

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

A Report on the Quality of Education in

**Cwmbach Infants School
Bridge Road
Cwmbach
Aberdare
CF44 0LS**

School Number: 6742131

Date of Inspection: 12 November 2007

by

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Cwmbach Infants 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 Cwmbach Infants School took place between 12/11/07 and 14/11/07. 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:

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Cwmbach Infant School is a local authority community school which serves the village of Cwmbach on the outskirts of Aberdare. The traditional catchment area of the school is neither prosperous nor economically disadvantaged but does include some areas which are particularly disadvantaged. Pupils who attend the school come from the village and the immediate locality.
2. The school caters for children aged four to seven years. Rhondda Cynon Taff Local Authority (LA) controls admission to the school. 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 reception class indicate the ability of the majority of children is similar to the LA average. However, the ability of a small number of pupils in each year group is at a very low level.
3. At the time of the inspection there were 88 pupils on roll. Numbers have fallen during recent years and are currently slightly below the number on roll at the time of the last inspection.
4. English is the home language for 99 per cent of the pupils. One per cent of pupils speak English as an additional language (EAL), and the first language for these pupils is Urdu. No pupils speak Welsh at home.
5. Twenty two pupils are identified as having special educational needs (SEN) which is above the national average. No pupils have a formal statement of SEN. No pupils are 'looked after' by the LA. Approximately 26 per cent of pupils are entitled to free school meals, which is above 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, the bronze Eco Schools award and Investor in People status.
7. The head teacher was appointed in January 2007 and the school was last inspected in November 2001. Since the last inspection changes have been made to the accommodation for early years pupils, significantly expanding the teaching area and developing a safe outdoor play area for use by the youngest pupils throughout the school day.

The school's priorities and targets
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8. The school's mission statement is:- Making a difference.
9. The school's major priorities and targets for 2007 – 2008 include:
 - Developing the outdoor learning environment.
 - Developing a multi-sensory approach in early years.
 - Developing a critical skills and thinking skills approach to learning.
 - Raising standards in mathematics.
 - Developing the integration of the key skills to ensure continuity and progression.
 - Ensuring the more able pupils are sufficiently challenged.

Summary

10. Cwmbach Infants School is a good school which provides a happy, safe, secure, welcoming and caring learning environment for its pupils.

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

11. Pupils' standards of achievement in the lessons observed during the inspection are as follows: -

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
0%	83%	17%	0%	0%

12. Standards of achievement in the lessons observed are well above Welsh Assembly Government's all-Wales targets requiring that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.
13. 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.
14. Baseline assessments undertaken during the first term in the reception class are compared with assessments undertaken at the end of the school year. The results show that children in the reception class achieve well in all areas of learning. Children who enter school with very low levels of ability make particularly good progress.

Grades for standards in subjects inspected

Inspection Area	Grade
English	2
Welsh second language	2
Mathematics	2
Art	2
Music	2
Physical education	2

15. National Curriculum assessment results at the end of key stage 1 from 2004 to 2006 show that the standards in the core subjects of English and science improved steadily and high standards in the core subject of mathematics were maintained. The number of pupils achieving level 2 in all of the core subjects in 2006 was 93 per cent, compared to the national average of 81 per cent. Standards achieved were well above both national and LA averages.
16. The results for 2007 were affected by a high proportion of pupils with SEN and a number of pupils who entered the school during the final year of the key stage achieving at a very low level. Consequently, the number of pupils achieving level 2 in all the core subjects in 2007 was 67 per cent compared to a national figure of 81 per cent.
17. When the school's results at the end of key stage 1 in 2005 and 2006 are compared with similar schools (on the basis of free school meal entitlement) the school was in the top 25 per cent for English and mathematics, and the top 50 per cent for science.
18. Throughout the school, pupils make good progress in the key skills of reading and writing. They read and write well when recording their work and when gathering information. The standards achieved by pupils in the areas of speaking and listening are less well developed. Pupils frequently do not listen carefully or respond appropriately when questioned.
19. Children under five and pupils in key stage 1 are making good progress in developing their mathematical and information and communications technology (ICT) skills across all areas of learning. Similarly, their problem-solving skills are developing well. Key stage 1 pupils achieve good standards in their creative skills. However, the creative skills of the under-fives are limited as a result of activities which are frequently over-prescriptive. The bilingual competence of pupils in key stage 1 is good but it is underdeveloped in the early years.
20. During lesson times pupils understand clearly what they are doing. As a result of their involvement in the critical skills programme they have an exceptionally well developed understanding of how well they are progressing. This is an outstanding feature.
21. Most pupils participate with interest and enthusiasm in lessons and activities. They have a good attitude to learning, their self-confidence is developing positively and they progress as well as they can.
22. Pupils achieve good standards in their personal, moral and social development. The good relationships between staff and pupils underpin this, and most pupils are confident in expressing their ideas. Standards of behaviour are good overall. However, there are a small number of pupils who do not behave responsibly and show a lack of respect for others.

