

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

**A Report on the Quality of Education in**

**Croesyceiliog North Rd Infants  
North Road  
Croesyceiliog  
Cwmbran  
NP44 2LL**

**School Number: 6782197**

**Date of Inspection: 09 October 2007**

**by**

**Linda Jane Williams  
79244**

**Date of Publication: 11 December 2007**

**Under Estyn contract number: 1105307**

**© 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.

Croesyceiliog North Rd Infants 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 Croesyceiliog North Rd Infants took place between 09/10/07 and 11/10/07. An independent team of inspectors, led by Linda Jane Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All 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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	3
<b>Recommendations</b>	9
<b>Standards</b>	10
Key Question 1: How well do learners achieve?	10
<b>The quality of education and training</b>	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
<b>Leadership and management</b>	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?	22
Key Question 7: How efficient are leaders and managers in using resources?	24
<b>School's response to the inspection</b>	
<b>Appendices</b>	
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. Croesyceiliog North Road Infant School is a local authority community school which serves an area on the outskirts of Croesyceiliog, Cwmbran. The traditional catchment area of the school is neither prosperous nor economically disadvantaged. Pupils who attend the school come mainly from neighbouring areas, although a small proportion come from other areas of Cwmbran.
2. Torfaen Local Authority (LA) controls admissions to the school. The school caters for children aged three to seven years. Nursery children start school in the term following their third birthday. Pupils begin full-time education at the start of the academic year during which they will be five. Baseline assessments undertaken during the first term in the nursery indicate the ability of the majority of children is similar to the LA average
3. At the time of the inspection there were 234 pupils on roll, including 48 children who attend the nursery on a part-time basis. Numbers have fluctuated slightly during recent years but are currently slightly above the number on roll at the time of the last inspection.
4. English is the home language for 98 per cent of the pupils. Two per cent of pupils speak English as an additional language (EAL), and the first languages for these pupils are French, Bengali and Tai. No pupils speak Welsh as their first language.
5. Eleven pupils are identified as having special educational needs (SEN) but no pupil has a formal statement of SEN. No pupils are 'looked after' by the LA. Approximately 5 per cent of pupils are entitled to free school meals, which is significantly below both the national and LA averages. No pupils have been excluded from the school in the past twelve months.
6. The school has achieved the Basic Skills Quality Mark on two occasions.
7. The head teacher was appointed in January 1995 and the school was last inspected in November 2001. Since the last inspection, the outdoor area of the school has undergone significant development to allow safe and regular access for children in the early years classes throughout the day. Development of the outdoor area for older pupils is also under way.

## **The school's priorities and targets**

8. The school aims include:
  - To create a happy school environment.
  - To help children to learn that courtesy, good manners and consideration for others are important qualities.
  - To provide a balanced and integrated curriculum with a view to developing the individual child's full potential.
  - To help pupils develop lively and enquiring minds to stimulate their natural curiosity.
  - To create an environment within the school where all staff, parents and governors can work together to achieve the aims of the school.
  
9. The school's major priorities and targets for 2007 – 2008 include:
  - Continuing to develop the outdoor provision for year 1 and year 2 pupils.
  - Developing the provision for Sustainable Development and Global Citizenship, including working towards becoming an Eco School.
  - Continuing planning for the introduction of the Foundation Phase.
  - Developing links with a school in a contrasting country.
  - Planning for an increase in information and communications technology (ICT) and cross-curricular resources.

## Summary

10. Croesyceiliog North Road Infant School is a good school with outstanding features in the leadership and management of the school and the standards the pupils achieve. The inspection team agrees with the judgement made by the school in two of the seven key questions. In the majority of questions outstanding features were identified but these were insufficient to award a grade 1 to all key questions.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	1
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?	1
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

11. The overall quality of provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments undertaken within the first term of entry into the nursery indicate that the majority of children's ability is similar to the LA average. Assessments undertaken in the early years show that in the nursery and reception classes children make outstanding progress in many areas of learning.
12. Pupils regardless of their background achieve good standards in their acquisition of knowledge, understanding and skills. All pupils make very good progress as they move through the school. The vast majority of pupils achieve exceptionally well against the individual targets set for them by the school, including special educational needs (SEN) pupils who achieve well in relation to their prior attainment.
13. Key stage 1 National Curriculum assessment results for 2007 show that 96 per cent of pupils achieved level 2 or above in each of the core subjects. Results are significantly above the LA average and the national average of 80 per cent. The number of pupils achieving the higher than expected level three at the end of key stage 1 is particularly high, showing outstanding progress in the core subjects from the time pupils enter school.
14. When the schools' results in 2006 are compared with results in schools having similar numbers of pupils entitled to receive free school meals, key stage 1 results were in the highest 25 per cent in both mathematics and science and in

the highest 50 per cent for English. From 2004 to 2006, the school's results were in the highest 25 per cent of schools that achieved level 2 or above in each of the core subjects. The school achieves very well compared with similar schools.

