

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

A Report on the Quality of Education in

**Greenhill Primary School
Penywrlod
Gelligaer
Hengoed
CF82 8EU**

School Number: 6762278

Date of Inspection: 15th May 2007

by

**Peter Mathias
78829**

Date of Publication: 18th July 2007

Under Estyn contract number 1122606

© Queen's Printer and Controller of HMSO 2007: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Greenhill 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 Greenhill Primary School took place between 15th and 17th May 2007. An independent team of inspectors, led by Peter Mathias, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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 **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 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

Contents	Page
Context	5
Summary	7
Recommendations	13
Standards	14
Key Question 1: How well do learners achieve?	14
The quality of education and training	18
Key Question 2: How effective are teaching, training and assessment?	18
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	20
Key Question 4: How well are learners cared for, guided and supported?	24
Leadership and management	28
Key Question 5: How effective are leadership and strategic management?	28
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	29
Key Question 7: How efficient are leaders and managers in using resources?	30
Standards achieved in subjects and areas of learning	32
Under fives	32
English	36
Science	37
Geography	38
Information and communications technology	39
Physical education	40
School's response to the inspection	41
Appendices	42
1 Basic information about the school	42
2 School data and indicators	42
3 National Curriculum assessments results	43
4 Evidence base of the inspection	44
5 Composition and responsibilities of the inspection team	45

Context

The nature of the provider

1. Greenhill is a community primary school, which is situated in a large local authority housing estate in Gelligaer, near Caerphilly which is the Unitary Authority (UA). The local area is part of a 'Communities First' initiative to assist with the economic regeneration of the area. There are 168 full time equivalent pupils on roll, including 24 full time equivalent nursery children most of whom attend on a full time basis and 15 full time equivalent pupils who attend two special educational needs (SEN) resource based classes which are funded by the UA to cater for pupils with social and communication needs. Most pupils come from the local area with the exception of those pupils in the SEN Resource Base, who come from across the area administered by the UA.
2. Across the school, pupils come from a range of backgrounds. A high proportion of pupils are from socially and economically disadvantaged homes.
3. On entry most children have well below average levels of basic skills. The school reports that 41% of pupils are eligible for free school meals, which is well above the average for primary schools in the UA and the all-Wales average for primary schools. Two pupils are 'looked after' by the UA.
4. About 44% of pupils have some degree of SEN, including 12 boys and 2 girls who have statements of SEN for autism or speech and communication difficulties.
5. No pupil was excluded in the last school year. No pupil has the National Curriculum (NC) disapplied.
6. English is the predominant language of all pupils. No pupil has Welsh as a first language. Some 89% of pupils are of Welsh extraction. There are 11% of pupils who are from a range of other backgrounds. No pupil has support in English as an additional language.
7. The school was last inspected in the summer term 2001 when the current headteacher was in post.
8. The school holds the Basic Skills Quality Mark.
9. The school's mission statement is: "At Greenhill School we aim to provide high quality education for all our children in a caring, safe and stimulating environment, where mutual respect and honesty are valued and everyone is encouraged to reach their potential."

10. The school has a set of aims which are wide and appropriate, these are:
- to value everyone's contribution to the school. This includes children, parents, teachers, support staff, governors, helpers and the community.
 - to aim together to improve standards for each child to achieve their best;
 - to aim to establish and maintain an atmosphere of a caring community where each person feels valued and secure;
 - to make the school a happy place where staff, pupils and parents share a mutual respect for and understanding of our differences;
 - to strive to ensure that each child has access to a broad, balanced and differentiated curriculum, which meets the needs of the individuals;
 - to ensure each pupil is encouraged to develop his or her true potential;
 - to celebrate effort as well as achievement, aiming to educate the 'whole' child with a view to building self esteem and developing positive attitudes;
 - to aim to engender a feeling of respect for different religions, racial and cultural backgrounds and to foster an awareness of the culture of Wales, stimulating an interest in the language; and
 - to continue to promote our links with parents, other schools and the local community.

The school's priorities and targets

11. The school identifies 20 targets which include:
- raising standards in English, mathematics, information and communications technology (ICT), geography, science, physical education and art;
 - the introduction of the Foundation Phase;
 - provision for SEN;
 - arrangements to improve buildings, assessment procedures, punctuality and attendance;
 - participating in Healthy Schools initiatives and gaining the Eco-Schools Bronze Award;
 - improved cluster transition plans;
 - increasing the governing body's role in self-evaluation; and
 - improving teacher assessment
 - utilising RAISE* funding to improve standards. (* this is a National Initiative)

Summary

12. Greenhill is a good school, which has made very good progress since the last inspection. The headteacher provides a very strong lead.
13. The inspection team agrees with five of the seven judgements made by the school about the standards pupils achieve and about other areas of its work. Where the inspection team disagrees, the school overestimated by one grade the effectiveness of teaching, training and assessment, and the overall effectiveness of its leadership and management. In two aspects there were some outstanding features, but these were insufficient to support the higher grade.

