

REPORT

on the

**INSPECTION UNDER SECTION 10 OF
THE SCHOOL INSPECTION ACT 1996**

**CWMBACH CHURCH IN WALES PRIMARY SCHOOL
TIRFOUNDER ROAD
CWMBACH
ABERDARE
RHONDDA CYNON TAF
CF44 0AT**

School Number: 674/3319

Date of Inspection: 26 – 28 January 2004

By

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Under Estyn contract number: T/175/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

{PRI VAT E }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Cwmbach is a Church in Wales, Voluntary Aided primary school which was built in 1850. The original building contains a kitchen for school meals and the main hall, which is equipped for indoor physical education. Year 1 (Y1) to Y6 classes were built later. There is now a classroom for children under five which is shared with Y1 Y2 Y3 and Y4 share another classroom. There is also a separate Y5 and Y6 class.

The school is situated in the village of Cwmbach, between Aberdare and Mountain Ash in the Cynon Valley. Nearly all the pupils come from the local area which is considered to be economically and socially disadvantaged. There are 67 pupils in the school. Six children are of nursery age and attend on a full time basis. Seven children are of reception age who attend full time. Pupil numbers have fallen from 126 at the time of the last inspection in July 1998. This decline is in part related to an overall decline in the local population.

Across the school, 30% of pupils have some degree of special educational needs (SEN); of these 14 have help from outside sources for a range of difficulties. No pupil has a statement of SEN. About 65% of pupils are considered eligible for free school meals which is a very high figure. On the whole pupils begin school with well below average abilities. No pupil speaks Welsh as a first language. No pupil needs support for English as an additional language and no pupil was excluded in the last 12 months. One teacher left the school in the last academic year.

The school has a clear and appropriate statement of aims which relates to its Christian foundation and its commitment to provide a good education for its pupils in a safe and secure environment for learning. The school has set as its priority efforts to raise standards further.

2. MAIN FINDINGS

The main findings of the report

Cwmbach provides a satisfactory standard of education and has improved significantly since the last inspection.

The overall quality of the educational provision for children under five is appropriate to their needs and these children make good progress towards the Desirable Outcomes for Children's learning, although few are ready to begin the National Curriculum (NC) by the beginning of Y1. Standards achieved in the six areas of learning are:

Area of Learning	Nursery	Reception
Language, Literacy and Communication Skills	Satisfactory	Satisfactory
Personal and Social Development	Satisfactory	Satisfactory
Mathematical Development	Satisfactory	Satisfactory
Knowledge and Understanding of the World	Good	Good

Physical Development	Good	Good
Creative Development	Satisfactory	Satisfactory

- Religious education was not inspected as this is a voluntary aided school.
- Standards achieved in subjects of the National Curriculum (NC) are as follows:

Subject	KS1	KS2
English	Satisfactory	Good
Mathematics	Satisfactory	Good
Science	Satisfactory	Satisfactory
Welsh as a second language	Good	Good
Information technology	Satisfactory	Satisfactory
Design technology	Good	Good
History	Satisfactory	Good
Geography	Good	Good
Music	No judgment	Good
Art	Satisfactory	Satisfactory
Physical education	No judgment	Good

- Standards of achievement were good in 71% of lessons seen and satisfactory in 29%.
- In the national tests for 11 year olds in 2003 75% of pupils reached or exceeded the expected standard (to reach Level 4) in English, 83% in mathematics and 100% in science. These results were just below the national average in English, in line with the national average in mathematics and above the national average in science. When these results are compared to schools considered broadly similar this school's results are higher than three quarters of these schools.
- Standards in listening are good. Standards in speaking, reading, writing and the application of number are satisfactory. Standards in the use of information technology (IT) are unsatisfactory.
- Pupils' spiritual and moral development are good and pupils respond well to the arrangements the school makes in this area. Pupils' social and cultural development are satisfactory. The school is only beginning the process of establishing a school council to make pupils more aware of their individual responsibilities. The school does not give sufficient emphasis to the achievements of Welsh artists and musicians or the richness of non-European cultures, which adversely influences pupils' understanding of these aspects.
- Standards of behaviour are good and a strength of the school. Pupils respond well to their teachers and other adults. There are good arrangements to promote good behaviour which has a positive impact on pupils' work.
- Standards of attendance are satisfactory and pupils nearly always arrive punctually. The school carefully analyses patterns of attendance and works closely with the Educational Welfare Services when the need arises.

- Overall the quality of teaching is satisfactory and particularly effective in Y5 and Y6 where it is often good. Across the school, in 71% of lessons seen it was good and in 29% of lessons seen it was satisfactory.

Strengths in the teaching are -

- The careful monitoring of the progress children make in the nursery and reception.
- Teachers for the under five ensure that there is a good balance between children making their own choices and direct teaching. Teaching assistants for these children are well deployed.
- In the best lessons, teachers show a good understanding and knowledge of the subjects they teach and make them come to life for their pupils.
- Teachers work effectively to ensure that all pupils are fully involved and feel valued, they ensure that all pupils including those with SEN are made to feel important.
- Pupils are praised warmly and are well aware of how pleased their teachers are when they reach the standards set for them.
- Teachers' questioning skills are good and, as a result, pupils are encouraged to think carefully about what they see and hear.

Where teaching has some shortcomings –

- Teachers do not always take up opportunities to develop pupils' speaking skills so that pupils are not encouraged to express themselves in longer sentences.
- Teachers sometimes do not give enough emphasis to neat presentation and good handwriting.
- The quality of assessment, recording and reporting is satisfactory. Teachers do not use the information they have to look carefully enough at what pupils need to do to improve in the lessons and use this to set meaningful, short-term targets for pupils to achieve.
- The curriculum for the under fives is good and successfully promotes all the desirable outcomes for children's learning.
- The curriculum for Key Stage (KS) 1 and KS2 is satisfactory. However, the skills of enquiry and investigation are not planned and taught consistently or regularly.
- The school plans appropriately for the key skills of listening. However, pupils do not receive sufficient opportunities to apply the key skills of speaking, writing and IT. Insufficient emphasis is given in art and music to the richness of non-European cultures and to the achievements of Welsh artists and musicians, which results in pupils having little knowledge of these aspects of Welsh life and modern society.
- Provision for the support, guidance and welfare of pupils is good and is a strength of the school. There are effective procedures for child protection. Pupils' well being and health and safety are well promoted.
- No pupils speak English as an additional language. However, appropriate arrangements are available should they be needed.
- Good provision for pupils with SEN ensures that they play a full part in the life of the school and receive good support from their teachers and support assistants.