15. Results over past years indicate that boys and girls achieve equal success. Trends in performance show that the school is maintaining and slightly improving the traditional high standards.
16. Under fives and pupils in key stage 1 achieve good standards in the key skills of numeracy and information and communications technology (ICT). Overall, the standards achieved in the key skill of communication are outstanding in key stage 1 and good in the early years. In the specific areas of reading and writing, key stage 1 pupils achieve exceptionally well and use their skills very effectively to support their work in subjects across the curriculum. Standards achieved in bilingualism are also good across the school, with very good standards achieved by the children in nursery.
17. Children under five are very confident and independent learners who show great enthusiasm when engaged in their learning and play. They also make very good progress in the development of their personal and social skills. These are outstanding features.
18. The development of pupils' personal, social and learning skills in key stage 1 is good and they make good progress towards becoming independent learners. Pupils' understanding of equal opportunities is good throughout the school.
19. Pupils are well behaved in and around the school. Good behaviour and positive attitudes and relationships are particularly evident during break times and lunchtimes. Pupils are friendly and courteous to each other and to visitors, contributing positively to the work of the school as a community.
20. Pupils of all ages respond well to the range of learning opportunities available. During lesson times the vast majority of pupils understand clearly what they are doing. However, the involvement of key stage 1 pupils in understanding how they are progressing is limited. They do not have a clear idea of their strengths and weaknesses or what they need to do in order to improve.
21. Levels of attendance are good. The average attendance for the three terms prior to the inspection is 93 per cent. Most pupils attend school regularly and are mostly punctual at the start of the day.

## The quality of education and training

### Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	67%	22%	0%	0%

22. The quality of teaching reflects the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006, where the quality of teaching in primary schools was grade 1 or 2 in 79 per cent of lessons. Teaching is consistently good or better in the early years classes.
23. Teachers work and plan well together across the school. The activities planned are stimulating and interesting, so that pupils enjoy their learning and have fun.
24. In the majority of lessons where teaching is good, the lessons move at a good pace; teachers use a wide range of resources, including ICT; there is effective use of praise and encouragement; good use is made of a wide variety of teaching strategies; learning objectives are clearly identified and shared with pupils; and teachers' expectations are appropriate.
25. In the lessons where teaching has shortcomings, teachers talk too much and do not allow pupils to participate sufficiently or to get on with their tasks; in key stage 1 there is an over-reliance on worksheets, which hinders independent learning; and the small classrooms in year 2 result in most of the work being organised as whole class teaching which rarely encourages independent learning.
26. Assessment procedures in place for children under-five are outstanding. The comprehensive nature of the records and the very effective use made of them to plan for the next steps in children's learning are exceptional.
27. Assessment of key stage 1 pupils' progress in the core subjects is good. However, a limited range of assessment opportunities are identified for assessing the progress of key stage 1 pupils in the foundation subjects and the information gained is insufficient to fully inform teaching and learning.
28. Targets for pupils are displayed in each classroom from nursery to year 2. Children under five enthusiastically work towards achieving class awards for developing their personal and social skills. Targets for key stage 1 pupils have a literacy and numeracy focus. Many key stage 1 pupils are aware of the class targets but the majority do not clearly relate these to their own progress.
29. Although marking is undertaken regularly across the school and provides positive feedback for pupils, it does not fully inform pupils of their progress.

30. The curriculum fully complies with statutory requirements and meets the needs of all pupils. In addition, pupils across the school are given access to an extensive range of activities during the weekly curriculum enrichment afternoons which are an outstanding feature. Many pupils receive accreditation from the Children's University to celebrate their success. The school responds well to pupils' learning needs and successfully meets the needs and ability range of all pupils.
31. Provision for the early years is also an outstanding feature. There is a successful emphasis on developing learning through practical, first-hand experiences and it is full of exciting and creative experiences, which the children enjoy. The children in the nursery and reception classes get a good start to school life due to a curriculum which is rich and innovative.
32. The curriculum is greatly enhanced by the very effective partnerships that have developed over many years. This is an outstanding feature of the school. This is particularly evident during the enrichment afternoons when an extensive range of providers work with pupils across the school.
33. Learning experiences to develop pupils' awareness and understanding of global citizenship and sustainable development are at an early stage.
34. The school guides and cares for the pupils well in a happy and supportive environment. Care arrangements are well planned and managed. A strong partnership exists with parents and carers.
35. There are clear and well-documented procedures that contribute to pupils' well-being when in the schools' care. The school promotes pupils' well-being through its effective health and active lifestyle curriculum which gives pupils a good understanding of the ways that they can begin to establish and maintain life-long active lifestyles and healthy eating habits.
36. There is a clear policy for promoting equality of opportunity, and the life and work of the school reflect this well.
37. The provision for learners with additional educational needs is good. The school provides effective support which meets the needs of the different pupils who require additional help, including disabled pupils, SEN pupils, the very able and pupils with English as an additional language (EAL).

### **Leadership and management**

38. The head teacher leads and manages the school very well. She provides positive leadership that gives a clear sense of direction to the school. She is ably supported by the deputy head teacher and by a committed team of teachers and support staff who work closely together.
39. The school takes good account of national priorities. It has achieved the Basic Skills Quality Mark on two occasions and promotes the importance of healthy

lifestyles through a number of school initiatives. The school is successfully working towards introducing the Foundation Phase.

40. All teaching staff and governors are fully involved in the rigorous process of target setting, which is well established within the school. The precision and detail of the target setting is outstanding.
41. Procedures in place for undertaking the performance management of teaching staff are well established. The school has extended the full, formal process of performance management to cover all support staff. This is also an outstanding feature. All staff undertake appropriate training and are well supported by the management of the school. Strong links are evident between staff training and many of the outstanding features identified during the inspection.
42. The governing body complies with all statutory requirements. Governors make very regular visits to the school, many on a day-to-day basis. They have exceptionally strong links with subject co-ordinators with whom they work very closely. This supports their work in monitoring the quality of education and the standards pupils achieve. Their level of involvement and knowledge of the work of the school are outstanding.
43. Leaders and managers use an extensive range of approaches in order to inform themselves of performance in the areas for which they have responsibility. As a result of the monitoring undertaken, subject co-ordinators annually produce a detailed evaluation of standards in their subjects and produce reports which clearly identify strengths and areas for development within specific subjects.
44. The current self-evaluation report provides a detailed, descriptive overview of the school's provision. It presents a range of evidence including performance data and trends over time, but does not sufficiently evaluate provision. The report does not clearly identify strengths and areas where improvements are needed.
45. The School Strategic Plan is a three-year strategic document currently in its final year. Actions taken as a result of work planned within the School Strategic Plan have had a positive effect. For example, work undertaken to improve the provision within the early years classes has significantly raised standards.
46. The school has made good progress since the last inspection in addressing a number of areas which had shortcomings. In particular, the overall provision for early years children, which had some specific shortcomings, is now an outstanding feature and planning for the key skills is now good.
47. The school is staffed with an appropriate number of teaching, support and administrative staff to enable the curriculum to be taught effectively to all pupils. Teachers and support staff are well qualified and suitably experienced.

