

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

**Cwmffrwdor Primary School
Waunddu
Cwmffrwdor
Pontypool
Torfaen
NP4 6QZ**

School Number:678/2298

16th – 17th May 2005

by

**Mr Mike Keating
Inspector No. 66652**

July 2005

Under Estyn contract number T/253/04P

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Cwmffrwdoer Primary School 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 Cwmffrwdoer Primary took place between 16th – 17th May 2005. An independent team of inspectors, led by Mr Mike Keating, 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

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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key question 1: How well do learners achieve?	7
The quality of education and training	10
Key question 2: How effective are teaching, training and assessment?	10
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	11
Key question 4: How well are learners cared for, guided and supported?	12
Leadership and management	15
Key question 5: How effective are leadership and strategic management?	15
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	16
Key question 7: How efficient are leaders and managers in using resources?	17
Standards achieved in subjects and areas of learning	19
English	19
Mathematics	20
Information technology	21
Geography	22
Music	23
Physical education	24
School's response to the inspection	25
Appendices	26
A Basic information about the school	26
B School data and indicators	27
C National Curriculum assessments results	28
D Evidence base of the inspection	30
E Composition and responsibilities of the inspection team	31

Context

The nature of the provider

1. Cwmffrwdroer Primary School is situated in the community of Pontnewydd on the outskirts of Pontypool. The school was built in 1983 and occupies a large, attractive site overlooking parkland and wooded valleys. The catchment area is mixed and has a combination of traditional terraced housing and well established local authority housing. Much of the local authority housing is now in private ownership.
2. There are currently 134 pupils at the school. The number of pupils has fallen by 40 since 2002. Most pupils come from the local area and have attended local nursery or playgroups. An under fives group is now located in the school. The school indicates that there is a broad range of attainment on entry to the school. Approximately 12% of the pupils are entitled to free school meals. No pupils come from Welsh speaking homes and there are no pupils for whom English is not the first language. Currently there are 19 pupils on the school's register of special educational needs (SEN). One child has a statement of SEN.
3. The school has six teachers including the headteacher. There is one nursery nurse (NNEB) and one clerical assistant. The school is organised into five classes, all of which contain mixed age ranges.

The school's priorities and targets

4. The school's mission statement is 'Rise to the challenge. Learn for life'. Priorities are set through the school development plan, which also takes account of the Local Education Authority (LEA) Strategic Plan.
5. The school's priorities have been re-focused to match with the key questions of the current inspection framework. Major areas identified include:
 - Development of the self-review process
 - Monitoring of standards
 - Assessment and report writing
 - Basic Skills Quality Mark
 - A range of policy and subject reviews

Summary

6. Cwmffrwdroer Primary School provides a happy, caring and safe environment in which pupils achieve good standards and make progress. It serves its pupils well and the quality of relationships in the school is outstanding. The school gives good value for money.
7. The inspection team agree with the judgements made by the school about the standards pupils achieve and with most of the school's judgements about other areas of learning.

Table of grades awarded

8. The inspection team judged the school's work as follows:

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?	3
5 How effective are leadership and strategic management?	3
6 How well do leaders and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

Standards

9. In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	42%	29%	3%	0%

10. The overall quality of educational provision for under five is appropriate to their needs and they are making good progress towards the Desirable Outcomes for Children's Learning.
11. In Key Stage 1 (KS1) and Key Stage 2 (KS2), in the six subjects inspected, the standards of achievement are as follows:

Subject	KS1	KS2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information technology	Grade 3	Grade 2
Geography	Grade 3	Grade 2
Music	Grade 3	Grade 2
Physical education	Grade 2	Grade 2

12. In the KS1 2004 National Curriculum (NC) teacher assessments, pupils' achievements in attaining level 2 or above were below local and national averages in English, and science. In mathematics they were marginally below the local average but above the national average. In KS2 2004 NC assessments, pupils' achievements in attaining level 4 or above were below the local and national averages in English, and mathematics.
13. The school makes good progress against the targets agreed with the LEA and compares well with similar schools in the proportion of pupils achieving level 5 in KS2.
14. Pupils with SEN make good progress and generally achieve the targets and standards set for them.
15. Children aged under five attain very good standards in key, personal, social and learning skills.
16. Standards of achievement in the key skills are satisfactory overall. They are good in communication skills, especially speaking and listening. Reading and writing skills are well developed and they are able to use these across a range of subjects. Overall, their bi-lingual competence is satisfactory.
17. Standards in numeracy skills are good and satisfactory in problem-solving. ICT skills are generally good and are continuing to develop with increasing opportunities in subjects for pupils to research and record information.
18. Standards in creativity are satisfactory overall with examples of good work in both key stages.
19. The majority of pupils make good progress in learning. They are keen to learn and show enthusiasm for new tasks. The use of learning diaries where pupils set their own targets in conjunction with teachers helps this process considerably. Consequently, most pupils are aware of their strengths and weaknesses and are able to apply new skills to their own learning.
20. Pupils' overall behaviour is outstanding. Pupils' behaviour has a positive effect on progress they make in lessons. Levels of attendance and punctuality are good.

21. The school is a caring community where pupils relate positively towards one another and towards adults. Throughout the school, pupils show respect for others, understand the need for rules in their lives and have a strong sense of community.