Table of grades awarded

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

Standards

14. Overall, pupils' standards of achievement in subjects and areas of learning inspected are as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	18%	76%	6%	0%	0%

15. Standards of achievement in lessons are above the Welsh Assembly Government (WAG) all-Wales target of 98% to be at least Grade 3 and 65% to be Grade 2 or better.
16. The overall quality of education provided for children under five is appropriate for their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning. Many children begin school with

well below the average levels of skills for children of this age. They make good progress and are ready by the end of the reception year to begin the next stage of their education.

Subjects and areas of learning for under-fives

	Nursery	Reception
Language, literacy and communication	1	2
Personal and social development	1	1
Mathematical development	2	2
Knowledge and understanding of the world	1	2
Physical development	2	2
Creative development	1	2

Grades for standards in subjects inspected

	KS1	KS2
Inspection Area		
English	2	2
Science	2	1
Geography	2	2
Information technology	1	1
Physical education	2	2

17. Starting from a well below average base, in the 2006 national assessments for seven year olds, results in English, mathematics and science were below the national and local averages. When these results are combined, the overall results are below the national and local averages. Care should be taken when considering these results as only a small number of pupils were assessed and of these, two pupils had statements of SEN. In these assessments, girls outperformed boys. The performance of the school in the national assessments of seven year olds was higher than in the previous school years.
18. When compared to schools in the UA with a similar proportion of pupils entitled to free school meals, the KS1 results in 2006 were well below those similar schools in English and science and below in mathematics. When these results are compared to the assessments made when the pupils began school, these pupils made good progress.
19. In the 2006 national assessments for 11 year olds at the end of KS2, the proportions of pupils achieving the expected level (Level 4) in English and mathematics were just below the UA and national averages. In science, results were very close to the national average as were the combined results. Girls outperformed boys in English and mathematics and achieved about the same in science.
20. When these KS2 results are compared to schools in the UA with a similar proportion of pupils entitled to free school meals, results in all three subjects were above most of those similar schools. The combined results were very high compared to those same similar schools. Overall, standards have improved since 2004 and the targets agreed with the UA have been met or exceeded.

21. Pupils' achievements in the key skills are Grade 2 (good features and no important shortcomings). In KS1 and KS2, pupils' standards and progress in English in the key skills of speaking and listening are Grade 2. In KS1, pupils' reading and writing skills across the curriculum are Grade 3 (good features outweigh shortcomings). In KS2, these elements are Grade 2.
22. Pupils' achievements in communication in Welsh are Grade 3 overall, while pupils' speaking and listening skills in Welsh are Grade 2; their reading and writing skills in Welsh are Grade 3. In both key stages, pupils' bilingual skills are also Grade 3. Bilingual skills are not always encouraged consistently across the school.
23. Pupils' skills in ICT are Grade 1 (good with outstanding features). Within KS1 and KS2, pupils' skills in ICT are very well developed and well used to extend and enrich their work in a very wide variety of ways. Pupils' mathematical skills, their knowledge of the culture and traditions of Wales, their personal and social education skills are all Grade 2. Pupils' problem-solving skills, their creative skills and their ability to work with others are also Grade 2. Pupils have a good understanding of how to improve their own learning and performance.
24. Pupils' attitudes to learning, the interest they show in their work and their ability to sustain concentration are good features. Pupils are well motivated and well behaved. They are friendly and polite. They play together well and relationships are good. At 91.26%, the average rate of attendance for the three terms prior to the inspection was close to the school's target. It was above the UA and slightly below the national averages. Attendance rates are below those expected.
25. Pupils have a good understanding of equal opportunity issues because this is part of the culture of the school. They have a strong sense of fairness and right and wrong. Pupils across the school show respect for each other and understand the different ways of life and cultures in modern society. They have a very good understanding of the world of work.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	71%	8%	0%	0%

26. In the lessons seen, the percentage of Grade 1 and Grade 2 lessons compares closely to the national picture reported by Her Majesty's Chief Inspector (HMCI) in her Annual Report (2005/2006). Nationally, the quality of teaching in primary schools is at least Grade 2 in 79%, with 17% Grade 1.
27. In the nursery and reception classes, teachers and their assistants show a clear understanding of how to plan and organise a curriculum for these children which is appropriate for their ages and experiences.

28. Across the school in the best lessons good features include: -
- very careful planning so that the objectives of the lessons are clear;
 - good strategies which make pupils very aware of what is expected of them;
 - lively and imaginative questioning;
 - warm recognition of individual pupils' efforts when they succeed;
 - very high expectations of all of the pupils;
 - very good subject knowledge;
 - confident use of ICT; and
 - a careful match of work to the individual needs and abilities of pupils.
29. In the lessons where there were some shortcomings these included: -
- too much time spent unnecessarily explaining what pupils should do;
 - some lessons were too long, leading to pupils becoming bored; and
 - opportunities missed to develop pupils' bilingual skills.
30. There is a detailed system to assess pupils' progress in English, mathematics, science and ICT and to assess children's abilities when they begin school. There are annotated collections of work in English, mathematics, science and ICT to indicate the standards pupils should achieve year on year. These arrangements are not extended to the other subjects. The tracking and recording of pupils' achievements in the SEN resource base is very good. The school meets all statutory requirements for the recording and reporting of pupils' progress. Reports to parents are of a good quality and meet statutory requirements.
31. The school's curriculum fully complies with the requirements of the NC and the locally agreed syllabus for religious education. It is appropriately broad, balanced and coherent. It provides well in order to meet the needs of all pupils. The curriculum for those with additional learning needs, including those in the main school and in the SEN Resource Base, have significant strengths. Across the school, planning for the teaching of the key skills is good.
32. The school is mindful of providing equality of access and opportunity for all pupils. There is a very good range of out of school activities and every pupil has the same opportunity to achieve high standards in all areas of school life. The curriculum is enriched by many visitors to the school and by visits to a wide range of places for a variety of purposes.
33. Provision for the development of the spiritual, moral, social and cultural elements of the curriculum have good features and no important shortcomings. Pupils are actively encouraged to reflect and to recognise the existence of forces other than their own. Collective acts of worship are of a broadly Christian nature and meet legal requirements. Pupils' moral development is good. Pupils are sociable and polite. They take on responsibilities willingly. Pupils' cultural development is good. *Y Cwricwlwm Cymreig* is carefully addressed. There are a good range of visits to places of Welsh historical, artistic and cultural interest. However, pupils' bilingual skills are not developed consistently across the school.

