

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

A report on the quality of education in

**Cwmlai Primary School
Penygarreg Road
Tonyrefail, Porth
Rhondda Cynon Taff
CF39 8AS**

School number: 6742079

Date of inspection: 14/09/09

by

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Introduction

Cwmlai 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 Cwmlai Primary School took place between 14/09/09 and 17/09/09. An independent team of inspectors, led by Phillip David Watcyn Edwards 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). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **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. Cwmlai Primary School is situated between the well-established 'South Wales Valleys', coal mining communities of Thomastown and Coed Ely and also serves the equally well established Local Authority owned estate of Tyn-y-Bryn. The town of Tonyrefail and its surrounding area has been acknowledged as having significant social need and is a designated Communities First area. The school is administered by Rhondda Cynon Tâf Local Authority and provides education for pupils between 3 - 11 years of age.

2. The attainment on entry to the nursery covers the full range of levels and pupils come from a wide mix of backgrounds and socio-economic groups. Nearly all come from homes where English is the main or only language with none speaking Welsh as a first language. There are very few pupils from minority ethnic groups and none receive support for English as an additional language (EAL). Two pupils are 'looked after' by the local authority.

3. The original school accommodation is of a traditional Victorian design. Since the previous inspection a new extension with additional classrooms has been added and many improvements made to the provision, including installing interactive white boards in all classrooms and the use of a portable set of rechargeable mini note book computers. Improvements have also been made to the outside play areas to support the foundation phase, including setting up a forest school. Numbers on roll have remained steady and are predicted to rise in the future. They are currently 334 from reception age onwards with 60 full-time nursery children making a full-time equivalent (fte) of 394 pupils. Pupils are taught in single and mixed age year class. No pupil is withdrawn from collective worship.

4. Around 12% of pupils are entitled to receive free school meals, which is below the all-Wales national average of 19.7%. There are currently 27 pupils (7%) on the special educational needs (SEN) register. Of these, 21 are on school action and 6 on school action plus with none having a formal statement of SEN. There are no disapplications to the national curriculum (NC).

5. The school is registered with the Children's University, achieved fair trade status and gained many awards, including:

- British Educational Communications and Technology Agency (BECTA)
- Eco Schools Green Flag
- Dyslexia Friendly School
- Basic Skills Quality on two occasions
- Healthy School, level 2

6. There are 13 full-time teachers including the headteacher and two part-time teachers with 14 classes including two nurseries. There are one full-time Nursery Nurse and 15 part-time teachers' assistants (TA) and one full-time and two part-time school administrative assistants.

7. The school foundation phase has been adopted by the school throughout the under-fives and KS1.

8. This inspection took place in the second full week of the autumn term 2009 and the previous one in November 2003.

The school's priorities and targets

The school and its priorities

9. The school's Vision Statement is "Living and Learning as One". This is underpinned by a number of relevant aims.

10. The school priorities for 2009 – 2010 in its school improvement plan (SIP) include continuing to improve:

- standards in music, reading, handwriting and bilingualism; and
- the learning and teaching policy, foundation phase, Key Stage (KS) 2 Curriculum, education for sustainable development and global citizenship (ESDGC), attendance, the building, and links with parents and the community.

Summary

11. Cwmlai Primary School has many good and outstanding features. Pupils benefit from a wide range of experiences where they achieve very well and experience success. The school is particularly well led and managed and responds readily to educational improvement and change. Relationships throughout the school are very warm, caring and supportive which encourage positive and confident attitudes towards learning.

Table of grades awarded

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

12. The inspection team agreed with the school's judgements in its self-evaluation report in six out of the seven key questions. Where there was a difference in Key Question 5, the team awarded Grade 1 due to the number of outstanding features identified in the leadership which contribute significantly towards the high achievement of pupils.

13. Overall standards of attainment are outstanding. In the 2008 KS1 teacher assessments, the proportion of pupils who attained at least Level 2 or higher was higher than the national averages in English, mathematics and science. The proportion that attained the higher Level 3 was above national averages in mathematics and slightly below in English and science.

14. In the 2008 KS2 teacher assessments, the proportion of pupils who attained at least Level 4 or higher was significantly above national averages in mathematics and above in English and science. The proportion that attained the higher Level 5 was above national averages in English and mathematics, and well above in science.

15. When the 2008 core subject indicators (CSI) for pupils are compared with local and all-Wales figures they are above the average in KS1 and well above in KS2.

16. When the 2008 CSI for pupils in KS1 and KS2 are compared with similar schools, namely those with a similar free school meal (FSM) entitlement between 16% and 24%, they are presently both in the top 25%. The overall trend in both key stages over the last four years is upwards despite the school being placed in a lower FSM band in 2007. Provisional 2009 figures confirm this upward trend.

17. In KS1 the CSI for 2008 shows the performance of girls was better than boys by 13.5% and in KS2 better by 4.1%. Although variable, this has been the general trend since 2005.

18. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making very good progress towards the Foundation Phase outcomes.

19. Most learners, including the under-fives and those with SEN, achieve very good standards overall in their knowledge and understanding and attain agreed learning goals. The very few more able and talented pupils make good progress.

20. Pupils' key skills are good overall with those in information communications technology (ICT) outstanding.

21. Pupils have a good understanding of their abilities and explain clearly what they are doing. They review their own progress appropriately to inform their learning through regular self-assessment supported by their teacher.

22. Pupils make outstanding progress towards fulfilling their potential and moving on to the next stage in their learning irrespective of their social, ethnic and linguistic background.

23. Standards of behaviour, levels of courtesy and respect by pupils are exemplary and they are very friendly towards each other and adults. The average level of attendance for the three terms prior to the inspection is 92.4%. Although this is similar

to the local authority average, it is below the national average. Nearly all pupils arrive punctually at the start of school.