Very good use is made of their expertise, particularly during the weekly enrichment afternoons.

48. The accommodation is adequate for the number of pupils on roll. The buildings are generally well maintained and decorated. In the year 2 classes the limited space available can inhibit practical learning. The outdoor learning area has been thoughtfully developed to provide an exceptional range of learning experiences for the under fives.
49. The quality and quantity of learning resources are at least good throughout the school and particular care has been taken with the provision of resources for the early years; this was a notable strength observed by the inspection team.
50. The head teacher and governors ensure that the school's finances are effectively monitored and well directed at areas identified for improvement. The school has planned the budget well to carry over a sensible sum of money for contingency purposes. The school provides good value for money.

## Recommendations

51. In order to maintain and improve the current good standards, staff and governors should:
- R1 Improve assessment of pupils' progress in the foundation subjects in order to provide information to fully inform teaching and learning.
  - R2 Ensure consistency in marking and target setting across key stage 1 in order to fully develop pupils' involvement in their own learning.
  - R3 Further develop pupils' understanding of Global Citizenship and Sustainable Development. \*\*\*
  - R4 Refine the outcomes of self-evaluation in order to clearly and accurately identify areas for development.

\*\*\* These recommendations had been identified by the school prior to the inspection.

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 1: Good with outstanding features

52. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
53. The overall quality of provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
54. Baseline assessments undertaken within the first term of entry into the nursery indicate that the majority of children's ability is similar to the LA average. Assessments undertaken in the early years show that in the nursery and reception classes children make outstanding progress in many areas of learning. All pupils make very good progress as they move through the school. In the core subjects of English, mathematics and science, the progress of key stage 1 pupils is outstanding.
55. Detailed targets are set annually by the school and agreed with the LA. These cover individual pupil attainment, class targets and whole school targets. In the vast majority of instances, pupils succeed and frequently exceed the challenging targets set.
56. Regardless of their social, ethnic or linguistic background, pupils make very good progress. Pupils with additional learning needs, including SEN, EAL and very able pupils, achieve very well against the individual targets set for them.
57. Standards achieved in the key skills of numeracy and ICT are good across the school. Children under five are making good progress in developing their numeracy and ICT skills across all areas of learning. Key stage 1 pupils continue to develop their skills. They confidently use a range of ICT programmes, as well as the interactive whiteboards, and make good use of their numeracy skills in a range of subjects.
58. Overall, standards in the key skill of communication are outstanding. In the early years classes children make good progress in developing their early writing and reading skills. Key stage 1 pupils achieve good standards with outstanding features when they write in different styles and for different purposes, supporting their work across the curriculum. Similarly their reading skills are exceptional. The vast majority of older pupils read accurately to obtain information and make very good use of their skills in a range of subjects.
59. Children under five and key stage 1 pupils listen well to their teachers and to other pupils. Nearly all pupils speak well, and older pupils express themselves fluently and clearly, using appropriate vocabulary.

60. Early years children also achieve good standards in problem solving and creative skills. Similarly pupils in key stage 1 achieve good standards in their problem solving skills, but their creative skills are less well developed as a result of activities which are frequently over prescriptive.
61. Children in the nursery make very good progress in acquiring bilingual competence and the progress made by pupils across the school is good. Key stage 1 pupils have a developing awareness of language patterns and they use these well in their Welsh lessons. Pupils read and write Welsh with increasing confidence. However, they do not consistently practise the skills already learnt throughout the day. Pupils' knowledge of Welsh culture and heritage, *Y Cwricwlwm Cymreig*, is well developed.
62. Key stage 1 National Curriculum assessment results for 2007 show that 96 per cent of pupils achieved level 2 or above in each of the core subjects. Results are significantly above the LA average and the national average of 80 per cent. The number of pupils achieving the higher than expected level three at the end of key stage 1 is particularly high, showing outstanding progress in the core subjects from the time pupils enter school.
63. When the school's 2006 end of key stage results are compared with results in schools having similar numbers of pupils entitled to receive free school meals, they were in the highest 25 per cent in both mathematics and science, and in the highest 50 per cent for English. From 2004 to 2006, the school's results were in the highest 25 per cent of schools that achieved level 2 or above in each of the core subjects. The school achieves very well compared with similar schools.
64. Results over past years indicate that boys and girls achieve equal success. Trends in performance show that the school is maintaining and improving the traditional high standards, particularly in the number of pupils achieving the higher levels at the end of key stage 1.
65. Pupils across the school readily acquire new knowledge and build very successfully on the skills they are developing. This is particularly evident when pupils use their basic key skills to support their work in subjects across the curriculum. Pupils make outstanding progress as they move through the school and are very well placed to move on to the next stage of their learning.
66. During lesson times the vast majority of pupils understand clearly what they are doing. However, the involvement of key stage 1 pupils in understanding how they are progressing is limited. They do not have a clear idea of their strengths and weaknesses or what they need to do in order to improve.
67. Pupils of all ages respond well to the range of learning opportunities available. Children in the early years are very confident and independent learners who show great enthusiasm when engaged in their learning and play. They make sensible choices within their activities and sustain concentration very well, remaining on tasks for long periods. This is an outstanding feature.