The quality of education and training

22. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	27%	40%	5%	0%

23. The percentage of lessons, which are satisfactory or better, matches the all Wales target. The percentage of lessons graded good or very good exceeds the target and there is a high proportion of very good teaching in the school.
24. The teaching is characterised by the very good relationships which exist between pupils and all adults in the school. Teachers have high expectations of the pupils and they encourage them to achieve good standards of work and behaviour. There is a culture of mutual respect and support which promotes and sustains learning and development.
25. Lesson planning is thorough and learning objectives are clearly identified and effectively shared with pupils. Pupils with SEN are well supported.
26. Teachers' subject knowledge is generally good and there is a consistently clear focus in lessons on learning objectives for the pupils.
27. The best examples of teaching show good pace and variety together with a clear structure, challenging and creative questioning and discussion.
28. Shortcomings in teaching relate to the pace of some lessons, which can be too slow, and activities, which do not challenge pupils sufficiently.
29. Pupils' progress in core and foundation subjects is systematically recorded and records are used to inform both planning and the individual targets for each pupil. Whilst the current systems provide adequate information, there is insufficient coherence in the ways they are used and the ways in which the data is applied to planning and development at whole school level.
30. Reports meet statutory requirements and parents and carers have confidence in the information they receive from the school.
31. Pupils with SEN are effectively catered for. There are appropriate systems in place for the early identification of difficulties. The school has a positive attitude to those pupils with learning difficulties.
32. Differentiated work meets the particular needs and abilities of most pupils well. Individual Education Plans (IEPs) identify specific learning objectives.

However, these plans are not reviewed regularly and currently do not note how parents are contributing to the process.

Leadership and management

33. The school has a clear set of aims and values. These are appropriately shared and understood by all staff and are consistently observed in classes by both teachers and pupils. The headteacher exercises positive and effective pastoral leadership for staff, pupils, parents and the wider community. This very much supports the calm and purposeful atmosphere and conditions for learning.
34. Target setting processes are effectively in place for academic standards. Broader school development targets are not expressed with the same clarity and are not usually planned with clear, measurable outcomes.
35. Senior staff monitor pupils' attainment but the overall process is inconsistent. The monitoring of staff performance and development is less secure and there is little monitoring or evaluation of the quality of teaching and learning. However, the school has identified this as a priority in its self-evaluation.
36. There is clear evidence, however, that senior staff with major areas of responsibility are having a positive influence on the quality of educational provision. Governors have a sound understanding of their roles and responsibilities. They are very supportive of the school and committed to its development.
37. Overall, the governing body meets its statutory responsibilities. It supports the strategic aims of the school but remains dependent on the professional leadership of the headteacher in setting and monitoring those aims.

Recommendations

In order to further improve the school needs to:

- produce a school policy for child protection;
- re-instate lapsed risk assessment procedures in order to meet health and safety requirements;
- improve the quality of self-evaluation and development planning by:
 - linking plans more effectively;
 - using qualitative, measurable targets where appropriate;
 - basing priorities on secure evidence;
- disseminate the very good teaching in the school to promote greater consistency in teaching and learning.

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

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

39. In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	42%	29%	3%	0%

40. The overall quality of educational provision for children aged under five in the reception/year 1 class is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. They attain very good standards in key, personal, social and learning skills.

41. In KS1 and KS2, in the six subjects inspected, the standards of achievement are as follows:

Subject	KS1	KS2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information technology	Grade 3	Grade 2
Geography	Grade 3	Grade 2
Music	Grade 3	Grade 2
Physical education	Grade 2	Grade 2

42. In the KS1 2004 NC teacher assessments, pupils' achievements in attaining level 2 or above were below local and national averages in English, and science. In maths they were marginally below the local average but above the national average. In KS2 2004 NC assessments, pupils' achievements in attaining level 4 or above were below the local and national averages in English, maths and science.

43. Prior to 2004, pupils' achievements matched or exceeded local and national averages and showed a trend of continuous improvement. The school's predictions for future years indicate improvements on current performance. In KS2, when compared with similar schools, (those English medium schools with 9-16% of pupils entitled to free school meals) the school is in the top band for science and the lowest band for English and mathematics. The school makes good progress against the targets agreed with the LEA and compares well with similar schools in the proportion of pupils achieving level 5 in KS2.

44. There is no overall gender trend. In KS1, girls significantly outperform boys in all subjects. In KS2 this trend is reversed, with boys performing better than girls but with a much closer overall gap in performance. Pupils with SEN make good progress and generally achieve the targets and standards set for them. Pupils are effectively involved in setting their own targets and learning objectives. This has a beneficial effect on standards throughout the school.
45. Standards of achievement in the key skills are satisfactory overall. They are good in communication skills, especially speaking and listening. They listen well to teachers and at all ages, communicate in a mature and confident way. They contribute well to lessons and to group or paired discussions. They respond appropriately and use a wide range of vocabulary; reading and writing skills are well developed and they are able to use these across a range of subjects. By the end of KS2, pupils have developed a wide range of writing techniques.
46. Pupils respond well to the incidental spoken Welsh during lessons although there is some inconsistency in its use. Incidental Welsh is reinforced through classroom display. Older pupils are able to ask simple questions and respond well to basic questions. Development of bi-lingual skills across the school as a whole is at an early stage of development. Overall, their bi-lingual competence is satisfactory.
47. Standards in numeracy skills are good and satisfactory in problem-solving. The application of these skills is less consistent throughout the school and some classes provide more opportunity than others for children to use and apply their skills. Younger pupils generally show less confidence in this area. ICT skills are generally good and are continuing to develop with increasing opportunities in subjects for pupils to research and record information.
48. Standards in creativity are satisfactory overall with examples of good work in both key stages.
49. The majority of pupils make good progress in learning. They are keen to learn and show enthusiasm for new tasks. The use of learning diaries where pupils set their own targets in conjunction with teachers helps this process considerably. Consequently, most pupils are aware of their strengths and weaknesses and are able to apply new skills to their own learning.
50. The introduction of agreed learning objectives at the start of lessons is consistently applied throughout the school and in all subjects. It is a beneficial factor in the development of learning. Some younger pupils are less confident in learning and applying new skills. The school has recognised this in its own self-evaluation and is taking steps to address the issue.
51. Pupils' overall behaviour is outstanding. They have a clear understanding of the expectations and values promoted by the school and exercise self-discipline in classes and around the school. Pupils' behaviour has a positive effect on progress they make in lessons. They have a good appreciation of right and wrong, are courteous to adults and relate well to each other.

