

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Ysgol Gymraeg Cwmbrân
Henllys Way
St Dials
Cwmbrân
Torfaen
NP44 3NB**

School Number: 678-2312

Date of Inspection: 17-19 October 2005

by

**Mr D Gwynfor Evans
W005/15682**

Date: 19 December 2005

Under Estyn contract number: T/078/05P

Contractor:

**EPPC/Severn Crossing Ltd
Suite H
Britannic House
Llandarcy
Neath
SA10 6JQ**

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Ysgol Gymraeg Cwmbrân was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Ysgol Gymraeg Cwmbrân** took place between **17-19 October 2005**. An independent team of inspectors, led by **Mr D Gwynfor Evans** 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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. Ysgol Gymraeg Cwibrân is a designated Welsh medium school. It serves the catchment area of the town of Cwibrân and the vicinity. The school opened in September 1992 for pupils aged four to 11 years of age and in September 1997 a nursery class opened for children aged three. The school describes the area it serves as being one of mixed industries with a population which has a mixed social background. Currently, 22% of pupils are entitled to free school meals which is substantially higher than the figure of 12% for the county.
2. There are 284 full-time pupils from reception age to Year (Y) 6 with 28 children part-time and one full-time in the nursery on roll. At the time of the last inspection in November 1999, there were on the school's register, 141 full-time pupils (aged 4-11) and 46 nursery children attending part time. Due to variations in the numbers of pupils in the different years, three classes contain two year groups: R/Y1, Y4/Y5 and Y5/Y6; the remaining classes are single-age classes. One pupil has a statement of special educational need (SEN) and 38 others have additional learning needs.
3. The vast majority of pupils come from English-speaking homes; less than one per cent come from homes where Welsh is the main language of communication. Welsh is used as the medium of instruction in the nursery/reception and in Key Stage (KS) 1; in KS2, pupils are taught through both the medium of Welsh and English with the aim of making the pupils bilingual by the time they transfer to the secondary school at 11 years of age.

The school's priorities and targets

4. Among the priorities which the school lists in its school development plan (SDP) for 2005-2006, attention is given to the following:
 - underachievement in mathematics;
 - promoting higher reading skills;
 - global citizenship and curriculum;
 - the development of core subject portfolios;
 - the development of thinking skills and information and communications technology (ICT) skills;
 - implement the work agreement and develop the role of the class assistants;
 - prepare for the Foundation Scheme, and
 - health and safety issues relating to the buildings.

Summary

5. Ysgol Gymraeg Cwibrân is a good school. Pupils' standards of achievement are consistently good and on occasions very good. The quality of care, guidance and support for pupils together with the leadership and strategic management of the school are outstanding features of the school's work. The inspection team agreed with the majority of the judgements made by the school in its self-evaluation document.

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?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

Standards

6. During the inspection, pupils' overall standards of achievement in the lessons observed was as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' Standards of achievement	29%	71%	0%	0%	0%

7. Six subjects were inspected in KS1 and KS2. Standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 1
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 1	Grade 1

8. The overall quality of the educational provision for the under-fives is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning in the six areas of learning.
9. Pupils of all abilities make consistent progress in their knowledge, understanding and skills and achieve agreed aims across the learning stages.
10. Pupils with SEN make good progress and achieve the targets set for them.
11. Children under five make good progress in all the key skills of listening, speaking, reading, writing, numeracy and information technology.
12. Pupils in KS1 and KS2 achieve grade 1 in listening and speaking and grade 2 standards in reading and writing. The standards they achieve in numeracy and information technology are grade 2.
13. Pupils attain grade 1 in their bilingual competency. Pupils show good skills in problem-solving and working together and their creative skills are developing very well. There are very good aspects to their personal and social development such as in their values and their attitude towards learning; their awareness of environmental issues is less well developed.

14. At the end of KS1, in 2005, pupils' achievement in the core subjects of the National Curriculum (NC), according to the core subject indicator, was higher than those of the county and Wales. In comparison with similar schools across Wales, the school's overall results for the last three years show that it performs between the middle and upper quartile according to national benchmarks. The percentage of pupils attaining level 3 in Welsh and science has increased during the past year and compares favourably with national averages.
15. In KS2, in 2005, pupils' achievement in tests in the core subjects of the NC, according to the core subject indicator, was substantially higher than the county and national averages. In comparison with similar schools across Wales, the school's overall results for the last three years show that it performs in the upper quartile according to benchmarking evidence. The number of pupils attaining level 5 is substantially higher than national percentages in each of the subjects, and in science in 2005, 89% of the pupils achieved that grade.
16. In 2004, contrary to the national trend, boys performed better than girls in both key stages.
17. Pupils of all ages have very positive attitudes towards their work. They show great interest in the tasks set for them and they work very productively as individuals and in groups. Older pupils increasingly use their thinking and judgemental skills in their work. Less developed is their ability to understand their strengths and weaknesses and what they need to do to improve.
18. Pupils' behaviour in the classroom and around the school is very good. Pupils are polite and friendly towards each other, the staff and visitors. They show respect for people and property and an awareness of the needs of others.
19. The average attendance at the school over the three terms prior to the inspection was 95.2%; the school's target for the current year is 96%. Unauthorised absence is less than one per cent and a reduction on the previous year. Overall, punctuality is good.
20. Pupils are aware of equal opportunity issues and show respect for diversity within society. They take part in a wide range of recreative and cultural activities in the community. Members of the community come in to the school to speak to the pupils about their work and experiences. The pupils visit the workplace in connection with their studies.

The quality of education and training

21. Good teaching is one of the strengths of the school. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	65%	7%	0%	0%

22. The teachers are role models of a high standard and they have a very good relationship with the pupils.
23. Where teaching is good with outstanding features, teachers:
 - plan purposefully and in detail with clear teaching objectives at the start of the lesson;
 - have high expectations with regard to pupils' achievement, attitude and behaviour;

- question pupils skilfully and penetratingly whilst reviewing previous work and hold evaluating sessions which reinforce the learning;
 - prepare demanding and stimulating tasks to challenge pupils to listen carefully, to talk purposefully, to reason and elaborate when offering comments and ideas, and
 - set differentiated targets and provide appropriate support to enable pupils to achieve successfully.
24. In the small percentage of lessons where satisfactory teaching was seen, the main shortcomings were:
- learning aims not clear enough;
 - tasks insufficiently challenging, and
 - insufficient resources prepared for the activities.
25. Teachers regularly promote equal opportunities and equality during lessons. They use a good range of techniques to extend pupils' bilingual skills. The assistants make a valuable contribution to the quality of the teaching and learning and succeed in supporting the teachers' work effectively.
26. The quality of assessment is good and enables the school to identify the strengths and weaknesses of individual pupils and highlight areas for development. There are appropriate procedures for identifying and assessing pupils with SEN which conform with statutory requirements.
27. Pupils progress and achievement in the core subjects are assessed termly and foundation subjects annually; evidence is also kept of their personal and social development. Although the work of developing subject portfolios has been started, the contribution of these documents to the process of levelling pupils' work across the classes is limited.
28. Appropriate individual targets are set for pupils in language but this is not done in other aspects of learning. Pupils are not sufficiently involved in the setting of short-term targets nor in the process of reviewing and assessing them.
29. Pupils' work is marked regularly and in the best practice, further comments on how to improve the work are included.
30. The annual reports to parents conform with statutory requirements. They give valuable information to parents on the progress and achievement of their children although they do not give enough guidance on the next steps of learning. However, there are good opportunities available to parents to obtain further information should they wish.
31. The school responds very well to the pupils' needs and in providing equal access to a broad and balanced curriculum. There are clear aims and objectives to the learning and teaching.
32. The school offers a wide range of extra-curricular activities to its pupils. Recently an after-school club was established and those who attend receive valuable experiences. There is a good variety of clubs, educational visits and visitors to the school.