24. Most pupils progress exceptionally well in their spiritual, moral, cultural, social, and wider development and have a very clear sense of right and wrong. They make outstanding progress in developing their personal and social skills.

25. Throughout the school, pupils' understanding of equal opportunities issues is outstanding. This is exemplified by their very clear understanding and respect for the diversity of beliefs, attitudes and cultural traditions reflected in an inclusive community. Good links with local businesses prepare them well for an effective participation in the work place.

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	60%	14%	0%	0%

26. These figures compare favourably with those of Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2007-8 where nationally they are Grade 2 or better in 83% of lessons and Grade 1 in 16%. This is considerably better than the last inspection.

27. Teaching and training meets pupils' needs and curricular requirements effectively. Teachers demonstrate good subject knowledge and familiarity with recent developments in education. Many are incorporating the foundation phase and the skills based curriculum appropriately into their planning where practical activities are used particularly well and imaginatively to consolidate and extend learning. The enthusiasm and expertise of the TAs are used to extremely good effect to support and enrich pupils' learning considerably.

28. Outstanding features include:

- a wide and purposeful range of teaching and learning strategies planned to meet pupils' individual needs flexibly and promote confidence in new learning; and
- pupils enthused to generate a wide range of ideas and be involved actively in their learning.

29. Good features include:

- well established classroom routines and a brisk pace to ensure pupils work productively;
- clear introductions, explanations and praise motivate effective learning and create good opportunities for pupils to reflect perceptively on work learned; and
- good use of a wide range of resources make lessons interesting and stimulating.

30. Shortcomings in a few lessons include:

- lack of varied and challenging work planned to cater for all abilities; and
- inconsistency among teachers in promoting pupils' competence in using Welsh across the curriculum.

31. There are established procedures for disseminating effective teaching skills among staff. However, there are occasional inconsistencies in how knowledge, understanding and skills are extended and the work adapted to suit pupils who learn at different rates.
32. All teaching staff are exemplary in challenging stereotypical images and views. Arrangements for teaching and organising pupils with SEN are highly effective and inclusive to ensure that they follow curricular requirements fully.
33. The rigour of assessment and its use in planning and improving learning are good. Systems and procedures are understood clearly by all and meet statutory requirements.
34. Pupils are encouraged appropriately to assess their own development. Their work is marked regularly and annual reports to parents meet statutory requirements.
35. The school is implementing the recent curriculum changes at foundation phase, KS1 and KS2 effectively. Learning is based on first hand real and exciting experiences and the school has adapted its curriculum to create resilient, resourceful, reflective and reciprocal learners. The quality of the learning experiences offered, the partnerships with other providers and the promotion of sustainable development are all outstanding features of the school which meet pupils' aspirations particularly well.
36. An extensive variety of out of hours and off-site provision enrich and enhance learners' experiences is outstanding feature of the school's practice. The provision for pupils' spiritual moral, social and cultural development is outstanding and there is a clear emphasis placed on their multicultural awareness.
37. Recent involvement in the Welsh Heritage Schools' Initiative has contributed considerably towards pupils' appreciation of their own culture. However, there is scope to develop and integrate further Y Cwricwlwm Cymreig into the planning across the school.
38. Planning to meet the bilingual needs of pupils has good features which outweigh shortcomings. Where the use of incidental Welsh takes place on a regular basis, it makes a positive contribution towards pupils' bilingual competence. However, when it is not used consistently where appropriate opportunities exist, pupils' development of their bilingual skills is generally limited. This is an area the school recognises for development in its SIP.
39. Arrangements for the care, guidance and support of pupils are exemplary. Relationships between staff, parents, members of the local community and pupils are strong and constructive. The system for monitoring attendance and punctuality is simple and effective, but continued efforts are required to improve attendance figures overall.
40. Staff implement the behaviour and anti-bullying policies consistently and continue to ensure these are explained to parents appropriately. There are very clear and well-documented arrangements, which appropriately contribute to pupils' safety and well-being when in its care, including suitable arrangements that encourage and

enable pupils to be healthy. The school's personal, social, education (PSE) programme contains appropriate topics related to health and safety.

41. The quality of support for pupils with SEN has outstanding features, including a wide range of resources, which enable them to make considerable progress towards achieving their potential.

Leadership and management

42. The outstandingly effective leadership and strategic management sustain continual improvements and provide a clear sense of direction and purpose to learning, behaviour and relationships. The introduction of new initiatives has a significantly positive effect on the school's performance. Clearly understood aims, targets and shared values among staff, governors, parents and pupils underpin all aspects of the life of the school effectively. A culture of high expectations is well established.

43. The vision and insight of the headteacher provide a very clear strategic direction within an open supportive culture. She is ably supported by the deputy headteacher and governors, who have high expectations of themselves and carry out their responsibilities efficiently, confidently and productively.

44. An outstanding feature is the efficient and effective management of change in making significant improvements to the accommodation and organisation. Team and subject leaders oversee learning areas efficiently and are effective in promoting higher standards. Well established procedures ensure that a range of constructive priorities are set in the annual school improvement plan (SIP), following review and self-evaluation, to provide a clearly focused strategic direction for school development.

45. The school uses a comprehensive and diverse range of procedures in order to judge its strengths and determine areas for improvement, including a detailed self-evaluation report (SER).

46. The governing body is closely involved in the life of the school and meets its responsibilities very well. Its strategic vision in identifying and implementing necessary priorities is an outstanding feature.

47. The administrative officers are efficient and effective in operating the considerable day-to-day administration of the school.

48. The school has a well-established culture of self-review and evaluation. Procedures for gathering information regarding provision are thorough and rigorous. Appropriately challenging targets are set for future attainment.

49. The quality of planning for improvement is good. The SIP is detailed and comprehensive, and includes evaluations of progress towards previous targets and is monitored regularly.