52. Levels of attendance and punctuality are good. The average attendance for the three terms before the inspection was over 94% and the majority of pupils are punctual and attend regularly. Policies and procedures meet statutory requirements. However, the school has limited systems to promote and improve further attendance.
53. Pupils in both key stages work hard in their lessons and they use their time effectively. The majority of pupils are developing the capacity to work independently, work well together and are happy to wait for their turn.
54. Through visitors to the school and participation in enterprise projects, older pupils have good opportunities to learn about the world of work. There are some good examples of the local environment being used as a resource.
55. The school is a caring community where pupils relate positively towards one another and towards adults. Throughout the school, pupils show respect for others, understand the need for rules in their lives and have a strong sense of community. They are also encouraged to have respect for the traditions and beliefs of others and have a good understanding of the importance of equal opportunities.

The quality of education and training

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

Grade 2: good features and no shortcomings

56. The findings of the inspection team match the judgements of the school in the self-evaluation report.
57. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	27%	40%	5%	0%

58. The percentage of lessons, which are satisfactory or better, matches the all Wales target. The percentage of lessons graded good or very good exceeds the target and there is a high proportion of very good teaching in the school.
59. The teaching is characterised by the very good relationships which exist between pupils and all adults in the school. Teachers have high expectations of the pupils and they encourage them to achieve good standards of work and behaviour. There is a culture of mutual respect and support which promotes and sustains learning and development.
60. Lesson planning is thorough and learning objectives are clearly identified and effectively shared with pupils. All classes have a mix of age ranges and teachers work hard to make sure that work is appropriate to the age and ability of the children. Pupils with SEN are well supported. Their work is well matched and where adult support is employed it is generally effective. In some cases there is limited identification of key skills in planning. This results in fewer opportunities for the use of key skills in some subjects and classes.
61. Teachers' subject knowledge is generally good and there is a consistently clear focus in lessons on learning objectives for the pupils. Teachers use a variety of strategies which are designed to meet the needs of all pupils. In the best examples, this provides for innovative, purposeful and high quality teaching which encourages and supports independent learning. However, this is not always consistent throughout the school.
62. The best examples of teaching show good pace and variety together with a clear structure, challenging and creative questioning and discussion. Pupils are given ample opportunities to share, plan, develop and present their work and they are encouraged, challenged and commended appropriately. Resources are well used and are relevant to the task in hand. The use of individual whiteboards on which pupils plan work is helpful and encourages thoughtful and well planned work.

63. Shortcomings in teaching relate to the pace of some lessons, which can be too slow, and activities, which do not challenge pupils sufficiently. On these occasions, the interest and motivation of some pupils diminishes.
64. Pupils' progress in core and foundation subjects is systematically recorded and records are used to inform both planning and the individual targets for each pupil. Attainment in standardised assessments is also recorded and NC attainments are summarised and analysed. Whilst the current systems provide adequate information, there is insufficient coherence in the ways they are used and the ways in which the data is applied to planning and development at whole school level. The assessment of progress in foundation subjects is less well developed although it is beginning to have an impact on some subjects.
65. Marking is conscientious and generally positive. Comments indicate the nature of the pupils' achievement and also the areas which need further development. In general, but especially in upper KS2, pupils understand the purpose of assessment and are confident and comfortable with self-assessment of their work and progress.
66. Reports meet statutory requirements and parents and carers have confidence in the information they receive from the school.

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

67. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
68. The school responds well to the learning needs of pupils and provides a broad and balanced curriculum which covers all the subjects of the NC and religious education. All pupils participate fully in the curriculum and the life and work of the school.
69. Termly curriculum maps and schemes of work inform the planning of the curriculum. This planning ensures appropriate coverage of work and a range of learning experiences. There is a policy for key skills in place and opportunities for developing key skills are identified. However, this is not always consistent and, in some cases, there is a lack of detail which limits opportunity and progression in key skills.
70. The school's provision for spiritual, moral, social and cultural development provides pupils with good values. Their awareness of moral issues is nurtured well within the school although there can be insufficient opportunities for them to reflect their own experiences.
71. The Cwricwlwm Cymreig is developed through visits to places of cultural interest such as the Welsh Folk Museum. This aspect is studied through

geography, religious education and the work of Welsh artists. Stories about Wales are told in assemblies and overall, pupils have a clear sense of their own heritage and culture.

72. Pupils benefit from receiving equal opportunities to take part in a range of extra-curricular activities, including after school clubs and team-sports. These teams play an active part in a number of local and national competitions. Effective use is made of the local environment in order to promote pupils' curricular experiences.
73. The school has developed good, productive partnerships with parents, the community and other schools. Parents are generally very supportive of the school. The school encourages their involvement and several help in classes and on visits. They are informed about the life and work of the school through a monthly newsletter and through an informative prospectus and a range of other information leaflets. Parents feel that class teachers and the headteacher are approachable and are prepared to discuss any school issues they have.
74. The school has good transition procedures with the feeder playgroups. Partnerships with the local comprehensive school are very good. Social and curriculum transition arrangements ensure that the transfer to Y7 is a continuous process which pupils look forward to with confidence.
75. The school receives students on work experience from local secondary schools and has an effective partnership agreement with an initial teacher training institution.
76. The school has embarked upon the process of developing the enterprise skills of older pupils. A range of skills are developed effectively as they undertake the responsibility of running the school tuck shop and participate in management roles in an annual enterprise project. The school has few links with local businesses and the opportunities for pupils to learn about the world of work through visits and visitors to the school are underdeveloped, as are the opportunities for teachers to take up placements in the world of work.
77. Pupils are environmentally aware, especially in KS2. The school is actively involved in a local re-cycling project and the current comparative study in Geography provides opportunities for the consideration of sustainability issues and global citizenship on a broader scale. The skills of citizenship are well fostered in lessons through the culture of respect and support, which has been established.

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

Grade 3: good features outweigh shortcomings

78. The findings of the inspection team differ from the judgement made by the school in the self-evaluation report. This is because of the absence of appropriate policies for child protection.