68. Key stage 1 pupils have a positive attitude to work and with a few exceptions they show motivation, work productively and make effective use of their time. They participate enthusiastically in lessons and older pupils show a mature attitude, successfully developing the capacity to work independently.
69. Pupils are well behaved in and around the school. Good behaviour and positive attitudes and relationships are particularly evident during break times and lunchtimes. The staff have good relationships with pupils, as do the non-teaching staff. Pupils are friendly and courteous to each other and to visitors, contributing positively to the work of the school as a community.
70. In their response to the pre-inspection questionnaire over 93 per cent of the parents agree or strongly agree the school achieves high standards of good behaviour and that the school's values and attitudes have a positive effect on their children.
71. Levels of attendance are good. The average attendance for the three terms prior to the inspection is 93 per cent. Most pupils attend school regularly and are mostly punctual at the start of the day.
72. Children under five make outstanding progress in the development of their personal and social skills. They are enthusiastic learners who share and take turns well. They collaborate and co-operate very well during their problem solving and creative activities, and work and play independently without supervision.
73. Key stage 1 pupils make good progress in developing their personal, social and moral skills. They show respect for each other and for adults in the school, and co-operate well when working together in groups. They enthusiastically take some responsibilities for different areas within the school, such as the library and the playground.
74. Pupils' understanding of equal opportunities is good throughout the school. Boys and girls work and play very well together. Their knowledge of life in other countries is developing well and they have a good awareness of differing customs and cultures. They reflect thoughtfully when comparing the differences and similarities to their own lives.
75. Pupils develop a good understanding of the world of work through a wide range of experiences and by listening to the visitors who come to school to talk about their roles.

## The quality of education and training

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

#### Grade 2: Good with no important shortcomings

76. The findings of the inspection team do not match the grade 1 judgement made by the school in the self-evaluation report. Although outstanding features were identified in the assessment of children under-five and their involvement in their own learning, these were insufficient to award a grade 1 overall.

77. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	67%	22%	0%	0%

78. The quality of teaching reflects the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006, where the quality of teaching in primary schools was grade 1 or 2 in 79 per cent of lessons. Teaching is consistently good or better in the early years classes.

79. Equal opportunities and racial equality is promoted in all classes, irrespective of pupils' gender, background or ability. Teachers work and plan well together across the school. They successfully promote equal opportunities, encouraging boys and girls to work together co-operatively and effectively, fully including pupils with additional needs in the life and work of the school. The enthusiasm of the staff is clearly communicated to the pupils and the activities planned are stimulating and interesting, so that pupils enjoy their learning and have fun.

80. Teachers and support staff work as part of a well-trained and dedicated team. They are keen to update their subject knowledge and to incorporate new initiatives and ideas into their work. This is exemplified in the way they are preparing for the Foundation Phase and using the outside area very effectively to promote learning across all areas of the curriculum.

81. Good features of teaching include the very positive relationships between staff and pupils; there is effective use of praise and encouragement; teachers use a wide variety of teaching strategies; learning objectives are clearly identified and shared with pupils; and teachers' expectations are appropriate. In the majority of lessons where teaching is good, the lessons move at a good pace, teachers use a wide range of resources, including ICT, and very effective use is made of support staff and other adults.

82. In the lessons observed where teaching has shortcomings, teachers talk too much and do not allow pupils to participate sufficiently or to get on with their tasks; in key stage 1 there is an over-reliance on worksheets, which hinders independent learning; and the small classrooms in year 2 result in most of the

work being organised as whole class teaching which rarely encourages independent learning.

83. Homework is set on a regular basis and is effective in supporting learning. Home/school tasks are related to class work and are well supported by the parents.
84. The school is successful in meeting the language needs of pupils. Teachers, support staff and outside agencies, provide support in classes to ensure that all needs are met appropriately. The majority of teachers make good use of incidental Welsh in classes and around the school. They use Welsh regularly in collective worship when they say prayers and sing hymns to develop pupils' bilingual skills. There is, however, a lack of consistency in approach and teachers sometimes miss good opportunities for pupils to practise their Welsh in everyday situations.
85. All teachers pay particular attention to the planning for key skills. A detailed scheme of work has been produced which provides an effective overview of the development of key skills across all subjects of the curriculum.
86. The rigour of the school's assessment procedures, and the use made of assessment in planning and improving learning, is good with outstanding features for the under fives and has good features which outweigh shortcomings in key stage 1. The school meets its statutory requirements for assessing and reporting on National Curriculum subjects. Governors are well informed concerning results achieved by the school.
87. Assessment procedures in place for children under-five are outstanding. An early years profile is maintained for each child which records progress made by the child and any difficulties encountered as they work towards the Desirable Outcomes for Children's Learning. The comprehensive nature of the records and the very effective use made of them to plan for the next steps in children's learning are exceptional.
88. Assessment of key stage 1 pupils' progress in the core subjects includes information obtained from a range of tests as well as the results obtained from baseline assessments. Formal termly assessments of progress in these subjects are used to complement and extend the information on individual pupils' progress. The outcomes of assessment are well used to monitor the progress made by all pupils towards the targets set for them by the school and to identify the learning needs of SEN pupils.
89. A limited range of assessment opportunities are identified for assessing the progress of key stage 1 pupils in the foundation subjects. A formal assessment in each subject is undertaken once each year but the information gained is insufficient to fully inform teaching and learning.
90. Targets for pupils are displayed in each classroom from nursery to year 2. Targets for the under fives cover a wide range of areas of learning and the involvement of children in the early years in their own learning is outstanding.