- Partnership with parents and the community is satisfactory. The school ensures that all parents feel welcome in the school although few parents take up the opportunities offered to be involved in the life of the school.
- Partnership with industry is satisfactory. There are sound links with local business partnerships. Staff development has not been enriched by links with industry to enable teachers to pass on to pupils a greater understanding of the world of work.
- The quality of self evaluation is good. There are good arrangements for staff and governors to judge the long-term needs of the school and to take effective action.
- The leadership of the school gives a clear sense of direction to its work and it is very successful in creating a very positive ethos.
- There is a strong working relationship between the headteacher and the governing body. The governing body is well led and acts effectively as a critical friend of the school.
- Staffing levels are adequate. While there is an advantageous match of teacher to the number of pupils in the school, the wide range of ages and abilities in classes make considerable demands on the organisation of lessons and of teaching.
- Resources in the early years are good. Resources in KS1 and KS2 are also good in terms of quality and quantity. However, the situation of the site on a steep slope makes for difficult access for pupils and adults with physical disabilities.
- At the time of the last inspection a number of key issues for improvement were highlighted. Nearly all of these key issues have been well addressed. However, despite the best efforts of the staff, links with parents and the local community are still under developed.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement are generally satisfactory across the early years and in KS1 and good overall in KS2.

- Standards of achievement were good in 71% of lessons seen and satisfactory in 29%.
- Standards achieved by children under five in the nursery and reception class are:

Area of Learning	Nursery	Reception
Language, Literacy and Communication Skills	Satisfactory	Satisfactory
Personal and social Development	Satisfactory	Satisfactory
Mathematical Development	Satisfactory	Satisfactory
Knowledge and Understanding of the World	Good	Good
Physical Development	Good	Good
Creative Development	Satisfactory	Satisfactory

- Many children come into school with well below average standards.
- Starting from a well below average base, pupils in KS1 achieve satisfactory standards in English, mathematics and science. In Welsh as a second language pupils in KS1 achieve good standards.
- Standards in KS2 in English, mathematics and Welsh as a second language are good. In science, standards are satisfactory.
- Standards in information technology (IT) and art are satisfactory in both key stages. In history standards are satisfactory in KS1 and good in KS2.
- In design technology (DT) and geography, standards are good at both key stages. In music and physical education it was not possible to form a secure judgment about standards in KS1. Standards in KS2 in music and physical education are good.
- In the national assessment at the end of KS2 in 2003, 75% of pupils reached or exceeded the expected level (Level 4) in English, 83% of pupils reached or exceeded this level in mathematics and 100% of pupils reached the expected level in science. When these results are compared with those of schools considered to be broadly similar, these results are well above most of these schools.
- The school carefully monitors the performance of individual pupils and compares the performance of boys against girls in detail. In the most recent national tests boys did less well than girls in English, mathematics and science. The school is mindful of these differences and has identified this as an area for improvement for example, by strengthening boys' skills in writing.

3.2 Standards achieved in key skills across the curriculum

Standards of achievement in using the key skills of speaking, reading, writing listening and numeracy are satisfactory in both key stages. Standards in listening are good and standards in information and communications technology are unsatisfactory in both key stages.

- Children under five make satisfactory progress in developing the early skills of literacy and numeracy. They know how books work and count with increasing accuracy.
- In both key stages, pupils contribute willingly to whole-class discussions. A minority of pupils are confident speakers and use a good vocabulary.
- Where teaching engages the pupils' interest, they listen attentively and often show a good understanding of what they have heard. When opportunities are provided for them to work in small groups, they listen actively to their peers.
- In both key stages, pupils learn the conventions of writing. In KS1, pupils are developing their skills satisfactorily. By the end of KS2, pupils learn to plan and structure their writing for a range of purposes.
- In KS1 and lower KS2, pupils are beginning to use number patterns and relationships to make calculations.

- Older pupils in KS2 are gaining confidence in using mental skills to solve problems, for example in geography they make good use of IT to interpret and display data showing the main sources of employment in the area.
- There is no difference in the standards achieved by boys and girls in the key skills.
- Pupils do not consistently develop their speaking skills for example through role play or structured discussions. The less able have a limited vocabulary and are sometimes reluctant to speak in class.
- The pupils do not make enough use of their reading and writing skills to extend their learning across the curriculum.
- The use of numeracy to solve problems and present information is limited in some subjects. There is insufficient use of tables, spreadsheets and graphs to present information in science.
- Pupils are beginning to learn the skills of operating particular programs in IT but lack sufficient opportunities to build on these skills and develop their learning in other subjects. For instance, relatively little use is made of the computer for research work, to enhance writing in English and Welsh, to sharpen numeracy skills or present data in various forms in science and geography.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Pupils' cultural and social development is satisfactory and their moral and spiritual development is good.

- The school has a mission statement and a clear set of aims, which promote sound attitudes and values firmly based in its Christian foundations.
- Good provision is made for pupils' spiritual development. The daily act of collective worship makes a sound contribution to this provision. Strong links with the parish church and regular visits from the clergy also help promote spiritual development.
- Moral values are promoted sensitively by staff. The verse from St Matthew's gospel is stressed 'Always treat others as you would like them to treat you'. Pupils are encouraged to be sympathetic, respectful, kind and tolerant towards each other. Pupils' relationships with the headteacher and staff are mutually respectful and friendly. Staff work diligently to ensure pupils have a clear understanding of right from wrong.
- Pupils support a variety of local and national charities and are sensitive to the need of those less fortunate than themselves.
- Pupils' social development is satisfactory. The youngest children have settled into their new environment well and are learning to co-operate with each other and with adults. There are some limited opportunities for pupils to take responsibility. However, Y6

pupils are rarely provided with opportunities to take further responsibility or to exercise initiative. Very recently, steps have been taken to provide pupils with the necessary attitudes, values and skills to prepare them for being members of a school council.