50. Progress since the last inspection has been very good. Especially noteworthy is the progress made in improving the accommodation, in particular the outstanding facilities for learning out-of-doors, and the improvements in both provision and standards in ICT.

51. Sufficient well qualified and experienced teachers provide outstanding support for pupils of all abilities, particularly the high quality support given by TAs.

52. The quality of appropriate resources such as the well-maintained outdoor environment is outstanding and matched particularly well to the priorities for development.

53. Resources for workforce remodelling are being used appropriately and teachers given time for planning, preparation and assessment (PPA). Expenditure is stringently controlled by a finance committee which reports to the full governing body.

54. Given the improvements since the last inspection, the school's proactive approach to innovation, efficient financial management and the continuing rise in pupils' attainment, the school provides outstanding value for money.

Recommendations

55. The school needs to:

R1 *continue to improve the bilingual skills of pupils;

R2 disseminate existing outstanding practice in the quality of teaching; and

R2 *improve attendance figures.

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 1: Good with outstanding features

56. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.

57. Overall standards of attainment are outstanding. In the 2008 KS1 teacher assessments, the proportion of pupils who attained at least Level 2 or higher was higher than the national averages in English, mathematics and science. The proportion that attained the higher Level 3 was above national averages in mathematics and slightly below in English and science.

58. In the 2008 KS2 teacher assessments, the proportion of pupils who attained at least Level 4 or higher was significantly above national averages in mathematics and above in English and science. The proportion that attained the higher Level 5 was

above national averages in English and mathematics, and well above in science. When the 2008 CSI for pupils are compared with local and all-Wales figures they are above the average in KS1 and well above in KS2.

59. When the 2008 CSI for pupils in KS1 and KS2 are compared with similar schools, namely those with a similar FSM entitlement between 16% and 24%, they are presently both in the top 25%. The overall trend in both key stages over the last four years is upwards despite the school being placed in a lower FSM band in 2007. Provisional 2009 figures confirm this upward trend.

60. In KS1 the CSI for 2008 shows the performance of girls was better than boys by 13.5% and in KS2 better by 4.1%. Although variable, this has been the general trend since 2005.

61. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making very good progress towards the Foundation Phase outcomes.

62. Most learners, including the under-fives and those with SEN, achieve very good standards overall in their knowledge and understanding and attain agreed learning goals. Nearly all in the foundation phase, particularly the significant numbers who enter with a low baseline, achieve very well compared with their abilities. They then continue to improve in KS2 where the majority make outstanding progress in relation to their abilities. Nearly all have positive attitudes to learning and succeed regardless of their social, ethnic or linguistic backgrounds. The very few more able and talented pupils make good progress.

63. The key skill of listening is very good in the under-fives, KS1 and KS2 where nearly all pupils listen very carefully and with high regard to teachers; they speak well in lessons. Children under-five make good progress in reading and early writing skills. In both KS1 and KS2, most pupils read well for a range of purposes with improving reference skills and overall, write well across the curriculum.

64. Nearly all children in the under-fives and pupils in both key stages apply the key skills of numeracy effectively in appropriate situations and explore ways in which these skills can benefit their learning. Throughout the school pupils use ICT skills in an outstanding manner across the curriculum which is reflected in their achieving the BECTA Quality Mark Award. Learners throughout the school develop their creative skills often in outstanding ways; their problem solving skills develop well through a varied range of activities.

65. Children under-five respond to teachers' directions in English and Welsh very well and a very few begin to use Welsh naturally on appropriate occasions. Learners' bilingual competence in the key stages is variable on occasions. Nearly all pupils throughout the school are keen to exchange greetings in Welsh. They listen well and use the language appropriately during set times, such as registration, and usually understand and respond appropriately to the words of praise or instructions given by teachers. However, very few sustain a simple conversation beyond these limits, unless in very familiar situations.

66. Nearly all pupils in KS1 and KS2 make outstanding progress in learning, mostly in the manner in which they acquire new knowledge or skills and increase their understanding effectively through skill based activities, particularly in the foundation phase. A particular impressive feature is the pupils' understanding of which particular key skill they need to use or develop to aid this process.

67. Pupils have a good understanding of their abilities and explain clearly what they are doing. They review their own progress appropriately to inform their learning through regular self-assessment supported by their teacher.

68. Learners make outstanding progress towards fulfilling their potential and moving on to the next stage in their learning. Conversations with pupils and observing their progress in lessons confirm the schools' assessment data that nearly all pupils, including the significant minority who start school from a low baseline, those with SEN and the more able and talented, achieve and exceed expected targets and often surpass them. Irrespective of their social, ethnic and linguistic background, pupils make the best possible progress.

69. Pupils are exceptionally well motivated, sustain concentration and have very positive attitudes to learning. Nearly all work with enthusiasm, make good use of lesson time and maintain effort and concentration very well.

70. Standards of behaviour, levels of courtesy and respect by pupils are exemplary and they are very friendly towards each other and adults. These attributes are reflected in every aspect of school life, including lessons, break and lunch times.

71. The average level of attendance for the three terms prior to the inspection is 92.4%. Although this is similar to the local authority average, it is below the national average. 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, a practice not condoned by the school.

72. Nearly all pupils arrive punctually at the start of school and throughout the school day sessions begin promptly. The school takes appropriate account of the WAG requirements for recording absence.

73. Most pupils develop the ability to work independently well, including the skills to maintain lifelong learning, such as, the manner in which they support each other as part of an inclusive community. They progress exceptionally well in their social, moral and wider development and have a very clear sense of right and wrong.

74. The relationships between individual pupils and adults are superb and are clearly evident throughout the school, which helps pupils to become secure and confident in their learning.