Children under five enthusiastically work towards achieving class awards for developing their personal and social skills. They have a clear idea of their progress and areas in which they need to improve.

91. Targets for key stage 1 pupils have a literacy and a numeracy focus. Many key stage 1 pupils are aware of the class targets and a few pupils discuss them with enthusiasm. However, pupils have a limited awareness of how the class targets relate to their own progress.
92. Marking is undertaken regularly throughout the school and pupils receive constructive verbal feedback during their lessons. Although marking provides positive comments for pupils, it is not used consistently in key stage 1 to inform pupils of their progress in achieving the class targets.
93. Parents are provided with an end-of-year report which meets statutory requirements. Reports are informative and provide information on pupils' achievements in all subjects, and in their personal and social education. Targets are included for the next steps in pupils' learning. Parents are given the opportunity to comment on the reports and good use is made of their responses. Appropriate opportunities are arranged for parents to discuss their child's progress.

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

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

94. The findings of the inspection team do not match the grade 1 judgement made by the school in the self-evaluation report. Although outstanding features were identified in the breadth of experiences offered to pupils and in the enhancement of the curriculum by effective partnerships, these were insufficient in number to award a grade 1 for the key question.
95. The overall quality of provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
96. Overall, the curriculum fully complies with statutory requirements and meets the needs of all pupils. The caring ethos and inclusive nature of the school ensures that all pupils have equal opportunities to access the whole curriculum. Pupils across the school are given access to an extensive range of activities during the weekly curriculum enrichment afternoons which are an outstanding feature. Many pupils receive accreditation from the Children's University to celebrate their success.
97. Provision for the early years is also an outstanding feature. Underpinning the curriculum is a successful emphasis on developing learning through practical, first-hand experiences. It is full of exciting and creative activities, which the children enjoy. The children in the nursery and reception classes get a good

start to school life due to a curriculum which is rich and innovative. They are very well prepared for the requirements of the Foundation Phase. There is coherence and continuity between the work of the under fives and key stage 1 pupils.

98. The school responds well to pupils' learning needs and successfully meets the needs and ability range of all pupils.
99. Pupils are encouraged to participate in a wide range of sporting, musical and other activities. Visits out into the community are numerous and beneficial, and include links with the church, the theatre and local businesses. Educational visits to places of cultural or historic interest, such as Saint Fagan's and St. David's Hall, enrich pupils' knowledge and understanding in a range of subjects. The number of visitors to the school, who share their expertise and knowledge with pupils, helps to enhance pupils' learning.
100. Numerous extra-curricular activities, including country dancing, choir and football, together with the variety of activities and experiences provided during curriculum enrichment sessions, successfully complement and extend pupils' learning and skills. Pupils are very involved in learning about keeping safe. They develop a strong awareness of road safety through 'Mrs Tufty' and the 'Kerb craft' training.
101. The overall provision for the promotion of pupils' spiritual, moral, social and cultural development is good. Assemblies are purposeful and enjoyable. Pupils contribute confidently and sensitively during these occasions. Singing is joyful and it is evident that pupils sing with a genuine feeling for the words.
102. There are strong links with local churches enabling Christmas and Easter celebrations to be shared in the churches with families and friends. Pupils are taught to know right from wrong and they have a good understanding of the school and class rules. They are keen to take on responsibilities and they are considerate to each other.
103. Provision for *Y Cwricwlwm Cymreig* is good and opportunities for pupils to extend their knowledge of Welsh heritage are carefully planned across the curriculum. Pupils learn a great deal about other cultures through their topic work, when they have first-hand experience of different foods, festivals and customs.
104. Curricular provision is enhanced by the very effective partnerships that have developed over many years and are an outstanding feature of the school. This is particularly evident during the enrichment afternoons when an extensive range of providers work with pupils across the school leading, for example, sessions on tennis skills, football skills and providing expert musical tuition.
105. The school is committed to working with parents as partners and operates an open door policy. Parents and grandparents appreciate the way that the school encourages them to be a part of their children's education. They enjoy

occasions such as the harvest festival and the many concerts which are of a high standard.

106. Parents state that they are kept very well informed about school activities through regular newsletters and face-to-face discussions with staff. They are welcomed into the school to help with their children's learning and they benefit from family learning opportunities. The parents of children in the nursery have been invited to a workshop on developing bilingualism.
107. There are productive links in place with the feeder playgroup and the junior school. Staff and pupils visit each other's schools before transfer and for different events during the year.
108. The school has established productive links with local businesses and the community and they have worked hard together to develop the early years grounds and garden as a very effective learning environment. A few vocational topics contained in the school's Personal and Social Education (PSE) programme help develop pupils' understanding of the world of work.
109. Pupils' work in literacy, history, art and music is enhanced by working with professionals such as a storyteller, theatre groups, local artists and a male voice choir. The school is less proactive in planning opportunities and occasions when pupils can practise and develop their Welsh skills and therefore enhance their bilingualism.
110. The school demonstrates a sensitive awareness of the needs of all its pupils. The resources and language used throughout the school ensures that there are opportunities and equal access for all. Community police support officers and other visitors, such as the local doctor and supermarket staff, provide good role models for boys and girls.
111. Activities such as the school's recycling initiatives and various visitors to the school are beginning to raise pupils' awareness and understanding of global citizenship and sustainable development. The school acts in a sustainable way, for example paper and vegetable peelings are recycled routinely. The school's involvement in the Eco School project and the Healthy School's initiative is at an early stage. Overall, pupils' awareness and understanding of sustainable development and global citizenship are limited.
112. Pupils' awareness of the world of work and of their own community is raised when they participate in a range of events and activities both locally and further afield, such as the annual 'Gwyl Plant' event held in the town centre. They benefit from a diverse range of visitors to the school who engage them in active learning. Such topics as "people who help us" and visits to the local shops are effectively planned to successfully develop pupils' knowledge and understanding of the life and work of the community.
113. The opportunities the school provides to develop pupils' entrepreneurial skills are limited but pupils are encouraged to deal with money paying for their

lunches and snacks on 'Fruity Fridays'. They are also very involved with fund-raising and the many charities which the school supports.