- The school provides a good programme of extra-curricular activities and educational visits that contribute well to pupils' social development.
- Pupils' cultural development is satisfactory. Y Cwricwlwm Cymreig is planned into subject areas and visits to places of interest such as St Fagan's Museum of Welsh Life and Cyfarthfa Castle, help pupils develop a better understanding of the heritage and culture of Wales. Resources are available for pupils to respond to the work of Welsh artists, but resources are under used.
- Pupils do not have sufficient understanding and respect for other cultures. Insufficient emphasis is given to teaching about cultural diversity.
- Racial equality is promoted successfully through aspects of the personal, and social education (PSE) programme and through the school's effective equal opportunities policy.

4.2 Behaviour and attitudes

The standards of behaviour and pupils' attitudes to learning are good overall.

- Staff have high expectations of pupils' social skills. They work hard to maintain acceptable levels of behaviour and are consistent in their implementation of routines: pupils know what is expected of them.
- Pupils enjoy coming to school. They show good levels of concentration and collaborate and support each other when working in groups particularly in practical activities such as physical education and design and technology. They are successfully encouraged to respect each other and to treat each other fairly.
- Pupils know and understand the school rules and respond well to the reward system. Their achievements in work and behaviour, and their acts of kindness are celebrated in the weekly Merit Assemblies.
- The school works closely with the Behaviour Support Teacher in respect of the small number of pupils who present teachers with challenging behaviour. They are dealt with sensitively and are not allowed to disrupt the learning of their peers. Pupils respond well and benefit from the additional support provided through the inclusion programme. There have been no exclusions since the introduction of the scheme, and no incidents of anti social behaviour were noted during the inspection.
- The positive behaviour policy and the separate anti-bullying policies provide sound guidance. Incidents and outcomes are formally recorded Parents are informed about the policies and receive useful guidance on how they can support their children's behaviour at home and in school.
- Older pupils play co-operatively at break times and lunchtime.

- Supervision in the dining room at lunchtime is very good and this is a valuable social time for the pupils. Pupils' personal and social skills and self esteem are raised when they are chosen to eat at the special tables laid with flowers at lunchtime. Pupils value the privilege.

4.3 Attendance

The level of pupils' attendance is satisfactory. The school has responded well to the key issues in the previous report.

- At 91.33% the average rate of attendance over the last three terms is below the local authority and all Wales averages. Absences are caused mainly through illness. There are very few family holidays in term time. The attendance of children of non-statutory age is still below 90%.
- Procedures are in place to monitor and follow up absences. The school works closely with the Educational Welfare Officer (EWO) and the surrounding primary schools to follow up absences. Parents generally respond well to visits but there are still a small number of pupils who frequently arrive late at the start of the day.
- Strategies are in place and targets are set to improve attendance. Three pupils in each class with the highest attendance receive attendance certificates at the end of each year.
- The attendance policy provides clear guidance on registration procedures. Registers are completed meticulously and comply with regulations.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is satisfactory. In 71% of lessons seen it was good and in 29% of lessons seen it was satisfactory. A strength of the school is the quality of teaching in Y5 and Y6, where teaching was nearly always of a good standard. The quality of teaching for children in the nursery and reception age groups is satisfactory. It is appropriately organised to help children reach the outcomes considered desirable for children of these ages.

In the best lessons:

- The progress of children in the nursery and reception age groups is monitored closely to ensure that they achieve the outcomes of which they are capable.
- Teachers for the under fives ensure that there is a good balance between children making their own choices and discreet teaching. Teaching assistants are well deployed to help these children.
- In the best lessons, teachers show a good understanding and knowledge of their subjects and make them come to life for their pupils.

- Teachers work effectively to ensure that all pupils are fully involved and feel valued. They ensure that all pupils, including those with SEN are made to feel important.
- Pupils are praised warmly and made well aware of how pleased their teachers are when they reach the standards set for them.
- Teachers' questioning skills are good and as a result pupils are encouraged to think carefully about what they see and hear.
- Teachers handle the behaviour of all pupils well and deal with occasional disruptions sensitively and fairly.
- In some of the best lessons, teachers make the lessons come to life by the use of artefacts and real objects, for example, when encouraging successfully pupils to investigate how and why containers and packaging for gifts are assembled.

Where teaching has some shortcomings:

- Teachers do not always take up opportunities to develop pupils' speaking skills so that pupils are not encouraged to express themselves in longer sentences.
- Teachers sometimes do not give enough emphasis to neat presentation and good handwriting.
- In some cases teachers do not set sufficiently challenging work for those who are of above average ability.
- In some science lessons teachers do not give sufficient emphasis to how to plan and conduct investigations.

5.2 Assessment, recording and reporting

Overall, the procedures for assessment, recording and reporting of pupils' progress are satisfactory.

- The school's assessment policy provides clear guidelines for recording pupils' progress.
- Good use is made of the information gained from a baseline assessment to measure the achievements of the children under five.
- In both key stages, a wide range of standardised tests and teacher assessments are used each term to record pupils' achievements and progress. These are used to project levels in NC tests and are used effectively in the planning of future work.
- The framework for teachers' weekly plans includes a section for assessment and evaluation. In some classes, this is only used for whole class planning and is not used to group pupils and match the work more closely to their capabilities or to set short-term targets for pupils to aim to achieve.

- There is a policy for marking but this is not consistently implemented. Pupils are not always given clear guidance on how to improve their work.
- The tracking of pupils' progress is not consistently used to improve their performance by setting individual or group targets and adjusting teaching and learning strategies.
- Pupils are not involved in setting their own targets in order to improve the standard of their work.
- Record of achievement files are kept for each pupil, containing some levelled samples of their work.
- Collections of pupils' work and photographic evidence are kept in some classes and in some subjects. In English, mathematics and science these are annotated, but are not always complete. In the other subjects they are in the early stages of development and are not able to inform staff about breadth and balance in each subject or of NC levels.
- Parental consultations are held at the beginning of the year and where necessary throughout the year.
- The quality of the annual written reports to parents are good. They give a clear picture of pupils' progress indicating what pupils can and cannot do in relation to the programmes of study in the National Curriculum (NC).

