

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

**A report on the quality of education in**

**Cwmfelin Primary School  
Maesteg Road  
Cwmfelin, Bridgend  
CF34 9LD**

**School number: 6722117**

**Date of inspection: 19/10/2009**

**by**

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## Introduction

Cwmfelin Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Cwmfelin Primary School took place between 19/10/09 and 21/10/09. An independent team of inspectors, led by Peter Mathias, 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<b>Nearly all</b>	with very few exceptions	<b>Half/around half</b>	close to 50%
<b>Most</b>	90% or more	<b>A minority</b>	below 40%
<b>Many</b>	70% or more	<b>Few</b>	below 20%
<b>A majority</b>	over 60%	<b>Very few</b>	less than 10%

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## **Context**

### **The nature of the provider**

- 1 Cwmfelin Primary School is situated on the southern outskirts of Maesteg near to the main road leading into Bridgend which is the local authority (LA).
- 2 The school provides education for boys and girls between the ages of 3 and 11. There are 197 full time equivalent pupils on roll including 19 full time equivalent nursery children who attend on a full-time basis. The school roll has fallen slightly since 2006. Some 75% of pupils come from the local area and the remainder travel some distance to the school from the broader Maesteg district. Approximately 5% of pupils are considered eligible for free school meals, which is well below the LA average of 18.1% and the all-Wales average of 17.5%.
- 3 The school considers that overall pupils come from homes which are neither advantaged nor disadvantaged. Most children enter the nursery with basic skills which are at least in line with those expected and usually found amongst children of three years of age. All pupils have English as their first language and nearly all have Welsh backgrounds. No pupil has support in English as an additional language (EAL) and no pupil uses Welsh at home.
- 4 About 12% of pupils are considered to have some degree of special educational needs (SEN). No pupil has a statement of SEN and no pupil has the National Curriculum (NC) disapplied. In the previous school year no pupils were excluded. The school organises and teaches children in the nursery and reception classes in line with the Foundation Phase. The school holds the Basic Skills Quality Mark, the Healthy Schools Awards and Green Flag status.
- 5 A new nursery facility was opened recently.
- 6 The current headteacher was appointed in September 2005 after a period as acting headteacher. The school was last inspected in November 2003 when a previous headteacher was in post. During the inspection one member of the permanent teaching staff was on long-term secondment to another school.

### **The School's Aims**

- 7 The school's aims are wide and appropriate.

### **The School's Mission Statement**

- 8 'To enable each child to become a happy, confident individual who enjoys the excitement of learning. Together, we will provide care and support for each child to succeed, whilst recognising and celebrating the talents, uniqueness and efforts of every child.'

### The school's priorities and targets

- 9 The school's priorities and targets for 2009/2010 are to: -
- develop pupils' research skills;
  - develop entrepreneurial skills;
  - extend the use of the outdoor environment in the early years and beyond;
  - promote and celebrate bilingualism;
  - further develop pupils' emotional intelligence;
  - maintain cross-phase pupil portfolios and further develop assessment for learning through peer and pupil self-assessment; and
  - further develop the role of the senior management team.

### Summary

- 10 Cwmfelin Primary School is a good school. It is very well led. Pupils are well cared for, guided and supported. It has made good progress since its last inspection in November 2003.

#### Table of grades awarded

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

- 11 The inspection team agreed with six of the seven judgements made by the school in its self-evaluation report. Where it disagreed, this was because the school underestimated the overall quality of its leadership and management by one grade. The leadership and strategic management within the school is good and has significant outstanding features to justify Grade 1 which contribute much to maintaining standards in Key Question 1 and ensuring that the school provides good value for money.
- 12 The overall quality of educational provision for the under fives is appropriate to their needs and children make good progress towards the Foundation Phase Outcomes.
- 13 On the whole children begin school in the nursery with at least the expected levels of basic skills. They make very good progress and are very well prepared for the next phase of their education. Nearly all meet or exceed the predictions made for them at seven years of age.
- 14 In the end of 2009 National teacher assessments for seven year olds, starting from an above average base, the proportion of pupils attaining at least the expected level (Level 2) in English, mathematics and science, was well above the LA and national averages. The combined results were very high. The proportion reaching the higher level (Level 3) was also well above local and national averages. In these assessments boys and girls have attained the same. Over time a similar pattern has prevailed.
- 15 In the 2009 KS2 national teacher assessments for eleven year olds the proportion of pupils reaching the expected level (Level 4) in English, mathematics and science was above schools locally and nationally. The combined results were above as were the proportion of pupils reaching the higher level (Level 5). In these assessments girls out performed boys.
- 16 When the results in 2009 are compared to schools considered to have a similar proportion of pupils entitled to free school meals, the results at the end of KS1 were very high. The KS2 results were above most of these schools. When these results are compared to the national family of schools to which the school is placed, the school performed above nearly all of this group of schools. Since 2005 the school has successfully maintained high standards in these assessments. In 2009 the school met the targets it had agreed with the LA.
- 17 Standards and progress in the key skills of literacy and communication in English are good with no important shortcomings. In the Foundation Phase children make very good progress in expressing themselves and in listening carefully. Across the school, many read well for their different ages and for different purposes. In the Foundation Phase children are aware that marks carry meaning and they use them to begin to convey their thoughts to paper confidently. In KS1 and KS2 many write well in different styles and for different purposes. They present their work neatly.
- 18 Pupils' communication skills in Welsh are good overall. Across the school from the Foundation Phase all speak and listen well for their ages and backgrounds. Their reading and writing skills develop well as do their bilingual skills.

- 19 Mathematical skills are good with no important shortcomings. From the Foundation Phase children make good progress in investigating in their play and in how to estimate and measure a wide range of materials. Older pupils build successfully on what they already know and can do. They use their mathematical skills well in different situations and subjects, for example in science, history, geography and design technology.
- 20 Skills in information and communications technology (ICT) are good overall. In the Foundation Phase children make very good progress in using ICT in a wide range of forms, for example to record their own work and that of others using digital cameras in physical activities. They use the mouse to navigate through a wide range of simple programs. In KS1 and KS2 older pupils utilise computers well to enhance and extend their learning, for example through electronic presentations.
- 21 Across the school, pupils' understanding of their Welsh culture and heritage is good. Nearly all pupils by the age of eleven have a good understanding of their own local history and of the work of some Welsh artists, writers, musicians and composers.
- 22 Pupils' personal and social education skills are good as are their problem solving and creative skills. They have a good understanding of how to improve their own learning and performance. Pupils' willingness and abilities to work with others are good with outstanding features and represent a major strength of the school.
- 23 Attendance at 95% is above the LA average of 93% and the all-Wales average of 92%.