34. Pupils have a good awareness of the diversity that exists within modern society and culture. Links with parents, local industry and the local community are strong. Across the school, pupils have a very good understanding of the world of work, for example through very strong links with the educational business partnership. They have a very well developed understanding of the world of business and of buying and selling.
35. Pupils have a limited understanding of sustainable development and ecological issues. Pupils are made aware of some of their responsibilities as global citizens through religious education, geography and fundraising activities.
36. The quality of care, support and guidance is good with no important shortcomings. The school has a very positive ethos and every pupil is valued and included. Pupils in the SEN Resource Base are very well integrated into the life of the school. There is a very positive partnership with parents. There are carefully planned and implemented induction arrangements for the Early Years and for those transferring to secondary education. The planning and procedures for those transferring at 11 years of age to the special school is an outstanding feature. The school provides high quality, personal support and guidance.
37. Arrangements to monitor attendance and punctuality are rigorous but in some cases have limited success. There are also well-constructed procedures to monitor behaviour. The school's provision for the healthy development and well being of pupils is good. Pupils who have additional learning needs are very well supported. Pupils, including those placed in the SEN Resource Base receive highly skilled and effective support.
38. There is a sound child protection policy in place, which is in line with local procedures. The school has well-planned and documented procedures for dealing with race equality, disability, discrimination and equal opportunities. The school has undertaken a survey of the school site in order to assess accessibility for the disabled and has drawn up a suitable accessibility plan. The school makes all reasonable efforts to secure equal treatment for the disabled and to secure the well being of all pupils.

Leadership and management

39. The headteacher, working closely with the deputy headteacher, leads the school very well. There is a positive and purposeful atmosphere, which emanates from the way in which the school is led and managed by the headteacher and senior management team.
40. The school's mission statement is put fully into practice and standards, particularly in KS2, have been raised significantly. There is a very strong commitment to give all pupils equal opportunities to achieve success. Pupils in the SEN Resource Base are fully and successfully integrated into the overall life of the school. The headteacher, deputy headteacher and senior management team keep a close eye on how well pupils achieve and the progress they make year-on-year.

41. The school takes careful account of national priorities and local partnerships. There is a well-supported breakfast club. Pupils have a strong sense of responsibility and citizenship. Preparation for the Foundation Phase is underway. Arrangements to provide teachers with time to plan, prepare and assess are effective and well managed. The school plans to develop pupils' bilingual skills, but these plans are not consistently put into practice across the school. Pupils are beginning to be made aware of environmental issues and healthy lifestyles. However, these initiatives have had a limited impact. There are strong links with the secondary schools, other schools in the area and with providers of education and training including universities.
42. There are effective arrangements for co-ordinators to manage their own areas of responsibility well. Teachers have a clear understanding of the strengths and weaknesses within the school.
43. The governing body works closely with the professional leadership of the school. The chair of governors is very experienced as a governor and is well informed. She provides the governing body with a positive lead. There are long-established procedures in place for governors to judge, at first hand, the success of decisions they have made. The governing body holds the leadership of the school properly to account. It meets all of its statutory duties.
44. The process of self-evaluation is strong. It is firmly based around first-hand evidence. There are extensive procedures, which are well used to monitor performance and to analyse data. The views of all involved in the school are carefully considered. Subject co-ordinators are well informed about the performance of their areas of responsibility. All staff and governors have contributed to the judgements made.
45. The school self-evaluation document is well constructed. It is closely linked to the school development plan (SDP), which is well used as a working document. There are also close links between the school self-evaluation document and the performance management programme. There are, for example, appropriate arrangements to provide time for teachers to plan, prepare and assess during the taught week.
46. The school's self-evaluation is broadly accurate and the inspection team agrees with the school's identification of its main strengths and weaknesses. Since the school's last inspection in June 2001, it has made very good progress in addressing the key issues of that inspection. Standards at the end of KS2 are now much higher than they were.
47. The school is appropriately staffed with well-qualified and experienced teachers and support staff. Teachers and support staff in the SEN Resource Base are extremely well trained and deployed. The school is a clean and attractive environment. However, a large adjacent playing field is under utilised because of a variety of potential hazards. Day-to-day administration is cheerful and efficient. The school uses and deploys its resources well. These are well matched to the ages and needs of the pupils.