5.3 Curriculum

The quality of the curriculum is satisfactory and is accessible to all pupils including those with SEN. The curriculum meets National Curriculum requirements.

- The quality of curriculum planning for children under five is good. It successfully provides for all of the Desirable Learning Outcomes for Children of the nursery and reception ages.
- There are detailed schemes of work and policies in place for all subjects which indicate appropriate resources and specify opportunities for assessment. An agreed sex education policy is in place.
- There are satisfactory arrangements for the teaching of the key skills of listening, reading and the use of number. However, there is insufficient planning in the curriculum to provide pupils with sufficient experience to practise and apply the skills of speaking and writing and to utilise their skills in IT.
- Insufficient emphasis is given in art and music to the richness of non-European cultures and to the achievement of Welsh artists and musicians and other famous Welsh people..
- Planning for the science curriculum emphasises the importance of giving due emphasis to enquiry and investigation. However, in practice these skills are not consistently taught across both key stages, which the school is beginning to address.
- The curriculum for pupils with SEN is well matched to their needs.

- Provision for a range of after school activities and clubs is good.
- There are good arrangements for the setting of homework particularly for the development of pupils' skills in reading. There is clear guidance for parents and detailed records of pupils' achievements.
- The provision for pupils to learn about their own culture and heritage (Y Cwricwlwm Cymreig) is inconsistent in some subjects. The work of Welsh artists and musicians is not well represented in pupils' work in these subjects. However, in history and geography, particularly for older pupils in KS2, it is good.
- There are satisfactory arrangements for pupils to be made aware of the world of work.
- The school plans well in its geography curriculum to make pupils aware of the importance of sustainable development.
- There is thorough planning for the development of the skills of literacy and numeracy.
- Currently no pupil has English as an additional language. However, the school has arrangements in place to ensure that should the need arise, pupils would have full access to the whole curriculum.

5.4 Support, guidance and pupils' welfare

Overall, the quality of support and guidance and the attention paid to pupils' welfare throughout the school are good.

- The headteacher and staff attach particular importance to the pastoral care of pupils. Pupils' work and play in a caring and supportive environment where they feel secure and valued.
- Pupils are confident in seeking the help and support of staff. They readily turn to adults for guidance and are listened to and treated with respect.
- The headteacher and staff know pupils well and effectively monitor and support their academic progress, their social development and their personal well being.
- The school has an effective PSE policy and pays particular attention to health related issues. The school has operated a homework club and has plans to re-start this in the future.
- The school has a policy and set of procedures to promote health and safety, which are monitored by staff and the governing body. All teaching and support staff and mid-day supervisors have been trained in First Aid.
- A policy and procedures for dealing with child protection issues are in place.
- The school's policy for equal opportunities is implemented effectively and high priority is given to the social inclusion of all pupils. The benefits pupils gain from this successful inclusion policy is evident in all aspects of school life.

5.5 Provision for pupils with special educational needs (SEN)

The provision for pupils with SEN is good and pupils make good progress towards the targets set in their individual education plans (IEPs). They achieve well. Currently there are five pupils at School Action and 14 at School Action Plus. There are no pupils with statements of SEN.

- The SEN Code of Practice is implemented well and reflects the SEN Code of Practice for Wales.
- There is good effective provision to identify pupils with SEN at an early stage when they begin school in the nursery and reception classes.
- Nineteen pupils are identified as having some degree of SEN of whom fourteen are receiving some additional help from outside agencies. No pupils have statements of SEN. The school provides good support for pupils at school action and school action plus by a combination of withdrawal and in class support by teachers and teaching assistants. Work in withdrawal sessions is well matched to the class work and to individual needs.
- The special educational needs co-ordinator (SENCO) performs her duties well.
- IEPs are detailed and regularly reviewed. They contain specific targets for each pupil. Parents are positively encouraged to discuss their child's progress and to contribute to the help being given.

5.6 Partnership with parents and community, schools and other institutions

The quality of partnership with parents and community, schools and other institutions is satisfactory.

- The quality of information the school provides for parents is satisfactory. The prospectus and separate nursery brochure issued to new parents are of good quality and provide useful information about the school. There is good daily informal contact between parents and teachers.
- The majority of parents have signed the home/school agreement and follow it. Parents are well informed about the school's behaviour and attendance policies through the prospectus and leaflets.
- Termly curriculum information sheets provide information on topics being taught in history and geography, but give little help to parents in how they can support their children throughout the school.
- The school endeavours to develop home school links and although participation is generally very limited there are examples of worthwhile and productive initiatives such as the Family Learning project and the very recent involvement in the multi agency Parents and Children Together initiative (PACT) programme.
- The school encourages parental involvement in its life and work. Social events such as such as concerts, celebrations and sports days are well attended. However only one parent

regularly assists teachers in the classroom. Very few parents attended the pre-inspection meeting or returned the questionnaire.

- A very small number of adults, including the SEN governor, make valuable contributions to the life of the school that help to raise standards and pupils' sense of achievement. They regularly hear pupils read and help with topics such as life during World War 11.
- The school benefits from fundraising events organised by the small number of adults that have recently re established Friends of Cwmbach Association. The summer and Christmas fetes are very much community events and are well supported. Pupils' independence is enhanced through helping to set up and run the stalls. They have sole responsibility for organising the mile of pennies that helps to develop their mathematical skills through estimating and counting the number of coins laid around the school. The money raised is used to support educational visits.
- There are close links with the church that help to strengthen the links with the community. Events such as Songs of Praise are open to the congregation and are well attended.
- There are good links with the neighbouring primary schools particularly on issues such as attendance and behaviour and pastoral and curriculum links with the receiving secondary schools are well established.
- The school provides work experience for students from local secondary schools and the neighbouring college of further education but although there is a partnership with an initial teacher training institution the school has not provided training or work experience for student teachers for several years.

5.7 Partnership with industry

The quality of partnership with industry is satisfactory.