### **The quality of education and training**

#### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
9%	82%	9%	0%	0%

- 24 These figures are above the national average as reported by Her Majesty's Chief Inspector (HMCI) in the Annual Report 2007/2008 (Primary) where the quality of teaching was judged good or better in 83% with 15% being Grade 1 overall. These figures are overall above those, but the incidence of Grade 1 teaching was below. These figures are an improvement on those of the last inspection.
- 25 In the Foundation Phase all practitioners plan and work very closely and effectively together so that all children are actively and successfully supported. Across the school there are very close working relationships between all adults and pupils. Planning for those with SEN and those who are identified as gifted and talented is detailed and effective.

- 26 In the best lessons which have many outstanding features, these include: -
- very clear explanations of what is expected in the lessons;
  - very high expectations of what pupils can achieve;
  - very good subject knowledge;
  - regular and effective reviews of what pupils have achieved; and
  - very positive encouragement and guidance to pupils in how to evaluate their own success and that of others.
- 27 Where there were some shortcomings these were: -
- insufficient opportunities for pupils to investigate independently and to discuss amongst themselves;
  - missed opportunities to promote pupils' understanding of how and why others feel and act; and
  - lack of encouragement to pupils to improve their speaking skills.
- 28 Arrangements for assessment and its use in planning and informing learning are good with no important shortcomings. Teachers carefully and regularly assess pupils' progress and take part in agreeing with other local schools, including the secondary school to which most pupils transfer, the standards pupils are reaching particularly in English, mathematics and science.
- 29 Annual reports to parents are clear and provide them with a detailed picture of their children's progress both academically and personally.
- 30 The curriculum is broad and balanced and meets all legal requirements of the NC and the locally agreed syllabus in religious education. The school has made good progress in planning for the changes to the NC.
- 31 Provision for spiritual, moral, social and cultural development is good. Collective acts of worship meet legal requirements and are of a broadly Christian nature. The school successfully encourages all pupils to take responsibility for their actions. There are very good arrangements for pupils to appreciate the world of work and to understand the need to protect the environment and to use natural resources carefully.
- 32 There are good arrangements for pupils to be made aware of the cultural diversity of modern society and of their responsibilities as citizens of the world.
- 33 Pupils are well cared for, guided and supported. The quality of care, support and guidance is a strong feature of the school. Provision for those with additional learning needs (ALN) and those with SEN is good with no important shortcomings.

- 34 There are good arrangements to promote pupils' wellbeing and safety and to make them aware of the importance of living healthily. The school council is well established and meets regularly. Its views are carefully considered. Pupils have a good understanding of the democratic process.
- 35 Child protection arrangements meet local guidance and recommended good practice. There are detailed procedures to monitor pupils' punctuality, attendance and behaviour. The school has good procedures to encourage all pupils to be tolerant, to treat each other equally and to address any issues of bullying or other forms of harassment.
- 36 A detailed survey of the site has been carried out to review accessibility for those with physical disabilities. An appropriately detailed accessibility plan is in place and the school has carried out a range of measures to improve access for the disabled.

### **Leadership and management**

- 37 The headteacher provides a very strong and thoughtful lead to the school. There is a very positive ethos which informs and is reflected in all aspects of school life. This emanates from the leadership provided by the headteacher.
- 38 The headteacher and deputy headteacher form a very well informed and effective management team which has very successfully worked to strengthen the roles of curriculum leaders and to make all staff feel that they have important roles to play in maintaining high standards. All work together very cohesively as a very committed team.
- 39 The school has taken careful note of national and local priorities and initiatives. The school development plan (SDP) is a major force in the school's management arrangements and is very well used to drive forward new initiatives. Arrangements to provide time during the taught week to plan, prepare and assess (PPA) is well organised. There are detailed arrangements to develop the professional skills of individual teachers which effectively contributes to the maintenance of high standards.
- 40 The governing body is well led. The chair of governors and many governors are very well informed and committed to supporting the school. Links between governors and all staff are strong. Governors discharge their responsibilities well and meet all of their statutory duties. Financial management is well organised and appropriately focused on meeting the educational needs of the school.
- 41 The school self-evaluation document is well constructed and is based on a very detailed and ongoing analysis of the views of parents and pupils as well as governors and staff. All opinions are taken very seriously. The SDP and the school self-evaluation processes are closely linked to the school's performance management procedures. Both are carefully focused on national and local priorities and in raising standards further.
- 42 Day-to-day administration is smooth and efficient. The school is well maintained and provides an attractive place for learning. However, the space available for indoor

physical education is limited. The school is well staffed with appropriately qualified teachers and support staff.

- 43 Overall, resources are of a good quality and quantity and are readily available. The newly refurbished Foundation Phase facilities provide in many ways, good opportunities for indoor and outdoor play. However, the resources available there are predominantly man made and children have limited opportunities to investigate natural materials. All resources are well used.
- 44 The school has successfully reviewed and implemented changes to its management structures as part of the workforce remodelling programme with the recognition of additional responsibilities in the Foundation Phase and in KS2.
- 45 Bearing in mind the overall quality of education provided and the standards pupils achieve, the school gives good value for money.

## Recommendations

- 46 In order to improve the school, the staff and the governing body need to:
- R1 further enhance the outdoor provision for children in the Foundation Phase so that they have greater opportunities to explore and investigate a wider variety of natural materials and environments; \*
- R2 put in place strategies to extend the outstanding features found in teaching in some classes so that it is more consistent across the school; and
- R3 review arrangements in physical education so that pupils have greater space in the hall in order to perform more safely.

