

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

A Report on the Quality of Education in

**Croesty Primary School
Coychurch Road
Pencoed
Bridgend
CF35 5LY**

School Number: 6722279

Date of Inspection: 24 September 2007

by

**Stephanie James
78911**

Date of Publication: 26 November 2007

Under Estyn contract number: 1106207

© Queens Printer and Controller of HMSO 2007: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Croesty 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 Croesty Primary School took place between 24/09/07 and 26/09/07. An independent team of inspectors, led by Stephanie James undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** 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

Contents	Page
Context	1
Summary	3
Recommendations	8
Standards	9
Key Question 1: How well do learners achieve?	9
The quality of education and training	13
Key Question 2: How effective are teaching, training and assessment?	13
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	15
Key Question 4: How well are learners cared for, guided and supported?	18
Leadership and management	21
Key Question 5: How effective are leadership and strategic management?	21
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	23
Key Question 7: How efficient are leaders and managers in using resources?	24
School's response to the inspection	
Appendices	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

Context

The nature of the provider

1. Croesty Primary School serves the community of Pencoed on the outskirts of Bridgend. It is housed in a pleasant, single storey building and is surrounded by attractive grassed play areas. New accommodation for children in the nursery, reception and year 1 classes has been built during the last three years. The nursery class was established following the closure of the local nursery school in 2002.
2. The school caters for pupils aged three to eleven years. Children are admitted to the reception class in the September before their fifth birthday. The majority of them have previously attended the full time nursery class for one year. The school's intake is neither prosperous nor economically disadvantaged and comprises the full range of ability. At eleven years of age, the vast majority of pupils transfer to Pencoed Comprehensive School, which is on the same site as the primary school.
3. There are currently 265 pupils on roll, including 25 full time children in the nursery. Six per cent of pupils are entitled to free schools meals, which is below the national average of 17.5 per cent and the local average of 18 per cent. Ninety-nine per cent of pupils come from English speaking homes. No pupil is learning English as an additional language or speaks Welsh as a first language. Thirty-six pupils (13.5 per cent) have been identified as having special educational needs (SEN), which is below the national average of approximately 20 per cent. No pupil has a statement of SEN. The school received the Basic Skills Quality Mark for the second time in June 2007. It has held the Investor in People award since 2001 and has twice won the Welsh Heritage Award for its work on a local history research project. It has been part of the Bridgend Healthy Schools initiative since 2005 and is in its third year as a participant in the pilot programme for the teaching of modern foreign languages in the primary school.
4. In addition to the acting head teacher, the school has eight full-time and two part-time teachers who share one of the nine classes. A language support teacher works in the school for two days a week. During the last academic year the school experienced considerable difficulties with staffing due to an exceptional combination of circumstances including retirement, maternity leaves and long-term sickness. The head teacher was absent throughout that year due to ill health and has now retired. His deputy continues to assume the role and responsibilities of head teacher for the time being. During the inspection, six members of staff were temporary appointments, including two newly qualified teachers. The school was last inspected in June 2001.

The school's priorities and targets
--

5. Croesty Primary School's main aim is to 'provide all pupils with a high quality education that prepares them for today's society in a caring and happy environment where all relationships are built on mutual respect.'

6. Main targets in the School Development Plan for the current year 2007 to 2008 are to:
 - improve the performance of more-able pupils and develop all pupils' self-evaluation, oral and thinking skills;
 - develop the use of assessment strategies and data analysis, including the tracking of pupils' progress;
 - update the curriculum for English, mathematics, science, design and technology, music and geography;
 - continue preparation for the introduction of the Foundation Phase;
 - integrate the new Skills Framework into the curriculum;
 - extend the role of the school council;
 - further develop the arrangements for transition from key stage 2 to 3;
 - review monitoring procedures.

Summary

7. Croesty Primary School is a good school that has generally maintained the quality of education provided during a period of considerable turbulence. Under the clear-sighted direction of the acting head teacher, all members of staff have worked hard to continue to fulfil the school's main aim of providing 'a high quality education that prepares them for today's society in a caring and happy environment where all relationships are built on mutual respect'.

Table of grades awarded

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

Standards

8. Overall, pupils in Croesty Primary School achieve good standards in their knowledge, understanding and skills, and in their personal and social development, regardless of their social, ethnic or linguistic background. Most pupils attain the levels expected for their age by the end of both key stages. Pupils with special educational needs (SEN) achieve well relative to their abilities.
9. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Children in the nursery make a very good start to their school life. In the reception class, children make good progress, but their physical development is hindered to some extent by shortcomings in the provision for outdoor play.
10. Under-fives and pupils in key stages 1 and 2 reach good levels in the key skills of speaking and listening. Pupils use their reading and writing skills for a good range of purposes and their work is usually well presented. They use their numeracy and information communications technology (ICT) skills effectively across a range of subjects. Pupils' bilingual skills are developing well.

11. Prior to 2007, the number of pupils in key stage 1 attaining the expected level 2 in the three core subjects of English, mathematics and science was consistently higher than the national average in all three core subjects, but below that of pupils in similar schools (those with zero to eight per cent of pupils eligible for free school meals). A marked drop in the results in 2007 was principally due to the unusually high percentage of pupils with SEN in that particular year group. Evidence from the inspection indicates that pupils currently in key stage 1 are making good progress and achieving well.
12. Over the last four years, the number of pupils at the end of key stage 2 attaining the expected level 4 in all three core subjects has been consistently above the national average. The number of pupils attaining the higher level 5 has also been consistently higher. In comparison with the results of pupils in similar schools (those with zero to eight per cent of pupils eligible for free school meals) pupils' performance in English is above average, but in mathematics and science it is below average.
13. Throughout the school, pupils are interested in their lessons and well motivated to learn. Their behaviour is good and they work and play happily together. The school's personal and social education programme very effectively helps pupils to become responsible, thoughtful young citizens in their local context. The preparation of pupils for participation in the workplace is good with outstanding features, particularly at key stage 2.
14. The majority of pupils attend regularly and arrive punctually at the beginning of the school day.