48. Bearing in mind the standards and progress of many of the pupils by the age of 11 and the quality of education provided, the school gives good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to: -

- R1 a. raise standards in English in reading in KS1;*
- b. raise standards in communication in Welsh;
- R2 complete the process of assembling annotated samples of pupils' work in all subjects and key skills in order to indicate the standards pupils should achieve year on year; *
- R3 give greater emphasis to promoting pupils' awareness of sustainable development and ecological issues;* and
- R4 continue to raise attendance levels.

* The school has identified and is beginning to address these issues.

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

49. Overall the findings of the inspection team match the judgements made by the school in its self-evaluation report.
50. Pupils' standards of achievement in the lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	18%	76%	6%	0%	0%

51. Pupils' standards of achievement in lessons are above the WAG all-Wales target of 98% to be at least Grade 3 and 65% to be Grade 2 or better. Baseline assessments indicate that achievement is generally well below average, particularly in children's skills in communication.
52. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.

	NURSERY	RECEPTION
Language, literacy and communication	1	2
Personal and social development	1	1
Mathematical development	2	2
Knowledge and understanding of the world	1	2
Physical development	2	2
Creative development	1	2

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

Inspection Area	KS1	KS2
English	2	2
Science	2	1
Information technology	1	1
Geography	2	2
Physical education	2	2

54. In the 2006 national assessments for seven year olds, a small cohort of pupils, including two pupils with statements of SEN, took the assessments. In English, mathematics and science results were below the national and local averages for the proportion of pupils reaching or exceeding the expected level (Level 2). When the results in these subjects are combined, the results are below the national and local averages. The combined scores are higher than in the previous four years. Girls outperformed boys in each of the three subjects and also when the results in these three subjects are combined. However, the performance of both boys and girls has improved in the last three years. When

the results of these pupils are compared to the assessments, which were made when these children began school, they show that these pupils have made good progress. However, when these results are compared to schools in the UA with a similar proportion of pupils entitled to free school meals, the results in 2006 were well below those similar schools in English and science. In mathematics, the school's results were below those similar schools. Overall, results have been well below these similar schools.

55. Since 2004, the results in the assessments of seven year old in English have been very low. In mathematics, the results have been low. In science the results have fluctuated widely; for example, in 2004 in science results were high. Overall, the combined results since 2004 have been well below most of these similar schools.
56. In the end of KS2 national assessments in 2006, the proportion of pupils reaching the expected level (Level 4) in English and mathematics were just below the UA and national averages. In science, these results are very close to the UA and national averages as are the combined results. In these assessments, girls outperformed boys in English and mathematics and achieved about the same in science. When the results are combined, girls outperformed boys and exceeded the UA and national averages.
57. When these results are compared to schools in the UA with a similar proportion of pupils entitled to free school meals, results in English, mathematics and science were above most of these similar schools. When combined, these results are very high compared to those of similar schools. Overall, standards have improved since 2004. Since 2004, the targets agreed with the UA have been met or exceeded and pupils make good progress in these assessments.
58. Pupils' overall development of key skills is Grade 2 (good features and no important shortcomings). In KS1 and KS2, pupils' standards and progress in English in the key skills of speaking and listening are Grade 2. Pupils across the school speak clearly. They ask and answer questions confidently. In KS2, skills in reading and writing are higher than in KS1. In KS1, pupils' writing and presentation skills have some shortcomings. In writing in KS2, pupils achieve well and write for a wide range of purposes. In reading in other subjects in KS1, pupils are unfamiliar with how to use books quickly and efficiently to find out information. In KS2, pupils use dictionaries, reference books and the Internet competently. They have well developed research skills. In a wide range of activities in other subjects, pupils write in a wide range of different styles and for different purposes, for example in history, geography and science.
59. Pupils' achievements in communication in Welsh are Grade 3 (Good features outweigh shortcomings). In KS1 and KS2, pupils speak and listen in Welsh confidently when they respond to questions expressed in Welsh. However, in both KS1 and KS2, pupils' skills in reading and writing in Welsh are Grade 3. In both key stages, pupils' bilingual skills are also Grade 3. This is because pupils' bilingual skills are not always encouraged consistently across the school.