79. The school provides a caring, happy and safe environment for all pupils. Teachers know their pupils well and all members of staff assist them in their care. Pupils are involved in formulating class rules and have the opportunity of completing questionnaires that ask a range of practical questions. The pupils' school council uses a suggestion box to gather opinions and make decisions that improve pupils' experiences in school.
80. The school works well with parents and carers to ensure that pupils receive a high level of support and guidance. Questionnaires are used to canvass parental opinions annually and they are made aware of behaviour, bullying and other policies along with general health issues in a series of guides for parents and a monthly newsletter.
81. Induction programmes are effective in enabling playgroup children to settle quickly into the school environment. Older pupils who join the school at a later stage are quickly and successfully integrated into the school's routines. There are effective links with parents through a number of activities including parents' evenings, parent helpers in school and meetings with parents of new pupils.
82. Pupils are happy and secure in the school. They are known well by teachers and support staff and they are guided sensitively in their personal and educational development. The outstanding quality of relationships in the school contributes positively to the self-esteem of the pupils and to the ways in which they can contribute to the school.
83. There is room for improving attendance levels. At present, the school uses a manual registration system. Pupils' records of attendance and punctuality are effectively recorded, however, procedures for monitoring absences are not conducive to improving overall attendance. The school is not proactive in quickly contacting parents when absence is not authorised. The speed of response is hindered by the manual registration system.
84. Generally, the school provides a safe and secure environment for pupils and staff who share an appropriate awareness and concern for everyday health and safety. Fire drills are held on a regular basis, records of which are kept by the school. Some risk assessments have been undertaken. However, the school does not adhere to the requirement that all visits, which take pupils off the school premises, require formal assessment of possible risk. The Health & Safety Policy covers most requirements but there is no independent, named individual on the governing body with responsibility for Health and Safety.
85. The school prioritises the general safety and well being of pupils, however, there is no school policy for child protection. The absence of a suitable policy, that fulfils statutory requirements along with appropriate training, may mean that staff are not fully aware of the critical procedures that may be necessary in a child protection issue. Good arrangements are made for pupils who are ill or have an accident.

86. In addition to a range of good support systems, pupils benefit from opportunities to complete weekly forms and annual questionnaires that check their willingness to approach school staff if experiencing problems.
87. The vast majority of pupils have confidence in the established procedures for dealing with incidences of aggressive behaviour, bullying or any other forms of harassment. They feel comfortable approaching any member of staff about problems and concerns.
88. The school has an appropriate action plan for improving disabled access to the building and curriculum, if it becomes necessary. Appropriate policies are in place that recognise disability, diversity and the pupils' differing needs and backgrounds. Different cultures and religions are celebrated within the school.
89. Pupils with SEN are effectively catered for. There are appropriate systems in place for the early identification of difficulties and the implementation of appropriate provision where this is required. Teachers and support staff work closely together to ensure continuity of support and there is good communication between the school and external agencies. The school has a positive attitude to those pupils with learning difficulties.
90. Differentiated work meets the particular needs and abilities of most pupils well. IEPs identify specific learning objectives that are effectively used by teachers and support staff. However, these plans are not reviewed regularly and currently do not note how parents are contributing to the process.

Leadership and management

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

Grade 3: good features outweigh shortcomings

91. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. This is due to the shortcomings in the school's development planning processes and target setting.
92. The school has a clear set of aims and values. These are appropriately shared and understood by all staff and are consistently observed in classes by both teachers and pupils. There are high expectations of behaviour and the school has been successful in establishing a positive and friendly ethos in which all are valued and respected. In this context, the headteacher exercises positive and effective pastoral leadership for staff, pupils, parents and the wider community. This very much supports the calm and purposeful atmosphere and conditions for learning.
93. The school takes account of WAG priorities although these do not always feature strongly in the school development plan. The school is working towards the Basic Skills Agency Quality Mark. A School Council has been established which is functioning well and is of benefit to the school and the individual pupils. Good account is taken of equal opportunities and pupils are encouraged to reflect and understand diversity.
94. Target setting processes are effectively in place for academic standards. Broader school development targets are not expressed with the same clarity and are not usually planned with clear, measurable outcomes. The system of performance management is beginning to have an impact on the identification of training needs and priorities for development.
95. Senior staff monitor pupils' attainment but the overall process is inconsistent. The monitoring of staff performance and development is less secure and there is little monitoring or evaluation of the quality of teaching and learning. However, the school has identified this as a priority in its self-evaluation.
96. The deputy headteacher is newly appointed and took up post only 2 weeks before the inspection. There is clear evidence, however, that the deputy headteacher and senior staff with major areas of responsibility are having a positive influence on the quality of educational provision.
97. Governors have a sound understanding of their roles and responsibilities. They are very supportive of the school and committed to its development. The Governing Body receives regular reports from the headteacher and is aware of the performance of the school. Appropriate responsibilities are allocated and some governors have been 'matched' to staff members. The Finance sub-

committee reports to the full body as required and responsibilities in respect of finance have been carried out conscientiously and effectively.

98. Good use has been made of recent parental surveys and governors have been actively involved in decisions arising from this work. Overall, the governing body meets its statutory responsibilities. It supports the strategic aims of the school but remains dependent on the professional leadership of the headteacher in setting and monitoring those aims.