33. There is a very good relationship between the parents and the school. There is a very active Parent Teacher Association and parents give support in a variety of ways. The school provides a valuable bilingual service to the parents.
34. The school has close links with the local community. Its links with other primary schools in the area are good. It has very effective links with Ysgol Gwynllyw, the secondary school to which the pupils transfer.
35. The school has established firm structures in order to nurture its links with the world of work and business.
36. Basic and key skills are being developed well. The *Cwricwlwm Cymreig* receives appropriate attention although this is not obvious enough in history and art. Pupils' bilingual skills are being developed very well.
37. Pupils' spiritual, moral, social and cultural development is being promoted very well through the wide variety of educational and extra-curricular experiences and the periods of collective worship provided for them.
38. Although there are procedures in place for education in relation to sustainable development and global citizenship, this aspect is currently underdeveloped in the daily life of the school.
39. The school has clear arrangements to ensure the health, safety and well being of pupils. Risk assessments are carried out regularly in relation to the whole life and work of the school.
40. The school offers support and guidance of a high standard. The policies concerning child protection, discipline, anti-bullying, equal opportunities and personal and social education are being implemented effectively.
41. The quality of the provision for additional learning needs is very good. Pupils with SEN are identified at an early stage and their needs are assessed thoroughly. There are appropriate individual educational programmes in place which are monitored regularly and reviewed termly.
42. The racial equality policy is operational. Equality is promoted between both sexes and every effort is made to ensure the equal treatment of each pupil.

Leadership and management

43. There is a very good ethos in the school; it is a happy and caring school with clear aims which consistently concentrate on the needs of the pupils. There is a strong culture of trust between the governors, the headteacher, the management team, staff and parents. They all have high expectations in relation to the life and work of the school.
44. The headteacher provides very good leadership to the school. He is energetic and enthusiastic with clear vision and high expectations. He receives strong and effective support from the deputy headteacher, and other members of the management team undertake their work effectively. Those who have co-ordinating roles carry out their work methodically and conscientiously.
45. The school has reacted very positively to national priorities. It has good links with other schools and various providers.
46. The school has appropriate measures for setting targets. The targets are challenging but realistic and are reviewed regularly.

47. The school's performance management plan is clear and purposeful and is implemented efficiently. The current SDP is of good quality and appropriately detailed on the school's priorities.
48. Self-evaluation procedures are well-established in the school. Information collected through the monitoring programme is used to influence the priorities noted in the SDP. The quality of the school's self-evaluation report is good. The inspection team agreed with the judgements made by the school in five out of the seven key questions. Where there was a difference in judgement, the inspection team has awarded higher grades.
49. The school collects a wide range of performance data which consist of internal and external test results. The results are analysed by the assessment co-ordinator in order to identify strengths and that which needs to be done in order to improve. At the moment, the subject co-ordinators are not sufficiently involved in the analysis, and the judgement on pupils' standards of achievement is not based on sufficient evidence, such as examples of pupils' work which have been levelled across the age and ability range.
50. Governors have a very good knowledge of the needs of the school and the members are committed to ensuring the best possible provision for each pupil. They receive regular informative reports full of from the headteacher as well as purposeful contributions by other members of staff. They contribute effectively to setting a strategic direction and attend training courses enabling them to contribute purposefully to this process. Members are linked to curricular areas and receive regular reports from the management team and the subject co-ordinator. Their role in relation to monitoring standards and quality across the school has not been fully developed.
51. The school has succeeded well in addressing all of the key issues identified in the last inspection.
52. The school has a good supply of teaching staff to support the number of pupils on roll. Teachers have appropriate qualifications, and plans for delegating responsibilities are very good. The assistants give valuable support and are used effectively and efficiently in the classes.
53. The school has a good supply of resources to support the curriculum and for extra-curricular activities although there is a need to augment the artefacts in history and religious education. The resources are in a good condition and are used and managed purposefully.
54. A number of improvements have been made to the building since the last inspection and the school buildings and grounds are now in a good condition. Plans have been produced to adapt the building to the needs of physically disabled pupils.
55. The school makes good use of the local environment, the community and educational establishments in order to support the pupils' learning.
56. There is a good link between the spending decisions and the school's priorities. Financial management is good and the school offers good value for money.

Recommendations

In order to improve, the school needs to:

- R1 give attention to the few weaknesses identified in some of the subjects and strive for excellence throughout the school;
- R2 within the school's assessment procedures:
- further develop the pupils' role in the process of planning and enhancing progress, and *
 - implement a composite system of moderating pupils' levels of achievement across all the subjects in KS1 and KS2; *
- R3 in connection with the school's monitoring system, ensure that the process of assessing pupils' standards of achievement is based on an appropriate range of first hand evidence, and *
- R4 continue to develop the programme promoting education for sustainable development and global citizenship. *

* aspects of these issues receive attention in the SDP.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

57. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
58. During the inspection, the overall standards achieved by the pupils in lessons observed was as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	29%	71%	0%	0%	0%

59. Six subjects were inspected in KS1 and KS2. Standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 1
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 1	Grade 1

60. The overall quality of the educational provision for the under-fives is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning in the six areas of learning.
61. Across the stages of learning, pupils of all abilities make consistent progress in their knowledge, understanding and skills and achieve agreed aims.
62. Pupils with SEN make good progress and achieve the targets set for them.
63. Children under five make good progress in all the key skills of listening, speaking, reading, writing, numeracy and information technology.
64. Pupils in KS1 and KS2 achieve grade 1 in listening and speaking. They listen intently to teachers' presentations and to the contributions of their fellow pupils. They speak with confidence and increasing accuracy. They achieve grade 2 standards in reading and writing. They use their reading skills effectively to support their learning across the curriculum. They succeed in recording their work purposefully in a variety of forms with examples of extended work from the best pupils.
65. Pupils achieve grade 2 standards in numeracy and information technology. They consistently use these skills in a good range of subjects in their work from day to day.
66. The pupils attain grade 1 in their bilingual competency. Although the vast majority of pupils come from non-Welsh speaking homes, children in the early years and pupils in KS1 quickly develop confident bilingual skills. Pupils in KS2 use their knowledge of Welsh and English effectively in completing their work across the curriculum.
67. Pupils show good skills in problem-solving and working together and their creative skills are developing very well. There are very good aspects to their personal and social development such as in their values and their attitude towards learning; their awareness of environmental issues is less well developed.
68. At the end of KS1, in 2005, pupils' achievement in the core subjects of the NC, according to the core subject indicator, was higher than those of the county and Wales. In Welsh and mathematics, the results were marginally higher than the averages for the county and Wales and in science, slightly lower than the national average. In comparison with similar schools across Wales, the school's overall results for the last three years show that it performs between the middle and upper quartile according to national benchmarks. The percentage of pupils attaining level 3 in Welsh and science has increased during the past year and compares favourably with national averages.
69. In KS2, in 2005, pupils' achievement in tests in the core subjects of the NC, according to the core subject indicator, was substantially higher than the county and national averages. In all subjects, namely Welsh, English, mathematics and science the results were better than those of the county and nationally. In comparison with similar schools across Wales, the school's overall results for the last three years show that it performs in the upper quartile according to benchmarking evidence. The number of pupils attaining level 5 is substantially higher than national percentages in each of the subjects, and in science in 2005, 89% of the pupils achieved that grade.