The quality of education and training

15. The quality of teaching in 96 per cent of lessons is good or better. This compares well with the national picture where the quality of teaching is good in 79 per cent of lessons, with 17 per cent of them having outstanding features. The consistent quality of teaching is a particularly good feature, given the number of temporary and newly-qualified teachers in the school.

Grades for teaching

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

16. Throughout the school, relationships between pupils and adults are good and characterised by mutual respect. Members of staff treat pupils fairly and equally and use praise and encouragement very well to raise their self-esteem and confidence.
17. Teachers plan thoroughly and effectively to meet the range of learners' needs and abilities. They generally provide a good level of challenge in their lessons. In the vast majority of lessons, resources are well prepared and organised and the lesson proceeds at a good pace. They use a good range of teaching methods that engage and maintain pupils' interest in their work. In

the very few lessons where organisation is less effective, time is wasted while resources are distributed and there is some loss of momentum, which results in pupils becoming inattentive.

18. The school has good procedures for assessing, recording and reporting pupils' progress. Teachers mark pupils' work regularly and make meaningful comments on its quality. Annual written reports to parents are clear and give an accurate picture of pupils' progress over the school year.
19. The school provides a broad, balanced and relevant curriculum, which, with the exception of the provision of outdoor play for children under five, effectively meets the needs and abilities of the range of pupils. A wide range of extra-curricular activities and numerous visits enrich pupils' experiences very well. Pupils' personal, social, moral, spiritual and cultural development is promoted very effectively.
20. Good partnerships with parents, the community and other partners such as the local comprehensive school further enrich pupils' experiences. Opportunities to develop an understanding of the world of work through the 'Meaningful Work' initiative are very popular with pupils and an outstanding feature of the learning experiences provided.
21. The school is aware of its role in educating pupils about the importance of sustainable development and global citizenship but acknowledges that it is in the early stages of developing this aspect of its provision.
22. Overall, good policies and arrangements contribute effectively to the well being of pupils. The school provides consistently good, effective care and support. However, two security issues were brought to the attention of the acting head teacher and governing body.
23. Pupils trust members of staff to deal with any concerns quickly and effectively and they are encouraged to support each other. The expertise of specialist support services is used effectively to provide additional support when needed. The induction programme for children in the nursery is good with outstanding features. There are effective arrangements for child protection. Ninety-eight per cent of parents and carers who responded to the pre-inspection questionnaire reported that they find the school easy to approach with questions or problems.
24. The school's provision for pupils with additional learning needs is good. There are clear and effective procedures for the early identification of pupils who may be underachieving or have special needs. Teachers plan well for the needs of pupils with SEN and they are effectively supported. The school has also identified a number of more-able pupils and extension activities are being effectively provided for them.
25. The school promotes pupils' understanding of equality and diversity well. Anti-bullying policies and practice are well established. There is a clear and suitable accessibility plan which takes account of the school's site and

buildings in order to ensure that any disabled pupil would not be at a disadvantage.

Leadership and management

26. The school's aims promote equality for all and are well reflected in its day-to-day life. The acting head teacher, other senior managers and governors have shown great commitment to ensuring that the school's aims continue to be met during a year which presented a number of additional challenges.
27. Despite difficulties with staffing, the school has not stood still during this time. Several important initiatives that are having a positive impact on the quality of the education provided have been developed.
28. Overall, the school takes good account of local and national priorities, but it acknowledges that progress towards preparation for the new Foundation Phase has been slow due to discontinuities in staffing and limitations in the resources and accommodation.
29. There are good arrangements to review and monitor the performance of all members of staff and to identify training needs. Staff development has had a very positive impact in a number of areas and there are good arrangements for the effective induction of new members of staff into the school.
30. At present the acting head teacher carries a lot of responsibility because of the number of temporary teachers. The role of subject leaders who have been in post for a good period of time has been well developed since the last inspection. The role of leaders of some other subjects is at an earlier stage of development.
31. The governing body has provided the acting head teacher with much appreciated support during the last year. Overall, however, the governing body has yet to develop fully its role as a 'critical friend' of the school.
32. The process of self-evaluation ensures that members of staff are well informed about strengths and areas for improvement across the school. It takes good account of pupils' views when planning for improvements. However, it does not yet formally consult parents or fully involve governors in contributing to the process of self-evaluation. Priorities in the School Development Plan are adequately resourced and the governing body ensures that enough money is available to meet targets.
33. There is an adequate number of suitably qualified teaching and support staff to ensure that all aspects of the curriculum are taught effectively.
34. The quality of resources at the school is adequate to meet the needs of most of the pupils. However, there is an insufficient amount of large equipment for children under five and the provision for outdoor play is limited, particularly for those in the reception class. The fund-raising activities of parents make a very valuable contribution to the resources available to pupils.

35. Good features outweigh shortcomings in the quality of the accommodation. Most of the main school building is in good condition. The school caretaker makes an outstanding contribution to the maintenance and decoration of the school. However, there are shortcomings in the ventilation of the main building and in the surface of the infant yard and grassed areas used for ball games.
36. The school uses its budget efficiently and effectively to ensure appropriate and relevant provision. All the key issues for action identified during the last inspection have been successfully addressed. Overall the school provides good value for money.

Recommendations

- R1 Improve the provision for the development of physical skills and outdoor play for children under five.
- R2 Develop the school's programme of education for sustainable development and global citizenship.
- R3 Spread more widely the responsibility for self-evaluation among all members of staff, governors and other relevant parties.
- R4 Address the security issues brought to the attention of the acting head teacher and governing body.

Note: The school has already identified Recommendations 1 and 3 as areas for improvement in its current School Development Plan.