75. Throughout the school, pupils' understanding of equal opportunities issues is outstanding. This is exemplified by their very clear understanding and respect for the diversity of beliefs, attitudes and cultural traditions in society. Pupils develop a keen interest in community awareness, develop their own personal and social values well and respect those of others. A large number of visitors to the school from the

community broaden pupils understanding of their own community and the workplace effectively.

76. Pupils take a keen interest in the local community and participate in its affairs in a wide variety of ways. Good links with local businesses prepare them well for an effective participation in the work place.

77. Skills to maintain lifelong learning are outstanding, such as the manner in which pupils support each other as part of an inclusive 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

78. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.

79. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	60%	14%	0%	0%

80. These figures compare favourably with those of HMCI's latest Annual Report for 2007-8 where nationally they are Grade 2 or better in 83% of lessons and Grade 1 in 16%. This is considerably better than in the last inspection.

81. Teaching and training meets pupils' needs and curricular requirements effectively. Teachers demonstrate good subject knowledge and familiarity with recent developments in education. Many are incorporating the foundation phase and the skills based curriculum appropriately into their planning. In many lessons the teaching strategies and wide range of resources used stimulate pupils' interest and enjoyment successfully. They are engaged actively and given good opportunities to explore and make choices. This is an outstanding feature in the foundation phase where practical activities, such as singing and the outdoor environment, are used particularly well and imaginatively to consolidate and extend children's learning.

82. There are outstanding working relationships among all teaching staff and pupils. All adults display empathy with pupils' personal and emotional need which is a notable feature of the school. For example, the enthusiasm and expertise of the TAs are used to extremely good effect by teachers to support pupils' learning and enrich their learning experiences considerably.

83. Outstanding features include:

- a wide and purposeful range of teaching and learning strategies planned to meet pupils' individual needs flexibly and promote confidence in new learning;

- pupils enthused to generate a wide range of ideas and be involved actively in their learning; and
- open questioning and intervention techniques delivered very skilfully to encourage thoughtful and extended responses from pupils.

84. Good features include:

- well established classroom routines and a brisk pace to ensure pupils work productively;
- high expectations of behaviour, good relationships and respect between staff members and pupils to encourage efficient learning;
- clear introductions, explanations and praise motivate effective learning and create good opportunities for pupils to reflect perceptively on work learned;
- sufficient challenge to extend pupils' independent learning; and
- good use of a wide range of resources make lessons interesting and stimulating.

85. Shortcomings in a few lessons include:

- lack of varied and challenging work planned to cater for all abilities;
- inconsistency among teachers in promoting pupils' competence in using Welsh across the curriculum; and
- insufficient opportunities for pupils to take more responsibility and involvement in assessing their progress towards agreed objectives.

86. There are established procedures for disseminating effective teaching skills among staff. However, there are occasional inconsistencies in how knowledge, understanding and skills are extended and the work adapted to suit pupils who learn at different rates.

87. All teaching staff are exemplary in challenging stereotypical images and views. They are fully committed to equal opportunities, regardless of gender, ability or race. All pupils are treated fairly with respect and encouraged to participate in the range of activities provided.

88. Teachers ensure that pupils with SEN play a full part in learning. They are supported exceptionally well by classroom assistants. Arrangements for teaching and organising pupils with SEN are highly effective and inclusive to ensure that they follow curricular requirements fully.

89. Planning for monitoring and reviewing the progress of learners is good overall. Statutory requirements for assessing and reporting on national curriculum levels are met and records are in place for every pupil. A whole school monitoring system has been implemented and the governing body, headteacher and subject leaders demonstrate good practice when monitoring teaching and learning through 'learning walks' which deepen understandings and practices by continuous feedback.

90. Developing the school's new assessment policy is viewed as a process that both promotes learning and is integral to effective learning. There is a clear commitment to 'Assessment for Learning' and strategies to encourage peer and self-

assessment by setting individual targets are already proving effective in two core subjects.

91. The rigour of assessment and its use in planning and improving learning are good. Systems and procedures are understood clearly by all and meet statutory requirements.

92. On entry to the nursery and continuing every term throughout the school, children's emotional well being and involvement levels are assessed and monitored consistently, which is an outstanding feature. On-going, field notes which record focused and incidental adult observations are collected into an individual profile of the child. Vulnerable children are quickly identified and strategies are implemented to help them overcome their difficulties. Pupils with SEN are identified and well supported throughout the school. Appropriate targets are set in individual education plans which are carefully reviewed.

93. Phased curriculum skills ladders, covering all areas of learning have been appropriately developed for the foundation phase in the under-fives and KS1 and used well to track pupils and plan for those who need support or extension. Similarly in KS2, key skills ladders have been developed for the same purposes. Staff make pupils aware of what phase they are at on the skills ladder. This recently adopted strategy is progressing well to identify and track progress and end of year expectations for the average pupil.

94. Level descriptors are used at the end of a key stage based on 'best fit' basis. Cluster moderation meetings ensure that samples of work are carefully annotated and give appropriate guidance on the moderation and standardisation of pupils' standards of achievement. The school has an on-going programme of developing levelled portfolios, in line with the new curriculum.

95. Pupils are encouraged appropriately to assess their own development by setting their own targets in English and mathematics; they begin to learn to be critical in a constructive manner about their own work. An outstanding feature is the way pupils are encouraged to reflect on their learning and successes when they complete their own end of year reports.

96. Pupils' work is marked regularly and, in the best examples, receives positive comments and suggestions for improvement that form the basis for individual targets.

97. Annual reports to parents meet statutory requirements and provide relevant information on pupils' individual achievements and personal characteristics. Parents have suitable opportunities after receiving the report to visit the school to discuss their child's progress with teachers.

98. Informative booklets have been prepared for parents to enlighten them on changes in the curriculum which affect their children, as they enter school and later into KS2. This is particularly innovative and welcomed by parents.