70. In 2004, contrary to national trends, boys performed better than girls in both key stages.
71. Pupils of all ages have very positive attitudes towards their work. They show great interest in the tasks set for them and they work very productively as individuals and in groups. Older pupils increasingly use their thinking and judgemental skills in their work. Less developed is their ability to understand their strengths and weaknesses and what they need to do to improve.
72. Pupils' behaviour is very good, a strength of the school and has a positive effect on the life and work of the school. Pupils are polite and friendly and show respect towards each other, staff and visitors. They abide by the school rules and are aware of the school's expectations. Older pupils care for the younger pupils and is a notable feature in the school. No instances of bullying or aggressive behaviour were observed during the inspection and the school has not had cause to exclude any pupils during the past year.
73. The average attendance at the school over the three terms prior to the inspection was 95.2%; the school's target for the current year is 96%. Unauthorised absence is less than one per cent and a reduction on the previous year. Although a small minority of pupils arrive late at school in the morning, overall punctuality is good. The school constantly reminds parents of the importance of regular attendance and punctuality; the parents notify the school of any instance of absence. Registers are kept neatly and are recorded weekly on computer by the school clerk. These arrangements meet statutory requirements.
74. The school has a clear and comprehensive policy on equal opportunities. Pupils show an understanding and respect towards diversity of beliefs and social and cultural aspects and traditions.
75. They take part in a wide range of recreative and cultural activities in the community. Members of the community come in to the school to speak to the pupils about their work and experiences. The pupils visit the workplace in connection with their studies and some teachers have been on placements in the world of work.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

76. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
77. Good teaching is one of the strengths of the school. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	65%	7%	0%	0%

78. These percentages are significantly higher than the targets set by the Welsh Assembly Government of 95% of lessons satisfactory or better and 50% good or better.

79. Teachers are role models of a high standard and they have a very good relationship with the pupils. Pupils are aware of the expectations with regard to work and behaviour. Good work is constantly praised and the system of celebrating effort in the Celebratory Service is popular with the pupils and makes an important contribution to their development.
80. Where teaching is good with outstanding features, teachers:
- plan purposefully and in detail with clear teaching objectives at the start of the lesson;
 - have high expectations with regard to the pupils' achievement, attitude and behaviour;
 - question pupils skilfully and penetratingly whilst reviewing previous work and hold evaluating sessions which reinforce the learning;
 - prepare demanding and stimulating tasks to challenge pupils to listen carefully, to talk purposefully, to reason and elaborate when offering comments and ideas, and
 - set differentiated targets and provide appropriate support to enable pupils to achieve successfully.
81. In the small percentage of lessons where satisfactory teaching was seen, the main shortcomings were:
- learning aims not clear enough;
 - tasks insufficiently challenging, and
 - insufficient resources prepared for the activities.
82. Good use is made of teachers' subject expertise, such as in art and music. The interactive whiteboard is increasingly used to support the teaching and learning.
83. Teachers regularly promote equal opportunities and equality during lessons. The school is flexible in the way it satisfies the needs of individual learners. The assistants make a valuable contribution to the quality of the teaching and learning, succeeding in supporting the teachers' work effectively; there is a remarkably purposeful collaboration and understanding between them.
84. Teachers use a good range of techniques to extend pupils' bilingual skills, especially oral skills in the early years. Across KS1, they introduce new language carefully giving appropriate attention to vocabulary and syntax. In KS2, teachers plan effectively in order to nurture the pupils' dual language skills through attention to listening, speaking, reading and writing activities in Welsh and English.
85. There is a clear policy and comprehensive and systematic procedures for assessing pupils' work. The quality of assessment is good and enables the school to identify individual pupils' strengths and weaknesses and highlight areas for development. Children under five are appropriately assessed and daily notes are kept on them.
86. Individual pupils' progress is tracked from the baseline assessment to their development in the core and foundation subjects through the key stages; the record of assessment books ease the process of transferring from class to class. Also, good detailed records are kept of the academic and personal

progress of each pupil. They contain results of test, examples of recent work and evidence of their personal and social development. Although the process of developing subject portfolios has begun, their contribution to the process of levelling pupils' work across the classes is limited.

87. Pupils' progress and achievement in the core subjects are assessed termly and the foundation subjects annually. Results of national standardised tests are kept in order to confirm the accuracy of teachers' assessments. Good use is made of analysing statutory tests and the findings are used purposefully to refine the teaching and promote higher standards.
88. There are appropriate procedures for identifying and assessing pupils with SEN that conform to statutory requirements. These pupils receive the appropriate education and additional support.
89. Appropriate individual targets are set in language but this is not done in other aspects of learning. Pupils are insufficiently involved in the process of setting short-term targets and in their review and assessment.
90. Pupils' work is marked regularly and in the best practice, further comments on how to improve the work are included.
91. The annual reports to parents conform to statutory requirements. They give useful information to parents on the progress and achievement of their children although they do not offer enough guidance regarding the next steps of learning. However, good opportunities are provided for parents to receive further information should they wish.

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

Grade 2: Good features and no important shortcomings

92. The findings of the inspection team agree with the school's judgement in the self-evaluation report.
93. The learning experiences satisfy the needs and aspirations of the learners very well. Teachers ensure appropriate co-ordination and continuity in the pupils' work across the curriculum. Appropriate access is offered to a flexible and balanced curriculum; the statutory requirements in relation to collective worship, policies, plans and reports are met.
94. The school is involved in the Healthy Schools project. Children are encouraged to eat healthily and to take care of themselves and others. Parents were invited to take part in a 'healthy eating workshop' which was held at the school.
95. The school offers a wide range of extra-curricular activities to the pupils such as Urdd activities, singing, dancing and football clubs. In September 2005, an after-school club, '*Clwb y Tri Arth*', was started supervised by the classroom assistants; a good number of pupils attend his club and receive valuable experiences. There is also a 'wraparound' service which provides Welsh medium education for parents of nursery children. The school also arranges a variety of educational visits for the pupils which effectively enhance their education.

96. There is a very good relationship between the school and the parents as can be seen from the majority of responses to the questionnaires which parents completed in relation to the inspection. There is an active Parent Teacher Association which arranges social activities in order to raise money for the school. Parents come in to the school to help with reading or other activities and to supervise children on school trips. The school arranges 'Language and Play' classes for the parents.
97. Communication with the parents is very good. As the vast majority of parents do not speak Welsh, the school provides a valuable bilingual service for them in relation to homework which consists of sound tapes and a help line. Parents are invited to the weekly 'Pupil of the Week' service. The vast majority of parents have signed the Home-School Agreement.
98. As a community school, its links with the community are very effective. Members of the community come in to the school to talk about their work and experiences and the pupils go on a variety of visits which extend their knowledge of the community and the world of work.
99. The school has good links with primary schools in the area and they meet regularly in order to share good practice. Also, they have valuable links with two schools in north Wales. The links with Ysgol Gwynllyw, the secondary school to which the pupils transfer, are very good. Teachers from Ysgol Gwynllyw visit the school in order to strengthen the curricular and social links and the pupils visit their new school and attend a summer camp at the school before transferring. The school receives students on teaching practice from UWIC in Cardiff and Newport University; it also accepts students on work experience from local secondary schools.
100. During the past year, the school has set firm and valuable structures in place through their 'Work Programme' in order to ensure the provision of effective education in relation to the world of work. Some visits have already been arranged which enrich the pupils' education. Through Careers Wales and the Education Business Partnership, some teachers have received valuable placements in the world of work which have led to very good curricular links.
101. Appropriate policies are in place in order to develop the pupils' basic skills. Constant attention is given to the development of communication skills, problem-solving and numeracy skills during group work within lessons. Opportunities for pupils in KS1 to develop their writing skills are slightly limited. Pupils' ICT skills are developed well.
102. On the whole, the *Cwricwlwm Cymreig* receives due attention in the majority of subjects although it is not obvious enough in history and art. Bilingual skills are developed very effectively in the everyday life of the school. Teachers are flexible in responding to the linguistic needs of the pupils by translating as required in the nursery. Pupils' dual skills are developed very effectively. Pupils in KS2 use information sources in Welsh and English to complete their tasks successfully.
103. The school promotes the personal development of the learner, to include their spiritual, moral and cultural development very well through personal and social education programmes, religious education and the general life of the school. Pupils are given good opportunities to celebrate, to reflect over events and to

pray within the morning assembly. Teachers develop pupils' self-awareness well through circle time.