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

37. The inspection findings match the school's self-evaluation of this key question.
38. Learners in Croesty Primary School achieve good standards in their knowledge, understanding and skills, and in their personal and social development, regardless of their social, ethnic or linguistic background.
39. Most pupils attain the levels expected for their age by the end of both key stages. The vast majority achieve, and in some cases exceed, the targets set for them by the school.
40. Pupils with special educational needs (SEN) achieve well relative to their abilities and most of them achieve their targets as a result of the well co-ordinated provision for their needs.
41. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Children in the nursery class make an excellent start to their school life. They are excited and interested in their learning. Children in the reception class make good progress, but their physical development is hindered to some extent by shortcomings in the provision for outdoor play.
42. Under-fives and pupils in key stages 1 and 2 reach good levels in the key skills of speaking and listening. They listen attentively to their teachers and one another and share ideas, thoughts and feelings with increasing confidence as they move through the school. They acquire good subject-specific vocabulary and use it appropriately.
43. Throughout the school, pupils make good progress in using their reading skills. By key stage 2 they use them effectively to engage in independent research using books, the Internet and other resources. They write for a good range of purposes and in a variety of forms. Their handwriting is generally neat and well formed and their work is usually well presented. However, the potential for pupils to write individually, and at length, is sometimes constrained by worksheets, particularly in key stage 1.
44. Pupils develop their numeracy skills well across a range of subjects. For example, in key stage 1 they competently gather data and interpret their results in graphic form. In key stage 2, they measure accurately and record their findings clearly in subjects such as science and design and technology. Pupils use ICT skills effectively across many areas of the curriculum to support and extend their learning.

45. Pupils develop their bilingual skills well. They use basic greetings competently and respond appropriately to instructions and requests. More-able pupils confidently ask questions in Welsh and, when replying to questions, use Welsh appropriately. Throughout the school, pupils develop a good knowledge and understanding of Welsh culture and heritage.
46. In the 2007 National Curriculum assessments, the performance of pupils at the end of key stage 1 was below average in comparison with the results of other pupils in the Local Education Authority (LEA) and in Wales in 2006 (the most recent year for which national and local figures are currently available). Seventy-three per cent of pupils attained the expected level 2 in all three core subjects of English, mathematics and science in 2007 compared with 81 per cent in Wales in 2006.
47. The number of pupils attaining level 2 or better in mathematics was one per cent below the national figure, in science it was six per cent below and in English it was thirteen per cent below. The performance of girls was slightly better than that of boys in English and science but well above that of boys in mathematics. In comparison with similar schools (those with zero to eight per cent of pupils eligible for free school meals), pupils' performance was well below average and in the lowest 25 per cent.
48. Prior to 2007, the number of pupils attaining level 2 or better at the end of key stage 1 was consistently higher than the national average in all three core subjects. When compared with similar schools, pupils' performance in science was in the top 25 per in 2004 and 2005. In English it was below average in two out of the three years between 2004 and 2006. Pupils' performance in mathematics was above average in comparison with similar schools in 2005 and 2006.
49. The drop in pupils' performance by almost 15 percent from 2006 to 2007 was mainly due to the fact that 27 per cent of the pupils in that year group had special educational needs (SEN), an unusually high percentage for Croesty Primary School. This is confirmed by the fact that only 11 per cent of pupils in the previous year group had SEN and five per cent the year before that. Furthermore, the school's own target setting procedures had anticipated that a significant minority of pupils was unlikely to attain the expected level 2 in 2007, based on their progress and achievement from entry to school. The school predicted that 63 per cent of pupils would attain level 2. In the event, pupils performed better than expected with 73 per cent of them attaining this level. Nevertheless, the performance of pupils with SEN depressed the overall results. An additional factor affecting pupils' performance was the discontinuity in their education caused by changes in staffing.
50. Evidence from the inspection indicates that overall standards in key stage 1 in the current year are good. Pupils are making good progress and achieving well. The atypical results in 2007 were a reflection of the factors described above.

51. The performance of pupils at the end of key stage 2 in 2007 was well above average in comparison with the results of other pupils in the LEA and in Wales in 2006. Ninety per cent of pupils attained the expected level 4 in all three core subjects of English, mathematics and science in 2007 compared with 74 per cent in Wales in 2006. There was no significant difference in the performance of girls and boys.
52. Since 2004, the number of pupils at the end of key stage 2 attaining the expected level 4 or better in all three core subjects of English, mathematics and science has been consistently above the average for the LEA and Wales. The number of pupils attaining the higher level 5 has also been consistently higher than the local and national figures.
53. In comparison with similar schools (those with zero to eight per cent of pupils eligible for free school meals), the overall number of pupils attaining level 4 or better in all three core subjects has been consistently above average. The performance of pupils in English has also been consistently above average but there has been a slight decline in mathematics over the last four years. Pupils' performance in science has been consistently below average when compared with similar schools. The mixed picture in trends in the performance of pupils at the end of key stage 2 in comparison with pupils in similar schools is due to fluctuations in the numbers of pupils with SEN and the varying balance between the numbers of boys and girls. The stronger performance of pupils in English is a reflection of the good language support they receive.
54. As they move through the school, pupils gradually acquire new knowledge and skills both in the core subjects and in other subjects such as history and art. Evidence from the inspection shows that pupils make good progress towards fulfilling their potential. By the end of key stage 2 they are well prepared for the next stage in their learning.
55. Throughout the school, pupils understand what they are doing because learning objectives are explicitly shared with them. They also have a good understanding of the marking system which teachers use to indicate what they have done well and what they need to do to improve. Pupils in key stage 2 are very aware of their targets. By the end of the key stage they make some very perceptive observations about their strengths and weaknesses. This was particularly evident in a gymnastics lesson in year 6, where pupils gave one another excellent constructive criticism on their performance. Children under five and pupils in key stage 1 have yet to develop their understanding of how well they are progressing and what they need to do to improve to the same extent.
56. Pupils are interested in their work, make good use of their time and are well motivated to learn. Children in the nursery class, who have just started school, show high levels of interest in all the experiences that are offered to them and clearly feel secure in their new environment. Throughout the school, pupils enjoy their lessons and enthusiastically discuss their work with visitors.