- The policy document on economic and industrial understanding has not been revised and no staff have benefited from industrial placements. This is much the same situation as the previous inspection.
- Visits and visitors including staff family members help to raise the pupils' awareness of the place of work both past and present.
- Local business at times support fundraising events and provide venue for social events.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self evaluation and planning for improvement is good.

- The headteacher has a clear vision for the school and is actively involved in monitoring pupils' progress.
- There are good arrangements to involve all staff in evaluating the needs of the school and in planning to address them.
- There are well established procedures for co-ordinators to monitor the quality of teaching and learning and the success of the initiatives they are pursuing.
- Governors are well informed of the school's priorities and needs.
- The school development plan (SDP) is detailed with realistic timescales and challenging targets.

6.2 Leadership and efficiency

The quality of leadership and management provided by the headteacher, co-ordinators and governors is good overall.

- The headteacher gives a good sense of direction to the work of the school and works closely and supportively with staff to raise expectations of what pupils are able to achieve.
- There is a very strong and positive ethos to the school which reflects its Christian foundations well. The school's aims are detailed and relevant. They emphasise the school's strong commitment to enabling pupils to feel valued and to play a full part in the school community.
- The day-to-day management of the school is calm and efficient. Parents are made to feel welcome.
- A recent auditor's report was positive and contained few recommendations.
- The governing body is closely involved in the life of the school and several governors visit regularly on an informal basis to provide valuable, voluntary help.
- The Chair of Governors is well informed and provides a good lead to governors who are well aware of the school's strengths and areas of need. The Governing Body is appropriately involved in drawing up the school development plan (SDP) and in monitoring its progress regularly.
- The SDP is well constructed and accurately focused on the needs of the school. It contains easily identifiable criteria to judge its success.
- Spending decisions are carefully evaluated to ensure that they provide best value for money. The Governing Body's role as a critical friend and in identifying and addressing the school's long-term needs are well established.
- The roles of co-ordinators are well developed. The early years co-ordinator provide a good lead and has a secure understanding of the needs of children in the early years.

There are good opportunities for all co-ordinators to visit classes on a planned basis to look at the quality of teaching and learning and to provide advice to other teachers. The headteacher carefully monitors the quality of teaching and the standards pupils achieve.

6.3 Staffing, accommodation and learning resources

The quality of staffing, accommodation and resources for learning is satisfactory overall and contributes satisfactorily to pupils' achievements.

- The adequacy of staffing including the matching of teachers' qualifications to the subjects they teach and their deployment is satisfactory.
- Support staff and classroom assistants make a significant and valued contribution to pupils' learning. Class sizes are generally small though there is a wide range of ages and abilities in each class.
- The school has an appropriate system for the induction of teachers new to the school and for newly qualified teachers. The current staff have been in post for some time.
- The school has an effective system for teachers' appraisal which complies with requirements.
- The caretaking staff are conscientious and ensure a clean and pleasant environment.
- The quality and quantity of resources for teaching and learning are good. Children in the nursery and reception have good access to large outdoor play equipment. These children are well supported by a generous provision of additional help which is effectively used.
- While the youngest children share their class with pupils in Y1, the needs of all are well met through a good range of resources and space.
- The provision of accommodation is satisfactory. Facilities in the main teaching area are good and pupils have good access to resources, for example, in IT. These areas are well kept and attractively set out. They are well used for teaching.
- The hall which is situated in the original building is spacious and is well equipped for physical education.
- The outdoor provision is limited. There is no grassed play area. The site is set on a steep slope and is terraced to provide level surfaces for its buildings. General access to the hall is via steep steps. Access to the school is either up a steep, rutted and overgrown lane or down a steep pathway.
- There is unsatisfactory access to buildings and to the site in general for pupils and adults with physical disabilities. The school is in the process of assessing improvements to the external fabric of the original school building.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of the educational provision for the under-fives is appropriate for their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Six children of nursery age attend the nursery/reception/Y1 class full time. Seven children of reception age attend full time.

- The foundations of good behaviour, positive attitudes and good relationships are developed well in the nursery/reception/Y1 class.
- The teaching of the under-fives class is satisfactory. The nursery nurse makes a positive contribution to this teaching.
- Good use is made of the information gained from baseline assessments to plan appropriate learning activities for the children under five.
- A broad range of relevant learning experiences is provided based on the scheme of work for the under-fives. Children with SEN are well supported.
- A good partnership is fostered with parents through informal daily contacts and weekly coffee mornings.

Good features (Nursery 3-4 years old)

- Children make satisfactory progress in their personal and social development. Most have settled happily in school and relate well to adults. They enjoy taking part in role play, for example, in the laundry, and are beginning to show imagination and enthusiasm.
- Most children make satisfactory progress in early language skills. They listen with interest whilst their teacher reads from a 'Big Book'. They discuss the order of events and repeat the days of the week accurately and are beginning to be familiar with some words in Welsh.
- Children's mathematical skills are developing satisfactorily. Some are able to recall number rhymes, songs and counting games. They sort into sets according to colour and type.
- Children are making good progress in their knowledge and understanding of the world. They develop an understanding of what Jesus was like. They offer thanks for the good things that they have or that happen to them.
- They can describe the weather and are developing an understanding of time. They are beginning to use simple programs on the computer.

- Children's physical development is good. They use construction toys with increasing confidence and enjoy regular opportunities to play on wheeled toys. They develop a wide range of movement skills through suitable indoor and outdoor activities. They make good use of the special outdoor environment
- Progress in the creative areas of development is satisfactory. Children handle toys and malleable materials safely. They enjoy making choices whilst mixing water and paint,
- They successfully made a collage entitled 'Feeding the birds in winter'

Shortcomings

- A few children are slow to form relationships with other children.
- In language and creative sessions the children are not always well supported.
- Many children have limited vocabulary and this limits progress in language and mathematical development.