\* Which the school has already identified as a priority.

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

- 47 The findings of the inspection team matched the judgement made by the school in its self-evaluation report.
- 48 In the 2009 national teacher assessments for seven year olds, starting from an above average base, the proportion of pupils attaining at least the expected level (Level 2) in English, mathematics and science was very high compared to the LA and national averages. The combined results were also very high. The proportion of pupils achieving the higher level (Level 3) was also well above local and national averages. In these assessments boys and girls attained the same. There is no evidence of any significant variation in the comparative performance of boys and girls over time.
- 49 In the 2009 national teacher assessments of eleven year olds, the proportion of pupils reaching the expected levels (Level 4) in English, mathematics and science was above schools locally and nationally. The combined results were above, as were the proportion of pupils reaching the higher level (Level 5). In these assessments girls out-performed boys.
- 50 When these results are compared to schools considered to have broadly similar proportions of pupils entitled to free school meals, (less than 8%) the results for KS1 were very high and above most of these similar schools in KS2. Since 2005 the school has a trend of maintaining high standards in both the KS1 and KS2 national teacher assessments. In 2009 the school met its targets agreed with the LA. In comparison to the national family of schools to which Cwmfelin belongs, its performance in 2009 was above nearly all of these schools.
- 51 As this was a short inspection no judgements were made about standards achieved in the lessons seen.
- 52 The school plans and teaches children in the nursery and reception in line with the curriculum for the Foundation Phase. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase Outcomes.
- 53 Many pupils begin school with levels of attainment which are at least in line with those expected. Nearly all make at least the expected progress and many make very good progress and exceed the targets predicated for them on entry to the school. They are very well placed for the next phase of their education.
- 54 In the key skills of communication in English achievement is good overall with no important shortcomings. Within the Foundation Phase children make very good progress in developing their speaking, listening, reading and writing skills. They express themselves very confidently and have an increasingly wide vocabulary. These children by reception class have a very secure understanding of how to recognise the sounds which letters make and to know that words carry meaning.

They make good progress in learning the shapes of letters and are beginning to express their ideas in simple mark making.

- 55 Within KS1 and KS2 nearly all pupils speak clearly and listen very attentively. They read fluently with expression and nearly all read at least in line with the standards it would be reasonable to expect of them. They use their reading skills well to find out information from a wide range of sources. In KS1 and KS2 pupils write well and take a pride in presenting their work neatly. By the end of KS2 nearly all write in many different styles and for many different purposes.
- 56 In communication in Welsh standards are good with no important shortcomings as are pupils' bilingual skills. From the Foundation Phase where children are beginning to respond to instructions appropriately, older pupils speak and listen well and read and write accurately in Welsh bearing in mind their different starting points.
- 57 Overall, standards in numeracy across the curriculum are good, with no important shortcomings. In the Foundation Phase children investigate and form a growing understanding of how to weigh, measure and count, using a wide range of materials to do so. In KS1 and KS2 nearly all pupils apply their understanding of number across the curriculum. They measure time, money, length, create bar charts, line graphs and Venn diagrams and apply their knowledge of co-ordinates successfully.
- 58 Across the school pupils' skills in ICT are good. In the Foundation Phase children take digital photographs, play back images and record using microphones. In KS1 pupils use a paint program to produce images and enter data to make a record. Within KS2 all pupils use the computers effectively to create electronic presentations and to research the Internet. Across the school all pupils have a growing understanding of their Welsh heritage and culture which is often reflected in the displays across the school. By the end of KS2 pupils study Welsh artists as part of their art and design curriculum and learn about the work of some Welsh writers. They are aware of stories about Wales from the past.
- 59 Pupils' personal and social education skills are very well developed and have some outstanding features. Within the Foundation Phase all children work co-operatively and help each other. Within KS1 and KS2 all pupils display positive, mature attitudes.
- 60 Pupils' creative skills are good. All children in the Foundation Phase have a wide experience of imaginative and expressive activities in art, craft, design, music and dance. They experiment with movement and pattern making with their hands. Most children communicate and express their ideas confidently. Within KS1 and KS2 pupils use their creative skills well in religious education, for example in designing a shrine and in ICT using computers to design within an art project.
- 61 Pupils' problem solving skills are good. In the Foundation Phase children show curiosity and are eager to explore situations, for example making bigger bubbles. Within KS1 and KS2 pupils plan investigations and carry them out carefully. By the end of KS2 pupils systematically plan, predict and identify variables and select and use appropriate skills and strategies.

- 62 Across the school pupils work very happily and constructively together. Starting in the nursery children learn to give and take and to share happily together. Within KS1 and KS2 pupils show very mature attitudes to each other when working in pairs and in small groups. They discuss constructively and share their ideas very willingly.
- 63 Standards and progress in pupils' knowledge of how to improve their own learning and performance are good. Learning strategies encourage all children to regularly evaluate how well they have learnt and how well they have performed during lessons. At KS1 in Y1, pupils begin to assess each other's work sensibly, for example selecting a favourite piece of work and giving reasons why it is good. Within KS2 pupils reflect and evaluate accurately at the end of a project and use different strategies to identify how well they have worked.
- 64 Pupils have excellent attitudes to learning, show great interest in their work and nearly all pupils sustain good concentration in lessons. The majority are very well motivated and enthusiastic in their schoolwork and related activities, resulting in the good standards they achieve and in the high quality of life in school.
- 65 The behaviour of pupils is very good. Pupils move around school in an orderly and very courteous manner. They are respectful to each other, staff and visitors, listening and responding appropriately to instructions and suggestions. Pupils' manners and attitudes at playtime and at lunchtime are very good. They are considerate of others and of school property and demonstrate a growing level of self-confidence, taking an increasing degree of responsibility and self discipline.
- 66 Levels of attendance are good and are improving, averaging 95% over the last three terms. These figures are above local and national averages.
- 67 There are no significant or unexplained variations in attendance levels across the school or throughout the year. Overall, the main cause of pupils' absence is holidays being taken during term time, which is carefully monitored by the school. Nearly all pupils arrive punctually at the start of school and throughout the school day sessions begin promptly.
- 68 All staff help pupils successfully become more understanding and sensitive to the needs of others, to care for those who are less fortunate than themselves and to be aware of cultural and racial issues. Pupils are developing a very clear understanding of right and wrong. Acts of collective worship in the school assist pupils to develop further their spirituality. Local, national and international charitable causes are very well supported.
- 69 Pupils have a good understanding of equality of opportunity; they show great maturity in their attitudes and recognise the need to treat every person fairly and without any form of discrimination. Pupils have excellent moral values and show consideration and fair play for others. The school has very high expectations of pupils and strongly promotes equality in its policies for promoting and practising equality of access. Equal opportunities and racial equality are effectively and consistently implemented by all staff.
- 70 Pupils' knowledge and understanding of the workplace and the local community is very good. In lessons they discuss the different work people do and the ways in which people look after and care for their community.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

71 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.