57. Pupils demonstrate good behaviour. They are very well mannered and keen to help one another, visitors and other adults. Pupils in year 6 fulfil their role as 'playground peacemakers' extremely well. Pupils of all ages who apply for, and are appointed to, specific 'jobs' in the school take their responsibilities very seriously and carry them out enthusiastically and efficiently.
58. The average attendance level for the three terms preceding the inspection was 94.09 per cent, with an absence rate of just below six per cent. This figure places the school just below the target set by the Welsh Assembly Government for similar schools. This level of attendance is being maintained at present. The majority of pupils attend regularly and arrive punctually at the beginning of the school day.
59. As they move through the school, pupils increasingly develop the capacity to work independently, engage in problem-solving activities and exercise their creative skills well. The school's personal and social education programme very effectively helps pupils to become responsible, thoughtful and mature young citizens. Pupils make suggestions and take an active part in the everyday running of their school.
60. Pupils have a good awareness of issues regarding healthy living. In key stage 1 they know what foods are good for them to eat and which ones are bad for them. By the end of key stage 2 they understand what constitutes a balanced diet.
61. Through the varied range of experiences the school provides, pupils develop a good awareness of equal opportunities issues. They also demonstrate a good understanding and respect for diversity within society.
62. The preparation of pupils for participation in the workplace and the community is good with outstanding features, particularly at key stage 2. Common practices used within the workplace, such as job descriptions and job applications, are used in the day-to-day experience of pupils at the school. These practices develop important skills that are transferable to the workplace and the community extremely well.

The quality of education and training

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

Grade 2: good features and no important shortcomings

63. The inspection findings match the school's self-evaluation of this key question.
64. In the lessons observed during the inspection, the quality of teaching was judged as follows:

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

65. The quality of teaching in 96 per cent of lessons is good or better. This compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006. Nationally, the quality of teaching in primary schools is good in 79 per cent of lessons with 17 per cent of them having outstanding features. The consistent quality of teaching is a particularly good feature, given the number of temporary and newly-qualified teachers on the staff and the unsettled time the school has experienced over the last year.
66. Throughout the school, relationships between pupils and adults are good and are characterised by mutual respect. Adults in the nursery intervene very sensitively to support and encourage young children at the beginning of their school career. Members of staff have good pupil management skills. They treat pupils fairly and equally and use praise and encouragement very well to raise pupils' self esteem and confidence.
67. Teachers generally provide a good level of challenge in their lessons so that pupils are interested and well motivated to learn. In some classes, especially in key stage 1, there is sometimes an over-use of worksheets which limits opportunities for pupils to improve and extend their writing in subjects across the curriculum.
68. Members of staff have good subject knowledge and keep up-to-date with developments in their areas of expertise. Newly qualified and temporary teachers are developing their knowledge and practice well as a result of the good support they receive from their mentors and their own commitment to improve.
69. Teachers plan thoroughly and effectively to meet learners' needs. Planning for the under fives effectively links the six areas of learning for children of this age. In key stages 1 and 2, planning for pupils' learning takes suitable account of National Curriculum requirements. Short term planning clearly identifies lesson objectives and opportunities for pupils to develop their key skills through individual and group work. Learning objectives are usually

shared with pupils at the beginning of the lesson so that they know what they are expected to achieve.

70. In the vast majority of lessons, members of staff use a good range of teaching methods. Resources are well prepared and organised and lessons proceed at a good pace so that pupils maintain interest in their work. In the very few lessons where organisation is less effective, time is wasted while resources are distributed and there is some loss of momentum, which results in pupils becoming inattentive.
71. Explanations and instructions are clear and well matched to the age and ability of pupils. Teachers use interactive whiteboards effectively to illustrate key points in lessons and often give pupils the opportunity to use them to explore ideas and demonstrate their understanding. Lessons include a good variety of activities and usually finish with a plenary session, which effectively consolidates the knowledge and understanding pupils have gained.
72. Members of staff use incidental Welsh appropriately to develop pupils' bilingual skills. The 'phrase of the week' is given prominence and used frequently. A reward system that awards points to pupils for using Welsh effectively encourages them to use their bilingual skills. Each classroom displays various key words and phrases reflecting a specific topic. Teachers' marking often contains Welsh phrases. These are all good features, which reflect the guidelines offered by the school to include incidental Welsh across all areas of provision.
73. Teachers carefully adapt tasks to suit the needs of different ability groups in the class. They structure work well for pupils with SEN so that they can complete the task successfully. They also prepare well designed extension activities for more-able pupils that challenge them to achieve more. Nursery nurses and learning support officers work very well alongside teachers. They are well briefed, have a good understanding of pupils' needs and abilities and make a very positive contribution to their achievement.
74. The school has good procedures for assessing, recording and reporting pupils' progress. The procedures are well documented in a clear policy and meet statutory requirements.
75. Members of staff carefully assess children under five upon entry to school. This information serves as a baseline against which children's development is carefully tracked. Published tests are used effectively in mathematics and English to monitor progress and to target and plan specific support for pupils at risk of underachievement. Procedures for identifying pupils with SEN are good. Individual Learning Plans are specific and indicate clear targets for improvement.
76. In English, mathematics and science, pupils' achievements are assessed according to National Curriculum criteria exemplified in portfolios of their work. This helps teachers to have a consistent understanding of expected levels and

to plan work for pupils that is well matched to their abilities. This system is not yet developed to the same degree in other subjects.

77. Teachers mark pupils' work regularly and make meaningful comments on its quality. Their feedback to pupils conforms to the school's agreed marking policy. Each pupil has a target card indicating a specific area for improvement over a period of time. Teachers use the marking system very well to indicate the good aspects of a piece of work and areas for improvement. Pupils say that they find their teachers' marking very helpful in understanding what they need to do to improve.
78. In the autumn term, the school invites parents to discuss their children's progress with teachers. These occasions help them to understand how well their children are settling into their new classes and give a valuable opportunity for them to discuss any concerns with the teacher.
79. Annual written reports to parents are clear and give an accurate picture of pupils' progress over the school year. At the end of the summer term parents are again invited to discuss their children's progress and achievements with their teachers. Reports helpfully indicate ways in which parents can support their children at home and give them an opportunity to respond.