23. For the three terms prior to the inspection attendance was slightly below 92 per cent, which is above the national average and similar to the LA average. Pupils generally arrive punctually for school and for lessons.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	60%	40%	0%	0%

24. The quality of teaching is below 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.
25. Teachers have good relationships with their pupils and most teachers stimulate and challenge pupils of all abilities well. In lessons that have no important shortcomings, the good features include, good subject knowledge; clear objectives that are shared with pupils and a lively pace with a good range of teaching techniques employed.
26. In lessons where less effective teaching occurs, the shortcomings include: insufficient pace to sessions; inadequate management of pupils' behaviour; activities which are insufficiently challenging to pupils; over direction of pupils and an over-reliance on prepared worksheets.
27. Teachers promote equality of opportunity well and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds.
28. The school's arrangements for assessing pupils' progress are good. Detailed, accurate assessments are undertaken for all subjects and areas of learning. Pupils' progress is carefully tracked as they move through the school and any pupil not deemed to be making the expected progress is monitored closely with additional support provided if necessary.
29. Marking is undertaken regularly and clear verbal feedback is given to pupils. Teachers encourage pupils in year 1 and year 2 to reflect thoughtfully on their own performance as part of their critical skills training. The involvement of key stage 1 pupils in the assessment process is an outstanding feature.
30. Parents are provided with end-of-year reports which are informative and provide full details on pupils' achievements. Targets are included for the next steps in pupils' learning. The school holds regular meetings for parents to talk to teachers about their children's progress.
31. The school provides a broad and balanced curriculum which meets the needs and abilities of all its pupils. Learning is enhanced through an impressive range of extra curricular activities, well-planned out of school visits and links with the local community.

32. Parents are very supportive of the school and strong links exist between parents and the school. A very effective Parent Teacher Association exists, which raises funds for the school through a variety of community and locally-based activities. Numerous family learning initiatives have taken place within the school. These are an outstanding feature of the school's provision.
33. Provision for the development of pupils' moral, social and cultural skills is good. However, provision for the development of spiritual skills is underdeveloped. Assemblies are mainly Christian in character but are not reverent, meaningful occasions that fully involve pupils and offer time for reflection.
34. The way in which the school cares for, guides and supports pupils is good. Strong relationships exist between the staff, parents, pupils and members of the community. Personal support and guidance for pupils is good, as are induction arrangements for new pupils entering the school.
35. The provision for learners with additional needs is good with outstanding features. All pupils with additional needs are exceptionally well supported taking account of their individual need and circumstance. Outstanding support is provided for pupils with SEN through a wide range of effective strategies.
36. There are clear and well-documented procedures that contribute to pupils' well-being when in the school's care. Effective procedures are in place to ensure that pupils' health and safety are given a high priority. Welfare routines are well established to deal with pupils who hurt themselves or become unwell whilst at school.
37. The school is an inclusive community and the quality of provision for equal opportunities is good. Strategies are in place to support the small number of pupils who occasionally exhibit behaviour which is extremely challenging. However, the current procedures employed are not always effective in ensuring that the learning of other pupils is not disrupted.

Leadership and management

38. The head teacher, governors and staff are committed to maintaining and improving standards.
39. The head teacher leads and manages the school very well. She provides strong leadership that gives a clear sense of direction to the school. As the senior management team, the head teacher and deputy head teacher work very closely together. All staff within the school, both teaching and non-teaching staff, are an effective team who support each other well.
40. The process of self-evaluation is well established in the school. The views of parents, pupils and members of the community are used to inform development within the school. The views of pupils are voiced through the

School Council and through the Listening to Learners programme. The level of pupil involvement in the self-evaluation process is an outstanding feature.

41. The current self-evaluation report is concise, accurate and comprehensive. Strengths and areas where improvements are needed are clearly identified. Clear links are evident between the outcomes of self-evaluation and the School Development Plan.
42. The School Development Plan is a three-year strategic document. Progress in achieving targets is reviewed each term and reported to the governing body. Recent improvements in standards, particularly in the achievement of boys in writing, are the direct results of actions taken by the school.
43. The governing body is fully and appropriately involved in helping set the school's strategic direction. Governors are proactive and are kept well informed of the school's performance through regular reports from the head teacher. The governing body complies with statutory requirements and discharges its duties and responsibilities very well.
44. All staff are involved in extensive on-going training and are well supported by the management of the school. The impact of training is evident in many aspects of school life, particularly in the outstanding support for pupils with additional needs and the use of the Critical Skills project. The management of staff development and the impact this has on standards and provision within the school is an outstanding feature.
45. The inspection team agreed with the school's self-evaluation in six of the seven key questions. In the other key question a higher grade was awarded. The school has made good progress since the last inspection in addressing the areas which had some shortcomings.
46. The school provides a visually attractive and stimulating learning environment. Learning resources are good in quantity, quality and range and are well used in all classes. The school is staffed by a good number of suitably qualified and experienced teachers and classroom support assistants. Support staff are well trained and provide a high level of support across the school.
47. The school budget is managed efficiently by the head teacher with good support from the governing body. The school provides good value for money.

Recommendations

48. In order to maintain and improve the current good standards, staff and governors should:
- R1 Raise standards in the key skills of speaking and listening in subjects across the curriculum.
 - R2 Ensure greater consistency in the quality of teaching by addressing issues identified in the report.
 - R3 Further develop strategies to ensure that the behaviour of pupils does not impede the learning of others.

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 with no important shortcomings

49. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
50. Pupils' standards of achievement in the lessons observed during the inspection are as follows: -

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
0%	83%	17%	0%	0%

51. Standards of achievement in the lessons observed are well above Welsh Assembly Government's all-Wales targets requiring that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.