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

Grade 1: Good with outstanding features

99. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.

100. The quality of the learning experiences offered, the partnerships with other providers and the promotion of sustainable development are all outstanding features of the school which meet pupils' aspirations particularly well.

101. The school is implementing the recent curriculum changes at foundation phase, KS1 and KS2 effectively. The foundation phase's philosophy and methodology is being introduced in KS1 as well as nursery and reception and teachers receive the necessary training and familiarise themselves well with developments in their field. The school has taking on board the new skills based curriculum in KS2 staff are adapting well to the necessary changes.

102. The school motto 'Living and Learning as one' defines learning in its broadest sense and aims to develop well rounded lifelong learners This underpins all aspects of school life and ensures that pupils acquire the appropriate knowledge, understanding, skills and attitudes to progress.

103. The school is proactive and innovative in developing new approaches to learning. The curriculum focuses on developing life-long learning skills and promoting pupils' self-esteem. Learning is based on first hand real and exciting experiences and the school has adapted its curriculum to create resilient, resourceful, reflective and reciprocal learners.

104. The outstanding provision for children in the foundation phase includes exciting child-centred indoor learning opportunities and extensive outdoor learning environment well integrated to promote children's learning and personal and social development.

105. Learning experiences for pupils in both key stages are equally accessible. Lessons are planned to ensure they meet the needs and interests of pupils in a meaningful way. Pupils' interests and ideas are sought appropriately.

106. Curricular planning has good features and no important shortcomings. It is flexible and starts with a learning experience. On-going observations of the pupils ensure that their needs are met and teacher planning builds on individuals' existing knowledge, understanding and skills. Planning is broadly based on a topic. New curriculum orders and skills progression are built clearly into the lesson plans.

107. The exemplary use of TAs working alongside the teachers ensure that pupils have ample opportunities to investigate, develop their thinking and creative skills and cater for pupils' needs and learning styles. This is particularly true in the foundation phase which extends into KS1. On occasions in KS2, the focus on coherence, continuity and progression to ensure that the whole school is a part of this ongoing skills development, is variable.

108. The school ensures that all pupils receive maximum opportunities to develop their key skills of speaking, listening, reading, writing and application of number across the curriculum. Good opportunities are provided for them to develop thinking skills and solve problems as individuals, pairs and groups. ICT is embedded within the skills framework and the BECTA award received last term confirms this as outstanding feature in the provision.

109. An extensive variety of out of hours and off-site provision enrich and enhance learners' experiences. This is an outstanding feature of the school's practice. Educational visits are undertaken to places of cultural interest such as Rhondda Heritage Park, St Fagan's National History Museum and Cardiff Bay. Visitors come to the school to speak with the pupils. They include authors, artists, visiting theatre groups, local politicians and visits from individuals from other countries. Parents visit and share their job expertise, making pupils aware of the world of work. Members of staff help run various clubs such as sports, music, dance and drama. Pupils are actively involved in team games after school which enhance the quality of education and strengthen links with the community.

110. There are outstanding features in the provision for pupils' spiritual moral, social and cultural development. These are very well promoted through personal and social education lessons and the clear emphasis placed on pupils well being. Pupils widen their spiritual horizons effectively through visits to a range of places of worship for different religions. The school celebrates a rich variety of Welsh and other countries' cultural experiences. The provision for collective worship fulfils all statutory requirements.

111. Pupils' awareness, fascination and high interest is very apparent in activities such as exploring the forest school. The social awareness is promoted well by their participation in campaigns to raise money for good causes and charities. Cultural links with other countries such as Uganda and receiving a Fair Trade school status enrich pupils' understanding and attitudes. There is a particularly strong emphasis on developing pupils' multicultural awareness, through dance, art and music. Recent involvement in the Welsh Heritage Schools' Initiative has contributed considerably towards pupils' appreciation of their own culture. However, there is scope to develop and integrate further Y Cwricwlwm Cymreig into the planning across the school.

112. Planning to meet the bilingual needs of pupils has good features which outweigh shortcomings. Where the use of incidental Welsh takes place on a regular basis, it makes a positive contribution towards pupils' bilingual competence. However, when it is not used consistently where appropriate opportunities exist, pupils' development of their bilingual skills is generally limited. This is an area the school recognises for development in its SIP.

113. All staff help pupils very successfully to become increasingly more sensitive to the needs of others, to care for those that are less fortunate than themselves and to be very aware of cultural and racial issues. Pupils are developing a very clear understanding of right and wrong. Acts of collective worship in the school meet statutory requirements and assist pupils to develop further their spirituality. Local, national and international charitable causes are very well supported.

114. Pupils have a very good understanding of equal opportunities, adopt mature attitudes and recognise the need to treat consistently every person fairly and without any form of discrimination. Pupils have excellent moral values and show high consideration and fair play for others.

115. Pupils' knowledge and understanding of the workplace and the local community is extensive. In lessons they discuss the different work people do and the ways in which people look after and care for their community. Pupils' involvement in numerous community activities is actively and enthusiastically encouraged. A few parents and members of the local community come into school regularly to help with school activities and events.

116. There are extensive opportunities to broaden and enrich pupils' work-related education. These are developed successfully through a wide range of visits to local industry and visitors from those local industries.

117. The school has high expectations of its pupils and strongly promotes equality in everything it offers. Any incident of stereotyping is appropriately challenged. Policies for promoting and practising equality of access, equal opportunity and racial equality are implemented effectively and consistently by all staff.

118. Provision of education for sustainability is outstanding. Energy conservation, paper recycling and re-using are promoted extensively by the school and practised very efficiently by pupils and adults. The school promotes Fair Trade enthusiastically. In addition, sustainability is very effectively promoted through the formal curriculum, notably in science and geography.