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

80. The inspection findings do not match the school's self-evaluation of grade 1 for this key question. The team judged that although there are some outstanding features, there are not enough of them to justify a grade 1 overall for this key question.
81. The school provides a broad, balanced and relevant curriculum, which is fully accessible to all pupils, including those with additional learning needs and more-able pupils. New and temporary members of staff are making considerable efforts to provide continuity in pupils' learning. Outcomes are reflected well in pupils' good behaviour and attitudes and their willingness to work and play harmoniously with each other.
82. Policy documents and schemes of work are of a good quality and support the school's practice well. The curriculum fully meets all legal requirements.
83. The overall quality of the provision for the under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. A range of varied and stimulating experiences are provided for them. However, the provision of outdoor play experiences and opportunities to develop their physical skills is under developed, particularly for children in the reception class.

84. Learning experiences, carefully threaded through teachers' planning, generally ensure that pupils acquire a good range of basic and key skills. The school has recently been awarded the Basic Skills Quality Mark for the second time, recognising its work in this area.
85. Opportunities for pupils to use their speaking and listening, reading, writing and numeracy skills are well planned and effectively identified in all lessons. New initiatives such as the Bridgend Talk Project are effective in raising pupils' standards in speaking and listening. The programme for teaching French is now in its third year and is well established. Teachers provide good opportunities for pupils to develop their skills in using ICT with the computers and other equipment currently available.
86. A wide range of extra-curricular activities promoting skills and talents such as sport, music, dance and drama suitably enhances the curriculum both during and outside the school day. Varied and numerous visits out into the community have a significant impact on pupils' learning and enrich their experiences very well. The school values the contribution that visitors make to pupils' learning.
87. Pupils enjoy sporting and team building activities, which contribute significantly to their self-esteem and confidence. When they visit local environmental centres, such as the Heritage Coast Centre and The Royal Porthcawl Golf Club, they actively use these places to develop further their scientific and geographical skills.
88. Pupils' personal and social development is promoted very well. Opportunities to influence school policy and practice make an excellent contribution to helping them become responsible citizens. Pupils know their contributions are valued.
89. The school promotes pupils' moral development extremely well through experiences such as role play to find solutions to moral dilemmas. Such experiences give pupils excellent opportunities to explore the complexities of right and wrong. Parents confirm that the school promotes strong moral messages. Pupils are keen to support those less fortunate than themselves through a good range of charitable work.
90. Pupils' spiritual development is promoted well in lessons and in assemblies, where they are helped to consider and reflect on aspects of the world around them and in their own lives.
91. The school provides a good range of cultural experiences. In subjects such as religious education and geography, pupils learn about the heritage, faiths and cultures of their own area and the wider world. They regularly visit local churches and chapels and also visit and learn about a synagogue and a mosque. The school has won two National Heritage awards, one for its local history study of a family in Pencoed and the other for a study of local people during World War Two. This is an outstanding feature in the school's provision for learners' needs and interests.

92. Provision at the school is also effectively enriched by good partnerships with parents, the community and other interested parties such as the local comprehensive school. Parents are very supportive and a good relationship exists between them and the school. Parents are well informed and a few of them give good support by working as volunteer helpers in the early years. The school seeks to involve more parents in supporting pupils' learning.
93. The school has valuable and productive links with the comprehensive school which effectively ease pupils' transition from primary to secondary school. Pupils in years 5 and 6 visit regularly and participate in a range of learning activities. Agreed units of work that are started in year 6 are continued in year 7. The school also works closely with other local primary schools, recently to moderate work in English and mathematics.
94. Numerous links have been established with local employers and good use is made of the Education Business Partnership. Individual employers have visited the school to talk to pupils. Excellent use has been made of these links to enhance the curriculum and create opportunities for pupils to develop an understanding of the world of work. The school's innovative 'Meaningful Work' initiative is good with outstanding features and proving to be highly popular with pupils.
95. The school provides clear and well written guidelines on how to adopt and apply appropriate strategies to promote bilingualism. It applies aspects of '*Cwricwlwm Cymreig*', the Welsh dimension to the curriculum, across many subjects. This effectively promotes pupils' understanding of Welsh culture and history. The annual school Eisteddfod contributes greatly to this aspect of provision.
96. Croesty Primary School is an inclusive school where all pupils are treated equally and are encouraged to participate fully in all the activities that the school provides. To this end, boys and girls play and work happily together. Incidents of stereotyping are rigorously challenged and debated by older pupils and are not allowed to affect provision.
97. The school is aware of its role in educating pupils on the importance of sustainable development and global citizenship but it is in the early stages of their development. It has introduced a range of recycling initiatives that are well supported by pupils and a gardening project is underway, focusing on ways that pupils can improve the school grounds. It acknowledges that more needs to be done in this area. It prepares pupils very well to be citizens at a local level but does not yet prepare them so effectively for global citizenship.
98. The school provides good experiences for pupils to develop their entrepreneurial skills. Pupils decide upon and organise stalls at school fairs and other charity fund raising events. The 'Company Day' initiative is particularly successful in developing pupils' organisational, decision making and problem solving skills.

99. Much has been done in the past year to help pupils take responsibility for their own learning and to see themselves as lifelong learners. The School Council introduces pupils to the democratic process and encourages them to play an active part in developing their school. When pupils develop their own company to raise funds, they come to understand the differing roles of personnel involved, such as the treasurer. When they interview other pupils for roles of responsibility in the school, such as class monitors for younger pupils, they see themselves as responsible persons, able to make important decisions.

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

Grade 2: good features and no important shortcomings

100. The inspection findings do not match the school's self-evaluation of grade 1 for this key question. The team judged that although there are some outstanding features, there are not enough of them to justify a grade 1 overall for this key question.
101. The school provides consistently good care and support for all pupils. Pupils trust members of staff to deal with any concerns quickly and sensitively. The expertise of specialist support services is called upon effectively to provide additional support, should the need arise.
102. Pupils are encouraged to support each other. A good example of this is the provision of 'friendship stops' in the playground which pupils say they appreciate and think work very well. Pupils report that Croesty Primary School is a "happy" and "friendly" place.
103. The school has a good working relationship with parents, carers and employers and takes account of their views. This is reflected in the positive response by the great majority of parents in the pre-inspection meeting and the pre-inspection questionnaires. Ninety-eight per cent of parents and carers who responded to the questionnaires reported that they find the school easy to approach with questions or problems.
104. The induction programme for children in the nursery is good with outstanding features. Home visits to prospective pupils, and the early building of the relationship between members of staff, child and parent have proved a great help in settling children quickly and happily into school life. Parents confirm that induction arrangements, including the staggering of the period of attendance during their first three weeks at school, are extremely effective.
105. Pupils' awareness and understanding of healthy living is developed very well. A very good example of this is where year 6 pupils, as part of their healthy living campaign, recently compiled and presented Power Point presentations to younger pupils on issues such as 'sun safety' and 'caring for teeth'.

