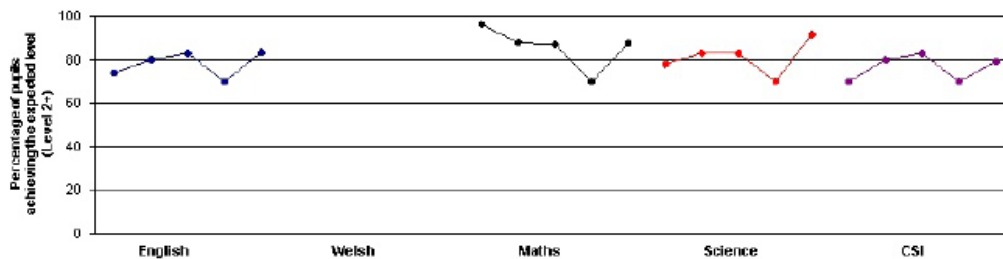
Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	85	78	78	82	88	88	83	83	83
Welsh	.	91	87	.	97	93	.	94	90
Maths	85	85	85	91	89	89	88	87	87
Science	92	87	88	91	93	92	92	90	90
CSI	77	77	77	82	86	85	79	82	81



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent.
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
- Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 16 per cent and up to 24 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		75	83	84		92	
Welsh		85			93		100
Maths		80		88		96	
Science		85		92		100	
CSI		74	79	82		90	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

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

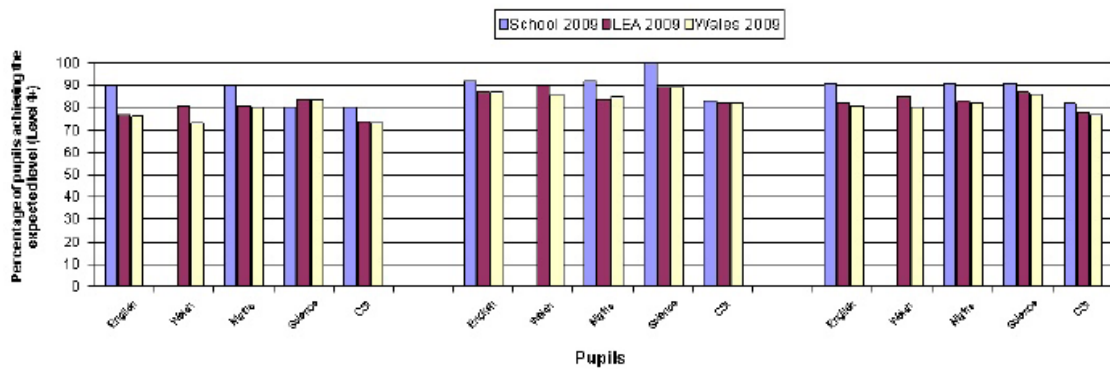
Cefn Mawr C P School
Wrexham

LEA/School no: 665/215

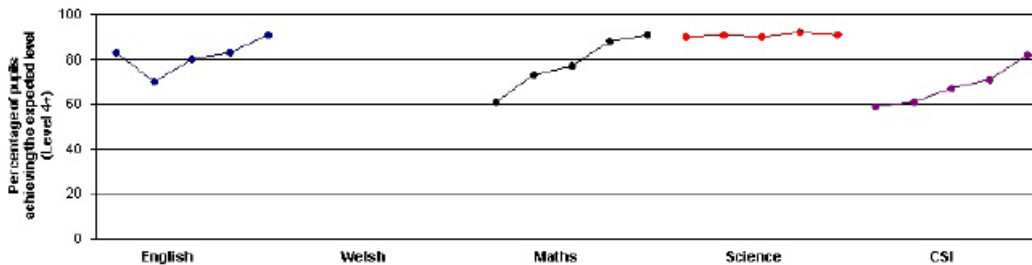
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	90	77	76	92	87	87	91	82	8
Welsh	.	81	73	.	90	86	.	85	8
Maths	90	81	80	92	84	85	91	83	8
Science	80	84	84	100	89	89	91	87	8
CSI	80	74	73	83	82	82	82	78	7



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent.
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
- Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 16 per cent and up to 24 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		74		82		87	91
Welsh		67		78		88	
Maths		76		83		88	91
Science		80		88	91	94	
CSI		69		77	82	83	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

A team of three inspectors, including a lay inspector, inspected the school over twelve days.

The acting headteacher was the nominee and played a supportive and active role during the inspection.

Pre-inspection meetings were held with staff, the governing body and parents to discuss the life and work of the school.

Sixty-four questionnaires were completed and returned by parents, and carefully analysed by the inspection team.

During the inspection, discussions were held with the headteacher, teachers, support staff and pupils about their work and the life of the school.

Forty-nine lessons were observed over the three and a half days.

Samples of pupils' work, practical and written, from across the ability range in each year group, were examined.

Pupils' behaviour was observed at various times during the school day.

Inspectors attended acts of daily worship.

Any documentation presented by the school prior to, and during the inspection, was analysed.

Post-inspection meetings were held with the staff and the governing body to discuss the outcomes of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Douglas-Jones Registered Inspector	Key Questions: 1, 2, 4, 5 and 6 Subjects: Science, Welsh as a Second Language, DT, Art and PE
Mr Kerry Knapper Team Inspector	Key Question: 7 Subjects: English, Music and Foundation Phase
Mr Chris Dolby Team Inspector	Key Question: 3 Subjects: Mathematics, History, Geography, ICT and Art
Mrs Justine Barlow Lay Inspector	Supporting key questions 1, 3 and 4
Mrs Nora Conde Nominee	Nominee
Mr Andrew Jones Peer Assessor	Supporting all key questions and subject areas

Acknowledgement

The inspection team would like to thank the governors, acting headteacher, staff and pupils of Cefn Mawr CP School for their co-operation and courtesy throughout the inspection.

Contractor:

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