60. In both KS1 and KS2, pupils' mathematical skills in other subjects are Grade 2. Pupils in both key stages use their mathematical skills well to interpret information they collect in science and geography. In science, they measure carefully when carrying out investigations and use the language of shape and space well.
61. Pupils' skills in ICT are Grade 1 (good with outstanding features) in both KS1 and KS2. Within KS1, pupils use simple programs very competently to reinforce their work in other subjects. They use ICT to draw pictograms to express information they collect in geography. They use the mouse and keyboard very well when using art packages to draw and print their illustration. They carry out surveys and record their findings using templates regularly and naturally. Within KS2, pupils use the Internet very confidently to research for information about what they are studying in a wide range of subjects. For example, they find photographs of the area taken a long time ago and compare them with some recently taken. They regularly make multimedia presentations about their work in history and geography. They produce reports for a school newspaper 'The Greenhill Gazette' using different fonts to produce appropriate headlines. They produce a high quality computer disc, recording in detail elements of their community. For example, they capture the creation of the Gelligaer Tapestry, which records the development of their village. They draft, edit and print their work accurately and use digital cameras to record their observations.
62. Pupils' understanding of the particular features of Welsh music, dance, art, history, literature and the traditions of Wales are Grade 2. Pupils study a wide range of Welsh artists. They are familiar with a wide range of Welsh folk tales and legends, including 'The Green Lady – Alice of Angoulene'. They benefit from a wide range of visits locally and further afield in Wales. Pupils' personal skills are Grade 2. Pupils have positive attitudes to each other and to adults. They behave sensibly in their lessons and in the playground. They share resources willingly and are able to accept responsibilities and discharge them sensibly. Pupils' problem-solving skills are Grade 2. In KS1 and KS2, pupils make decisions for themselves when planning their work. They think things out for themselves. A particularly strong feature is the way in which pupils in KS2 use their skills in science when finding out the outcomes of their earlier predications.
63. Pupils' creative skills are Grade 2. In KS1 and KS2, pupils apply their creative abilities in a wide range of activities in art, dance and design technology. They compose and perform well in music. They paint in different styles and copy the work of famous artists.
64. Pupils work together well. Boys and girls co-operate together readily and treat each other with respect. In English, mathematics and science, pupils know what in the longer and shorter terms they need to do to improve. They know the targets, which are set for them in their lessons and in their general development.

65. Pupils' attitudes to learning, the interest they show in their work and their ability to sustain their concentration are good features. Pupils are well motivated; they show enthusiasm for their work and school life, and are keen to do well. Almost all pupils work hard in lessons, concentrate well and make effective use of their time. They are eager to participate and have the capacity to work in groups and in pairs. Pupils develop increasing levels of concentration and an ability to work independently from a young age.
66. Pupils are well behaved and respectful of each other. The foundations are laid very effectively in the Early Years and as a result of the high expectations set by the school; even the youngest children know what is expected of them. Pupils are friendly, polite and considerate. They relate well to adults. Pupils move sensibly in and around the school and demonstrate a high degree of maturity.
67. Pupils play together well and relationships with each other are good. Older pupils are sensitive to the needs of other pupils and the younger ones. For example, Y5/6 Playground Buddies willingly work on a rota basis to help resolve potential conflicts and ensure that no one is friendless at playtime. They are very supportive of their colleagues with special needs. In discussions, pupils say they generally get on well: bullying is not a problem within the school and they are aware of what to do should it occur.
68. At 91.26% the average rate of attendance for the three terms prior to the inspection is almost in line with the school's target. It is above the UA and slightly below national averages. However, it is below the expected level. Absences are caused mainly by the susceptibility to illness of young children but the overall rate is adversely affected by family holidays in term time.
69. The vast majority of pupils attend school regularly and arrive on time at the start of the school day. The breakfast club is very well attended. Pupils enjoy this valuable social time that provides a calm start to the day and supports the school's healthy eating programme. Pupils with very good attendance are rewarded termly and at the year-end. Pupils are keen to be in the 'best' group each week. Records show that 62% of pupils achieved attendance above 93% in the term before the inspection with more than 12% achieving 100%. Thirty-nine pupils were rewarded for excellent attendance (above 96%) at the end of the last academic year.
70. Overall, pupils make very good progress in their personal, social, moral and wider development. Children in the Early Years make outstanding progress. Pupils co-operate well in pairs and small groups and encourage each other during lessons and at other times, such as during informal meetings with the school council.
71. Pupils have a good understanding of equal opportunity issues because the concept is firmly embedded in the culture of the school. They have a strong sense of fairness and of what is right and wrong. Pupils across the school are developing an understanding of the importance of physical activity and a healthy diet to improve their health and well-being.

72. Pupils learn to understand other beliefs and cultures and demonstrate a high level of respect for those from other backgrounds through their work in religious studies and geography, and through experiences that the school provides
73. Pupils have a very good understanding of the world of work and their place in the community because they participate in a really good range of projects and community events. This starts in the Early Years with topics such as 'People Who Help Us' and when older pupils take part in entrepreneurial projects.
74. Pupils have a great pride in their school. For example, they represent their school in 'The Spirit of Caerphilly' and 'Music Proms' UA projects at St. David's Hall and in inter-school competitions. An outstanding feature is their work on the intergenerational community tapestry and CD ROM project.
75. Pupils develop corporate responsibilities through their roles on the school council and as playground buddies. Pupils in Y3/4 and Y5/6 represent the Early Years and Y1. They take their responsibilities very seriously and show great commitment to their roles.

The quality of education and training

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

Grade: 2: Good features and no important shortcomings

76. Overall the findings of the inspection team did not match the judgements made by the school in its self-evaluation report. This is because the school overestimated by one grade the quality of teaching and training and assessment in the school. While there were some outstanding features in these aspects, they were insufficient to justify a higher grade.
77. The quality of teaching was judged as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	71%	8%	0%	0%

78. The quality of teaching is good or better, that is Grade 1 or 2, in 92% of lessons. The quality of teaching was outstanding, that is Grade 1, in 21% of lessons. These figures compare closely to the national picture reported by HMCI in her Annual Report 2005/2006. Nationally, the quality of teaching in primary schools is at least good in 79% of lessons with 17% having outstanding features (Grade 1).
79. In the nursery and reception classes, teachers plan and organise well for these children to take a full part in, and to enjoy, a wide range of rich learning experiences. Children settle into the nursery very well and achieve significant success, often from well below average starting points.