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

Grade 3: good features outweigh shortcomings

99. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. This is because of the under-developed procedures for school self-review and evaluation. However, the inspection team recognises that the headteacher and staff are committed to improving standards and the self-evaluative culture within the school, provides a sound basis for further development.
100. The headteacher and senior management are generally well informed about the overall progress made by the school, particularly in respect of performance against national standards. The self-review policy sets out priorities for more detailed monitoring of standards and classroom practice but this is currently restricted to the scrutiny of pupils' work.
101. Subject co-ordinators monitor pupils' work, teachers' planning and assessment information. In the main, this is confined to the core subjects although a start has been made in some foundation subjects. This is carried out conscientiously and termly plans are being adapted to take account of the mixed age classes.
102. Co-ordinators are becoming better informed about the standards and quality of teaching in the areas for which they are responsible and the outcomes of monitoring inform staff meetings. Some developments, such as the identification of learning objectives for pupils, have been implemented consistently across the school and are of benefit to standards. Overall, however, the whole school review of standards and quality of teaching is not systematic or securely established.
103. The self-review policy and the resultant self-evaluation report are important tools for the school in its planning for improvement. A developing strength is the increasing involvement of parents, governors and pupils in the process. However, although the self-evaluation report is comprehensive and honest, it does not rely sufficiently on evidence for its judgements. Similarly, the school development plan is somewhat limited in its scope, detail and reference to measurable and quantifiable targets. At present, the relationship between assessment, self-review and development planning lacks clarity.

104. There is evidence that actions have led to improvements. The school has made satisfactory progress since the last inspection, particularly in addressing shortcomings in subjects. There remains work to be done on the coherence of planning for improvement and opportunities to develop pupils' investigative and problem-solving skills.
105. The findings of the inspection team match those of the school in four out of the seven key questions. In the remaining three, the inspection team lowered the grade allocated by the school. This judgement was made on the basis of identified shortcomings in the two questions. In the case of key question 4, the inspection team recognise that this area of work is a great strength of the school but also that the grade should recognise the absence of statutory policies.

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

Grade 2: good features with no important shortcomings

106. The findings of the inspection team match the judgement of the school made in its self-evaluation report.
107. There are sufficient, appropriately qualified and experienced teachers to teach the curriculum. Their deployment and distribution of curricular and other responsibilities is clear and they collaborate well with all support staff to meet pupils' needs, including those with SEN. The non-teaching staff and administrative staff include a secretary, caretaker, lunchtime supervisors and canteen staff. All provide effective and good-humoured support and the commitment of all staff to the welfare of the school and its pupils is a great strength of the school.
108. Strategies to identify the professional development needs of staff are in place. This system now operates within the context of performance management where staff targets are related to whole school development. Overall this has yet to make its full impact on the school. Staff have attended intensive Welsh courses and this has enhanced the teaching of Welsh second language.
109. There are sufficient resources to cover the subjects of the NC. These are well managed and their quantity, quality and accessibility are good. Teaching areas are adequate and provide for a range of curricular activities. The overall learning environment is good and displays contribute effectively to pupils' learning.
110. The school has developed a computer suite, which houses laptop computers and is timetabled for regular use. Every classroom has at least one computer and there is one interactive whiteboard. The libraries have an appropriate range of fiction and non-fiction books, which are coded and classified using the Dewey system. In addition, reading and cross-curricular reference books are available in classrooms.

111. The school building is well maintained and outside areas are free of litter. The building is able to accommodate all pupils and there is currently a spare room, which is well used by a local playgroup. The quality of caretaking is good.
112. The school benefits from a very good location, which includes playgrounds, grassed areas and a large playing field. Part of the grounds has been developed as an environmental area. The grounds are well used and enhance the learning experiences of all pupils. The site is somewhat isolated from the surrounding housing and recently the school has suffered from increasing incidents of trespass and vandalism. Responding to this is currently causing a drain on the school's finances.
113. The school has appropriate financial procedures in place. In recent years the school has faced the challenge of falling pupil numbers and has managed the financial consequences of this well. Budget planning is largely based on current needs and priorities are not always clearly identified in school development planning. Overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

English

KS1 - Grade 2: good features and no important shortcomings

KS2 - Grade 2: good features and no important shortcomings

Good features

114. Pupils in both key stages listen attentively to their teachers in whole class situations and to each other during small group activities.
115. In KS1, pupils respond to simple instructions and questions with growing confidence. The majority of these pupils are able to share their ideas and are developing a good awareness of the needs of the listener.
116. Pupils in KS2 speak clearly and accurately and are confident when talking with adults. They communicate effectively and are able to make pertinent contributions.
117. Across both key stages pupils display positive attitudes in their reading. In KS1, the majority of pupils are aware of different strategies and are able to use these to make sense of new words. Pupils are able to discuss main events in stories.
118. The majority of pupils in KS2 read independently and self-correct appropriately. They are able to read fluently showing a good degree of expression. Pupils discuss storylines and make logical predictions. Pupils' skills improve through structured opportunities such as group reading sessions and reading to teachers and support assistants.
119. Pupils make good progress in their writing skills in KS1. They write in an increasingly wide range of forms such as simple stories and letters, lists, instructions and diary entries. The majority of pupils complete good pieces of writing relative to their abilities.
120. Pupils in KS2 understand the difference between written forms and recognise features of different types of texts. The majority of pupils develop a good knowledge of language and know the rules for using parts of speech and punctuation. Most KS2 pupils write at length and link ideas logically, paying due attention to the setting and sequencing of events. More able pupils' writing is lively and interesting, and words are thoughtfully chosen. The range and quality of work is a particular strength.

121. The standard of handwriting and presentation is good in KS2 and spelling is generally accurate. Pupils in both key stages use their word processing skills to present their work well.

Shortcomings

122. Less able pupils are not always given enough time and support to complete unfinished work. The phonic skills of some less able pupils in KS1 are underdeveloped.

Mathematics

KS1 - Grade 2: good features and no important shortcomings

KS2 - Grade 2: good features and no important shortcomings

Good features

123. Overall, pupils in KS1 have a good understanding of number bonds and place value. They can count confidently and are able to use operations with increasing size of numbers as they progress through the key stage. They are beginning to use multiplication tables in their work by year 2 and are increasingly confident in the use of mathematical vocabulary.
124. The recognition of 2 and 3-dimensional shape is good and pupils show a developing understanding of money and its application to simple problems. In Y1, pupils are developing understanding of standard measures and the majority are able to measure with a fair degree of accuracy. They are able to tell the time with increasing confidence.
125. In KS2, pupils show the confidence and ability to use mathematical language appropriately. Their use of mathematical symbols is good and the majority calculate quickly, accurately and with understanding. Their knowledge and understanding of place value develops appropriately and they can recognise and convert fractions and percentages.
126. Knowledge and understanding of shape and space is sound and pupils are able to recognise and measure angles accurately. Increasingly effective use is made of graphical representation and ICT to present the solutions to problems. The presentation of work is more uniform in KS2 and is generally neat and accurate. The incidence of investigative work is developing but is not consistent throughout the school.
127. Older pupils in KS2 can discuss a range of methods in approaching problems and can make appropriate choices. The clear identification of learning objectives helps pupils to think carefully through problems and to plan their solutions effectively.