106. The school has an efficient system to monitor pupils' attendance and punctuality. Parents are reminded regularly of the importance of good attendance. Registration fully meets statutory requirements and the details are regularly transferred onto a computer program. Effective use is made of the support of the Education Welfare Officer when the need arises.
107. The school openly rewards good behaviour, and uses a variety of effective strategies to manage inappropriate behaviour. It makes good use of the Educational Psychology service to advise on appropriate support programmes.
108. Overall, good policies and arrangements contribute effectively to the well being of pupils. However, a security concern was brought to the attention of the acting head teacher and governing body. Risk assessments and fire drills are carried out regularly. Appropriate accident records are retained and all members of staff are aware of the steps to be taken in the event of an accident.
109. There are effective arrangements for child protection. The acting head teacher is the designated Child Protection Officer. The school has an appropriate Child Protection policy, which complies with statutory requirements. Members of staff have received appropriate training and are aware of the actions to be taken should a cause for concern arise.
110. The school's provision for pupils with additional learning needs is good and fully meets the statutory requirements of the SEN Code of Practice for Wales. There are clear and effective procedures for the early identification of pupils who may be underachieving or have additional learning needs.
111. Information gained from tests and assessments is used effectively to help plan appropriate support for pupils with SEN. Each pupil has a well written Individual Learning Plan which sets clear targets and identifies appropriate tasks and methods of support. Targets are reviewed every term. Parents are fully involved at each stage of the SEN Code of Practice in identifying the level of need appropriate for their child.
112. The acting head teacher, as temporary Special Educational Needs Co-ordinator (SENCo), and the Language Support Teacher liaise closely with class teachers to ensure that suitable tasks are devised to meet the needs of pupils with SEN in mainstream lessons. Some pupils with language or literacy needs are withdrawn for specific support to help them meet the targets set out in their Individual Learning Plans.
113. Members of the support staff meet every month with specialist staff to review aspects of SEN provision. This good practice enhances support officers' knowledge and understanding of the needs of pupils with SEN.
114. The school makes good use of external support services to enhance its provision for pupils with SEN. It provides an Annual Action Plan which outlines pupils' progress throughout the year. Pupils who receive language

support also receive an annual Language Support Report. However, this duplication of reporting unnecessarily increases teachers' workload.

115. The school has identified a number of more-able pupils through its assessment procedures. Class teachers adapt tasks well and provide extended activities for these pupils in lessons. The school also provides other challenging extended activities for more-able pupils such as problem solving strategies in mathematics.
116. There are good procedures to deal with any behaviour that might impede pupils' progress. 'Circle Time' in Personal and Social Education lessons provides good opportunities for teachers and pupils to discuss appropriate behaviour. There are 'worry boxes' in classrooms which give pupils the opportunity of reporting any concerns they may have. Class teachers or the acting head teacher follow up their concerns well. Pupils state that they use and appreciate this provision.
117. Members of staff who work with the under-fives use an Early Years checklist to monitor any younger child's behaviour that causes concern. This effectively helps them to plan suitable support for these children.
118. The school has well planned policies to deal with equal opportunities, race equality and disability discrimination. The work of the school reflects these well. All pupils are encouraged to take part in all activities. A good example of this is the school's efforts to provide reading materials which encourage both boys and girls to read.
119. The school does much to help pupils understand and respect other people's religion and culture. Good examples include art lessons that develop pupils' understanding of Aboriginal craftwork and the school's assembly about a project to build a school in South Africa. Pupils also experience different European cultures through activities such as planning and making a French breakfast. One hundred per cent of parents, in the pre-inspection questionnaire, confirmed that the school promotes pupils' understanding of equality and diversity well.
120. Anti-bullying policies and practice are well established. The school holds a successful anti-bullying week. This includes activities to make pupils more aware of the effects of bullying. The local police officer visits the school and talks to pupils about developing and adopting positive aspects of social behaviour.
121. No pupils who require wheelchair access currently attend the school. However, there is a clear and suitable accessibility plan which takes account of the school's site and buildings in order to ensure that any disabled pupil would not be at a disadvantage.

Leadership and management

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

Grade 2: good features and no important shortcomings

122. The inspection findings match the school's self-evaluation of this key question.
123. Croesty Primary School has a clear mission statement that focuses well on pupils' needs. The school's aims promote equality for all and are well reflected in its day-to-day life. The acting head teacher, other senior managers and governors have shown great commitment to ensuring that the school's aims continue to be met during a year which presented a number of additional challenges.
124. The acting head teacher's key priority has been to maintain continuity in pupils' education during this period of turbulence. Under her clear-sighted direction, the school has broadly achieved this goal, as the maintenance of good quality teaching and learning testifies.
125. Around half the teachers have been appointed since January of this year. However, the acting head teacher has taken effective steps, such as ensuring that the Staff Handbook is accurate and up-to-date, so that new members of staff can quickly become familiar with the school's expectations and routines. Main priorities in the School Development Plan have been regularly discussed and members of staff have worked well together to implement them.
126. Despite difficulties with staffing, the school has not stood still during this time. The acting head teacher, ably supported by the acting deputy head, has developed several important initiatives that are having a positive impact on the overall quality of the education provided. These include the development of assessment for learning, the reorganisation and training of teaching and support staff and new opportunities for pupils to be more fully involved in the life of their school.
127. Overall, the school takes good account of local and national priorities. For example, links with the neighbouring secondary school are very strong and pupils' transition from key stage 2 to key stage 3 is managed extremely well. The 'French in the Primary School' pilot project has been very effectively established. The school is playing a full part in the Local Education Authority's Healthy Eating and Lifestyle programme and 'Talk' project.
128. The school acknowledges that progress towards preparing for the new Foundation Phase has been slow due to discontinuities in staffing and limitations in the resources and accommodation. The current focus on training and preparing nursery nurses and other members of the support staff is proving useful in ensuring a good knowledge base for the introduction of the Foundation Phase in September 2008.