104. The school has set procedures for promoting sustainable development and global citizenship. This has started through the work of the School Council and the Eco Committee. There are plans in place to develop the '*Eden yr Eirth*' garden which will be partly funded by the Parent Teacher Association and local agencies. Pupils are aware of the importance of caring for the environment and there are plans to encourage children to recycle paper in appropriate bins. Despite this, education relating to sustainable development and global citizenship are currently underdeveloped in the everyday life of the school.

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

Grade 1: Good with outstanding features
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105. The findings of the inspection team do not agree with the Grade 2 judgement given by the school in its self-evaluation report.
106. The school works successfully with parents and considers their opinion through discussion and questionnaires. The support and guidance which the school gives to pupils and their families is an outstanding feature of the work of the school and is very much appreciated by the parents. Teachers and support staff, including the lunchtime supervisors, work closely together to ensure continuous support.
107. The school's procedures for monitoring punctuality, attendance and behaviour are very good. There are clear guidelines which all the staff follow. There is very good relationship between the school and the agencies and they work together in order to act as quickly as possible on all occasions. The school regularly reminds parents of the importance of regular attendance.
108. The school has clear procedures in order to ensure the health and safety of pupils. A risk assessment is carried out across the school annually as well as a risk assessment before going on every visit. Following a health and safety audit by the county, the school has addressed all issues which needed attention. All staff have received first aid training.
109. Child protection policy and procedures are in place. The headteacher is the designated person for child protection and he, together with another member of staff, have attended the appropriate training. Following a review of the arrangements, the headteacher has identified the need for further training amongst the staff.
110. There are appropriate induction programmes for children in the nursery and reception classes. The children settle well into the homely environment of the school. The good links with the local nursery school are an asset to this process.
111. Pupils are given support and personal guidance of a high quality, including access to personal and social education, and specialist services. There are purposeful policies and programmes of work for these areas. The school ensures that each pupil is given an equal opportunity to take part in the school's activities.

112. The quality of the provision for additional learning needs is very good. There are appropriate policies and strategies in place and the school conforms with the 2002 Code of Practice.
113. Pupils with SEN are mainly taught in their classes. They are given valuable individual sessions by the classroom assistants and the support teacher. Appropriate individual education programmes are in place which are regularly monitored and reviewed. It is ensured that pupils with SEN are fully included in the life and work of the school.
114. Appropriate attention is given to the needs of individuals. Suitable support is given in class through differentiated work. One session of reading support is provided each week. Teachers work well in partnership with parents, carers and governors and consider their opinions when making decisions.
115. The school has drawn up good strategies in order to ensure good behaviour, they are effectively implemented by all staff. The lunchtime assistants have received training and are qualified to react to any instance of difficult behaviour. There are effective measures to eliminate aggressive behaviour and any differentiation.
116. There is an appropriate racial equality policy in place and operational. The school recognises and respects diversity and gives full consideration to pupils' social, educational, ethnic or linguistic background. Pupils' awareness of global culture is enriched through teachers' studies and personal experiences, such as a presentation by a teacher who has been teaching in Africa. The school acknowledges the need to further develop children's awareness of multiculturalism through the purchase of more resources which are representative of a global society.
117. The school strives to ensure equal treatment of each pupil and to make adaptations according to the needs of individual pupils. There are appropriate arrangements to promote equality between both sexes. Work has started on the building of ramps for a wheelchair to ensure access in the new year for a child with physical disabilities.

Leadership and management

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

Grade 1: Good with outstanding features

118. The findings of the inspection team do not agree with the grade 2 given by the school in its self-evaluation report.
119. There is a very good ethos in the school with a feeling of purpose to ensure the best provision for all pupils in every aspect of the school's work. It is a happy and caring school with clear aims which consistently concentrate on the pupils' needs.
120. There is a strong culture of trust between the governors, headteacher, management team, staff and parents. They all have high expectations in relation to the life and work of the school.

121. The head gives very good leadership to the school. He is energetic and enthusiastic with a clear vision and high expectations. He has strong and effective support from the deputy headteacher who successfully undertakes several managerial duties. Other members of the management team carry out their work effectively and contribute appropriately to the process of determining priorities for the development of the school. Other members who have co-ordinating responsibilities carry out their work systematically and conscientiously.
122. The school has reacted very positively to national priorities. Through the Eco Committee and School Council which were recently established, the pupils have started to contribute to the decisions which affect them and this enhances their understanding of citizenship. The school also has good links with other schools and different providers.
123. The school has appropriate methods of setting targets. Targets are challenging but realistic and are reviewed regularly.
124. The school's performance management plan is clear and purposeful and is implemented effectively. Staff training needs are reviewed constantly and this promotes continuous professional development and contributes substantially towards improving the quality of the educational provision.
125. Governors have a very good knowledge of the needs of the school and members are committed to ensuring the best possible provision for each pupil. They receive regular informative reports from the headteacher in addition to purposeful contributions from other members of staff. They contribute effectively to setting the strategic direction and attend training courses which enables them to contribute purposefully to that process. They have started the process of monitoring the provision through regular visits and links between individual members and co-ordinators in the school. They fully execute their statutory duties.

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

Grade 2: Good features and no important shortcomings

126. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
127. Self-evaluation processes are well established in the school. A monitoring programme operates in a two year cycle when co-ordinators review policies and schemes of work, look at pupils' work and visit classes. The information gleaned is used to influence the priorities identified in the SDP.
128. The school collects a wide range of performance data which consist of internal and external test results. The results are analysed by the assessment co-ordinator in order to identify strengths and what needs to be done in order to improve. At the moment, the subject co-ordinators are not sufficiently involved in the analysis and the judgement on pupils' standards of achievement is not based on sufficient first hand evidence, such as examples of pupils' work which have been levelled across the age and ability range.

129. Members of the governing body are linked with a curricular area and receive regular reports from the management team and the subject co-ordinator. Their role in relation to monitoring standards and quality across the school has not been fully developed.
130. Appropriate procedures have been established for gathering the opinions of pupils through the School Council and Eco Committee and opinions of staff and parents through questionnaires and continuous discussion.
131. Staff and governors are fully involved in the process of drawing up the SDP. The current SDP is of good quality and elaborates appropriately on the school's priorities. It contains the planning stages for the current school year and effective means of evaluating the efficiency of its implementation.
132. The school's self-evaluation report is of good quality. It gives appropriate attention to the strengths of the school as well as the areas for improvement. It was ensured that all partners had the opportunity to contribute to the process and they are developing an increasing understanding of their role in the work of evaluating and improving quality and standards. The inspection team agreed with the judgements made by the school in five out of the seven questions. Where there was a difference in judgement, the inspection team awarded higher grades.
133. The school has succeeded in giving good attention to each key issue identified in the last inspection. The management team, teachers and governors are committed to maintaining and raising standards through setting priorities and clear steps for action in order to improve.

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

Grade 2: Good features and no important shortcomings

134. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
135. The school has a good supply of teaching staff to support the number of pupils on roll. The teachers have appropriate qualifications, and planning for delegating responsibilities is very good. The curriculum leaders contribute effectively to developing their subjects. All staff across the school are energetic and collaborate well. The assistants give valuable support and are used effectively and efficiently in the classes.
136. The secretary, mid-day supervisors, the caretaker and cleaners carry out their duties effectively. The school is kept clean and orderly.
137. There are appropriate arrangements for performance management and the continuous professional development of staff. In-service training is held both internally and externally in order to meet the professional development needs of staff, and the programme is appropriately linked with priorities in the SDP. There are good arrangements in place for the support and mentoring of newly qualified teachers and they receive effective support.
138. The school has a good supply of resources to support the NC and for extra-curricular activities. Resources are purchased to support the school's priorities

and the investment in resources since the last inspection, especially human resources, reference books, ICT equipment including a computer room, has a positive effect on the quality of the pupils' work. Even so, there is a shortage of artefacts to support the learning in history and religious education. There are attractive reading areas attached to each classroom in KS1 which are well used. The library has not been developed sufficiently as a multimedia learning centre to promote the research skills and higher reading skills of pupils. The general condition and quality of the resources are good and reflect the commitment of the school to high expectations in all areas of the curriculum.