72 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	82%	9%	0%	0%

73 The quality of teaching is good or better, that is Grade 1 or Grade 2 in 90% of lessons. The overall figure is above the national figure reported by HMCI in the Annual Report 2007/2008 (Primary) when the quality of teaching was good or better, for example Grade 1 or Grade 2 in 83%. Nationally 15% of lessons were graded at Grade 1. In this inspection 9% of lessons were Grade 1. These figures are above those reported at the time of the last inspection.

74 In the Foundation Phase, practitioners very carefully plan together and work as a very strong and committed team to encourage successfully all children to enjoy coming to school. They are very alert and respond very effectively to the needs of all children so that all are very well supported and play a full part in their learning activities.

75 Across the school from the Foundation Phase teachers in KS1 and KS2 establish very close and supportive working relationships with their pupils. All are very aware of and respond to recent changes in the way in which they teach, for example in how they place greater emphasis on teaching the skills pupils will need to be successful learners. All lessons are carefully planned.

76 In the best lessons which have many outstanding features, teachers make their objectives very clear and encourage their pupils to believe that all can reach and exceed what is hoped for them. Teachers show very good subject knowledge. They very positively encourage all pupils to express their ideas confidently knowing that their efforts will be highly valued. They encourage independence and persistence in order to find solutions to problems. They regularly review what pupils have achieved so far and how much more they can achieve. They very effectively encourage pupils to evaluate their own successes and those of others constructively.

77 Where teaching had some shortcomings, these were that the teaching did not give sufficient opportunities for pupils to investigate for themselves and to discuss their own ideas. Opportunities were missed to encourage pupils to identify with the situations and feelings of others and to respond in extended sentences.

78 Assessment procedures meet statutory requirements. The school has recently revised its systems for assessment, recording and reporting. The revised assessment policy emphasises assessment for learning and self assessment together with summative assessment procedures. A strength of the procedures is

the careful analysis of baseline assessments on school entry followed by a further analysis of progress against baseline targets in the reception class.

- 79 End of key stage assessments and other reliable tests are administered every year in mathematics and English which enable the school to monitor closely individual pupil progress, to set individual targets and to improve pupil performance. NC assessments are carefully analysed and the findings are used to inform the SDP.
- 80 Daily assessments inform clearly pupils' next steps in learning. The procedures for assessment, recording and reporting focus well on assessment for learning and provide a sharp focus on pupils' achievements identifying well those who need support and those pupils who require more challenge. Although they are at a fairly early stage of development the new procedures are being implemented effectively, are manageable and informative.
- 81 Pupils are fully involved in planning their own progress and in setting targets for themselves to help them improve. They determine their own targets in negotiation with their teachers. These are monitored and new ones are set by the same process. Their targets are displayed in their books. Marking indicates clearly to pupils what they need to do in order to improve their work.
- 82 The school provides informative annual written reports for parents which give a clear picture of their children's progress against NC levels together with targets for improvement and comparative data at the end of Y6. They contain detailed information about pupils' progress in English, mathematics and science. Additional information is provided about pupils' personal and social development. Parents receive ample opportunities to discuss their children's progress and the school works closely with them to meet the needs of their children.
- 83 A good feature of the procedures and system for assessment, recording and reporting is the collections of assessed, moderated work in all subjects. These provide good support for teachers when deciding the levels of the NC pupils reach. The school has worked closely with neighbouring schools and with the secondary school to which most pupils transfer, in order to agree standards, particularly in English, mathematics and science.

**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**

- 84 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 85 The school provides a balanced curriculum for pupils, which meets the legal requirements of all pupils including those with SEN and those identified as gifted and talented. All benefit from a range of purposeful learning experiences both indoors and outdoors and visits to many places of interest provided by the school. Good use is made of the locality to provide interesting and meaningful learning experiences

which all enjoy. Arrangements to implement the recent changes to the NC are being addressed purposefully. The school provides many opportunities for the development of the common requirements of the NC. Provision for the development of pupils' key skills is good. All pupils are aware of the key skills; understand what they are and how to use them.

- 86 In the Foundation Phase children enjoy a wide range of rich and stimulating learning experiences both indoors and outdoors, which promote active involvement in their learning in which they make good progress. There has been considerable investment in the curriculum for the Foundation Phase. However, much of the provision is limited to manmade equipment. There are limited opportunities to investigate a wide range of natural materials and environments.
- 87 Numerous visits to places of historical, geographical and cultural interest both locally and further afield, such as Maesteg Sports Centre, the local library, Celtic Park, Parc Tir Iarll and Llangynwyd Church, the Urdd jamboree and the Museum of Welsh Life at Saint Fagans further enhance pupils' learning. The school is a member of Urdd Gobaith Cymru. All experiences enrich their understanding of Wales and its culture and promote Y Cwricwlwm Cymreig successfully. Pupils also possess a good knowledge and understanding of their locality from their visits to places in their town to perform and entertain.
- 88 The school's provision for personal and social education is good and supports well the school's personal and social education framework. Issues which concern pupils are discussed sensitively in discussion time and there is a 'concern box' in which pupils post their worries about particular issues. The range and diversity of interesting visitors who regularly come to the school provide pupils with rich and meaningful experiences. All learners interact courteously and confidently with both peers and adults and work and play happily with one another.
- 89 Provision for pupils' spiritual, moral and cultural development is good. The school encourages pupils to take responsibility for their actions and to demonstrate considerate behaviour to everyone at all times which they do. Adults provide good role models and set very good examples of positive and thoughtful behaviour which promote those basic human values which they consider essential to the development of good character.
- 90 Teachers encourage children from the time they enter school to develop a positive attitude towards learning and to acquire skills by providing meaningful learning experiences which nurture independence, inter-dependence and perseverance. All pupils have a good understanding of right and wrong and the importance of others.
- 91 Collective worship meets statutory requirements and contributes well to pupils' moral development. Pupils receive appropriate opportunities to reflect on the moral issues raised in assemblies. Acts of worship are mainly Christian in nature though pupils learn about other faiths in religious education and in assemblies which celebrate the festivals of other religions.