Grades for standards in subjects inspected

Inspection Area	Grade
English	2
Welsh second language	2
Mathematics	2
Art	2
Music	2
Physical education	2

52. 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.
53. Baseline assessments, undertaken during the first term in the reception class, indicate that the ability of the majority of children is similar to the LA average, with a small number of pupils achieving at a very low level. When baseline assessments are compared with assessments undertaken at the end of the school year, the results show that children in reception class achieve well in all areas of learning. Children who enter school with very low levels of ability make particularly good progress.
54. The school's extensive assessments show this good rate of progress is sustained as pupils move through the school. The majority of pupils, including the very able and EAL pupils, achieve well against the individual targets set for them. SEN pupils achieve very well in relation to their individual needs. Pupils, regardless of their social, ethnic or linguistic background, make good progress and are well placed to move on to the next stage in their learning.

55. National Curriculum assessment results at the end of key stage 1 from 2004 to 2006 show that the standards in the core subjects of English and science improved steadily and high standards in the core subject of mathematics were maintained. The number of pupils achieving level 2 in all of the core subjects in 2006 was 93 per cent, compared to the national average of 81 per cent. Standards achieved were well above both national and LA averages.
56. The key stage 1 assessment results for 2007 were affected by a high proportion of pupils with SEN and a number of pupils who entered the school during the final year of the key stage achieving at a very low level. Consequently, the number of pupils achieving level 2 in all the core subjects in 2007 was 67 per cent compared to a national figure of 81 per cent.
57. When the school's results at the end of key stage 1 in 2005 and 2006 are compared with similar schools (on the basis of free school meal entitlement) the school was in the top 25 per cent for English and mathematics, and the top 50 per cent for science.
58. The school carefully monitors and analyses standards achieved by all pupils. Results show that there is no significant difference between the achievement of boys and girls.
59. Challenging whole school targets and goals are agreed with the LA. From 2004 to 2006 the school successfully achieved and in many cases, exceeded the targets set for English, mathematics and science. The targets for 2007 were not met due to the nature and changes within the year group. However, targets set by the school based on the predicted levels for individual pupils in 2008 indicate that standards are expected to rise from the low level of attainment achieved in 2007.
60. Throughout the school, pupils make good progress in the key skills of reading and writing. They read and write well when recording their work and when gathering information. The standards achieved by pupils in the areas of speaking and listening are less well developed. Pupils frequently do not listen carefully or respond appropriately when questioned.
61. Children under five and pupils in key stage 1 are making good progress in developing their mathematical and ICT skills across all areas of learning. Similarly, their problem-solving skills are developing well. Key stage 1 pupils achieve good standards in their creative skills. However, the creative skills of the under-fives are limited as a result of activities which are over-prescriptive.
62. The bilingual competence of pupils in key stage 1 is good but it is underdeveloped in the early years. Key stage 1 pupils' ability to use the language across the curriculum is developing well and they speak Welsh with increasing confidence. They also develop a good understanding of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*.

63. Pupils of all ages respond well to the range of learning opportunities available. They readily acquire new knowledge and build successfully on the skills they are developing.
64. During lesson times pupils understand clearly what they are doing. As a result of work undertaken as part of the Critical Skills programme and their involvement in setting their own targets for improvement, pupils have an exceptionally well developed understanding of how well they are progressing. This is an outstanding feature.
65. Most pupils participate with interest and enthusiasm in lessons and activities. They have a good attitude to learning, their self-confidence is developing positively and they progress as well as they can. Pupils make good progress as they move through the school and are well placed to move on to the next step in their learning.
66. Standards of behaviour are good overall. Pupils respond very positively to the way in which the school promotes good behaviour. However, there are a small number of pupils who do not behave responsibly and show a lack of respect for others.
67. For the three terms prior to the inspection attendance was slightly below 92 per cent, which is above the national average and similar to the LA average. Pupils generally arrive punctually for school and for lessons. However, local primary education is provided by separate nursery, infant and junior schools which makes it difficult for some parents to get their children to school on time.
68. Pupils achieve good standards in their personal, moral and social development. The good relationships between staff and pupils underpin this, and most pupils are confident in expressing their ideas. The school has effectively promoted responsibility and confidence in most learners, but a small minority do not understand the need to listen carefully and co-operate willingly with others.
69. Pupils have a good understanding of equal opportunity issues because the concept is firmly embedded in the culture of the school. They also have a well developed awareness of the world of work through their educational visits and through the school's strong links with the community.

The quality of education and training

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

Grade 2: Good with no important shortcomings

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

71. During the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	60%	40%	0%	0%

72. The quality of teaching is below 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.

73. In lessons that have no important shortcomings, the good features include:

- Good subject knowledge;
- Clear objectives that are shared with pupils;
- A lively pace with a good range of teaching techniques employed; and
- Clear instruction and good quality open questioning.

74. In lessons where less effective teaching occurs, the shortcomings include:

- Initial presentations that are too long and the pace is too slow;
- Inadequate management of pupils' behaviour;
- Activities that are insufficiently challenging to engage pupils;
- Over-direction of pupils and an over-reliance on prepared worksheets, which limit opportunities for independent learning; and
- Teachers not overseeing all group activities

75. Teachers have good relationships with their pupils and most teachers stimulate and challenge pupils of all abilities well. In most lessons they demonstrate enthusiasm in their teaching and use a good range of contexts and resources to capture pupils' interest and assist their understanding. Some however do not set clear and appropriate time limits for pupils to work at their tasks. As a result, lessons progress at an unsatisfactory pace.

76. The majority of lessons are well planned and have a clear structure and purpose. Teachers do not share objectives consistently with pupils at the beginning of lessons and their recapping at the end of the lessons are at times not clear.

77. For pupils with learning difficulties, including those identified as having SEN, there is a good balance between challenge and support. Work is carefully matched to pupils' needs. Support provided for pupils when they are working in mainstream classes, and when they are withdrawn from class to work on specific programmes, is very effective.