Good features (Reception 4-5 year olds)

- The children continue to make satisfactory progress in their personal and social skills. Most treat one another and the environment with care and concern. In circle time they talk sensibly about keeping safe.
- They are learning to share equipment and take turns as well as listen to each other in group situations.
- The children make satisfactory progress in developing their language skills. They recognise familiar words and begin to recognise letter sounds. They handle books well and enjoy pictures and words. They can sensibly discuss a story, are able to make predictions and talk about their own experiences. They are making good progress with their reading according to their age and ability.
- More able children can sequence four pictures and paste them into their own zig-zag book. They draw a picture and underwrite a sentence with appropriate spacing and can write their own name.
- The children respond well to simple commands in Welsh and join in enthusiastically with action songs and rhymes.
- Children make satisfactory progress in their mathematical development. Most children can count reliably within 10. Most children are beginning to use the language of size. They sort into sets using a variety of criteria – colour, type, material and size. They successfully make up patterns using parts of the body.
- Children's knowledge of the world is progressing well. They develop an understanding of then and now. They understand that people carried out their day to day activities, for example, washing and ironing, in a very different way a long time ago. They understand that certain clothes are suitable for certain kinds of weather.

- They begin to understand that Jesus was kind, caring and brave.
- They are making satisfactory progress in their computer skills.
- Children make good progress in their physical development. They develop fine manipulative skills through a good range of making activities and learn to control a range of movements through games and play.
- Progress is satisfactory in the creative areas of development. The children use various media, for example, successfully decorating twigs to depict trees in winter. They make choices from a range of materials. They regularly practise a range of skills including cutting, sticking and decorating. They make observational drawings of shoes using pencil, charcoal and pastels.

Shortcomings

- In language and creative sessions, nursery children are not always well supported.
- Opportunities are often missed in formal and informal situations to develop children's language skills
- Reception children are not able to use a steady beat whilst singing or using percussion instruments.

English

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- Pupils in both key stages listen well and share their ideas.
- Pupils in KS1 are beginning to learn how to punctuate short sentences and are able to distinguish between direct and indirect speech.
- By the end of KS1, pupils have a secure understanding of the sounds letters make.
- In KS2, pupils respond thoughtfully to questions and discuss purposefully when working in small groups.
- Pupils in KS2 are able to explain why they like particular childrens authors.
- In KS2 pupils are increasingly able to write for different purposes and in different styles, for example, when writing a script for a play or keeping a diary.
- Pupils in Y5 and Y6 draft and edit their work carefully.
- Older pupils in KS2 achieve well in handwriting using a neat, joined style.

Shortcomings

- In KS1, some pupils are not able to shape and space their letters correctly.
- Pupils in both key stages speak in too simple patterns particularly pupils in KS1 who have limited vocabulary and often speak in short statements and incomplete sentences.
- Some pupils in KS1 are not able to find information from books and do not know how to use an index or table of contents.
- Pupils in both key stages do not make sufficient use of IT in their writing.

Mathematics

Standards of achievement in mathematics are satisfactory in KS1 and good in KS2

Good features

- In Y1, pupils can count, read and write numbers up to 20. They recognise the hour and the half-hour on a clock face. They explain a simple graph.
- Y2 pupils can count in twos, fives and tens. They know different ways to total 50p. They can find a small difference in their head by counting up from the smaller to the larger number. They can multiply by two and by 10. They recognise halves and quarters. Most pupils use the mathematical names for basic common 2D shapes. More able pupils recognise pentagon and hexagon. They can describe some of their features.
- More able Y3 pupils can count in twos, threes, fours, fives, sixes, sevens and 10's. They can divide by two, three, four and five. Most pupils know by heart all the pairs of numbers that make 20. They add or subtract two two-digit numbers where there is no need for carrying to the tens column. They make good estimates of different lengths in cm, m and km. They successfully convert from kilometres and metres to metres.
- Y4 pupils order a set of four-digit numbers and write in figures numbers like 'four thousand and thirty one'.
- They work out written sums by counting on or back mentally. They can count in 15's, 25's and 50's.
- They estimate and measure using metres, centimetres and millimetres.
- Y5 pupils work out the remainder when dividing a two-digit number by 2,3,4 or 5. They round the whole numbers of the nearest 1000. They mentally double two digit numbers and add several small numbers. They are able to explain a bar-line graph. They recognise parallel and perpendicular lines and properties of rectangles.
- Y6 pupils round decimals with 1 or 2 decimal places to the nearest tenth and can order a mixed set of decimals with one or two decimal places. They mentally multiply or divide whole numbers by 10 or 100, giving remainders as decimals. They multiply a two-digit

number by 25. They use a written method to multiply a two or three-digit number, explain it and check by approximating. They calculate fractions of quantities and find the mid point between fractions.

- They use a protractor to measure acute and obtuse angles to the nearest degree.
- More able pupils know the rough equivalents of imperial units still in daily use and convert from one unit to another.

Shortcomings

- In KS1, pupils do not undertake enough sufficiently challenging mathematical investigations and use only a limited range of mathematical terms.
- In lower KS2, work in shape and space and handling data is underdeveloped.

Science

Standards of achievement are satisfactory in both key stages.

Good features

- Pupils in KS1 can name a range of materials and begin to identify their characteristics. They describe the characteristics of materials used for our homes. They begin to learn that the same material, for example, paper, can have many uses.
- They sort materials used for clothing and draw accompanying pictures carefully.
- They sort for things that are alive and those that are not alive accurately.
- Pupils know and can draw things that give us light and those that block the light.
- They discuss the sounds that they like and sounds that they dislike sensibly.
- They carefully record pictorially the results of an investigation about magnets. They use a table to record the measurements accurately.
- Younger pupils in KS2 make a 'Properties of Materials' dictionary. They can test six different types of paper for their properties. They record their results in a teacher prepared worksheet.
- They carry out an investigation systematically to find out whether their arms or legs are the stronger. They record their findings in a block graph.
- They carry out an investigation to find out which materials cast shadows. They know that materials are chosen for specific purposes on the basis of their properties.

- Older pupils in KS2 know which materials are needed to build a house. They predict realistically what will happen if a brick is placed in water for 45 minutes. They understand the need for a fair test.
- They carry out an experiment carefully to find out if salt affects the way cress grows.
- They understand that sound get louder the nearer you are to a sound source. They plan a successful investigation.
- They interpret circuit diagrams and use conductors and insulators.
- They know that the movement of the earth around the sun causes night and day and that the moon takes approximately 24 days to orbit the earth.