139. Since the last inspection, a number of improvements have been made to the school buildings and the buildings and grounds are now in a good condition. The surface of the playground is in a good condition and the provision of markings for small and large games motivates play. Although the school strives to plan for pupils with physical disabilities and has done a detailed review of the problems which exist, there are a number of steps within the school and on the site which makes adapting the building completely for these pupils difficult.
140. The classrooms are of an appropriate size for the number on roll and the imaginative use of displays of pupils' work and other materials creates a stimulating educational environment. The 'language wall' contributes effectively to the development of pupils' communication skills. There is a shortage of storage area at the school, and the significant amount of furniture and equipment in the hall reduces the space available for mass sessions of collective worship, physical education lessons and serving school lunch. The school is aware of these difficulties and is in consultation with the appropriate authority in an effort to resolve them.
141. The school makes good use of the local environment, the community and educational establishments such as museums and galleries to support the pupils' learning.
142. There is a good link between spending decisions and the school's priorities. The headteacher and governors regularly review and appraise the resources and the use made of them. Financial management is good and the school offers good value for money.

Standards achieved in subjects and areas of learning

Welsh

Key Stage 1 - Grade 2: Good features and no important shortcomings
Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

143. In both key stages, pupils listen intently to the teachers and their fellow pupils. They concentrate well on the teachers' presentations and on video programmes and sound tapes. They respond with increasing accuracy to a variety of questions and stimulus.

144. Pupils in KS1 respond well to a story and poems read to them. Their reading skills are effectively enhanced through repeating vocabulary and patterns in practical activities in the classroom from day-to-day.
145. Pupils in KS2 become increasingly more confident in talking and discussing in Welsh and to use it in a variety of contexts. Through specific activities such as attention to the imperative form and short form of the verb, their command of the spoken language is developing well.
146. Pupils' oracy skills are further promoted through the opportunities they have to use Welsh to feed back to their fellow pupils in classes and in public situations such as services and concerts.
147. Reading skills of pupils in KS1 are developing well. They recognise features of a book such as the cover, the author and punctuation marks such as an exclamation mark and quotation marks. They read words that are familiar to them correctly and the best pupils read meaningfully and with good intonation.
148. The best pupils in KS2 read correctly and understand clearly what they are reading. They can talk briefly about some of the characters and events in the books that they read. They glean information from a variety of sources including reference books and computer programs.
149. In KS1, the majority of pupils make good progress in their writing. Pupils form letters correctly, label, and make lists and write simple sentences.
150. Pupils in KS2 write in different forms and in response to different stimulus. They construct articles and portrayals of good quality and the best express their opinions well on important issues and current affairs.

Shortcomings

151. Pupils of average and lower ability do not have sufficient skills to nurture their understanding of what they read.
152. In both key stages, the writing skills of many pupils are underdeveloped in relation to the appropriate use of the verb form, syntax, spelling and punctuation.

Science

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

153. Overall, standards are very good across KS2. The results of national tests surpass the local and national averages and also national benchmarks. Performance trends show a continuous improvement. Pupils reach high standards in relation to motivation and working productively.
154. Pupils are aware that science is a way of working as well as a knowledge base. They evaluate the reliability of a fair test through asking: 'Is it possible to do this fairer or better'?
155. Year 4 pupils' knowledge of living things is developing very well. Their pictures of plants show that they can observe precisely. They use their knowledge and

understanding of living things very well whilst planning tests in groups. They can record their plans on paper effectively choosing and identifying appropriate equipment, and identifying the questions that need to be asked. They use scientific vocabulary and appropriate adjectives.

156. Pupils respond positively to ambitious activities. They work together in groups using thinking skills very well to plan tests and to research activities. They can predict what is likely to happen in a test very well.
157. Pupils in Y6 achieve very good standards in relation to their understanding, knowledge, skills and curiosity. They are aware of the aims of lessons, and, overall, they are attained. They are eager learners with curious and open minds.
158. Pupils undertake challenging investigations and activities. They show an understanding of the function of roots in planning tests on green plants. They understand the meaning of a fair test and use independent, dependable variables regularly and meaningfully in their investigations.
159. Pupils develop and adapt their communication skills, and mathematical skills such as considering rating scales within science lessons very well. They make good use of their information technology skills in looking at roots of plants under the 'Digital Blue Microscope'. They use their problem-solving skills, creative skills and personal and social skills very well during group activities.
160. Pupils record the results of their investigations in various forms neatly and sensibly.

Good features

161. Pupils in KS1 use their senses effectively in carrying out scientific experiments. Then can name the five senses and explain their functions and the way in which they use them to be aware of the world around them.
162. They can recognise and name different foods by taste and use appropriate adjectives to describe them, such as 'salty', 'sour', 'bitter' and 'sweet'.
163. Pupils can successfully deduce what objects are in a box through using their hands to feel. They observe well and recollect objects which were covered.
164. They can concentrate well whilst listening to familiar sounds on tape in the listening station. They guess correctly what, in their opinion, is making the sound.
165. Pupils can record correctly through drawing a picture of the scent within pots. They use good communication skills in discussing their task.
166. They use their mathematical skills well whilst sorting objects into sets. They can record their results into columns effectively.

Shortcomings

167. Overall in KS1, pupils' skills to record the observations and results of their scientific tests are underdeveloped.

Design and technology

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

168. In both key stages, pupils successfully choose and use a range of equipment, materials and techniques to design and make their projects. They have a clear understanding of health and safety requirements in working with different equipment and materials.
169. In KS1, pupils speak confidently about the design and making process showing their good understanding of the procedures they must follow.
170. They can build an axle with wheels to create a moving vehicle. They discuss their work using vocabulary such as axle, plan and connect. They choose the appropriate equipment and their measuring, marking, cutting and joining skills are developing well.
171. Pupils in Y1 can use materials such as glue, cardboard, tissue paper and wood confidently and they display good making skills in creating a variety of models and objects purposefully that reflect the quality of the finished product, namely a model of Sam the Scarecrow.
172. Pupils in Y2 can investigate systematically in different fields such as the use of pneumatic systems in engines. They present their ideas neatly using the results of their investigations to construct models which highlight how the pneumatic system works.
173. In KS2, pupils can offer a number of suggestions in response to a brief. In designing and making 'Cwmbrân Cool Cocktails', evidence of previous work shows that pupils in Y3 research aspects such as the pupils' preference for different types including taste and colour.
174. Pupils in Y4 and Y5 understand the importance of design and technology in society such as in their work on bridges. They present ideas on how to strengthen the foundations and show good knowledge of the features of famous bridges such as the Severn Bridge, the Golden Gate in San Francisco and Telford's bridge in Bristol. They discuss their work confidently using appropriate vocabulary such as 'arch', 'beam' and 'suspended' to describe their products. They take advantage of the good links between design and technology and other subjects such as history and geography. The more able pupils can refine their work before deciding on a final design.
175. Pupils in Y6 understand how people can affect the environment and why it is important to protect it. They can explain the brief for the design, their ideas and the effectiveness of different materials in designing a shelter for animals visiting *Eden yr Eirth*, which is the nature garden in the school. They refer to the advantages and disadvantages of a range of materials. They develop their design ideas in a number of ways, including ICT where appropriate.
176. Pupils in KS2 work together well. They respond sensibly to the ideas offered by others. They can make and justify decisions made on how to decorate or present the final product.