Shortcomings

128. There are no significant shortcomings.

Information technology

KS1 - Grade 3: good features outweigh shortcomings

KS2 - Grade 2: good features and no important shortcomings

Good features

129. Pupils use the computer with growing proficiency, confidence and independence as they progress through the school.
130. In KS1, pupils make effective use of their word processing skills and are able to write sentences on a word processor using the shift key to make a capital letter.
131. Pupils in lower KS2 are taught information technology as a discrete subject once a week. Through this programme, the majority of pupils learn new skills well and use them effectively in their work.
132. Pupils in KS2 are able to generate text and apply changes to font size, type and colour. All pupils store samples of work in folders located on a classroom computer. Most pupils in KS2 classes use graph-making packages effectively and present information in different ways. Pupils analyse this data and make appropriate interpretations. They are also able to sort data and interrogate databases effectively.
133. Some use is made of the Internet to research information linked to their current work in KS2. Some KS2 pupils are able to carry out effective and productive research work using CD ROMs. Older KS2 pupils make very good use of their information technology skills in other curriculum areas, notably mathematics and music. In addition, Information and Communication Technology (ICT) is effectively used in science lessons.

Shortcomings

134. In KS1, the use of ICT to support learning in subjects across the curriculum is under-developed and standards are affected when pupils do not practise skills they have learned.

Geography

KS1 – Grade 3: good features outweigh shortcomings

KS2 – Grade 2: good features and no important shortcomings

Good features

135. The subject was identified as a key issue for improvement in the previous inspection. A recent policy statement and the adoption of a clear scheme of work now helpfully inform work. This has ensured that the subject coverage is appropriate and that it has secure place in the curriculum. Staff training has further informed development.
136. In KS1, pupils are beginning to study the local area. They are enthusiastic about their work and are showing an understanding and appreciation of the area and its characteristics. They use a variety of approaches to develop mapping skills and understanding. Good use is made of first-hand experiences and photographs to stimulate and reinforce learning.
137. In KS2, work is developed to include comparative studies of contrasting localities and environmental factors. This work enables pupils to demonstrate an increasing awareness of the differences between localities and also the geographical factors which impact on people's lives. Older pupils are involved in innovative approaches to these studies, which help them to develop geographical skills and an awareness of global citizenship. Pupils make effective use of ICT and Internet information to inform their work.
138. Pupils are aware of the geography of Wales and their place in the country. Many pupils use appropriate geographical language and older pupils are showing a sophisticated and mature approach to their work.

Shortcomings

139. There is limited use of geographical language in KS1 lessons. Modes of presentation are inconsistent and can be untidy although this improves in KS2.

Music

KS1 - Grade 3: good features outweigh shortcomings

KS2 - Grade 2: good features and no important shortcomings

Good features

140. In KS1, pupils memorise songs and sing in tune enthusiastically. They understand the fundamentals of rhythm, of long and short sounds and maintain rhythm using body percussion and untuned instruments in response to a simple poem. The majority of pupils can correctly identify the names of their chosen instruments.
141. Simple rhythms are performed by clapping the different beats in one and two syllable words. Pupils are also able to add an accompaniment of improvised rhythms.
142. In KS2, pupils respond to taped music with enthusiasm and recall musical patterns. They can recall notes which make up certain chords and record using a stave. They use long and short notes and block chords when using keyboards.
143. Pupils listen to African cross-rhythms and percussion instruments and emulate these. Pupils have a sound knowledge of rhythms, beat and tempo. They demonstrate this through the performance of a four-part cross rhythm using body movements for accented beats. Musical patterns are effectively internalised and recalled and, overall, pupils have a very good sense of performance.
144. Some pupils participate in the extra-curricular activities of orchestra and choir. A small group of pupils play recorders and accompany the singing of songs during assembly. Pupils receive peripatetic tuition in a range of instruments which include guitar, recorders, percussion and woodwind. They make good progress and their skills are used to support music in the curriculum.

Shortcomings

145. Some pupils' singing lacks expression.
146. ICT programmes are not used consistently throughout the school.

Physical education

KS1 - Grade 2: good features and no important shortcomings

KS2 - Grade 2: good features and no important shortcomings

Good features

147. In KS1, pupils understand the basic principles of health-related exercise and the need to warm-up to raise the heart rate and prepare the muscles for activity. They can dress and undress themselves independently and handle gymnastic apparatus safety.
148. Pupils are developing an understanding of the skills required in movement and sequence. They practise movements independently in order to improve them on the floor and on the apparatus. Pupils are confident when showing their movements to others and they can evaluate and identify ways of improving. They have a good awareness of space. They are able to co-operate with one another when playing a variety of games using sending and receiving skills.
149. In KS2, in games lessons, pupils sustain their efforts to improve their ball skills. They work well individually, in pairs and small groups with sustained concentration and demonstrate good technical ability. Pupils have termly swimming lessons for three consecutive years and achieve NC standards.
150. The physical education curriculum is enriched by a range of extra-curricular activities which include netball, football and cricket. Pupils' knowledge, understanding and performance are further developed by visiting coaches who work with them in a variety of games. They benefit from team game competitions with other schools.

Shortcomings

151. In a minority of classes in KS1, pupils' ability to use space effectively, to evaluate their performance and refine their skills is limited.