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

##### **Grade 2: Good with no important shortcomings**

114. The findings of the inspection team do not match the judgement of Grade 1 made by the school. While recognising many strengths in this area, the inspection team did not identify any outstanding features.
115. The school guides and cares for its pupils well in a happy and supportive environment. The head teacher, staff and governors work together effectively to provide good care and support for all pupils. Care arrangements are well planned and managed.
116. The school is successful in its endeavours to develop a strong partnership with parents and carers. The overwhelming majority of parents are very supportive of the school and are very satisfied with the standard of education provided. Parents are kept well informed of events in school through several channels, including newsletters and reports.
117. Parents and carers have good opportunities to discuss their children's work at the termly parent-teacher meetings and the head teacher operates an open door policy for discussion of more immediate concerns. The views of parents are sought through annual interviews and questionnaires. The opinions expressed are given careful consideration and acted upon when appropriate.
118. Induction arrangements for new pupils entering school are well organised. Children attending the nursery and reception classes, together with their parents and carers, have good opportunities to get to know the teaching and non-teaching staff before the children start school. The arrangements for pupils entering the junior school are good. Pupils who transfer from other schools are invited to visit the school to meet their teacher and future classmates prior to admission. These pupils report that they have settled quickly and happily into their new school.
119. Personal and Social Education is a well-established part of the curriculum and circle time is successfully used throughout the school to promote this aspect of the curriculum. The school has arranged a carefully structured and well co-ordinated programme that provides pupils with good quality support and guidance. The health and active lifestyle curriculum gives pupils a good understanding of the ways that they can begin to establish and maintain life-long active lifestyles and healthy eating habits.
120. The monitoring of pupils' behaviour and attendance is good. The school has a comprehensive procedure for ensuring good attendance and behaviour, with reward systems in place for both. Patterns of absence are systematically monitored. The head teacher and deputy examine the attendance summaries

and regularly monitor pupils with poor attendance. The school refers pupils with persistent absences to the Education Welfare Officer. An achievement assembly is held once a week which celebrates the effort made by pupils in all aspects of their everyday life in school.

121. There are clear and well-documented procedures that contribute to pupils' well-being when in the school's care. These ensure that pupils' health and safety are given a high priority. Welfare routines are well established should pupils hurt themselves or become unwell whilst at school. Suitable risk assessments and fire drills are regularly carried out. There are four fully trained staff with first aid qualifications and the school carries out the appropriate checks with the Criminal Records Bureau.
122. The school has effective policies and procedures for ensuring the protection of the pupils and for dealing with complaints. The head teacher is the designated member of staff with responsibility for child protection issues and the deputy head teacher takes responsibility during her absence. Effective working partnerships have been established with social services and a range of external agencies. All staff are fully aware of the procedures.
123. The provision for learners with additional educational needs is good. The school provides effective support which meets the needs of the different pupils who require additional help, including disabled pupils, the very able and EAL pupils.
124. Early identification of pupils with SEN is effective and the school provides good support at an early stage. The school's policy is comprehensive and complies with the code of practice and the framework for inclusive education. The Special Educational Needs Co-ordinator (SENCo) is efficient and works effectively with the whole staff. The relationships with and support for pupils with SEN is good.
125. All SEN pupils have good quality individual education plans which form a sound basis for their learning programmes. These are reviewed at appropriate times, but whilst parents are informed of the learning programmes they are not invited to the review meetings when individual education plans have been updated.
126. There is close liaison between the SENCo, school support staff and class teachers. The well-planned provision enables pupils to make good progress with their learning. The school is sensitive to issues of equal opportunities when planning the provision.
127. The school has an effective behaviour management and anti-bullying policy, together with a reward system for good behaviour and general attitudes to learning in school. The school employs a range of positive behaviour strategies and these ensure that all pupils have the opportunity to learn effectively without interference or disruption. No pupil has been excluded from school during the last year.

128. The school has well-documented procedures for dealing with race equality, bullying, and equal opportunities. All pupils are encouraged and enabled to take part in all the activities provided by the school. Boys and girls are treated equally and all activities are open to them, with no exceptions.
129. The small number of pupils from ethnic minority groups blend harmoniously into the school because pupils are taught to recognise and respect diversity. Relationships in the community, and resources in areas such as role-play, help promote good race relations. Pupils are supported and guided appropriately and sensitively taking account of their social, educational or linguistic background.
130. The school makes every effort to ensure equal treatment for disabled pupils. An appropriate accessibility plan is in place and there are further plans to adapt or amend aspects of the school building to ensure the building is accessible to all. Plans to meet the criterion of the Disability Equality Scheme are not yet fully in place.
131. A range of activities and resources, such as 'persona' dolls, provide links with the Personal and Social Education programme and enable pupils to develop a good understanding of diversity. Practice is effective in actively challenging stereotypes both in the classrooms and in the extra curricular activities.