78. Teachers promote equality of opportunity and ensure that all pupils are treated fairly irrespective of their abilities and backgrounds. They provide good opportunities for pupils to consolidate their understanding of the *Y Cwricwlwm Cymreig* in appropriate contexts.
79. The school's arrangements for assessing, recording and reporting on pupils' attainment and progress meet statutory requirements. Teachers regularly gather information in all subjects in order to monitor pupils' progress. Records maintained are systematic, manageable and provide an accurate overview of pupils' achievements. Assessments are well used on a day-to-day basis to inform the planning of future work.
80. In addition, baseline assessment completed during the first term in reception and a range of standardised tests are used to track pupil progress from reception until the end of key stage 1. Any pupil not deemed to be making the expected progress is monitored closely, with additional support provided if necessary.
81. Marking is undertaken regularly in all classes and is completed during lesson times. Great emphasis is placed on clear verbal feedback being given to pupils at the time work is marked. Pupils are fully involved in setting targets based on the assessment of their work. Consequently, they have a clear understanding of their progress and what they need to do in order to improve.
82. Teachers encourage pupils in year 1 and year 2 to reflect thoughtfully on their own performance as part of their critical skills training. In order to develop these skills further opportunities are planned for pupils to act as peer assessors, supporting other pupils in the assessment of their learning. The involvement of key stage 1 pupils in the assessment process is an outstanding feature.
83. Parents are provided with an end-of-year report which meets statutory requirements. Reports are informative and provide details on pupils' achievements in all subjects, and in their personal and social education. Targets are included for the next steps in pupils' learning. The school holds regular meetings for parents to talk to teachers about their child's progress and these meetings are very well attended. Parents are not given the opportunity to comment formally on the reports.

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

84. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
85. 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.
86. The school provides a broad and balanced curriculum which meets statutory requirements. It successfully meets the needs and abilities of all its pupils, including those with SEN and the socially disadvantaged. The Listening to Learners programme offers pupils the opportunity to have more control over their own learning. Investigation skills are being developed through the Critical and Thinking Skills programmes.
87. Curriculum planning focuses on investigation, questioning, problem solving, ICT and styles of learning. Key skills are very well integrated into curriculum planning across all subjects. Detailed outline planning ensures continuity and progression in the development of key skills throughout the school. This is an outstanding feature. The planning for the development of pupils' bilingual skills is very good in key stage 1 but underdeveloped in the reception class.
88. The school provides an impressive range of extra-curricular activities which includes Bays science, *Y Cwricwlwm Cymreig* and games club and valuable out of school experiences which enhance learning in a range of subjects. After school activities are carefully planned to develop pupils' learning and social skills. All pupils in year 1 and 2 are encouraged to participate, with pupils in reception being included during the summer term. There are ample opportunities for extra curricular sport, music and art activities.
89. Provision for the development of pupils' moral, social and cultural skills is good. However, provision for the development of spiritual skills is underdeveloped. Assemblies are mainly Christian in character but are not reverent, meaningful occasions that fully involve pupils and offer time for reflection.
90. The school has strong links with parents and carers. Parents enthusiastically support all school events and activities. A very supportive Parent Teacher Association exists, which provides funds through a variety of community and locally based activities for the school. Funds are used to purchase resources for the playground and other areas which allow pupils to engage in constructive and interesting activities.
91. The school has well-established links with local businesses and industry. Visitors to school provide pupils with good opportunities to learn about the

work of people in the community. Representatives from the police, ambulance and fire services visit the school providing advice and guidance to pupils. The Education Business Partnership has run work-related workshops at the school for the benefit of both teachers and pupils.

92. Good links also exist with the community and effective use is made of this to enhance the curriculum offered to pupils, for example pupils have visits to the local supermarket for themed days.
93. The way in which the school promotes the culture, heritage and language of Wales is outstanding. *Y Cwricwlwm Cymreig* is very well planned in several subject areas and includes after school activities and visits to sites of scientific, historical and geographical interest. Visitors are also invited into to school to promote *Y Cwricwlwm Cymreig*, including Welsh musicians, artists and sports people.
94. The school addresses social disadvantage in a positive manner. Adults actively encourage all pupils, regardless of personal circumstances, gender, race, background or ability to participate in all the school's activities.
95. The school's promotion of education for sustainable development is good overall enabling it to achieve the bronze award for Eco Schools. Healthy living initiatives are actively promoted and the school acts in a sustainable way, for example recycling has become a normal way of life.
96. The school is helping pupils to develop a sense of global awareness through links with a local ministry that raises funds for African countries and is at present undertaking missionary work there. The school provides substantial donations towards the charity.
97. Problem solving and individual decision making is being encouraged and applied by pupils during lessons as a result of the extensive and enterprising critical skills programme.
98. Pupils talk enthusiastically about the projects they have been involved in. As an entrepreneurial project, a group of pupils sow and nurture seeds at the school and the resulting plants are sold. The proceeds are then utilised via the school council to make purchases of additional equipment.
99. The work undertaken to reflect national priorities for lifelong learning is outstanding. The school is very successful in encouraging and preparing pupils to be independent learners and play a full part in the life and work of their school and local community. Staff, governors and parents are fully committed to seeing this happens, and pupils' lives are enriched as a result.
100. Numerous family learning initiatives have taken place within the school. These are an outstanding feature of the school's provision. These sessions benefit both the pupils and their respective parents. Some parents have progressed to NVQ qualifications and found employment as a direct result of their participation in these projects.