School's response to the inspection

Everyone involved with the school would like to thank the inspection team for the courteous and professional manner in which the inspection was conducted. The team approached the inspection process in a positive manner and were keen to celebrate the school's achievements whilst taking a balanced view on areas for development.

The school was inspected with due regard to the procedures outlined in Estyn's Guidance on the Inspection of Primary and Nursery Schools. However, the school would like to make the following observations.

The Self-Review document, i.e. the school's response to the seven key questions, although a valuable tool for self-improvement, has involved an enormous amount of work, some of it duplicated by aspects being involved in several key questions. Estyn needs to review the questions to eliminate cross-referencing and needless duplication.

Estyn puts too much emphasis on the previous year's SATs results, therefore the outcome of this aspect of the inspection report will be a matter of luck. The school would like to thank the inspection team for recognising past performance over several years.

Estyn puts too much emphasis on a simplistic comparison of schools based on the percentage of pupils entitled to free school meals. The performance of the school is compared with other schools where the socio-economic status of the community is far different to our own.

Appendix A

Basic information about the school

Name of School	Cwmffrwdroer Primary School
School type	Community
Age-range of pupils	5 – 11
Address of school	Waunddu Cwmffrwdroer Pontypool Torfaen
Post-Code	NP4 6QZ
Telephone Number	(01495) 752393

Headteacher	Mr Chris Long
Date of appointment	September 1993
Chair of Governors/ Appropriate Authority	Councillor Lyn Irwin Torfaen
Registered Inspector	Mr Mike Keating
Dates of inspection	16 th – 17 th May 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		13	17	14	20	14	32	24	134

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6		6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.5
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.2

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	92.2	93.5	92	95.4%
Summer 2004	96.8	94.4	95.7	92.3%
Spring 2005	91	91.4	95	93.3%

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

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:					14
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	5	24	56	15	0
		National	0	4	13	63	20	0
En: reading	Teacher Assessment	School	0	5	24	52	19	0
		National	0	4	14	55	27	0
En: writing	Teacher Assessment	School	0	5	24	66	5	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	24	52	24	0
		National	0	3	11	63	23	0
Mathematics	Teacher Assessment	School	0	5	5	76	14	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	14	76	10	0
		National	0	2	10	66	22	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	66	In Wales	80.1

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

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6			24		
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	12	23	42	23	0
		National	1	0	0	1	1	4	13	42	37	0
	Test/Task	School	0	0	0	0	0	6	18	53	23	0
		National	1	1	0	0	0	4	13	42	37	0
Mathematics	Teacher assessment	School	0	0	0	0	0	12	23	36	29	0
		National	1	0	0	0	1	3	17	46	31	0
	Test/Task	School	0	0	0	0	0	12	23	42	23	0
		National	1	1	0	0	0	3	17	46	31	0
Science	Teacher assessment	School	0	0	0	0	0	0	6	71	23	0
		National	1	0	0	0	0	1	8	51	39	0
	Test/Task	School	0	0	0	0	0	0	6	76	18	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	53	In the school	65
In Wales	70	In Wales	72

- D Pupils who are excepted 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 carried out by a team of four inspectors who spent a total of seven inspector days at the school. Before the inspection:

- meetings were held with the headteacher and staff, the governing body and four parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 22 completed questionnaires were analysed and the results noted;
- school documentation, including the school's self-evaluation report was examined.

During the inspection:

- evidence was gathered based on the inspection of classes in a total of 33 lessons or sessions across all age groups;
- other observations included acts of collective worship, registration, break times and lunch times;
- inspectors discussed work with representative samples of pupils and listened to pupils read;
- samples of pupils' work from each year group and work in classrooms, including that on display, was scrutinised;
- post inspection meetings were held with the headteacher, staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr M. Keating, Registered Inspector	Context, Summary, Recommendations, Key questions 1, 2, 5 and 6, Mathematics, Geography
Mrs J. Edwards, Team Inspector	Key questions 3 and 4, English and Information technology
Mrs S. Davies, Team Inspector	Key question 7, Music, Physical education
Mr D. Hobbs, Lay Inspector	Contribution to key questions 1, 3, 4 and 7

Contractor: ESIS
The Learning Centre
The Broadway
Pontypridd
CF37 1BE

Acknowledgement

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

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

A SUMMARY REPORT FOR PARENTS

**Cwmffrwdoer Primary School
Waunddu
Cwmffrwdoer
Pontypool
Torfaen
NP4 6QZ**

School Number:678/2298

16th – 17th May 2005

by

**Mr Mike Keating
Inspector No. 66652**

July 2005

Under Estyn contract number T/253/04P

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Cwmffrwdoer Primary School 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 Cwmffrwdoer Primary took place between 16th – 17th May 2005. An independent team of inspectors, led by Mr Mike Keating, 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

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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Context

The nature of the provider

1. Cwmffwrdoer Primary School is situated in the community of Pontnewydd on the outskirts of Pontypool. The school was built in 1983 and occupies a large, attractive site overlooking parkland and wooded valleys. The catchment area is mixed and has a combination of traditional terraced housing and well established local authority housing. Much of the local authority housing is now in private ownership.
2. There are currently 134 pupils at the school. The number of pupils has fallen by 40 since 2002. Most pupils come from the local area and have attended local nursery or playgroups. An under fives group is now located in the school. The school indicates that there is a broad range of attainment on entry to the school. Approximately 12% of the pupils are entitled to free school meals. No pupils come from Welsh speaking homes and there are no pupils for whom English is not the first language. Currently there are 19 pupils on the school's register of special educational needs (SEN). One child has a statement of SEN.
3. The school has six teachers including the headteacher. There is one nursery nurse (NNEB) and one clerical assistant. The school is organised into five classes, all of which contain mixed age ranges.