80. Across the school, teachers plan very carefully so that the objectives of the lessons are very clear and very well set out. All pupils are made fully aware of what is expected of them in the time available. Teachers very successfully encourage pupils to respond positively and constructively through very lively and imaginative questioning. They recognise pupils' contributions warmly and successfully encourage them to ask and answer further questions for themselves. This promotes pupils' thought processes well.
81. In the best lessons, teachers show high expectations of all of their pupils. They have very good subject knowledge and very successfully encourage pupils to work purposefully. They use ICT confidently and effectively in order to make their lessons come to life, for example, in a lesson about desert islands. Pupils are very successfully encouraged to evaluate for themselves how well they have achieved. The work is very carefully matched to the needs and abilities of all pupils, including those with SEN.
82. In the small number of lessons where teaching had some shortcomings, too much time is spent unnecessarily explaining what pupils should do and, as a result, some pupils lose interest. Some lessons are too long and pupils become bored. In some lessons, opportunities are missed to develop pupils' bilingual skills.
83. A very comprehensive whole-school system of assessment tracks pupils' progress in English, mathematics, science and ICT. The school has undertaken a detailed review of its systems and practices to ensure consistency in analysing results from a wide range of national and standardised tests. These inform teaching and individual pupil target-setting arrangements which are set for whole-school improvement. The detailed strategies used for recording the information also clearly demonstrate pupils' progress and achievement over time.
84. Children in the Early Years are very closely monitored and the standard of ongoing assessment and recording is very good. A detailed UA baseline assessment is in place which is very well used to judge the progress children make and to identify areas for special attention, for example in speaking and listening.
85. The arrangements for assessment are very effective in tracking and recording individual pupils' achievements. For example, the school uses the information well to identify the relative performance of boys and girls. The gifted and talented pupils who may be underachieving are also identified and tasks for them are extended appropriately.
86. The assessment tracking and recording arrangements of pupils' achievements in the SEN Resource Base are very good. Individual assessments of these pupils' language and communication needs are very well supported by outside agencies.
87. Collections of pupils' work in English, mathematics science and ICT to indicate the standards pupils should achieve, are of very high quality and are used

effectively. However, this practice has not been extended to other subjects. Currently pupils' development of key skills is not assessed. Pupils' work is marked regularly with positive comments in accordance with the school's policy but these comments do not always include advice for the pupils' next learning targets.

88. The school meets all statutory requirements on regularly reviewing, recording and reporting including those pupils who have statements of SEN and these are in line with the Code of Practice.
89. Recently, pupils have been involved in assessing their own progress in individual lessons and over time. This is an outstanding feature in the arrangements for improving pupils' learning. The innovative strategies enable pupils to understand what they need to do to improve their work and to make further progress.
90. Pupils' annual reports to parents are of a good quality and comply with statutory requirements. They provide sufficient information on standards achieved and indicate how improvements can be made. Parents are given informal and formal opportunities to respond to the report. Transition records and support is good for all pupils including those who attend the SEN Resource Base.

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

91. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
92. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning. There are good quality learning experiences in each area of learning, which allows children to make good progress often achieving good standards. The school's curriculum fully complies with legal requirements of the NC and the locally agreed syllabus for religious education.
93. The school's response to pupils' learning needs is good with no important shortcomings. It reflects the aspirations and needs of pupils well by providing equal access to a broad, balanced and coherent curriculum that is well planned, enabling pupils to build carefully on what they know and can do. There are good strategies within it to develop the pupils' personal and social skills and good account is taken of their diverse backgrounds and needs.
94. Curriculum planning builds systematically on existing knowledge, understanding and skills. The approaches used by the school are very successful and the teacher's specific and detailed planning provides a clear structure for all pupils to build upon. Detailed medium term planning is clear and is monitored, refined and implemented appropriately.