Shortcomings

177. The evaluative skills of pupils of average and lower ability are not firm enough.

History

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

178. In KS1, pupils are developing a good understanding of the passage of time. Through looking at photographs from the past and discussing different artefacts, they become aware of the changes which have taken place in people's lives over a period of time.
179. Through role-play in a shop from the past, they become familiar with the goods, the equipment and the shopping habits which existed a long time ago. They discuss knowledgeably how different equipment such as clothes pegs was used in the past and compare them with the type of equipment used today. They record their work effectively in a variety of forms including placing the events correctly on an appropriate time line.
180. Pupils in KS2 develop a good understanding of chronology through referring to a time line in the class which records events which are relevant to their investigation and studies.
181. Pupils in Y3 have a good understanding of life in Victorian times. They make good use of sources to nurture their understanding of the differences in the lives of children in that era compared with today. Their understanding is effectively enhanced through their visit to the Welsh Museum of Life St Ffagan.
182. Pupils' chronological awareness in Y4, Y5 and Y6 has been well developed through their studies of different ages, events and characters from history.
183. In their studies of the Tudor period, they show how some aspects of the past have been represented and interpreted in different ways. They select and amalgamate information from a variety of historic sources effectively, and begin to use them critically.
184. They present their work methodically in a variety of forms using appropriate vocabulary. In one lesson in Y6, historic concepts were complemented very effectively in a dramatic presentation pertaining to the wives of Henry VIIIth.

Shortcomings

185. Overall, pupils' knowledge of local history and of characters and notable events in Welsh history is too superficial.

Art

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

186. In both key stages, pupils use a good range of materials and techniques across a variety of activities. Pupils work confidently using different media including paint, pastel, chalk, pencil, crayons, charcoal and clay. They have a very good

knowledge of mixing colours and a good awareness of colour, tone and texture which is obvious in their completed work.

187. Pupils in KS1 benefit from studying the work of some famous artists, including the work of Matisse and Brenda Chamberlain. They show an appropriate awareness of quality and discuss the elements of their work effectively. Pupils mix colours and appreciate the effect that this gives. They are beginning to understand that some are primary colours and others are secondary colours.
188. They concentrate effectively whilst creating a range of collage work using a range of materials. They use clay to make models of the 'Three Bears' and paint to create portraits of their friends. They observe closely John Piper's picture 'Five Welsh Chapels' identifying long, short and wavy lines and understand the importance of light and dark in studying the buildings.
189. Pupils in KS2 use sketch books to record and collect visual materials during the investigative process. Generally, they develop good observation skills. They show an awareness of tone, form and pattern in their work in making sketches of objects.
190. Pupils are familiar with the work of famous artists, some of them from Wales, and they use these as models for their own work. The pupils have researched the work of Picasso, Van Gogh and Kyffin Williams, for example, and they make good efforts to reflect these moods and techniques in their own work.
191. Pupils do good work under the guidance of artists who visit the school. Pupils in Y3 use techniques which they learnt from an artist who specialises in nature to create effective images of familiar birds.
192. Pupils in Y4 and Y5 contribute to collage work which is based on the class themes. They have good knowledge on a range of materials and which would be appropriate for a collage of the Three Bears, the Tudors and of different foods.
193. Pupils in Y3 make a variety of still life sketches, self-portraits and realistic views of Llanrannog. They use technical terms naturally in discussing their work.
194. Year 6 pupils' understanding of art is further enhanced through working with an artist from the Arts Centre at Llantarnam Grange. Following their journey around the school, they made detailed observations and produced symbolic pictures and textiles and show a good awareness of perspective and imagination.
195. In response to stories and fables by authors such as Elfyn Prichard and Roald Dahl, there are examples of good work in a variety of media displayed artistically in the school's Art Gallery. They reflect the different styles and techniques introduced across the school. Pupils show pride in this work.
196. Pupils benefit from the experiences they have in visiting galleries and competing in the Urdd eisteddfodau.

Shortcomings

197. Pupils' knowledge and understanding of the work of famous artists, including artists from Wales, is not broad enough.

Music

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

198. The majority of pupils achieve very good standards in their knowledge, understanding and musical skills across KS1 and KS2. They learn new skills and musical skills constantly through practical and extensive activities
199. Pupils benefit greatly from a comprehensive and interesting programme of study. They develop the musical elements through performing, composing and evaluating music through various opportunities.
200. Pupils in Y1 develop their idea of rhythm very well through clapping and beating out names of parts of the body on unpitched instruments and also, accompanying simple songs.
201. Pupils show enthusiasm in singing in lessons, assembly and in the choir. They show an understanding in singing a round and can sing a tune for two voices very melodiously. Pupils benefit from performing in eisteddfodau and annual concerts. In singing with the choir, they enhance their musical repertoire and gain confidence in performing in front of large audiences.
202. Pupils benefit very well from opportunities to work independently as well as in groups. Pupils work together very well whilst composing. They discuss their compositions meaningfully making purposeful comments such as: "We need something that flows here".
203. They make effective use of computer programs for composing and use the web for investigative work. They can create effect and ensure purposeful atmosphere very effectively in composing to the motivation of words from poetry. They evaluate tapes of their compositions meaningfully.
204. Pupils appreciate music by composers from Wales and beyond through listening to music when assembling for collective worship. They recognise compositions by world-famous composers such as Tchaikovsky and Welsh composers such as Karl Jenkins.

Good features

205. Pupils in KS1 develop a good awareness of Sol-Ffa in singing Doh, Me, Soh, by using hand signals at the start of lessons.
206. Pupils in KS2 know the names of pitched and unpitched instruments. They can describe sounds they make and choose appropriate instruments to create different sound effects. They can also perform, interpret and write a simple graphic score and evaluate it.
207. Pupils take advantage of the contribution of music to develop their listening, creative and practical skills.
208. Pupils benefit greatly from instrumental lessons in the school. Pupils playing harps created an air of reverence in a whole-school assembly.

School's response to the inspection

At Ysgol Gymraeg Cwmbrân we are very proud of our pupils, and it was pleasing that the inspectors recognised that they have very positive attitudes to their work, that they achieve good standards and are courteous and show concern for others. We are delighted that the inspectors have found that this is a good school with many strengths. The inspection team agreed with school's judgment in most of the aspects and where there was a difference, the inspection team awarded a higher grade.

We are pleased that the inspectors found Ysgol Gymraeg Cwmbrân as 'a happy school with clear aims which consistently focus on the needs of the pupils. In particular, the report confirms that we provide very rich experiences within a 'very good vibrant Welsh ethos'.

It is a matter of pride for us as staff, governors and pupils that the inspectors recognise the teamwork and the trust that exists in the school. The report acknowledges the dedication of the teachers, their careful preparatory work and the varied and challenging experiences which are planned for the pupils. It is good to note that the inspectors found that, in respect of teaching, the percentage of good or better lessons was significantly higher than the target set by the Welsh Assembly Government. Also, that our care and support systems are recognised as outstanding features.

The report acknowledges that there are many firm procedures in place which offer recommendations for school development. The recommendations will appear as targets in our SDP and an outline of the school's action plan will be sent to all parents.

The school has benefited from the new style of inspection which ensures progress as the school regularly endeavours to improve and raise standards.