119. Global citizenship is promoted positively through the high profile given to international charities and also through geography. The formal links with schools in other countries are highly exceptional and the school has received an International School Award. There are excellent links with a school in Uganda and its headteacher has visited the school. The school has taken part in the Comenius project and there have been exchange visits to Sweden, Germany, Poland, Greece and Slovakia. Opportunities to develop pupils' entrepreneurial skills, such as buying, selling and marketing are good and pupils manage the fruit shop.

120. 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. In discussion, pupils indicate they understand and appreciate importance of adaptability, flexibility and tolerance. Pupils respect and appreciate their surroundings.

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

Grade 1: Good with outstanding features

121. The findings of the inspection team match the grade awarded by the school in its self- evaluation report. Arrangements for the care, guidance and support of pupils are exemplary.

122. Outstanding relationships between staff, parents, members of the local community and pupils are strong and constructive. The school welcomes parents at any time and they are formally invited to attend two parents' meetings per year to discuss their child's progress and any other matter related to their education. The newsletters, issued monthly to parents, inform them mainly about the dates for school events and about pupils' achievements. Most parents feel they are well informed about events in the school. The induction programmes are outstandingly successful in helping learners settle in quickly and understand their responsibilities.

123. 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 promptly following up lateness or unexplained absence are appropriately implemented, but continued efforts are required to improve attendance figures overall. The current involvement of the educational welfare officer is good and the school works closely with the service.

124. Pupils are fully involved with the Healthy Schools initiative and there is a well-established healthy-eating programme. The school has an active eco-committee and has been successful in achieving the Green Flag Eco-Schools award.

125. The school expects high standards of behaviour and does not tolerate inappropriate behaviour. Staff implement the behaviour and anti-bullying policies consistently and continue to ensure these are explained to parents appropriately. Pupils understand and generally adhere to the rules they have helped develop. The school's very effective systems for recognising and rewarding good standards of behaviour, attendance and achievement are understood and appreciated by pupils.

126. There are very clear and well-documented arrangements, which are outstanding in contributing to pupils' safety and well-being when in its care, including suitable arrangements that encourage and enable pupils to be healthy. Risk assessments are undertaken and appropriately documented. The breakfast club is organised well and popular with pupils.

127. Two teachers and all TAs are trained in emergency first aid. The school's PSE programme contains appropriate topics related to health and safety and as a result pupils have a very good awareness of health and safety. Procedures are in place to meet fully the needs of pupils who are unwell or who have suffered an injury whilst in school.

128. Child protection arrangements are robust and 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.

129. The quality of support for pupils with SEN has outstanding features which enable them to make considerable progress towards achieving their potential. The Special Needs co-ordinator (SENCo) works closely with teachers, classroom assistants and parents in identifying children who will benefit from additional support.

Intervention begins promptly at an appropriately early stage to diagnose any learning difficulties.

130. The SENCo assists teachers in planning a very wide range of differentiated experiences for pupils with SEN, to ensure they all have equal access to the curriculum. The school works very closely with the education psychology service in assessing pupils' more complex needs for whom outstanding individual education plans (IEP) are provided. Teachers involve pupils and parents closely in their compilation, and the inclusion of cartoon figures encourages pupils to respond positively to the targets set out which are realistic yet challenging. The requirements of the framework for inclusive education and the code of practice for special educational needs are met in full.

131. The support provided by TAs is a major contributing factor towards the very good progress made by pupils with SEN. This is an outstanding feature of the school's care and support for them. Other outstanding features in the SEN provision are the additional resources, such as storyboards with integrated voice recorders, which enable pupils with SEN to tackle the same tasks as their more able classmates.

132. The school provides highly effective support for pupils whose behaviour might impede their own progress and that of others. A notable feature is that the school works closely with the local authority's behaviour support team and with the 'Nurture Class' in a neighbouring school.

133. Arrangements to eliminate racial discrimination, disruptive behaviour, bullying and harassment work extremely well because all teachers apply relevant policies and procedures consistently and have very high expectations of their pupils in these areas. Any reported instances of bullying, which are very rare, are comprehensively recorded and are dealt with promptly and effectively, using the range of sanctions available as necessary.

134. A notable feature is that 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 effectively as an assembly topic. The school very effectively ensures that pupils from all backgrounds and genders are given equal opportunities and actively encourages pupils to participate in all activities. The range of activities available during and after school broadens the access for all pupils exceptionally well.

135. There is a well-established and effective school council which meets regularly. Its views are carefully considered and acted upon. Pupils are increasingly encouraged to appreciate the democratic process and the part they should play in it.

136. The school has carried out a detailed review of its accessibility for the disabled and a comprehensive disability equality scheme and action plan is in place and applied very appropriately.

137. An outstanding range of activities and experiences enable pupils to develop a very clear understanding of diversity within today's society. The school frequently and very effectively recognises and celebrates diversity in its lessons and assemblies through themed events and direct links with schools in other parts of Wales and other countries. The school also makes effective use of Persona Dolls with younger children.

Leadership and management

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

Grade 1: Good with outstanding features

138. The findings of the inspection team do not match the grade awarded by the school in its self-evaluation report. The many outstanding features in the effectiveness of the leadership and management account for the high standards in pupils' achievement.

139. The outstandingly effective leadership and strategic management sustain continual improvements and provide a clear sense of direction and purpose to learning, behaviour and relationships. The introduction of new initiatives has a significantly positive effect on the school's performance.

140. Clearly understood aims, targets and shared values among staff, governors, parents and pupils underpin all aspects of the life of the school effectively. A culture of high expectations is well established. Nearly all parents indicated their support and appreciation of the values instilled by the school in the pre-inspection questionnaires.