- 92 There is also a wide range of extra-curricular activities provided by the staff, all of whom demonstrate a high level of commitment to this aspect of provision.
- 93 Another good feature of the school is the way in which pupils' experiences are enriched by partnerships with parents and other agencies. The partnership with parents is close and during the pre-inspection consultation, parents expressed a high level of satisfaction with the quality of communication with the school. The school keeps parents well informed about its life and work through regular newsletters which are of a very high standard of both detail and presentation. Attendance at open evenings is good. Many parents help the school by accompanying pupils on educational visits and some come in to read with children.
- 94 Links with the community are good. 'The Friends of Cwmfelin' is a very active association which supports well the school raising considerable sums of money for the purchase of additional resources. Students studying at a local college for non-vocational qualifications are regularly received on school placement and the school has strong links with the local comprehensive school which sends pupils for work experience. Transition links with the secondary schools are well established and pupils have regular opportunities during Y6 to visit their receiving school.
- 95 There are many good opportunities to broaden and enrich pupils' work related education. These are successfully developed through a wide range of visits to local business and industry and visitors from those local companies. The school actively participates in competitions and activities run by national companies.
- 96 The school promotes well learners' bilingual skills. As a result they develop a growing vocabulary and secure sentence patterns as they progress through the school.
- 97 Provision of education for sustainability is very good. Energy conservation, paper recycling and re-using are well promoted by the school and practised by pupils and adults. The school promotes Fairtrade. In addition, sustainability is effectively promoted through the formal curriculum, especially in science and geography. Pupils and parents are fully involved with the Healthy Schools initiative. There is a well-established healthy-eating programme.
- 98 Global citizenship is positively promoted through the high profile given to international charities and also through geography and religious education. Opportunities to develop pupils' entrepreneurial skills, such as buying, selling and marketing are good and older pupils manage the fruit shop.
- 99 The importance of setting regular homework is increasingly emphasised as pupils progress through the school. As they mature, pupils are encouraged to take more responsibility for their own learning, and to be actively involved with community-based activities. The school has reviewed its homework policy following consultation with parents.
- 100 In discussion, pupils have a good understanding of the importance of learning and developing their skills and talents and are effectively preparing for the next stage of their education and life beyond school.

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

##### **Grade 2: Good features and no important shortcomings**

- 101 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 102 Arrangements for the support, care, welfare and wellbeing of pupils are very good. All members of the school staff are trained in emergency first aid. The school's personal, social and educational (PSE) programme contains appropriate topics related to health and safety and as a result pupils have an appropriate awareness of the importance of keeping healthy and safe. Good procedures are in place to meet fully the needs of pupils who are unwell or who have been hurt while in school. The school has very clear and well-documented arrangements, which appropriately contribute to pupils' well being when in its care. Risk assessments are undertaken and appropriately documented.
- 103 Child protection arrangements follow local guidance and recommended good practice with designated named persons and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must closely follow. Relevant complaint and appeal procedures are in place.
- 104 Relationships between staff, parents, members of the local community and pupils are very strong and constructive. The school welcomes parents at any time and parents are formally invited to attend parents' meetings twice a year to discuss their children's progress and any other matter related to their education. The newsletters, issued termly to parents, inform them about past and future school events and about school and pupils' achievements. Most parents feel very well informed about events in the school. The school regularly carries out surveys and takes good account of parents' views.
- 105 Attendance registers are completed appropriately and quickly at the start of the morning and afternoon sessions. Parents are advised that all pupils are expected to attend regularly and arrive punctually. The system for monitoring attendance and punctuality is simple and effective. Procedures for following up lateness or unexplained absence are promptly and appropriately implemented. When necessary, the school works closely with the educational welfare service.
- 106 The school expects high standards of behaviour and does not tolerate inappropriate behaviour. Staff consistently implement the behaviour and anti-bullying policies. Pupils understand and generally adhere to the rules and systems which have been agreed. The school's very effective systems for recognising and rewarding good standards of behaviour, attendance and achievement are understood and appreciated by pupils.
- 107 The quality of provision for pupils with SEN is good. The school's procedures for identification, assessment and provision for pupils with SEN pay due regard to the code of practice. The procedures are appropriately followed. Effective early identification and diagnosis are very good features of the provision for pupils with SEN. Those children who require it are given support from the nursery class upwards.