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

Grade 2: Good with no important shortcomings

101. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
102. The way in which the school cares for, guides and supports pupils is good. The school provides a happy, safe, secure, welcoming and caring learning environment for pupils. Parents consider pupils are happy in school, and they are satisfied with the help, support and guidance provided for their children.
103. Teachers identify and react constructively to pupils' individual needs. A wide range of external support services and agencies are used appropriately and effectively.
104. Relationships between staff, parents and members of the local community are strong and constructive. The school has an 'open door' policy and parents are invited to attend three formal parents' meeting per year to discuss their child's progress and any other matter related to their education. The close links that exist with parents ensures that the school clearly understands their views about many aspects of school life. Parents' views are regularly taken into account.
105. Induction arrangements for new pupils entering the school are good. Close links exist with the local nursery school which many children attend prior to starting in the reception class. The children, together with their parents and carers, have good opportunities to get to know staff before they start school. A welcome booklet is provided for parents during their first visit to the school and a photo certificate is presented to the children to commemorate their visit.
106. 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. Close links also exist with the local junior school to which the vast majority of pupils transfer at the age of seven.
107. Personal support and guidance for pupils is good. Staff know pupils very well and very positive relationships exist between all staff and pupils. All pupils have access to the good quality programme of personal and social education which is followed throughout the school. The programme is carefully structured and takes account of the Personal and Social Education Framework. The use of circle time effectively supports the development of pupils' social skills.
108. Pupils are encouraged to play an active role in the life of the school. They have been fully involved in rewriting the school rules and older pupils undertake a range of responsibilities during playtimes. The school uses a range of effective strategies to encourage good behaviour, including the 'Top

Dog' award to which the pupils respond with enthusiasm. However, the strategies are less effective in supporting the small number of pupils whose behaviour is very challenging.

109. Registers are completed correctly at the start of the morning and afternoon sessions. The head teacher personally monitors attendance and punctuality. An electronic system is being introduced to enhance monitoring procedures. The Education Welfare Officer is very supportive and has assisted the school when necessary to monitor and encourage punctuality.
110. Parents are aware of the procedures to follow if their child is absent. The school has a first day response system in place, and may contact the child's parents on the first day if the school has not been informed of a reason for the absence. There are appropriate incentives to encourage good attendance and punctuality. Pupils are aware of the termly and annual rewards they can earn.
111. Supervision at playtimes is good and pupils generally play happily together. There are effective procedures in place to monitor behaviour. Any incidents are recorded in the school incidents book and immediate action taken to address any problems. Every incident is followed through to a satisfactory conclusion.
112. There are clear and well-documented procedures that contribute to pupils' well-being when in the school's care. There are effective procedures in place to ensure that pupils' health and safety are given a high priority. Welfare routines are well established to deal with pupils who hurt themselves or become unwell whilst at school.
113. Suitable risk assessments and fire drills are regularly carried out. A number of staff have first aid qualifications and the school undertakes the appropriate checks with the Criminal Records Bureau.
114. 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. Effective working partnerships have been established with social services and a range of external agencies. All staff are fully aware of the procedures.
115. The provision for learners with additional needs is good with outstanding features. All pupils with additional needs are exceptionally well supported, taking account of their individual need and circumstance. The school makes very effective use of a wide range of professional support services. All staff work hard to ensure that all pupils with additional needs achieve their full potential.
116. Early identification of pupils with SEN is made as a result of the school's effective assessment procedures and the tracking of pupil progress. Purposeful support is planned from an early stage. The school's policy complies with the Code of Practice for SEN and the framework for inclusive

education. Assessment, recording and reporting procedures meet and exceed statutory requirements.

117. Individual education plans outline targets and success criteria which are shared and reviewed with pupils, relevant staff and parents. Parents of pupils with SEN are consulted regularly and kept fully informed of their child's progress.
118. Pupils with SEN are offered access to all areas of the curriculum and are provided for through appropriate teaching, resources and support. Individual pupils receive timely and effective help through a range of programmes including the Language Support, Catch Up programme and the numeracy programme Spotlights. Comprehensive assessments show that pupils make very good progress as a result of the additional support they receive. The range and effectiveness of this support is an outstanding feature.
119. Able pupils are also identified early and are given appropriate challenge in their learning. They are further supported by the use of additional ICT programmes which effectively develop their skills and knowledge.
120. Strategies are in place to support the small number of pupils who occasionally exhibit behaviour which is extremely challenging. However, the current procedures employed are not always effective in ensuring that the learning of other pupils is not disrupted.
121. The school is an inclusive community and the quality of provision for equal opportunities is good. Pupils, whatever their gender, social or ethnic backgrounds are given equal opportunity to take part in all activities. The school has clear policies and practices that actively promote gender equality and are effective in challenging stereotypes, particularly through day-to-day activities in the classroom and extra curricular activities.
122. The school has a comprehensive policy in place covering race equality. No serious incidents of racial prejudice have been reported.
123. Procedures to eliminate oppressive behaviour, bullying and harassment are good. The school has effective arrangements to deal with any issues that may arise. There is a great deal of trust between the school and the parents. Parents feel confident that the school looks after pupils well and that they can talk to teachers at any time, if there is a need.
124. The school council is well established and effective in providing a voice for all pupils. Meetings are held at least each half term and arrangements are in place which enable members of the council to report back to their respective classes. Members of the council make carefully considered decisions regarding a range of issues connected with the running of the school.
125. The school makes every effort to ensure equal treatment for disabled pupils. An appropriate accessibility plan, meeting the criterion of the Disability Equality Scheme is in place.