129. Pupils are given challenging but realistic targets for attainment at the end of key stages 1 and 2, based on their individual capabilities. Most pupils achieve their targets. Other targets for improvement are clearly identified in the School Development Plan and are appropriate to the needs of the school.
130. There are good arrangements to review and monitor the performance of all members of staff and to identify training needs. Newly-qualified teachers are well supported by their mentor. In-service training for both teaching and non-teaching staff focuses well on personal targets for improving the way they carry out their roles.
131. Staff development has had a very positive impact in areas such as the programme for pupils' personal and social development, the promotion of bilingualism and the use of information and communication technology (ICT) throughout the school. Training opportunities for teachers and members of the support staff are effectively provided in school-based training sessions, staff meetings and attendance at externally organised courses.
132. At present the acting head teacher carries a lot of responsibility because of the number of temporary teachers and some roles are unclear. The distribution of responsibilities and job descriptions lack clarity because of the current unsettled staffing situation.
133. The role of subject leaders and co-ordinators who have been in post for a good period of time has been well developed since the last inspection, and particularly during the last year. They have effectively developed their confidence and expertise in monitoring the quality of teaching and learning and taking action to effect improvement. The role of leaders of some foundation subjects is at an earlier stage of development. Subject leaders and other co-ordinators do not yet routinely report to members of the governing body on the findings of monitoring procedures.
134. The governing body is committed to the school and has provided the acting head teacher with much appreciated support during the last year. It, too, has seen its main priority as maintaining continuity during a period of uncertainty. The acting head teacher's regular reports to governors keep them well informed about issues, events and developments at the school.
135. A member of the governing body responsible for additional learning needs attends the school regularly and brings relevant issues to the attention of governors. Another governor has liaised very effectively with the co-ordinator for Personal and Social Education and has been instrumental in training Year 6 pupils to develop their roles as playground peacemakers. Overall, however, governors have yet to develop fully their individual roles and responsibilities in monitoring the quality of provision and becoming a 'critical friend' of the school.
136. The governing body fulfils the legal duties placed upon it and all statutory documentation is in place.

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

Grade 2: good features and no important shortcomings

137. The inspection findings match the school's self-evaluation of this key question.
138. The evidence gathered by the school in its self-evaluation process is based on firm first-hand evidence. The school makes appropriate use of data to identify good practice and achievement and to establish targets for improvement. The information gathered from relevant data informs the setting of targets in the School Development Plan. The process of self-evaluation ensures that members of staff are well informed about strengths and areas for improvement across the school.
139. Subject leaders gather evidence of the quality of teaching and learning in the subjects for which they are responsible through a regular programme of lesson observations in their colleagues' classrooms. A common format is used to comment upon lessons observed. They also sample pupils' work and listen to learners' opinions of their learning experiences. These procedures ensure that monitoring is consistent and fair and leads to an accurate identification of strengths and areas for improvement in the core subjects. The procedures are less well developed for other subjects.
140. All members of staff contribute towards the school's self-evaluation process. The school's Self-Evaluation Report contains sufficient detailed information to be used as a working document towards raising standards and for general school improvements. The school seeks pupils' views through School Council meetings. Staff listen carefully to, and take account of, pupils' views when planning for improvements. The contribution of pupils has led directly to adaptations in the way some lessons are taught. However, the school does not yet formally consult parents so that they can contribute to the self-evaluation process.
141. Governors are aware of the work undertaken by the staff in identifying priorities and discuss the Self-Evaluation Report with the acting head teacher. However, the governing body is not yet fully involved in contributing to the process of self evaluation and in making judgements about what needs to be done to plan for future action and improvements.
142. The evaluations from data gathered, together with information gained from observations and monitoring arrangements, effectively inform the school's plans for improvement. The School Development Plan clearly reflects these areas, which are noted as priorities and targets for improvement.
143. Members of staff attend relevant training courses linked to the priorities identified in the Self-Evaluation Report and School Development Plan. The priorities are adequately resourced and the governing body ensures that enough money is available to meet future needs.

144. The inspection team agreed with the judgements made by the school in its self-evaluation report in five of the seven key questions. The inspection team judged the school to be Grade 2, good features and no important shortcomings, in key questions 3 and 4. These were judged to be grade 1, good with outstanding features, by the school in its own self-evaluation. In the judgement of the inspection team there were insufficient outstanding features to merit grade 1 in these two key questions.
145. All the key issues for action and other areas for improvement that were identified during the last inspection have been successfully addressed, most notably with regard to the provision for personal and social education, the promotion of ICT skills and the development of the role of subject leaders.

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

Grade 2: good features and no important shortcomings

146. The inspection findings match the school's self-evaluation of this key question.
147. During the last academic year, the school experienced considerable difficulties with staffing due to an unprecedented range of circumstances. As a result, the school has made a series of temporary appointments, including two newly-qualified teachers. Despite these difficulties, the school has successfully ensured that all aspects of the curriculum are taught effectively and that a range of well planned extra-curricular activities are offered to pupils.
148. The school secretary provides valuable assistance to the acting head teacher in the efficient daily administration of the school. Lunchtime supervisory staff monitor pupils effectively and ensure that they play in a safe environment. The school caretaker makes an outstanding contribution to the maintenance and decoration of the school, having personally painted the whole of the interior during the summer holidays. Ancillary staff contribute positively to the welcoming and supportive ethos of the school.
149. The quality of resources at the school is adequate to meet the needs of most of the pupils. However, there is an insufficient amount of large equipment to promote and develop physical skills in children under five, particularly those in the reception class, and the provision for outdoor play is limited. The negative impact on the development of children's physical skills is mitigated, to some extent, by the timetabled use of the school hall for the reception class.
150. The school makes effective use of ICT resources. Interactive whiteboards are available in each classroom, together with varying numbers of computers. However, the number of computers available does not enable pupils to practise their skills regularly enough. The school is in the process of addressing this shortcoming.
151. The school makes very effective use of resources within the community to enhance pupils' learning and social development.