Shortcomings

- Pupils in KS1 do not progressively develop the skills of planning, investigation and prediction. They undertake a narrow range of work.
- In KS2, pupils' abilities to describe how they carried out a test and explain why an event happened are underdeveloped.

Welsh second language

Standards of achievement are good in both key stages.

Good features

- Pupils demonstrate positive attitudes to learning Welsh. When teachers speak Welsh they provide good role models of the language. Pupils listen well, both to their teachers and to each other.
- Younger pupils in KS1 know the names of items of clothing and can use simple weather terms. They can ask and answer questions.
- Older pupils in the key stage can read aloud with the teacher and respond to the story. They know the names of a variety of food.
- Younger pupils in KS2 confidently ask and answer questions using sentence patterns previously learnt. They are able to ask and answer questions in the present tense.
- They use useful prepositions and know the names of a wide range of occupations.
- They confidently complete a worksheet using the phrases they have learnt.
- Older pupils in the key stage use the language confidently. They are able to understand a wide range of sentences in Welsh. . They describe themselves and a cross section of famous people. They use the affirmative and the negative and the present and past tense.

Shortcomings

There are no significant shortcomings.

Design and technology

Standards of achievement are good at both key stages.

Good features

- Pupils make good progress in designing a suitable range of components and materials.
- Pupils in both key stages are aware of the need to plan and design their work before they begin the making process.
- Pupils in KS1 draw the finished objects and decide on colour and durability. They sensibly select materials and tools to carry out their intentions.
- In KS2 pupils plan carefully analysing the needs of a product systematically to determine the quality of the materials needed.
- Pupils in KS1 show a good standard in cutting and joining different materials.
- Pupils in KS2 evaluate and modify their designs to improve the quality of the finished article.

Shortcomings

There are no significant shortcomings.

Information technology

Standards of achievement are satisfactory at both key stages.

Good features

- Y1 pupils look at a series of labelled pictures, then use the keyboard to copy the words into the correct boxes underneath.
- They successfully drop objects on to a screen to create a picture of a village.
- Y2 pupils use a paint package to create a drawing using several tools. They create a face using a variety of shapes and appropriate colours.
- As part of a science investigation they enter information into a prepared table in a simple graphing program and sorted according to one criteria. They produced a bar graph of the results.

- Younger KS2 pupils use the editing tools in a word processing package, making decisions about the font size and colour and about the formatting of the text.
- Older pupils in the key stage use a search engine to find and download information about planets in the solar system.
- They search a prepared database on Cardiff Bay. They use straightforward lines of enquiry in order to answer a series of questions.
- Y6 pupils are beginning to learn to use their skills well to create a simple multimedia presentation.

Shortcomings

- In KS1, pupils do not sufficiently develop the skills of computer modelling through the use of simulation programs. They use a limited range of software and this slows progress.
- In KS2, the pupils do not consistently build on their previous knowledge and skills. There is little evidence of continuity and progression in learning across age groups or of pupils regularly using a sufficient range of applications.

History

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- Pupils in KS1 have a good understanding of what life was like in a Victorian home and at school.
- Pupils in KS1 are able to recognise differences and similarities in buildings of “a long time ago” and “today”.
- Pupils in KS2 have a good understanding of life in the industrial revolution in the local area.
- Pupils in KS2 are able to explain in some detail how and why the development of Cardiff Docks took place.
- Pupils in KS2 know that historical artefacts and photographs are helpful in finding out information from the past. Pupils use them effectively to develop their own knowledge.

Shortcomings

- Pupils in KS1 do not understand the link between their local area and life in a Victorian home.
- Pupils in KS1 have a limited awareness of the achievements of famous Welsh people.

Geography

Standards of achievement are good in both key stages.

Good features

- Younger pupils in KS1 draw accurately simple maps for example which follow the main features of their school grounds and use colour coding to identify the different areas of use.
- Pupils in KS1 are able to use two figure co-ordinates confidently to fix a location on a map of the local village.
- Pupils in KS2 accurately compare life and climate in their own village with life in St Lucia.
- Pupils in KS2 know the reasons why Cardiff developed as a city and how it has changed in recent years.
- Pupils in KS2 have a good understanding of the main features and characteristics in their locality.
- Older pupils in KS2 make good use of IT to interpret and display data for example the main sources of employment in the area.
- Pupils in both key stages have a good understanding of the importance of looking after the environment, for example in how the local environment improved when the nearby phurnacite plant closed.

Shortcomings

There are no significant shortcomings.

Art

No lessons in art took place during the inspection. Judgements are based on the scrutiny of teachers' planning and a portfolio of pupils' past work. These indicate that standards are satisfactory in both key stages.

Good features

- In KS1 older pupils experiment with some of the methods used by other artists. They match colour from observation and experiment successfully with texture and shape. They use charcoal to make some interesting drawings.
- In KS2, the younger pupils demonstrate good techniques in the use of charcoal and crayons to create pictures of Llandaff Cathedral.

- They make observational faces of friends using pastel crayons. They use a graphics package to create a picture of a face. They create a collage using the computer generated picture as a base for a collage.
- Older pupils know about the tools and techniques for collage, can draw a portrait observing tone and make accurate drawings of Cwmbach.
- Using batik older pupils successfully make pictures of St Lucia.

Shortcomings

- In both key stages, pupils do not progressively develop a sufficient range of artistic skills and techniques.
- Across the school pupils do not have the skills to work in three dimensions.
- In both key stages, pupils lack knowledge of the work of Welsh artists and the work of artists from other non-European cultures.

Music

In KS1, no lessons in music took place during the inspection. In KS2 standards are good.

Good features

- Standards in singing are good throughout the school. Good attention is given to intonation and phrasing. Pupils sing with sensitivity and enjoyment.
- Older pupils in KS2 sing with clear diction and correct rhythm. They listen attentively to a taped accompaniment and comment sensibly about the dynamics.
- Pupils in KS2 play untuned percussion instruments with a steady beat. They competently start quietly and gradually become much louder.
- Pupils in KS2 successfully compose and notate a short sound sequence using different dynamics. Each group plays their composition to the whole class. They carefully watch the conductor and read from the dynamics grid.
- A peripatetic music teacher visits the school weekly and pupils are making good progress.