141. The vision and insight of the headteacher provide a very clear strategic direction within an open supportive culture. Her passion, commitment and active interest in all aspects of school life create a positive, busy atmosphere that ensures all staff and pupils, regardless of background, are included equally in all aspects of the school's life and work. She is ably supported by the deputy headteacher and governors, who have high expectations of themselves and carry out their responsibilities efficiently, confidently and productively. Together they ensure all pupils and adults are fully included in all aspects of the school's life and work. They all take pride in the continued development of the school.

142. An outstanding feature is the efficient and effective management of change in making significant improvements to the accommodation and organisation. The headteacher reflects critically on what improvements are needed and makes the most of the various talents of teachers and support staff to implement them. The school is recognised by the local authority as being innovative and is used as an example of good practice.

143. Team and subject leaders oversee learning areas efficiently and are effective in promoting higher standards. These are focused on the well-being of pupils first and foremost, as well as being shared and understood by all staff and the governing body. These attributes are reflected in the everyday inclusive life of the school.

144. The scale and breadth of the consideration the school gives to Welsh Assembly Government (WAG) priorities and local partnerships and consortia agreements are outstanding. They are well thought through and acted upon. Very good consideration has been given to organising the foundation phase in the under-fives and KS1 as well as the new skills based curriculum in KS2.

145. Teachers and subject leaders know pupils' capabilities and aspirations exceedingly well and the process for setting realistic and challenging targets is

comprehensive. Tracking and evaluating improvements in performance and standards inform appropriate intervention to support pupils and continue to improve standards steadily.

146. Well established procedures ensure that a range of constructive priorities are set in the annual school improvement plan following review and self-evaluation, to provide a clearly focused strategic direction for school development. Training objectives for all staff reflect an effective balance between the school's priorities and the needs of individuals and has a positive effect on standards.

147. The governing body is closely involved in the life of the school and meets its responsibilities very well. Its strategic vision in identifying and implementing necessary priorities is an outstanding feature. It oversees performance management procedures very effectively to provide a clear framework for teachers and their team leaders to consider priorities and professional development needs in the context of the SIP.

148. The governing body is well informed about the school's performance and progress through regular reports from the headteacher and by the active involvement by many governors in the school through for example, the 'learning walks' initiative. It reviews its own effectiveness and ensures performance management systems for teaching and support staff are very effective in enabling the leadership to make appropriate decisions. They identify strengths and meet developmental needs through setting relevant targets for improvement.

149. The governing body monitors the quality of provision very efficiently to match the needs of the school in order to ensure priorities for improvement are met.

150. The school has a wide range of good quality managerial and curricular policies to meet all statutory legal requirements. These are reviewed on a regular basis by the governing body. The administrative officers are efficient and effective in operating the considerable day-to-day administration of the school.

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

Grade 2: Good features and no important shortcomings

151. The findings of the inspection team match the judgement of the school in its self-evaluation report.

152. The school has a well-established culture of self-review and evaluation. Procedures for gathering information regarding provision are thorough and rigorous. The inspection team agrees with the school in six of the seven key questions.

153. The school participates in national self-evaluation initiatives effectively. The self-review process is linked effectively to school improvement planning.

154. The school uses a comprehensive and diverse range of procedures in order to judge its strengths and determine areas for improvement.

155. End-of-key-stage attainment data is analysed carefully and judged against the performance of schools with similar characteristics. Appropriately challenging targets are set for future attainment. Trends are identified and the relative performance of boys and girls is compared, prompting action when necessary.

156. The self-review cycle is carefully planned. A well-structured programme of lesson observations informs subject leaders about their areas of responsibility. They produce a report which identifies strengths and areas where improvements are possible.

157. The views of all staff, pupils, governors and parents are sought, with particular emphasis placed on listening to learners. Job descriptions for teachers define their roles clearly in the self-evaluation cycle.

158. The quality of planning for improvement is good. The SIP is detailed and comprehensive, and includes evaluations of progress towards previous targets and is monitored regularly. It sets clear priorities; details are provided on specific tasks, costs and timescales involved, who is responsible and measurable success criteria. The governing body is particularly effective at ensuring SIP priorities are very well resourced.

159. Progress since the last inspection has been good. Especially noteworthy is the progress made in improving the accommodation, in particular the outstanding facilities for learning out-of-doors, and the improvements in both provision and standards in ICT.

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

Grade 1: Good with outstanding features

160. The findings of the inspection team match the judgement of the school in its self-evaluation report.

161. Sufficient well qualified and experienced teachers provide outstanding support for nearly all pupils. Teaching staff have the expertise and knowledge to teach all aspects of the school's innovative curriculum. The average class size is within the WAG recommendation.

162. The number and quality of classroom support staff is an outstanding feature of the school. The TAs work seamlessly with teachers to provide high quality support for pupils of all abilities, but are especially effective when supporting pupils with SEN.

163. Staff at all levels work to support and promote the school's aims. Administrative, caretaking and mid-day staff make a significant contribution to the smooth and efficient running of the school.

164. The quality of appropriate resources is outstanding. A wide range of stimulating artefacts is used to very good effect in motivate pupil's curiosity very successfully. A very wide range of equipment and apparatus is readily available for all classes. A notable feature is the sufficiency of very good quality fiction and non-fiction

books for the number of pupils on roll, particularly to interest boys, and good use is made of the local authority's library service. The provision of a wide range of resources for ICT is outstanding, and has led to much improved standards.

165. Accommodation has been greatly improved and enhanced in recent years with the demountable classrooms having been replaced by a spacious, light and airy classroom extension. Throughout the school there are colourful displays on classroom walls which help to create an ethos which celebrates pupils' achievements. There is ample space for the number of pupils on roll and the building is well-maintained and cleaned to a high standard.

166. The well-maintained outdoor environment is an outstanding feature of the school. The outside area for children under five provides a suitable play space, with ample large play equipment and extensive 'soft-fall' surfaces. The forest school and outdoor learning areas provide a vibrant and stimulating learning environment in which pupils develop their experience and inquiry skills. In addition there is a large playground area and a level playing field.