- 108 Individual Educational Plans (IEPs) for learners with SEN are of a good standard. They contain challenging yet achievable targets which are broken down into realistic steps, clearly identified teaching strategies and contain specific success criteria. They are constructed by the special educational needs co-ordinator (SENCo) and the class teacher. They are reviewed every term and more frequently if thought necessary. Their success is demonstrated by the movement of pupils off the register. Pupils are sometimes withdrawn from class for specialist support; others are very well integrated into the classroom. Good in-class support is provided by learning support assistants (LSAs). Pupils and adults alike have very positive attitudes to those with learning and other disabilities and highly effective use is made of support services.
- 109 There are good procedures in place for pupils with behaviour problems which are sensitively and consistently applied across the school in such a way that they are part of its ethos and no pupils are adversely affected.
- 110 The school ensures that all pupils, regardless of their social, linguistic or ethnic backgrounds, are given the same rights and opportunities. The importance of treating each other equally is often used as an assembly topic. The school successfully ensures that pupils from all backgrounds and genders are given equal opportunities and actively encourages pupils to participate in all activities.
- 111 There are a well-established school council and eco-committees which meet regularly. Their views are carefully considered and acted upon. Pupils are increasingly encouraged to appreciate the democratic process and the part they should play in it. Pupils have been instrumental in developing the School Travel Plan in conjunction with the local community which has led to significant improvements and provided better accessibility and safety.
- 112 Measures to eliminate oppressive behaviour are very good. The school staff consistently implements its positive behaviour strategies and appropriately considers bullying and inappropriate behaviour very serious matters. Any reported instances of bullying are comprehensively recorded and are dealt with promptly and effectively.
- 113 Arrangements to eliminate racial discrimination, oppressive behaviour, bullying and harassment work well because all teachers consistently apply relevant policies and procedures and have high expectations of their pupils in these areas. The trained pupil play leaders and peacemakers also successfully help to address minor issues in the playground. The school provides a suitably wide range of activities and experiences, which enables pupils to develop a good understanding of diversity within today's society. The school frequently recognises and celebrates diversity, for example in its assemblies, in religious ceremonies and services and in religious education and personal & social education lessons and activities.
- 114 The school has carried out a detailed review of its accessibility for the disabled. A comprehensive accessibility policy and plan are in place. The school has recently taken considerable measures to improve access for the disabled including the construction of a disabled toilet and a ramp.

## Leadership and management

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

#### Grade 1: Good with outstanding features

- 115 The findings of the inspection team did not match the judgements made by the school in its self-evaluation report. This is because the school under estimated by one grade how well leaders and managers give a clear sense of direction to the school and promote and maintain high standards.
- 116 The headteacher provides a very strong and thoughtful lead to the work of all staff. She is very instrumental in ensuring that the vision for the school is put into practice very successfully so that all pupils and staff work in a very committed way to achieve as much as they can for each other. This very positive ethos informs and is reflected in all aspects of school life.
- 117 The grade given for this key question is one grade above that given for Key Question 1 and Key Question 2. This is because the outstanding features in this key question have a significant positive impact on maintaining standards and in providing good value for money.
- 118 The headteacher and deputy headteacher are a very well informed senior management team who ensure that the school runs smoothly and all staff have high expectations of each other in order to provide an education which is of a high quality. For example, much has been achieved in strengthening the roles of curriculum leaders and in reviewing standards and progress being made year on year. A key element within this has been the outstanding way in which the senior management team has taken stock of the individual professional strengths of all the teaching staff. These strengths have been utilised particularly well to help to develop areas of relative weakness and to support the professional development of other teachers.
- 119 A particular strength in the management of the school is the way in which all the teaching staff feel a very strong sense of ownership of their areas of responsibility and interests. They work cohesively and willingly as a team. In this process they share their professional opinions constructively and evaluate how they will raise standards in subjects further. They are far from complacent and share a very clear commitment to continue to work conscientiously as subject leaders.
- 120 Arrangements to review teaching and learning at first hand by the senior management team are very firmly established and well used. There are very detailed and thorough arrangements in place to assess pupils' longer term achievements and to identify whether or not all pupils are making the progress it would be reasonable to expect of them. These processes begin soon after children enter the Foundation Phase. They are rigorously maintained and monitored so that teachers quickly and effectively identify those pupils who may need additional support and those who should receive additional challenges. The information teachers assemble is very well used to predict future outcomes, to select meaningful targets for individual pupils to reach and to analyse rigorously the progress that all pupils are making.

- 121 The school takes careful note of national priorities and local initiatives. Arrangements for the introduction of the Foundation Phase have been successful. All practitioners in the Foundation Phase have a very thorough understanding of how to organise for and how to teach these children.
- 122 The headteacher has successfully strengthened arrangements for identifying the individual needs of teachers in order to enhance their professional performance. These are closely linked to the overall needs of the school. Links between this process and the SDP are now rigorous.
- 123 The senior management team regularly reviews on a monthly basis, the progress being made along the SDP and takes appropriate steps to ensure that targets are being met. The tightening of these procedures has had a very significant impact on successfully raising standards across the school and improving professional competences. There are appropriate arrangements in place to support newly qualified teachers and teachers who are new to the school.
- 124 The governing body is well led. The chair of governors provides a very well informed and committed lead to its work. There are strong links between the senior management team and the governing body and between individual governors and subject leaders. Governors have a good understanding of the processes of teaching and learning, often as a result of visits to classes and through discussions with individual teachers.
- 125 Some governors are particularly experienced and heavily committed over longer periods to the success of the school. They set a positive but nonetheless critical challenge to the senior management team. They rigorously monitor the quality of provision and evaluate the success of spending decisions. They proactively engage with the senior management team in determining the longer term strategic needs of the school and the progress the school is making towards the goals it has set.
- 126 Financial management is well organised. There are strong procedures in place to ensure that spending decisions are well funded and provides the best value possible. The governing body meets all of its 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**

- 127 The findings of the inspection team matched the judgements made by the school in its self evaluation report.
- 128 The process of gathering information about the performance of the school and identifying its strengths and areas for development is good with no important shortcomings. A particular strength is the very comprehensive way in which the views of parents, pupils and other important stakeholders are regularly and carefully sought and evaluated. These views are gathered from well constructed questionnaires, which are carefully evaluated and considered.