152. The accommodation generally provides a suitable setting for teaching and learning and for the number of pupils on roll. However, the design of the building that accommodates children under five and year 1 pupils restricts the free flow of activities from one area to another. Most of the main school building is in good condition. However, the windows have restricted openings which lead to high temperatures in warm weather.
153. The uneven surface of the infant yard and play area results in large pools of water that have to be coned off when it rains. This restricts the play space available for pupils in key stage 1. The school has a small garden area, which has not yet been fully utilised. However, the School Council has assumed the responsibility for developing this area to its full potential.
154. The school grassed area, is adequate for promoting team games with small numbers on each side. The surface, however, is uneven and hinders the development of ball skills for games such as rugby, cricket or football. Good facilities at the adjacent high school are available to pupils for extra-curricular sporting activities.
155. Wall displays are attractive, reflect the topics studied by the pupils and help to consolidate their learning. They contribute well to the welcoming atmosphere and positive learning environment in the school.
156. The arrangements for covering teachers' planning, preparation and assessment time have been well planned and are effective in ensuring continuity in the content of lessons and in support for pupils. Teachers make good use of their planning, preparation and assessment time. This can be seen in detailed lesson planning files and class assessment files.
157. All members of staff make effective use of the resources available to them. Resources reflect the priorities identified in the School Development Plan and their effectiveness is regularly reviewed. The fund-raising activities of parents make a very valuable contribution to the resources available to pupils.
158. The school uses its budget efficiently and effectively to ensure appropriate and relevant provision. Overall the school provides good value for money.

School's response to the inspection

The inspection findings recognise that, in most respects, we have maintained our good standards. We are pleased that the report confirms that we are achieving our aim to make our school a secure, caring and happy environment and that we are providing a high quality education for our pupils.

An action plan will be put in place to address the recommendations in the report. Staff and governors are already addressing the health and safety issues identified.

A copy of the school's action plan in response to the inspection recommendations will be sent to all 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	Croesty Primary School
School type	Nursery and Primary
Age-range of pupils	3 to 11
Address of school	Coychurch Road Pencoed Bridgend
Postcode	CF35 5LY
Telephone number	01656 860692

Acting Head Teacher	Mrs Susan Potheary
Date of appointment	1 April 1993
Chair of Governors/Appropriate authority	Mr K King
Registered Inspector	Ms Stephanie James
Dates of inspection	24 to 26 September 2007

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	25	30	31	28	31	36	42	42	265

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	4	9.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	26:1
Pupil: adult (fte) ratio in nursery classes	12.5:1
Pupil: adult (fte) ratio in special classes	0
Average class size, excluding nursery and special classes	30.25
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2006	93.5%	93.4%	94.3%
Spring 2007	96.2%	94%	94%
Summer 2007	90%	93%	93%

Percentage of pupils entitled to free school meals	5.7%
Number of pupils excluded during 12 months prior to inspection	Nil

Appendix 3

National Curriculum Assessment Results of Pupils in the School (2007) and Nationally (2006) at the end of Key Stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Year 2		30		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	6.6	20.0	53.3	20
		National	0.4	3.4	13.1	62.7	24.0
En: reading	Teacher Assessment	School	0	6.6	23.3	46.6	23.3
		National	0.4	2.4	9.8	63.4	26
En: writing	Teacher Assessment	School	0	6.6	33.3	40.0	20.0
		National	0.4	4.9	14.4	68.4	11.8
En: speaking and listening	Teacher Assessment	School	0	0	33.3	50	16.6
		National	0.4	3.8	13.9	54.9	26.8
Mathematics	Teacher Assessment	School	0	6.6	6.6	50.0	36.6
		National	0.3	2.0	10.4	63.9	23.2
Science	Teacher Assessment	School	0	6.6	10.0	56.6	26.6
		National	0.3	1.6	8.6	65.5	23.9

Percentage of pupils attaining at least level 2 in mathematics, science and English by teacher assessment			
In the school (2007)	73.3	In Wales (2006)	80.6

- D Pupils who are excepted or disapplied under statutory arrangements from part or all of the National Curriculum
- W Pupils working towards level 1

National Curriculum Assessment Results of Pupils in the School (2007) and Nationally (2006) at the end of Key Stage 2:

National Curriculum Assessment KS2 Results 2007	Number of pupils in Year 6	30
Percentage of pupils at each level		

			D	N	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	6.66	66.6	26.6
		National	0.3	0.1	0.5	0.6	3.9	15.9	48.2	30.4
Mathematics	Teacher assessment	School	0	0	0	0	0	10.0	46.6	43.3
		National	0.3	0.1	0.5	0.5	3.2	14.4	47.5	33.4
Science	Teacher assessment	School	0	0	0	0	0	6.6	36.6	56.6
		National	0.3	0.1	0.5	0.3	1.8	11.5	51.8	33.8

Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment			
In the school (2007)	90	In Wales (2006)	74.2

- D Pupils who are excepted or disapplied under statutory arrangements from part or all of the National Curriculum
- N Pupils who failed to register a level for reasons other than absence
- W Pupils working towards level 1

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of seven inspector days in the school and met as a team before the inspection. The nominee from the school was the acting head teacher.

These inspectors visited:

- twenty-five lessons or part lessons;
- all classes;
- acts of collective worship and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- forty-one responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection and
- a wide range of pupils' past and current work.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Stephanie James Registered Inspector	Key questions 1, 2, and 5 Contributions to key question 4 Context Summary Recommendations Appendices
Kay Andrews Team Inspector	Key question 3
Gwilym Davies Lay Inspector	Contributions to key questions 1, 3 and 4
Glyn Griffiths Team Inspector	Key questions 4, 6 and 7 Contributions to key questions 1, 2 and 3
Susan Potheary Acting Head Teacher and Nominee from the school	Contributions to team meetings and provision of information

The contractor was:

Evenlode Education Ltd
Little Garth
St John's Close
Hawarden
Flintshire
CH5 1QJ

Acknowledgement

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.