167. Resources for workforce remodelling are being used appropriately for the headteacher, teachers and qualified school support staff to work together effectively as a whole school team to provide high standards of education for all pupils. Teachers see an improvement in their work/life balance and undertake fewer clerical and administrative tasks. Teaching and support staff are managed and deployed very effectively. The manner in which teaching assistants have been trained and developed in order to support pupils is an outstanding feature of the school. Teaching assistants are deployed to give teachers time for PPA. This time is used effectively to raise standards by freeing up teachers to focus their professional skills more on teaching and learning and the headteacher and school leaders to spend more time on strategic leadership activities.

168. The headteacher and governing body base nearly all resource decisions on school development priorities. Expenditure is stringently controlled by a finance committee which reports to the full governing body.

169. Given the improvements since the last inspection, the school's proactive approach to innovation, efficient financial management and the continuing rise in pupils' attainment, the school provides outstanding value for money.

School's response to the inspection

We were thrilled that the inspection findings recognise so many of the outstanding features of our school. Most importantly the outstanding standards achieved and progress made by the children at Cwmlai. We are especially pleased that the team has judged that our children achieve consistently good standards in key skills across the curriculum and outstanding standards in ICT. We are delighted that inspectors recognised that children's exemplary behaviour, courtesy and attitudes towards their learning which we so proactively promote are also outstanding features of the school. Both of these are underpinned by the care and support provided by all staff at Cwmlai which were also recognised as being outstanding in its effectiveness. As a school we greatly value our community and global links. It was extremely rewarding for us to have our excellent practice in this field recognised by the team.

The wide and purposeful range of teaching and learning strategies used by staff and the active involvement of children in their learning is central to our learning and teaching policy. It was reaffirming therefore to have it recognised as an outstanding feature along with the exemplary use of TAs working seamlessly alongside teachers to cater for all children's needs and learning styles. Cwmlai has been extremely proactive in developing the skills based curriculum in foundation phase and KS2, a period of great change in education. It was particularly pleasing to note, therefore not only the excellent practice but also that the inspection team recognised the importance of the outstanding strategic vision of the headteacher, deputy headteacher and governing body in achieving this success.

The school had already identified within its SIP two of the recommendations made in the report, 'To continue to improve the pupils' bilingual skills' and 'To improve attendance figures'. The SIP will be amended to include the third recommendation, 'To disseminate existing outstanding practice in the quality of teaching'. In this period of great change in education and in the context of the School Effectiveness Framework it is anticipated that the dissemination will continue to be considered by the school in its broadest terms, using outstanding practice from within the school, the local authority and other authorities, possibly utilising the school's 'family of schools' included in the recently received data sets.

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

In the context that the current headteacher is retiring at the end of the autumn term 2009, this is a particularly pleasing report and is felt to be a fitting way for her to end a long career in education. The governing body, staff and children would like to thank the inspection team for the positive, courteous way they conducted the inspection.

Appendix 1

Basic information about the school

Name of school	Cwmlai Primary School
School type	Primary including Foundation Phase
Age-range of pupils	3 – 11 years
Address of school	Cwmlai Primary School Penygarreg Road Tonyrefail, Porth Rhondda Cynon Taff
Postcode	CF39 8AS
Telephone number	01443 670356

Headteacher	Mrs Susan Williams
Date of appointment	January 2002
Chair of governors/ Appropriate authority	Mr Mike Hanley
Registered inspector	Phillip Edwards
Dates of inspection	14/09/09 – 17/09/09

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	60	53	56	48	50	49	34	44	394

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	2	14

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	28:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	85.6%	89.6%	92.3%
Spring 2009	88.6%	90.0%	92.4%
Summer 2009	90.4%	90.6%	91.2%

Percentage of pupils entitled to free school meals	12.2%
Number of pupils excluded during 12 months prior to inspection	5

Appendix 3

National Curriculum Assessment Results

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		45		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	9	72	19
		National	0	4	14	63	19
En: reading	Teacher assessment	School	0	0	9	69	22
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	3	6	78	13
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	0	0	6	75	19
		National	0	2	11	63	24
Mathematics	Teacher assessment	School	0	0	9	66	25
		National	0	2	11	65	22
Science	Teacher assessment	School		0	3	75	22
		National	0	2	9	66	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment				
In the school	93%		In Wales	82%

- D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)
W Pupils who are working towards level 1

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6:		57				
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	4	40	56
		National	0	1	1	3	16	51	29
Mathematics	Teacher assessment	School	0	0	0	0	5	44	51
		National	0	1	1	3	15	51	30
Science	Teacher assessment	School	0	0	0	0	5	28	67
		National	0	1	1	2	11	54	32

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment	
In the school	95%
In Wales	76%

- D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)
W Pupils who are working towards level 1
N.B. The general expectation is that the majority of 11 year olds will attain level 4.

Appendix 4

Evidence base of the inspection

Three inspectors, a peer assessor as well as the school's nominee, spent the equivalent of 13 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- forty-two 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 responses to a parents' questionnaire, of which 95% 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 teaching staff, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Phillip Edwards Registered Inspector	Context, summary, recommendations and appendices Key questions 1, 3, 4 and 5
Mr Christopher Dolby Team Inspector	Key Questions 6 and 7 Contribution to Key Question 4
Mrs Audrey Evans Team inspector	Key Question 2 Contributions to Key Questions 3 and 4
Mrs Elizabeth Halls Lay Inspector	Contributions to Key Questions 1, 3 and 4
Mrs Elizabeth Miles Peer Assessor	Contribution to team meetings
Mrs Sue Williams Headteacher and Nominee	Contribution to team meetings Preparation of the school's response to the report

Acknowledgement

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

Contractor:

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