95. The support for learning throughout the school is good with some outstanding features. The SEN policy reflects the requirements of the code of practice and the additional support provided for these pupils, enables them to feel special and included. The support for pupils with sensory or challenging behaviour, such as those on the autistic spectrum and attending the SEN Resource Base, has significant strengths. The integration of these pupils has outstanding features. They are very well supported and positively managed, effectively raising their level of achievement. They make very good progress and the curriculum is appropriate to their specific language and communication requirements.
96. Pupils with a gift or talent are identified and tasks are suitably extended. Support for those groups of pupils who have additional literacy or language needs is very good and pupils' progress is monitored and reviewed regularly.
97. The whole school planning and implementation of the development of the basic and key skills across the curriculum and within the subjects is good with no important shortcomings. In the Early Years, planning for key skill development is very good. Pupils' skills in information and communication technology throughout both key stages are outstanding. The interactive white boards and the IT suite contribute greatly to the high standards reached in key skill development.
98. The school's promotion of equality of access and opportunity for all learners is good. All pupils have the choice to participate in a very good range of curricular and extra-curricular activities, with every child having the opportunity to achieve high standards in all areas of school life. A wide variety of visitors to the school enhance pupils' understanding of the world around them. Pupils in Y5 and Y6 benefit from regular choral instruction and one of the choir's highlights is the participation in the Music Proms at St David's Hall.
99. The high quality experiences provided ensure that pupils have the opportunity to acquire a range of social skills and develop positive attitudes that form a firm foundation for lifelong learning and development. They are encouraged to take part in sports and to be healthy and fit.
100. Overall, arrangements to promote pupils' spiritual, moral, social and cultural development have good features and no important shortcomings. Pupils' spiritual development is good and they are encouraged to reflect and to recognise the existence of forces greater than their own. There is a strong emphasis on personal responsibility and 'doing the right thing'. The school assemblies, supported by visits from local clergy, are happy occasions of a broadly Christian nature that offer moral guidance and promote a strong sense of community. In discussion, pupils reflect and demonstrate concern for environmental and conservation issues.
101. Provision for pupils' moral development is good. Pupils know right from wrong and these values are positively reinforced through strategies promoting personal and social education within the curriculum. In discussion, pupils are

very proud of belonging to their school, and relationships between pupils and staff are good.

102. Provision for pupils' social development is good and reflects well the aims of the school, which successfully promotes positive values and attitudes. The personal and social development of the under-five children has significant strengths. Pupils are sociable, polite and welcoming and are clearly familiar with the expectations set by the school. Pupils take responsibility willingly in and around the school. The efficient school council, the buddy system and *Helpwr Y Dydd*, develop an understanding of living in a community.
103. Provision for pupils' cultural development is good. Pupils' understanding and respect of each other's faiths and cultures through school assemblies and subjects such as religious education and geography is good. Planning for *Y Cwricwlwm Cymreig* is good. Teachers' planning includes arrangements to visit places of Welsh historical interest in order to develop a good understanding of the culture of Wales.
104. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have significant features that enrich the life and work of the school and enhance pupils' learning experiences. A joint community and pupil project, involving the extensive research, designing and weaving of a tapestry, has outstanding aspects. It indicates the strong links between the neighbourhood and the school, increasing pupils' understanding of living in a close community. Transfer arrangements with the receiving secondary school are good. Very thorough arrangements are made for the transfer of pupils with autism and communication difficulties, which ensures that their transfer is smooth.
105. Parents are highly supportive of the school. They express satisfaction with the aims and values that the school promotes. They particularly appreciate the sense of community fostered by the school. The parents' notice board in the entrance of the school keeps them well informed about activities and news. KS2 pupils produce an informative termly newspaper called the 'Greenhill Gazette' and this is circulated, with very positive feedback. The parents' association organises many social and fund-raising events. These enhance links with the local community and provide the school with a valuable source of additional income.
106. There are extensive arrangements to promote pupils' interests in the culture of Wales. However, the planning for, and teaching of, pupils to develop their bilingual skills is inconsistent across the school.
107. The school's partnership with industry is very good. Four teachers, including the headteacher, have benefited from industrial placements that enhance their professional development and support their teaching and management skills.
108. The school has strong links with the Education Business Partnership and has established a number of very useful links with industry. These help to raise

pupils' awareness of the world of work both past and present, and further strengthen the school's partnership with the community.

109. Pupils benefit from carefully planned visits and workshops that have resulted in interesting and sometimes outstanding work. Their work, for example, in literacy, history, art, music, design technology and ICT is enhanced through working with authors, musicians, artist in residence and a love spoon maker. There is some work on sustainable development and healthy lifestyles is enhanced through working with local Groundwork Trust and the local allotment society to establish the sensory garden and to develop the organic vegetable garden.
110. The school nurse, police and emergency services support the school's personal and social education programme.
111. Pupils benefit from professional sports coaching for example in athletics, hockey, football and rugby through the school's link with Dragon Sports, Cardiff City Football Club and the Welsh Rugby Union. These arrangements help to promote an understanding of the importance of physical activity for a healthy life.
112. Pupils visit local places of employment such as supermarkets and garden centre as well as building sites. Visits further afield include Cardiff Bay and the London War Museum. Pupils in the SEN Resource Base are fully included in all suitable visits.
113. An outstanding feature in upper KS2 is work on the tapestry and CD-ROM relating to the local area. This initiative has permeated many areas of the curriculum as well as strengthening the links with the community and forging new links with local business. Pupils worked with an artist in residence to design and make the tapestry. They worked with weavers and interviewed people who have lived in the village all their lives. As a result, a rock band featured in the tapestry now supports the school and the CD-ROM is a teaching resource in local schools and is available in local libraries.
114. The school benefits materially from its links with local businesses and from funds raised in the annual fun day for all pupils.
115. The school strongly promotes equal opportunities. Pupils, irrespective of their social background, gender, disability or ethnicity are positively included in all appropriate school activities
116. Pupils develop some understanding of sustainable development and an awareness of conservation issues through recycling and compost projects in the school and in the community. Pupils care for the environment and make it attractive. For example, they have developed wildlife and sensory gardens and Y2/3 pupils are working on an organic garden. Their awareness of some of their responsibilities as citizens is raised through their studies in religious education and geography, and through involvement in fundraising events. The school is working towards Eco-school status.