## Leadership and management

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

#### Grade 1: Good with outstanding features

132. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
133. There are clear values, aims, objectives and targets which are promoted by all staff, including non teaching staff, and by the governors. These ensure a caring ethos and a commitment to equal opportunities and racial equality, which is evident in the life of the school.
134. The head teacher leads and manages the school very well. She provides positive leadership that gives a clear sense of direction to the school. She is ably supported by the deputy head teacher and by a committed team of teachers and support staff who work closely together.
135. The school takes good account of national priorities. It has achieved the Basic Skills Quality Mark on two occasions and promotes the importance of healthy lifestyles through a number of school initiatives. The school is successfully working towards introducing the Foundation Phase.
136. The school works closely with other providers of education, including the local high school, the consortium of local primary schools and colleges of further education. Work undertaken as part of the consortium of neighbouring schools has included the introduction of a mathematics programme across key stage 1 and work with early years colleagues, both of which have had a significant impact on provision within the school.
137. All teaching staff and governors are fully involved in the rigorous process of target setting, which is well established within the school. Challenging targets are agreed for all pupils. These are reviewed annually as pupils move through the school. Individual target setting is effectively used to set accurate whole-school targets. Results are carefully analysed against targets to identify trends or pupils who need additional support. The precision and detail of the target setting is outstanding.
138. Procedures in place for undertaking the performance management of teaching staff are well established. The school has extended the full, formal process of performance management to cover all support staff. This is also an outstanding feature.
139. All support staff have clear areas of responsibility outlined in comprehensive job descriptions. Detailed classroom observations are undertaken with specific and constructive feedback on performance provided for staff. Formal individual meetings are held annually with support staff to review their

previous performance and evaluate the impact of performance on standards achieved. The meetings are effective in identifying development needs.

140. All staff undertake appropriate training and are well supported by the management of the school. Strong links are evident between staff training and many of the outstanding features identified during the inspection. For example, training undertaken by early years staff as part of the Effective Early Learning programme has been very effectively used to develop outstanding assessment procedures for the under-fives.
141. The governing body has a good understanding of its roles and responsibilities. It is kept very well informed about the school's performance and progress through the good range of information the school provides. The governing body ensures statutory requirements are met through a range of suitably constituted committees and that the school is resourced and staffed sufficiently, so as to meet the demands of the School Strategic Plan.
142. Governors make very regular visits to the school, many on a day-to-day basis. They have exceptionally strong links with subject co-ordinators with whom they work very closely. This supports their work in monitoring the quality of education and the standards pupils achieve. Their level of involvement and knowledge of the work of the school are outstanding.

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

##### **Grade 2: Good with no important shortcomings**

143. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report. Although outstanding features were identified in the knowledge of leaders and managers, their weight was insufficient to award a grade 1 to the whole key question.
144. Leaders and managers use an extensive range of approaches in order to inform themselves of performance in the areas for which they have responsibility. This is an outstanding feature.
145. The head teacher, governors and staff systematically monitor and evaluate performance. As part of the performance management process, which involves all teaching and support staff, well-structured classroom observations are undertaken by the senior management team. During the class teachers' allocated planning time, the deputy head teacher teaches aspects of physical education and English in all classes except the nursery. This effectively supports the monitoring of standards and continuity across the school.
146. In order to inform themselves of standards in their allocated subjects, subject co-ordinators monitor the planning of lessons, pupils' work and assessment results. In addition, they frequently use time released from their classes to work alongside colleagues in other classrooms. Enhanced curriculum

afternoons provide very good opportunities for teaching staff to work with pupils of all ages. Whilst sharing their expertise, this also supports their work in monitoring and raising standards, particularly in art and music.

147. Subject co-ordinators have compiled useful portfolio of pupils' work for each subject. A number contain pieces of work which exemplify specific levels of the National Curriculum. Levels have been validated through meetings with local schools or by the LA. The portfolios are well used to ensure that all staff, permanent and temporary, have a clear understanding of the school's expectations.
148. As a result of the monitoring undertaken, subject co-ordinators annually produce a detailed evaluation of standards in their subjects. They produce reports which clearly identify strengths and areas for development within specific subjects.
149. As part of the self-review process, the views of parents have been sought both informally and formally, through the use of questionnaires. The views of pupils are also sought through questionnaires which are completed annually by a representative sample of pupils from reception to year 2. The views of the community are voiced through the governing body and through the school's links with industry. The views of all parties are carefully considered and used to inform future development within the school.
150. The current self-evaluation report provides a detailed, descriptive overview of the school's provision. It presents a range of evidence including performance data and trends over time, but does not sufficiently evaluate provision. The report does not clearly identify strengths and areas where improvements are needed. The inspection team agrees with the grades awarded by the school in their self-evaluation for two of the seven key questions.
151. The School Strategic Plan is a three-year strategic document currently in its final year. The formulation of the plan was completed prior to introduction of the current process of self-evaluation. The plan specifies actions, responsibilities, realistic time schedules, costs and success criteria for each target and includes reference to performance related data. Appropriate resources are allocated to ensure that targets are achievable.
152. Actions taken as a result of work planned within the School Strategic Plan have had a positive effect. For example, work undertaken to improve the provision within the early years classes has significantly raised standards.
153. The school has made good progress since the last inspection in addressing a number of areas which had shortcomings. In particular, the overall provision for early years children, which had some specific shortcomings, is now an outstanding feature and planning for the key skills is now good.