- 129 The senior management team, professional and support staff and governors are well informed about the performance of the school and have been thoroughly involved in evaluating it. The school has made considerable efforts to ensure that its judgments about its strengths and weaknesses are based on as wide a basis of discussion as could effectively be achieved.
- 130 Teachers and the senior management team use the considerable amount of detailed information they collect about pupils' progress well to predict future outcomes. They use national data and information from other reliable indicators rigorously to identify where there are strengths and areas which need attention.
- 131 The school's self evaluation document is logically constructed and clearly laid out. It provides a detailed picture of the school's successes and relative weaknesses. It is closely linked to the SDP and to the school's performance management procedures. The SDP, also closely linked to local and national priorities and initiatives. It is carefully costed and reviewed monthly in order to judge its progress and the impact of the decisions made.
- 132 The inspection team agrees with six of the seven judgements made by the school in its self evaluation of the seven key questions and with nearly all of its strengths and areas for development. Where the inspection team disagreed, this was because the school underestimated how well the school was led and managed. The Grade 1 which was awarded was also above the Grade 2 given for Key Question 1 and Key Question 7 because the impact of the quality of leadership and management in the school is a very significant factor in maintaining the levels of achievement in the school and in ensuring that the school provides good value for money.
- 133 Since the last inspection in the autumn term 2003, the school has made good progress in addressing the key issues of that inspection. High standards in English, mathematics and science have been maintained and any shortcomings in other subjects have been thoroughly addressed. Teachers use appropriate teaching styles and strategies for all subjects. The role of subject leader has been strengthened significantly and is now a central point in the way the school is led and managed. There are rigorous assessment procedures in place in all subjects in line with the recent changes to the curriculum in order to indicate the standards pupils should aim to attain year-on-year.

**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 matched the judgements made by the school in its self-evaluation report.
- 135 There are sufficient experienced and suitably qualified teachers and LSAs who possess appropriate expertise to teach all aspects of the curriculum including pupils with SEN. The pupil teacher ratio is good.
- 136 Learning resources are attractive, well cared for, readily accessible to all pupils and meet the demands of their learning experiences. The range of resources is reviewed annually in order to ensure that it is appropriate to learners' needs. All are well used

and all classrooms have a computer and an interactive whiteboards which successfully enhance pupils' learning. The library has been relocated in a demountable classroom and is fairly well stocked with a range of attractive texts.

- 137 There have been recent improvements to the accommodation and resources for the Foundation Phase. The outdoor areas however lack resources to develop further children's appreciation of natural materials and different natural environments.
- 138 Overall accommodation is adequate and the interior is enhanced by attractive displays of pupils' work which celebrate their learning and achievements. The caretaker ensures a very high level of cleanliness and learners take pride in their school's appearance. However, the hall is limited in size and a significant amount of floor space is taken up with the storage of dining tables and chairs which reduced the room available for pupils to move and exercise safely in physical education.
- 139 Classroom assistants and nursery nurses are well deployed to make optimum use of expertise and experience to best meet the needs of all pupils. Staff appraisal and performance management systems are both comprehensive and effective in identifying and meeting the continuous professional development needs of both teaching and support staff. All have clear job descriptions. The school secretary makes a significant contribution to school efficiency and administration and the school functions effectively from day to day.
- 140 The school has adopted effective procedures for managing teachers' PPA time in accordance with statutory requirements. This is well managed and is having a positive impact on raising standards further. Arrangements to restructure the workforce have been completed appropriately. These reflect the increased responsibilities involved in managing the Foundation Phase and in leading changes to the curriculum and its teaching at KS2.
- 141 All school initiatives are carefully costed and developments are prioritised in line with the SDP. They are regularly reviewed in order to ensure that they are cost-effective and the budget is carefully monitored to ensure value for money. The SEN budget is well used to support targeted pupils. Spending decisions have resulted in visible improvements and enhance well the quality of learners' education.
- 142 Bearing in mind the standards pupils achieve and the quality of education provided, the school gives good value for money.

## **School's response to the inspection**

The headteacher, staff and governors are very pleased that the inspection has recognised that Cwmfelin Primary is a very welcoming school which has many good and a number of outstanding features.

We are delighted that the inspection team confirmed that a very positive ethos permeates the school. All staff have high expectations of each other and work together as a very committed team to provide the best for our pupils. Pupils demonstrate very positive attitudes. They are well motivated and enthusiastic in their schoolwork and related activities, resulting in the good standards they achieve and in the 'high quality of life in the school'.

In particular, we are pleased that the quality of care, support and guidance has been identified as a strong feature of the school. Inspectors recognised that our pupils are very well behaved and courteous.

The report acknowledges that we are committed to self-evaluation and improvement. It has been noted that since our last inspection, high standards have been maintained and any shortcomings in subjects have been 'thoroughly addressed'.

An action plan to address the three recommendations of the report will be sent to parents. One of these recommendations has already been identified in the School Development Plan.

The headteacher, staff and governors would like to thank the registered inspector and the inspection team for their courtesy and thoroughness. The inspection report has given everyone involved with the school a positive sense of achievement.

## Appendix 1

### Basic information about the school

Name of school	Cwmfelin Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Maesteg Road Cwmfelin Maesteg Bridgend
Postcode	CF34 9LD
Telephone number	01656 733256

Headteacher	Mrs Deborah Hiley
Date of appointment	1 <sup>st</sup> May 2005
Chair of governors	Miss Catherine Cody
Registered inspector	Mr Peter Mathias
Dates of inspection	19 <sup>th</sup> -21 <sup>st</sup> October 2009

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	19	25	24	21	30	25	24	29	197

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	0	9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.7
Pupil: adult (fte) ratio in nursery classes	9:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25.4
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	92.5%	91.8%	95.19%
Spring 2009	95.4%	91.4%	94.72%
Summer 2009	93.7%	94.9%	95.1%