126. The school's diversity statement is included within the Equal Opportunities policy.
127. Tolerance and respect for different views and values are clearly promoted. The school recognises the need to enhance the pupils' knowledge of the diversity of society. A considerable amount of time has been invested in teacher training on all aspects of diversity both in school and within a cluster of six local schools.

Leadership and management

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

Grade 2: Good with no important shortcomings

128. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
129. The school's mission statement and vision have recently been reviewed by all staff and governors. There are also clear values, aims, objectives and targets which are promoted by all staff, including non-teaching staff, and by the governors. These successfully support equality of opportunity and a respect for all which is evident in the life of the school.
130. The head teacher leads and manages the school very well. She provides strong leadership that gives a clear sense of direction to the school. As the senior management team, the head teacher and deputy head teacher work very closely together. All staff within the school, both teaching and non-teaching staff, are an effective team who support each other well.
131. The school takes good account of national priorities. It has achieved the Basic Skills Quality Mark on two occasions, the bronze award for Eco Schools and promotes the importance of healthy lifestyles through a number of school initiatives. The school is successfully working towards introducing the Foundation Phase.
132. A range of challenging targets are set within the School Development Plan. These provide a clear focus for raising standards and developing provision within the school. All staff work together to ensure that they are successful in achieving these objectives.
133. The school works closely with other providers of education, including the local junior school, the nursery school, the consortium of local primary schools and colleges of further education. Within the consortium group, the school has taken a lead role in introducing a programme of skills development. Projects undertaken with schools of a similar size, as part of the Small Schools Initiative, have also been particularly effective in raising standards in multicultural awareness.
134. Procedures in place for undertaking the performance management of teaching staff are well established. Highly effective systems are also in place to manage and improve the performance of non-teaching staff. All staff are involved in extensive on-going training which has an exceptional impact throughout the school. They are well supported by the management of the school.
135. The impact of training is evident in many aspects of school life, particularly in the outstanding support for pupils with additional needs and the use of the

Critical Skills project. The school has achieved Investor in People status in recognition of the work undertaken in this area. The management of staff development and the impact this has on standards and provision within the school are outstanding features.

136. The governing body is fully and appropriately involved in setting the school's strategic direction. Governors are proactive and are kept well informed of the school's performance through regular reports from the head teacher. Any new initiatives or important issues are presented by teaching staff during governing body meetings.
137. The governing body complies with statutory requirements and discharges its duties and responsibilities very well.

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

Grade 2: Good with no important shortcomings

138. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
139. The head teacher, governors and staff are committed to maintaining and improving standards. They have a well-developed knowledge of the areas for which they are responsible. The process of self-evaluation is well established in the school. Training has recently been undertaken and as a result all staff and governors have developed their involvement in the self-evaluation process. They have a clear understanding of their roles and responsibilities.
140. Subject leaders are knowledgeable about the areas for which they have responsibility. They evaluate the quality and standard of work through scrutiny of pupils' work, the monitoring of planning and through the Listening to Learners programme. There is a carefully planned programme for observations of lessons. Good use is made of the information obtained through monitoring in order to plan for improvement. All staff appreciate the support they receive from co-ordinators and the sharing of good practice is evident across the school.
141. As part of the self-review process, questionnaires have been used for a number of years to seek the views of staff. In addition, since the appointment of the new head teacher, questionnaires have been used to seek the views of parents, pupils and governors. The views of the community are voiced through the governing body. Information received as a result of these systems is well used to inform future development within the school.
142. The views of pupils are also voiced through the School Council and through the Listening to Learners programme. The level of key stage 1 pupil involvement in the self-evaluation process is an outstanding feature.

143. The current self-evaluation report is concise, accurate and comprehensive. Strengths and areas where improvements are needed are clearly identified. The report draws on first hand evidence of the quality of teaching and learning, as well as judgements based on performance data and trends over time. Clear links are evident between the outcomes of self-evaluation and the School Development Plan.
144. The School Development Plan is a three-year strategic document which identifies actions, responsibilities, time schedules, cost and success criteria for each target. Progress in achieving targets is reviewed each term and reported to the governing body. Appropriate resources are allocated to ensure that targets are achievable. Recent improvements in standards, particularly in the achievement of boys in writing, are the direct results of actions taken by the school.
145. The inspection team agreed with the school's self-evaluation in six of the seven key questions. In the other key question a higher grade was awarded.
146. The school has made good progress since the last inspection in addressing the areas which had some shortcomings. In the subjects inspected, the school has maintained standards in those subjects which were good and in those subjects which were previously judged to be satisfactory, standards have been raised.

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

Grade 2: Good with no important shortcomings

147. The findings of the inspection team do not match the grade 3 judgements made by the school in its self-evaluation report. The school has succeeded in addressing a number of issues since the self-evaluation report was completed in June 2007.
148. The school is staffed by a good number of suitably qualified and experienced teachers and classroom support assistants. The school is well staffed for the present number of pupils on roll.
149. Appropriate job descriptions are in place for all who work at the school and due regard is given to in-service training, performance management for teaching staff and the professional development of support staff. Support staff are well trained and closely involved in the process of planning, including that made on a daily basis.
150. The school ensures that all teaching staff receive their full allocation of time to prepare and plan lessons, and assess pupil progress. Cover is provided by staff already working within the school which provides continuity for pupils. The current arrangements also support the good standards achieved in physical education for key stage 1 pupils.