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

### **Grade 2: Good with no important shortcomings**

154. The findings of the inspection team do not match the judgement of grade 1 made by the school. The inspection team recognised many strengths in this area with some very good features, but the key question warranted grade 2 overall.
155. The school is staffed with an appropriate number of teaching, support and administrative staff to enable the curriculum to be taught effectively to all pupils. Teachers and support staff are well qualified and suitably experienced. Classroom support staff work effectively with teachers in planning, teaching and recording pupils' progress. The lunchtime supervisory, administrative, canteen, caretaking and cleaning staff all provide a valuable contribution to the efficient running of the school.
156. The quality and quantity of learning resources are at least good throughout the school and particular care has been taken with the provision of resources for the early years; this was a notable strength observed by the inspection team. The school is well resourced with computers and there is a plan approved by the governing body to purchase additional interactive whiteboards for the classrooms.
157. The accommodation is adequate for the number of pupils on roll. The buildings are generally well maintained and decorated. In the year 2 classes the limited space available can inhibit practical learning.
158. The attractive and informative displays in the classrooms and learning areas celebrate pupils' achievements and enhance the overall learning environment. The outdoor learning area has been thoughtfully developed to provide an exceptional range of learning experiences for the under fives. The covered area adjacent to the main playground enables pupils to engage in outdoor play regardless of the weather.
159. The school's three-year strategic plan is regularly monitored by the head teacher and governors to ensure that spending is well matched to the school's priorities and objectives. Good use is made of all available resources to provide good quality learning opportunities for the pupils.
160. The governors' finance and staffing committees meet regularly and the governors have allocated considerable resources to ensure that the school site is safe and secure for the pupils.
161. The appraisal and performance management procedures effectively ensure that the staff receive the professional development necessary to implement the school's plans for curriculum development. All staff have up-to-date job descriptions and they are deployed efficiently and effectively to support the normal school timetable.

162. Additional opportunities are planned for staff to fully utilise their expertise. For example, a number of staff lead excellent after school clubs for year 2 pupils and the school's weekly enrichment afternoons, when teaching and support staff work with pupils of all ages, provide high quality learning experiences in subjects across the curriculum and beyond. This is an outstanding feature.
163. The head teacher and governors ensure that the school's finances are effectively monitored and well directed at areas identified for improvement. The school has planned the budget well to carry over a sensible sum of money for contingency purposes. The school provides good value for money.

## School's response to the inspection

The Inspection findings recognise that Croesyceiliog North Road Infant School is a good school with outstanding features in many areas including the leadership and management of the school and the standards the pupils achieve. The skill and dedication of the teachers and support staff, who work closely together, are duly acknowledged. Key Stage 1 National Curriculum Assessments results consistently show that our pupils are achieving significantly above the Local Authority average and the National average.

We are pleased that the Inspectors found that since the last inspection we have taken the overall provision for the Early Years children to an outstanding feature. This provision gives our children a good start to school life and provides a rich, innovative curriculum.

We are particularly pleased that the report acknowledges that the 'Enriched Curriculum' afternoons enhance effective partnerships and provide an extensive range of high quality learning experiences for our pupils.

The Inspectors agree that we provide a happy and supportive environment. This is reflected by pupils' good behaviour, positive attitudes and their friendly, courteous manner to each other and to visitors. These elements confirm that we are achieving our aims to make our school a happy, secure, stimulating environment in which pupils grow in confidence, independence and reach their full potential.

An Action Plan will be put in place to address the recommendations in the Inspection Report.

We will further develop pupil's understanding of Global Citizenship and Sustainable Development, which has already been identified in our Key Issues for 2007/08.

Rigorous assessment strategies for the Core Subjects are already in place. We will now implement similar strategies for assessment in the Foundation Subjects.

We will ensure consistency in marking throughout the whole key stage and involve our pupils more in evaluating their strengths and identifying what they need to do in order to improve.

We will refine the Self Evaluation of the Seven Key Questions to, not only state what we are good at, but also highlight what we need to develop and how we are going to do it.

The staff and governors will address the recommendations within this academic year before the planned formation of the new Primary School and include them in our School Strategic Plan.

## Appendix 1

### Basic information about the school

Name of school	Croesyceiliog North Rd Infants
School type	Nursery and Infants
Age-range of pupils	3 – 7 years
Address of school	North Road, Croesyceiliog Cwmbran
Postcode	NP44 2LL
Telephone number	01633 482352
Head teacher	Mrs. C. Scammell
Date of appointment	01/01/1995
Chair of governors/ Appropriate authority	Cllr. M. Thomas
Registered inspector	Mrs. L. J. Williams
Dates of inspection	9 – 11 October 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	24	60	63	63	0	0	0	0	210

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	0	10

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	29:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	92	92	94
Spring 2007	91	92	94
Autumn 2006	93	92	94

Percentage of pupils entitled to free school meals	5
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:			52	
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	4	67	29
		National	1	3	13	63	20
En: reading	Teacher assessment	School	0	0	8	54	38
		National	0	4	14	55	27
En: writing	Teacher assessment	School	0	0	4	73	23
		National	1	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	0	4	60	36
		National	1	2	10	63	24
Mathematics	Teacher assessment	School	0	0	0	63	37
		National	0	2	10	64	23
Science	Teacher assessment	School	0	0	2	67	31
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	96	In Wales	80

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

## Appendix 4

### Evidence base of the inspection

Four inspectors spent a total of 7 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 18 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; and
- Senior managers, teachers, support staff and groups of pupils.

The team also considered:

- The school's self-evaluation report;
- 102 responses to parents' questionnaires;
- Comprehensive documentation provided by the school before and during the inspection; and
- A wide range of pupils' past and current work, over all year groups.

The inspection team also:

- Held discussion with pupils about their work; and
- Observed pupils behaviour throughout the day.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Linda Jane Williams Registered Inspector	Context Summary and recommendations Contributions to Key Questions 1, 2, 5 and 6.
Mrs Alyson Roberts Team Inspector	Contributions to Key Questions 2, 3 and 4
Mr Cliff Brace Team Inspector	Contributions to Key Question 1, 4 and 7.
Mr Stewart Hammond Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5.

#### The contractor was:

Evenlode Education Ltd  
Little Garth  
St John's Close  
Hawarden  
Flintshire  
CH5 3QJ

#### Acknowledgement

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