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

## Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

Cwmfelin Primary  
Bridgend

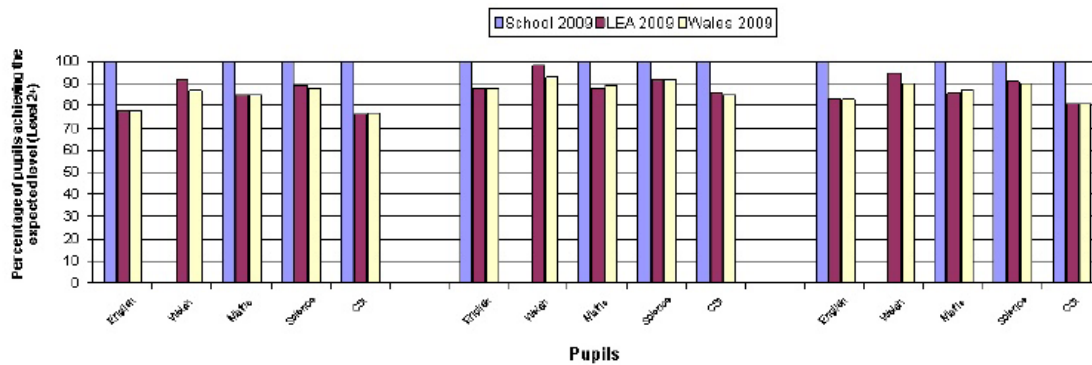
LEA/School no: 672/2117

### School comparative information: National Curriculum Assessments 2009 with benchmarking

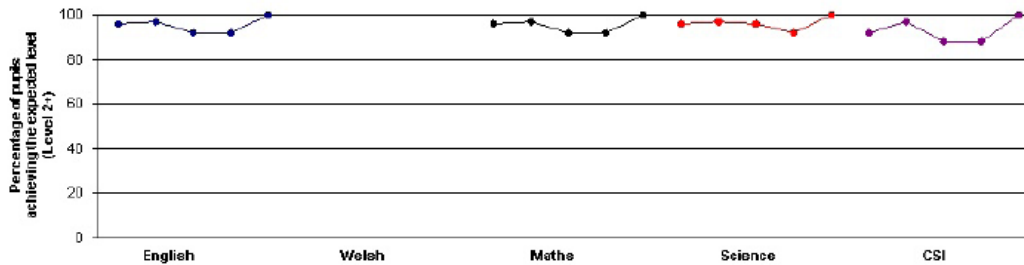
#### Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	100	78	78	100	88	88	100	83	83
Welsh	.	92	87	.	98	93	.	95	90
Maths	100	85	85	100	88	89	100	86	87
Science	100	89	88	100	92	92	100	91	90
CSI	100	76	77	100	86	85	100	81	81



#### School Performance over time (2005 - 2009)



#### Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Less than 8 percent eligible for FSM

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		86		92		100	
Welsh		85		100		100	
Maths		88		96		100	
Science		92		100		100	
CSI		82		90		100	

#### Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

**This report uses data for 2009 for LEA and Wales comparative information**

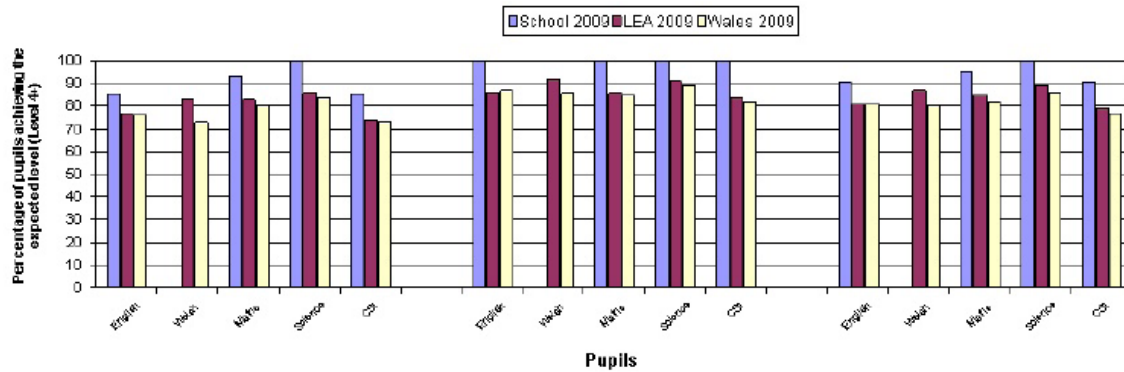
**Cwmfelin Primary  
Bridgend**

**LEA/School no: 672/2117**

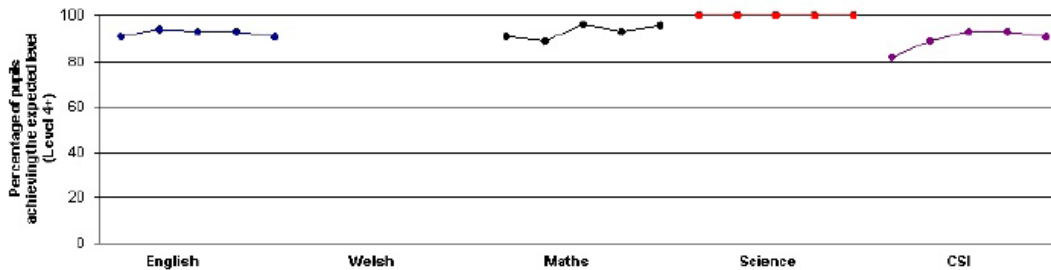
**School comparative information: National Curriculum Assessments 2009 with benchmarking  
Key Stage 2**

**Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):**

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	86	77	76	100	86	87	91	81	81
Welsh	.	83	73	.	92	86	.	87	80
Maths	93	83	80	100	86	85	95	85	82
Science	100	86	84	100	91	89	100	89	86
CSI	86	74	73	100	84	82	91	79	77



**School Performance over time (2005 - 2009)**



**Contextual Information**

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent. Free School Meal Group
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent. Less than 8 percent eligible for FSM
- Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		84		90	91	100	
Welsh		75		88		100	
Maths		84		92	95	100	
Science		89		97		100	
CSI		80		88	91	96	

**Notes:**

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

## Appendix 4

### Evidence base of the inspection

Three inspectors plus a peer assessor and the school's nominee spent the equivalent of seven inspector days in the school and met as a team before the inspection. The headteacher was the school's nominee and attended all team meetings.

The inspectors visited:

- thirty-four lessons or part lessons;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- forty-one responses to a parents' questionnaire, nearly all of which were positive;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection, the team held meetings with subject departments, senior managers and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 Appendices
Mrs Elizabeth Halls (Lay Inspector)	Contributions to Key Questions 1, 3 & 4
Mrs Branwen Llewelyn-Jones (Team member)	Contributions to Key Questions 2, 3 & 4 Key Question 7
Mrs Barbara Adams (Peer Assessor)	Contributions to all Key Questions
Mrs Deborah Hiley	Nominee

### Acknowledgement

The inspectors wish to thank the governing body, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.

### Contractor:

Baker-Phillips Educational Communications Ltd., Oaks Lea, Higher Knolton,  
Overton, Wrexham. LL13 0LF