151. Valuable support is given by the caretaker, school secretary, canteen staff and mid-day supervisors to help ensure the smooth running of the school. Mid-day supervisors have had appropriate training and are therefore fully equipped to deal with any incidents which arise during lunchtimes.
152. Learning resources are good in quantity, quality and range and are well used in all classes. The school makes good use of a Family Learning programme whereby parents and pupils work together in helping to raise standards.
153. Computers are in good supply and are used consistently during the school day by pupils. Such provision is enhancing pupils' experience of ICT learning and is thereby helping to raise standards.
154. Overall, the accommodation is good and it meets the needs of the school well. The school is clean and provides a visually attractive and stimulating working environment for pupils and staff. This is further enhanced by good quality interactive displays of the pupils' own work in all classes. The displays around the school celebrate pupil achievements and promote high aspirations.
155. The outcomes from performance management meetings are used, together with other identified needs to determine training provision, which is then addressed through the School Development Plan. Such training is highly valued by teachers and support staff. It is seen as a vital factor in raising the standards of achievement of pupils.
156. Staff and governors ensure that spending matches the priorities as set out in the School Development Plan. There is a rolling programme of improvements planned for school buildings, with particular emphasis given to the outside areas.
157. The school budget is managed efficiently by the head teacher with good support from the governing body. Procedures for reviewing, consulting and decision-making ensure that overall, the management of the school's resources is efficient. The school provides good value for money.

Standards achieved in subjects and areas of learning

English

Key stage 1: Grade 2: Good with no important shortcomings

Good features

158. In key stage 1, pupils have positive attitudes to reading and the majority make steady and often good progress in developing their reading skills. They successfully use a number of strategies to de-code new words by looking at patterns or by using phonic skills. Some correctly identify grammatical conventions, such as speech marks, commas and question marks. Year 1 pupils understand the rudiments of a story read to them by the teacher.
159. In key stage 1, pupils progress well in the skills of writing for a range of purposes. As they move through the key stage, pupils move from writing simple sentences about themselves and their families, to writing letters of thanks and creating simple stories with interesting characters.
160. The use of joined script is taught early in key stage 1 and many pupils concentrate on producing writing that is clear and legible. Pupils make up their own dictionaries and have good strategies in place for finding their words by using initial sounds.
161. During English lessons, the listening skills of the majority of pupils are of a good standard. Most pupils listen attentively and with interest to both the teacher and their peers. The majority of pupils are keen to answer teachers' questions and offer their own comments and observations. Most pupils participate positively in role-play situations and make good use of opportunities provided in class.
162. In year 2, pupils use role-play effectively to help them create dramatic effects. They work well in groups to negotiate and agree roles. Year 2 pupils listen with wonder to a new big book story. They know the purpose of a question mark and how to frame questions and answers.

Shortcomings

163. Although there are no important shortcomings, the listening skills of a minority of pupils are underdeveloped.

Welsh second language

Key stage 1: Grade 2: Good with no important shortcomings

Good features

164. Key stage 1 pupils have a good understanding of the Welsh language. Most pupils listen attentively and use simple greetings and phrases confidently. Pupils have a positive and often enthusiastic attitude to learning Welsh as a second language.
165. In key stage 1, pupils know and use simple greetings such as 'bore da' and 'pwnn da'. They correctly use simple questions such as 'sut wyt ti?' and 'sut mae'r tywydd heddiw?' They recognise and respond well to a range of commands and instructions.
166. In year 1, pupils know a range of useful sentences patterns and use them to describe what they are wearing. They use a developing vocabulary to name basic colours, clothing and parts of the body. Many count up to 10 successfully.
167. Pupils in year 2 show a developing awareness of sentence patterns in the short pieces they write in response to a variety of stimuli. Their spelling of familiar words is good as they write about their families and accurately completed labels.
168. Year 2 pupils respond well when listening to a big book story 'Mam-gi Morgan'. They accurately phrase questions when asking their partner questions about their favourite foods.
169. By the end of key stage 1, the more able pupils compose simple but accurate sentences to illustrate healthy and unhealthy foods and their likes and dislikes.

Shortcomings

170. There are no significant shortcomings.

Mathematics

Key stage 1: Grade 2: Good with no important shortcomings

Good features

171. Year 1 pupils correctly name a range of two dimensional shapes and the majority clearly identify a number of three dimensional shapes, including cubes, cuboids, spheres and pyramids. They recognise the features of three dimensional shapes, correctly locating and naming sides, surfaces and corners.

172. Pupils' numeracy skills are well developed. They show good recall of basic number bonds and use mental mathematics to correctly add and subtract numbers to 20 and beyond. More able pupils deal with large numbers confidently and accurately. They clearly explain the methods they have used and compare their answers to those of others.
173. Pupils in year 2 successfully distinguish between odd and even numbers to 20. They devise and explain clearly their strategies for identifying odd and even numbers when dealing with numbers beyond 100.
174. Pupils make good use of a range of ICT programmes to develop and practise their mathematical skills. Pupils recognise quarter turns and half turns and make use of this during their physical education lessons.

Shortcomings

175. There are no important shortcomings.

Art

Key stage 1: Grade 2: Good with no important shortcomings

Good features

176. In response to Picasso's 'Woman in a Hairnet' pupils use a range of collage materials very effectively to produce creative, individual collages. When adding features to the pictures of faces, they demonstrate good observational skills and use a range of materials skilfully, including pastels, chalks and coloured pencils.
177. Pupils' drawing skills develop well as they move through key stage 1. Older pupils produce self-portraits which show good use of line and shading. They use their skills effectively to produce a series of drawings to depict movement.
178. Year 2 pupils use clay creatively to produce model figures based on the theme of movement. They include a good level of detail and produce very individual pieces of work.
179. In response to the work of a range of artists, pupils produce their own imaginative interpretations, successfully using paint and chalks. They talk about their pictures reflecting thoughtfully on the effectiveness of their work.