Appendix A

Basic information about the school

Name of School	Ysgol Gymraeg Cwmbrân
School type	Designated Welsh medium school
Age-range of pupils	3-11
Address of school	Henllys Way St Dials Cwmbrân Torfaen
Post-code	NP44 4HB
Telephone number	01633 483383

Headteacher	Mr Edward Wyn Jones
Date of appointment	September 2003
Chair of governors	Mr Alun Page
Registered inspector	Mr D Gwynfor Evans
Dates of inspection	17-19 October 2005

Appendix B

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	15	39	36	50	49	41	37	32	299

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	3	15

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	8:1
Average class size, excluding nursery and special classes	25.8
Teacher (fte): class ratio	1.25:1

Percentage attendance for three complete terms prior to inspection			
Term	KS1	KS2	Whole School
Autumn 2004	91.8	93.7	94.3
Spring 2005	89.7	91.3	94.6
Summer 2005	91.6	94.5	96.7

Percentage of pupils entitled to free school meals	22
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS 1 Results 2005 – National 2004			Number of pupils in Y2:		49			
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School	0	2	6	68	24	0
		National	1	2	10	63	24	0
Mathematics	Teacher Assessment	School	0	2	6	76	16	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	2	14	58	24	0
		National	0	2	10	65	23	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	89	In Wales	80

End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005 – National 2004			Number of pupils in Y6		28							
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	3	7	43	46	0
		National	1	0	0	0	0	4	13	42	37	0
	Test/Task	School	0	0	3	0	0	0	0	39	57	0
		National	1	1	3	0	0	4	13	42	37	0
Welsh	Teacher assessment	School	0	0	0	0	0	0	11	50	39	0
		National	1	0	1	0	0	3	17	49	28	0
	Test/Task	School	0	0	0	0	0	0	3	53	43	0
		National	1	1	1	0	0	3	15	49	30	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	7	43	50	0
		National	0	0	0	0	1	3	17	46	31	0
	Test/Task	School	0	0	0	0	0	0	7	21	68	0
		National	1	1	1	0	0	3	15	43	36	0
Science	Teacher assessment	School	0	0	0	0	0	0	7	39	54	0
		National	0	0	0	0	0	2	11	50	37	0
	Test/Task	School	0	0	0	0	0	0	0	11	89	0
		National	1	1	0	0	0	1	8	51	39	0

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	89	In the school	95
In Wales	71	In Wales	71

- 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

Appendix D

Evidence base of the inspection

- The inspection was conducted by a team of four inspectors over a period of ten inspection days.
- The deputy headteacher was the nominee.
- Forty-five lessons or parts of lessons were inspected as well as a selection of pupils' practical and written work.
- Listening to pupils read in both Welsh and English.
- Registration activities, collective worship and other activities were seen during the inspection.
- Discussions were held with staff and pupils about their work.
- Discussions were held with the School Council and the Eco Committee.
- All documents presented by the school were analysed before and during the inspection.
- Pre-inspection meetings were held with staff, parents and the governing body.
- Ten parents attended the pre-inspection meeting and 66 questionnaires were completed by parents and analysed.
- Post inspection meetings were held with the staff and the governing body

Appendix E

Composition and responsibilities of the inspection team

Team Member	Aspect Responsibilities	Subject Responsibilities
Mr D G Evans Rgl	Context Summary and Recommendations Key questions 1, 5 and 6	Welsh history
Mrs N Williams Team	Key questions 3 and 4	science music
Mr O Phillips Team	Key questions 2 and 7	design and technology art
Mrs J Davies Lay	Contributions to questions 1, 3, 4 and 7	

Acknowledgement

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

**Inspection under Section 10 of the
Schools Inspections Act 1996**

A Summary Report for Parents

**Ysgol Gymraeg Cwmbrân
Henllys Way
St Dials
Cwmbrân
Torfaen
NP44 3NB**

School Number: 678-2312

Date of Inspection: 17-19 October 2005

by

**Mr D Gwynfor Evans
W005/15682**

Date: 19 December 2005

Under Estyn contract number: T/078/05P

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Ysgol Gymraeg Cwmbrân was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Ysgol Gymraeg Cwmbrân** took place between **17-19 October 2005**. An independent team of inspectors, led by **Mr D Gwynfor Evans** 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Basic information about the school

Name of School	Ysgol Gymraeg Cwmbrân
School type	Designated Welsh medium school
Age-range of pupils	3-11
Address of school	Henllys Way St Dials Cwmbrân Torfaen
Post-code	NP44 4HB
Telephone number	01633 483383

Headteacher	Mr Edward Wyn Jones
Date of appointment	September 2003
Chair of governors	Mr Alun Page
Registered inspector	Mr D Gwynfor Evans
Dates of inspection	17-19 October 2005

Context

The nature of the provider

1. Ysgol Gymraeg Cwmbrân is a designated Welsh medium school. It serves the catchment area of the town of Cwmbrân and the vicinity. The school opened in September 1992 for pupils aged four to 11 years of age and in September 1997 a nursery class opened for children aged three. The school describes the area it serves as being one of mixed industries with a population which has a mixed social background. Currently, 22% of pupils are entitled to free school meals which is substantially higher than the figure of 12% for the county.
2. There are 284 full-time pupils from reception age to Year (Y) 6 with 28 children part-time and one full-time in the nursery on roll. At the time of the last inspection in November 1999, there were on the school's register, 141 full-time pupils (aged 4-11) and 46 nursery children attending part time. Due to variations in the numbers of pupils in the different years, three classes contain two year groups: R/Y1, Y4/Y5 and Y5/Y6; the remaining classes are single-age classes. One pupil has a statement of special educational need (SEN) and 38 others have additional learning needs.
3. The vast majority of pupils come from English-speaking homes; less than one per cent come from homes where Welsh is the main language of communication. Welsh is used as the medium of instruction in the nursery/reception and in Key Stage (KS) 1; in KS2, pupils are taught through both the medium of Welsh and English with the aim of making the pupils bilingual by the time they transfer to the secondary school at 11 years of age.

The school's priorities and targets

4. Among the priorities which the school lists in its school development plan (SDP) for 2005-2006, attention is given to the following:
 - underachievement in mathematics;
 - promoting higher reading skills;
 - global citizenship and curriculum;
 - the development of core subject portfolios;
 - the development of thinking skills and information and communications technology (ICT) skills;
 - implement the work agreement and develop the role of the class assistants;
 - prepare for the Foundation Scheme, and
 - health and safety issues relating to the buildings.

Summary

5. Ysgol Gymraeg Cwmbrân is a good school. Pupils' standards of achievement are consistently good and on occasions very good. The quality of care, guidance and support for pupils together with the leadership and strategic management of the school are outstanding features of the school's work. The inspection team agreed with the majority of the judgements made by the school in its self-evaluation document.

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?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

Standards

6. During the inspection, pupils' overall standards of achievement in the lessons observed was as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' Standards of achievement	29%	71%	0%	0%	0%

7. Six subjects were inspected in KS1 and KS2. Standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 1
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 1	Grade 1

8. The overall quality of the educational provision for the under-fives is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning in the six areas of learning.
9. Pupils of all abilities make consistent progress in their knowledge, understanding and skills and achieve agreed aims across the learning stages.
10. Pupils with SEN make good progress and achieve the targets set for them.
11. Children under five make good progress in all the key skills of listening, speaking, reading, writing, numeracy and information technology.
12. Pupils in KS1 and KS2 achieve grade 1 in listening and speaking and grade 2 standards in reading and writing. The standards they achieve in numeracy and information technology are grade 2.
13. Pupils attain grade 1 in their bilingual competency. Pupils show good skills in problem-solving and working together and their creative skills are developing very well. There are very good aspects to their personal and social development such as in their values and their attitude towards learning; their awareness of environmental issues is less well developed.

14. At the end of KS1, in 2005, pupils' achievement in the core subjects of the National Curriculum (NC), according to the core subject indicator, was higher than those of the county and Wales. In comparison with similar schools across Wales, the school's overall results for the last three years show that it performs between the middle and upper quartile according to national benchmarks. The percentage of pupils attaining level 3 in Welsh and science has increased during the past year and compares favourably with national averages.
15. In KS2, in 2005, pupils' achievement in tests in the core subjects of the NC, according to the core subject indicator, was substantially higher than the county and national averages. In comparison with similar schools across Wales, the school's overall results for the last three years show that it performs in the upper quartile according to benchmarking evidence. The number of pupils attaining level 5 is substantially higher than national percentages in each of the subjects, and in science in 2005, 89% of the pupils achieved that grade.
16. In 2004, contrary to the national trend, boys performed better than girls in both key stages.
17. Pupils of all ages have very positive attitudes towards their work. They show great interest in the tasks set for them and they work very productively as individuals and in groups. Older pupils increasingly use their thinking and judgemental skills in their work. Less developed is their ability to understand their strengths and weaknesses and what they need to do to improve.
18. Pupils' behaviour in the classroom and around the school is very good. Pupils are polite and friendly towards each other, the staff and visitors. They show respect for people and property and an awareness of the needs of others.
19. The average attendance at the school over the three terms prior to the inspection was 95.2%; the school's target for the current year is 96%. Unauthorised absence is less than one per cent and a reduction on the previous year. Overall, punctuality is good.
20. Pupils are aware of equal opportunity issues and show respect for diversity within society. They take part in a wide range of recreative and cultural activities in the community. Members of the community come in to the school to speak to the pupils about their work and experiences. The pupils visit the workplace in connection with their studies.