Shortcomings

There are no significant shortcomings.

Physical education

Standards in physical education are good in KS2. It was not possible to make judgments about achievement in physical education in KS1 because no lessons were seen in this key stage.

Good features

- Nearly all older pupils in KS2 swim confidently and unaided.
- Pupils in KS2 to work independently and demonstrate increasingly more complex sequences of movements in gymnastics.
- Pupils in KS2 plan and evaluate their movements helping and improving their performance.
- Pupils in KS2 have a good understanding of the importance of ‘warming up’ and ‘cooling down’ before and after exercise.
- Pupils in KS2 have a good understanding of the impact of exercise on their bodies and the importance of working safely.
- Older pupils in KS2 have good opportunities to take part in team games and achieve well.

Shortcomings

There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Overall, good progress has been made in implementing the Key Issues from the last report. The previous inspection report, published in the Summer Term of 1998, indicated the following issues for action:

- Raise standards of achievement in all subjects particularly Welsh as a second language, IT, geography and physical education across the school and art in KS2.
 - Improve the quality of teaching and learning.
 - Provide whole school schemes of work.
 - Improve attendance and punctuality and meet the requirements of Welsh Office Circular 3/99.
 - Improve the external environment and fabric of the school.
 - Strengthen links with parents, the local community and other schools.
- Since the last inspection the school has made good progress in raising standards of attainment in nearly all subjects. Improvements in Welsh, geography and physical

education have been very good. Improvements in IT and art have been good although there is still some work to do in improving pupils' application of their IT skills in other subjects, and in art across the school.

- Standards of teaching and learning are higher now than they were. The standards which pupils currently achieve at the end of Y6 national tests are well above most schools which are broadly similar.
- Schemes of work in all subjects are now comprehensive and well matched to the needs of the pupils.
- Levels of attendance and punctuality have improved, although attendance is still currently only satisfactory. The school now meets the requirements of Welsh Office Circular 3/99 in full.
- The teaching and play areas within the school are bright and attractive. The school is in the process of improving the structural condition of the buildings which house the school hall and kitchen.
- The school continues to try to strengthen links on an informal basis with parents. Links with the local community and other schools are satisfactory.

8.2 Key issues for action

The governing body, headteacher and staff need to:-

- (i) Raise standards in subjects where they are satisfactory and raise standards in speaking and writing in all subjects.
- (ii) Use the school's assessment procedures to identify short-term, achievable targets for individual pupils and small groups, and put in place systems which enable these pupils to monitor their own progress towards achieving them.
- (iii) * Put in place whole school plans to identify and teach the skills of IT across the curriculum.
- (iv) * Plan and teach the skills of enquiry and investigation in science consistently across the school.

* The school is beginning to address these issues.

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.

APPENDIX

A. Basic information about the school

Name of School	Cwmbach Church in Wales
School type	Voluntary Aided
Age -range of pupils	3 – 11
Address of school	Tirfounder Road Cwmbach Aberdare Rhondda Cynon Taf
Post-Code	CF44 0AT
Telephone Number	01685 873336

Headteacher	Mrs Gillian Ford
Date of appointment	April 1995
Chair of Governors/ Appropriate Authority	Rev. B Sharp
Registered Inspector	Mr Peter Mathias
Dates of inspection	26 th -28 th January 2004

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6	7	7	7	5	15	9	11	67

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	0	4

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	17.1
Pupil:adult (fte) ratio in nursery classes	N/A
Average class size, excluding nursery and special classes	22
Teacher (fte) : class ratio	22:1

	R	KS1	KS2	Whole School
Term 1	91	93	94	93
Term 2	93	90	92	92
Term 3	83	92	91	89

Percentage of pupils entitled to free school meals	65
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003							Number of pupils in Y6:					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School							25	41.7	33.3	
		National							17	46	30	
	Test/Task	School							25	41.7	33.3	
		National							12	41	38	
Mathematics	Teacher assessment	School							16.7	50	33.3	
		National							19	47	28	
	Test/Task	School							16.7	50	33.3	
		National							19	43	30	
Science	Teacher assessment	School								66.7	33.3	
		National								50	33	
	Test/Task	School								75	25	
		National								47	38	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	66.7	In the school:	66.7
In Wales:	74.6	In Wales:	79

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
 A Pupils who have failed to register a level because of absence
 F Pupils who have failed to register a level for reasons other than absence
 W Pupils who are working towards level 1

D. Evidence base of the inspection

The inspection was carried out by a team of three inspectors over a period of two and a half days.

- Pre-inspection meetings were held with the headteacher, staff and governing body.
- 2 parents attended a meeting with the Registered Inspector.
- 10 questionnaire responses were analysed and summarised.
- All documentation submitted by the school was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the mid-day and other breaks.
- At various times during the day, inspectors talked to pupils to discuss their work.
- 21 lessons or part-lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of all subjects.
- A wide range of pupils' written work and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were held with the headteacher and staff.
- Minutes of meetings and documents relating to the financial management of the school were scrutinised and discussed.
- Budget figures were examined and discussed with the headteacher.
- Attendance and pupils' records were inspected.
- Inspectors attended acts of collective worship.
- There were post inspection meetings with the headteacher, staff and the governing body.

E. Composition and responsibilities of the inspection team

{PRIVATE }Team Member	Subject Responsibilities	Aspect Responsibilities
Mr P Mathias (RgI)	English Design technology History Geography Physical education	The school and its priorities Main findings Standards of achievement by pupils Quality of teaching Curriculum Special educational needs Leadership and Efficiency Staffing accommodation and learning resources Progress since the last inspection Key issues for action
Mrs C Lewis (Lay Inspector)		Attitudes and behaviour Attendance Partnership with parents and the community Partnership with industry
Mrs H Smith (Team Inspector)	Under fives Welsh as a Second language Mathematics Science Information technology Music Art	Standards in Key Skills Spiritual, moral, social and cultural development Assessment, recording and reporting Support, guidance and pupils' welfare Self evaluation and planning for improvement