Shortcomings

180. There are no important shortcomings but pupils' knowledge of Welsh artists is limited.

Music

Key stage 1: Grade 2: Good with no important shortcomings

Good features

181. The majority of pupils sing well together, with varying rhythm and pitch. They show enjoyment of singing in assemblies and in lessons. Throughout the school pupils use musical terminology appropriately and correctly.
182. In year 1, pupils recognise high and low sounds and change rhythm successfully when following instructions. They listen to taped stories carefully and comment on the rhythm and pitch of the sounds. They select suitable musical instruments to copy the sounds.
183. Year 2 pupils work in groups to compose musical accompaniment to illustrate their own school 'Eco song'. They use tuned and un-tuned percussion instruments, maintaining a steady beat. They sing effectively to the music.
184. In year 2, pupils listen to their own music and make correct distinctions within the musical elements. They comment thoughtfully on the effectiveness of the music and discuss appropriate ways for its improvement.

Shortcomings

185. There are no significant shortcomings.

Physical education

Key stage 1: Grade 2: Good with no important shortcomings

Good features

186. Pupils demonstrate good body control when they move in a range of ways, including skipping, hopping and walking in different directions. They make good use of space and have an appropriate awareness of others.
187. When working on large apparatus, pupils successfully transfer the skills they have practised on the floor on to the apparatus. They move with confidence when balancing and climbing. Pupils 'hold' a balance very well. They achieve good height when jumping and land with control. They repeat movements in order to improve their techniques and successfully produce a short series of linked actions. They describe what they and others have done, and suggest sensible ways in which it could be improved.
188. Within their session on Welsh Folk dancing, pupils move in a variety of ways to the music and produce very individual responses. The vast majority move in time with their partner. They suggest appropriate sections for a class dance.

189. Pupils understand the need to warm up before exercise and the effect of exercise on their bodies. They lift and carry apparatus safely.

Shortcomings

190. There are no important shortcomings.

School's response to the inspection

The inspection findings recognise that we have maintained high standards since our last inspection, and have raised standards in those subjects deemed satisfactory previously. The inspection team recognise the fact that all stakeholders are involved in the Self-Evaluation process — this will help all involved in the strategic planning of the school.

We are pleased that the inspectors identified a number of outstanding features, notably pupils involvement in their own learning and assessment; the progress made by SEN pupils; and the school's commitment to lifelong learning, including Family Learning initiatives. In addition, the Inspectors acknowledge that all members of staff work closely together, and that there is a strong sense of mutual support in order to ensure the improvement in education for all involved in the school. This supports the school's Mission Statement "Making a Difference". An action plan will be put in place to address the three recommendations identified by the inspectors.

Where possible the recommendations will be focused upon by the end of the school year. Maintaining standards of achievement in all subjects will be a major priority to us, as the Foundation Phase is introduced. The recommendations not met immediately will form the basis of the School Development Plan for the next academic year.

The school is very proud of the report which will now be used as a baseline for further development. All staff would like to thank the inspection team, led by Mrs Williams, for the thorough and professional way in which the inspection was carried out.

A copy of the school's action plan in response to the inspection will be sent to all parents. The governors' annual report to parents will comment on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Cwmbach Infants School
School type	Community Infant
Age-range of pupils	4 – 7 years
Address of school	Bridge Road, Cwmbach Aberdare
Postcode	CF44 0LS
Telephone number	01685 871141

Head teacher	Miss Janet Thomas
Date of appointment	January 2007
Chair of governors/ Appropriate authority	Mrs. Lynda Williams
Registered inspector	Mrs L. J. Williams
Dates of inspection	12 – 14 November 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	0	36	18	34	0	0	0	0	88

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	0	4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	29
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	N/A	89	90
Spring 2007	N/A	89	91
Autumn 2006	N/A	89	92

Percentage of pupils entitled to free school meals	26
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:					23
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	9	22	57	13	
		National	0	3	13	63	20	
En: reading	Teacher assessment	School	0	9	22	57	13	
		National	0	4	14	55	27	
En: writing	Teacher assessment	School	0	13	17	65	4	
		National	0	5	14	68	12	
En: speaking and listening	Teacher assessment	School	0	9	9	52	30	
		National	0	2	10	63	24	
Mathematics	Teacher assessment	School	0	0	17	63	17	
		National	0	2	10	64	23	
Science	Teacher assessment	School	0	0	21	50	25	
		National	0	2	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	67	In Wales	81

- 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

Three inspectors spent a total of 6 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 16 lessons or part lessons;
- All classes;
- Acts of collective worship; and
- An extra-curricular activity.

Members of the inspection team had meetings with:

- Staff, governors and parents;
- Senior managers, teachers, support staff and groups of pupils; and
- The school council.

The team also considered:

- The school's self-evaluation report;
- 38 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, 4, 5 and 6. Mathematics Art Physical Education
Mrs Lowri Evans Team Inspector	Contributions to Key Questions 1, 2, 3 and 7. English Welsh Second Language Music
Mr Ivor Petherick Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5.
Nominee Miss Janet Thomas	Contribution to team meetings and provision of documentation

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.