The quality of education and training

21. Good teaching is one of the strengths of the school. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	65%	7%	0%	0%

22. The teachers are role models of a high standard and they have a very good relationship with the pupils.
23. Where teaching is good with outstanding features, teachers:
 - plan purposefully and in detail with clear teaching objectives at the start of the lesson;
 - have high expectations with regard to pupils' achievement, attitude and behaviour;

- question pupils skilfully and penetratingly whilst reviewing previous work and hold evaluating sessions which reinforce the learning;
 - prepare demanding and stimulating tasks to challenge pupils to listen carefully, to talk purposefully, to reason and elaborate when offering comments and ideas, and
 - set differentiated targets and provide appropriate support to enable pupils to achieve successfully.
24. In the small percentage of lessons where satisfactory teaching was seen, the main shortcomings were:
- learning aims not clear enough;
 - tasks insufficiently challenging, and
 - insufficient resources prepared for the activities.
25. Teachers regularly promote equal opportunities and equality during lessons. They use a good range of techniques to extend pupils' bilingual skills. The assistants make a valuable contribution to the quality of the teaching and learning and succeed in supporting the teachers' work effectively.
26. The quality of assessment is good and enables the school to identify the strengths and weaknesses of individual pupils and highlight areas for development. There are appropriate procedures for identifying and assessing pupils with SEN which conform with statutory requirements.
27. Pupils progress and achievement in the core subjects are assessed termly and foundation subjects annually; evidence is also kept of their personal and social development. Although the work of developing subject portfolios has been started, the contribution of these documents to the process of levelling pupils' work across the classes is limited.
28. Appropriate individual targets are set for pupils in language but this is not done in other aspects of learning. Pupils are not sufficiently involved in the setting of short-term targets nor in the process of reviewing and assessing them.
29. Pupils' work is marked regularly and in the best practice, further comments on how to improve the work are included.
30. The annual reports to parents conform with statutory requirements. They give valuable information to parents on the progress and achievement of their children although they do not give enough guidance on the next steps of learning. However, there are good opportunities available to parents to obtain further information should they wish.
31. The school responds very well to the pupils' needs and in providing equal access to a broad and balanced curriculum. There are clear aims and objectives to the learning and teaching.
32. The school offers a wide range of extra-curricular activities to its pupils. Recently an after-school club was established and those who attend receive valuable experiences. There is a good variety of clubs, educational visits and visitors to the school.
33. There is a very good relationship between the parents and the school. There is a very active Parent Teacher Association and parents give support in a variety of ways. The school provides a valuable bilingual service to the parents.

34. The school has close links with the local community. Its links with other primary schools in the area are good. It has very effective links with Ysgol Gwynllyw, the secondary school to which the pupils transfer.
35. The school has established firm structures in order to nurture its links with the world of work and business.
36. Basic and key skills are being developed well. The *Cwricwlwm Cymreig* receives appropriate attention although this is not obvious enough in history and art. Pupils' bilingual skills are being developed very well.
37. Pupils' spiritual, moral, social and cultural development is being promoted very well through the wide variety of educational and extra-curricular experiences and the periods of collective worship provided for them.
38. Although there are procedures in place for education in relation to sustainable development and global citizenship, this aspect is currently underdeveloped in the daily life of the school.
39. The school has clear arrangements to ensure the health, safety and well being of pupils. Risk assessments are carried out regularly in relation to the whole life and work of the school.
40. The school offers support and guidance of a high standard. The policies concerning child protection, discipline, anti-bullying, equal opportunities and personal and social education are being implemented effectively.
41. The quality of the provision for additional learning needs is very good. Pupils with SEN are identified at an early stage and their needs are assessed thoroughly. There are appropriate individual educational programmes in place which are monitored regularly and reviewed termly.
42. The racial equality policy is operational. Equality is promoted between both sexes and every effort is made to ensure the equal treatment of each pupil.

Leadership and management

43. There is a very good ethos in the school; it is a happy and caring school with clear aims which consistently concentrate on the needs of the pupils. There is a strong culture of trust between the governors, the headteacher, the management team, staff and parents. They all have high expectations in relation to the life and work of the school.
44. The headteacher provides very good leadership to the school. He is energetic and enthusiastic with clear vision and high expectations. He receives strong and effective support from the deputy headteacher, and other members of the management team undertake their work effectively. Those who have co-ordinating roles carry out their work methodically and conscientiously.
45. The school has reacted very positively to national priorities. It has good links with other schools and various providers.
46. The school has appropriate measures for setting targets. The targets are challenging but realistic and are reviewed regularly.
47. The school's performance management plan is clear and purposeful and is implemented efficiently. The current SDP is of good quality and appropriately detailed on the school's priorities.

48. Self-evaluation procedures are well-established in the school. Information collected through the monitoring programme is used to influence the priorities noted in the SDP. The quality of the school's self-evaluation report is good. The inspection team agreed with the judgements made by the school in five out of the seven key questions. Where there was a difference in judgement, the inspection team has awarded higher grades.
49. The school collects a wide range of performance data which consist of internal and external test results. The results are analysed by the assessment co-ordinator in order to identify strengths and that which needs to be done in order to improve. At the moment, the subject co-ordinators are not sufficiently involved in the analysis, and the judgement on pupils' standards of achievement is not based on sufficient evidence, such as examples of pupils' work which have been levelled across the age and ability range.
50. Governors have a very good knowledge of the needs of the school and the members are committed to ensuring the best possible provision for each pupil. They receive regular informative reports full of from the headteacher as well as purposeful contributions by other members of staff. They contribute effectively to setting a strategic direction and attend training courses enabling them to contribute purposefully to this process. Members are linked to curricular areas and receive regular reports from the management team and the subject co-ordinator. Their role in relation to monitoring standards and quality across the school has not been fully developed.
51. The school has succeeded well in addressing all of the key issues identified in the last inspection.
52. The school has a good supply of teaching staff to support the number of pupils on roll. Teachers have appropriate qualifications, and plans for delegating responsibilities are very good. The assistants give valuable support and are used effectively and efficiently in the classes.
53. The school has a good supply of resources to support the curriculum and for extra-curricular activities although there is a need to augment the artefacts in history and religious education. The resources are in a good condition and are used and managed purposefully.
54. A number of improvements have been made to the building since the last inspection and the school buildings and grounds are now in a good condition. Plans have been produced to adapt the building to the needs of physically disabled pupils.
55. The school makes good use of the local environment, the community and educational establishments in order to support the pupils' learning.
56. There is a good link between the spending decisions and the school's priorities. Financial management is good and the school offers good value for money.

Recommendations

In order to improve, the school needs to:

- R1 give attention to the few weaknesses identified in some of the subjects and strive for excellence throughout the school;
- R2 within the school's assessment procedures:
- further develop the pupils' role in the process of planning and enhancing progress, and *
 - implement a composite system of moderating pupils' levels of achievement across all the subjects in KS1 and KS2; *
- R3 in connection with the school's monitoring system, ensure that the process of assessing pupils' standards of achievement is based on an appropriate range of first hand evidence, and *
- R4 continue to develop the programme promoting education for sustainable development and global citizenship. *

* aspects of these issues receive attention in the SDP.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Acknowledgement

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