The school's priorities and targets

4. The school's mission statement is 'Rise to the challenge. Learn for life'. Priorities are set through the school development plan, which also takes account of the Local Education Authority (LEA) Strategic Plan.
5. The school's priorities have been re-focused to match with the key questions of the current inspection framework. Major areas identified include:
 - Development of the self-review process
 - Monitoring of standards
 - Assessment and report writing
 - Basic Skills Quality Mark
 - A range of policy and subject reviews

Summary

6. Cwmffwrdoer Primary School provides a happy, caring and safe environment in which pupils achieve good standards and make progress. It serves its pupils well and the quality of relationships in the school is outstanding. The school gives good value for money.
7. The inspection team agree with the judgements made by the school about the standards pupils achieve and with most of the school's judgements about other areas of learning.

Table of grades awarded

8. The inspection team judged the school's work as follows:

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?	3
5 How effective are leadership and strategic management?	3
6 How well do leaders and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

Standards

9. In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	42%	29%	3%	0%

10. The overall quality of educational provision for under five is appropriate to their needs and they are making good progress towards the Desirable Outcomes for Children's Learning.
11. In Key Stage 1 (KS1) and Key Stage 2 (KS2), in the six subjects inspected, the standards of achievement are as follows:

Subject	KS1	KS2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information technology	Grade 3	Grade 2
Geography	Grade 3	Grade 2
Music	Grade 3	Grade 2
Physical education	Grade 2	Grade 2

12. In the KS1 2004 National Curriculum (NC) teacher assessments, pupils' achievements in attaining level 2 or above were below local and national averages in English, and science. In mathematics they were marginally below the local average but above the national average. In KS2 2004 NC assessments, pupils' achievements in attaining level 4 or above were below the local and national averages in English, and mathematics.
13. The school makes good progress against the targets agreed with the LEA and compares well with similar schools in the proportion of pupils achieving level 5 in KS2.
14. Pupils with SEN make good progress and generally achieve the targets and standards set for them.
15. Children aged under five attain very good standards in key, personal, social and learning skills.
16. Standards of achievement in the key skills are satisfactory overall. They are good in communication skills, especially speaking and listening. Reading and writing skills are well developed and they are able to use these across a range of subjects. Overall, their bi-lingual competence is satisfactory.
17. Standards in numeracy skills are good and satisfactory in problem-solving. ICT skills are generally good and are continuing to develop with increasing opportunities in subjects for pupils to research and record information.
18. Standards in creativity are satisfactory overall with examples of good work in both key stages.
19. The majority of pupils make good progress in learning. They are keen to learn and show enthusiasm for new tasks. The use of learning diaries where pupils set their own targets in conjunction with teachers helps this process considerably. Consequently, most pupils are aware of their strengths and weaknesses and are able to apply new skills to their own learning.
20. Pupils' overall behaviour is outstanding. Pupils' behaviour has a positive effect on progress they make in lessons. Levels of attendance and punctuality are good.

21. The school is a caring community where pupils relate positively towards one another and towards adults. Throughout the school, pupils show respect for others, understand the need for rules in their lives and have a strong sense of community.

The quality of education and training

22. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	27%	40%	5%	0%

23. The percentage of lessons, which are satisfactory or better, matches the all Wales target. The percentage of lessons graded good or very good exceeds the target and there is a high proportion of very good teaching in the school.
24. The teaching is characterised by the very good relationships which exist between pupils and all adults in the school. Teachers have high expectations of the pupils and they encourage them to achieve good standards of work and behaviour. There is a culture of mutual respect and support which promotes and sustains learning and development.
25. Lesson planning is thorough and learning objectives are clearly identified and effectively shared with pupils. Pupils with SEN are well supported.
26. Teachers' subject knowledge is generally good and there is a consistently clear focus in lessons on learning objectives for the pupils.
27. The best examples of teaching show good pace and variety together with a clear structure, challenging and creative questioning and discussion.
28. Shortcomings in teaching relate to the pace of some lessons, which can be too slow, and activities, which do not challenge pupils sufficiently.
29. Pupils' progress in core and foundation subjects is systematically recorded and records are used to inform both planning and the individual targets for each pupil. Whilst the current systems provide adequate information, there is insufficient coherence in the ways they are used and the ways in which the data is applied to planning and development at whole school level.
30. Reports meet statutory requirements and parents and carers have confidence in the information they receive from the school.
31. Pupils with SEN are effectively catered for. There are appropriate systems in place for the early identification of difficulties. The school has a positive attitude to those pupils with learning difficulties.
32. Differentiated work meets the particular needs and abilities of most pupils well. Individual Education Plans (IEPs) identify specific learning objectives.

However, these plans are not reviewed regularly and currently do not note how parents are contributing to the process.

Leadership and management

33. The school has a clear set of aims and values. These are appropriately shared and understood by all staff and are consistently observed in classes by both teachers and pupils. The headteacher exercises positive and effective pastoral leadership for staff, pupils, parents and the wider community. This very much supports the calm and purposeful atmosphere and conditions for learning.
34. Target setting processes are effectively in place for academic standards. Broader school development targets are not expressed with the same clarity and are not usually planned with clear, measurable outcomes.
35. Senior staff monitor pupils' attainment but the overall process is inconsistent. The monitoring of staff performance and development is less secure and there is little monitoring or evaluation of the quality of teaching and learning. However, the school has identified this as a priority in its self-evaluation.
36. There is clear evidence, however, that senior staff with major areas of responsibility are having a positive influence on the quality of educational provision. Governors have a sound understanding of their roles and responsibilities. They are very supportive of the school and committed to its development.
37. Overall, the governing body meets its statutory responsibilities. It supports the strategic aims of the school but remains dependent on the professional leadership of the headteacher in setting and monitoring those aims.

Recommendations

In order to further improve the school needs to:

- produce a school policy for child protection;
- re-instate lapsed risk assessment procedures in order to meet health and safety requirements;
- improve the quality of self-evaluation and development planning by:
 - linking plans more effectively;
 - using qualitative, measurable targets where appropriate;
 - basing priorities on secure evidence;
- disseminate the very good teaching in the school to promote greater consistency in teaching and learning.

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 governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.