117. Opportunities for pupils to develop the skills required to support economic development are outstanding. All pupils have the opportunity to take responsibility by undertaking monitor roles. Pupils help to raise money for good causes.
118. The school council provides pupils with a voice in the school. Representatives from Y2 to Y6 and from the SEN Resource Base develop team building and negotiating skills and a good understanding of value for money. They manage a sizeable budget and make considered spending decisions. They select resources such as wet play and playground equipment from catalogues, and go with their teachers to buy them. In the school council, Y5 pupils are responsible for representing Y1. They take their views into consideration and report back on decisions.
119. Pupils learn about business and develop their entrepreneurial skills through successfully running the school fruit tuck shop and participating in mini enterprise projects. Pupils from the SEN Resource Base help the school council run the tuck shop: they help sort the fruit that has been ordered from a local supplier. Year 6 pupils produce and sell the termly 'Greenhill Gazette' newspaper to their parents and other family members. Role-play activities are used effectively to develop skills in the Early Years and KS1.
120. Pupils throughout the school, their parents and staff are involved in the school saving scheme. They develop good habits by depositing money weekly into their personal accounts.
121. The school attends very well to national priorities for lifelong learning and community regeneration. It has been running computer courses for parents and other family members for several years. Several parents have gained accreditation: they return to school on placements and have gained employment in the school and elsewhere. Termly curriculum evenings, where parents and children work together, are very well attended and mutually beneficial. Year 5/6 pupils are involved in a board game challenge organised by the Education Business Partnership to raise their awareness of attending university. In turn, pupils see adults as lifelong learners.
122. Pupils are involved in inter-schools competitions and UA projects. They go out into the community to entertain, for example, the choir sings at the local nursing home. They support local appeals such as the Mason Jones Memorial Appeal.

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

Grade: Grade 2: Good features and no important shortcomings

123. The findings of the inspection team matched the judgement of the school in its self-evaluation report.
124. Pupils are well cared for guided and supported in a very supportive and happy environment. The school has a very positive ethos and every pupil is valued

and included. Pupils in the SEN Resource Base are very well integrated in all appropriate activities. The school works effectively with health professionals and external agencies.

125. The school has a positive partnership with parents. Communication with parents through a variety of ways is very effective. Regular newsletters and other communications, such as parent advice leaflets, keep parents well informed about school life. There is good daily informal contact and the home/school book encourages valuable dialogue between teachers and parents of pupils in the SEN Resource Base.
126. Parents gain an insight into topics and subjects being taught through working with their children during termly curriculum evenings. These are very well attended and beneficial: parents feel better able to help their children. As a result, the school plans to hold the sessions half-termly.
127. Parents' views are sought through questionnaires and via a suggestion box: the school responds positively to any concerns.
128. A small number of adults provide valuable support in the classroom and with out-of-school activities. This support is highly valued by the school and enhances the curriculum and pupils' learning. There is a small but very active parent/teacher association that organises fundraising and social events, and supports school functions effectively.
129. Induction arrangements for the Early Years are carefully planned and implemented. The Early Years pack contains a separate brochure that provides parents with very useful information about daily routines and an overview of the Early Years curriculum. It also sets out some activities to engage the children prior to their entry to school. Effective procedures, including a 'buddy' system, are in place to support pupils who join the school at a later stage. All pupils quickly learn the routines and settle well into school life.
130. There are well-established transition arrangements from KS1 to KS2 and with the receiving secondary schools. The school's involvement in the 'Transition Plan' and procedures for transfer of pupils to the special school are major strengths. Y6 pupils are involved in cross-phase projects in English and mathematics. The school takes part in initiatives such as Problem Solving Skills and is involved in the PE and School Sports (PESS) project.
131. The school provides high quality of personal support and guidance for pupils. The policy is integrated into all aspects of the school's activities and the outcome is reflected in the pupils' caring and thoughtful attitudes.
132. There are extremely effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. Pupils have responsibilities through the school council and as playground buddies to help to resolve conflicts. Teachers apply policies for behaviour management consistently and all adults in the school are very good role models. Midday supervisors have a role in the reward system.

133. Pupils' attendance and punctuality is very carefully monitored. The school sets targets and operates a first-day response to absence. It works very closely with the educational welfare officer (EWO) to support the small number of families that give concern both in terms of attendance and welfare. Pupils with excellent attendance are rewarded half-termly and at the year-end. Pupils compete for the attendance cup each week and are keen to be in the winning group. Attendance is celebrated at the weekly celebrating achievement assembly.
134. The breakfast club is very well attended. Pupils enjoy this social time and, as a result, punctuality has improved. The club supports the school's healthy eating policy and provides a calm start to the day.
135. Parents are reminded regularly of the detrimental effects of lateness and non-attendance on their children's education through newsletters, leaflets and personal letters that indicate attendance figures.
136. Pupils' behaviour is very closely monitored. When required, action is taken to support pupils who may experience difficulties. Arrangements to encourage pupils to behave well are extremely effective. This is evident in the high standards of pupils' behaviour. There have been no exclusions for many years.
137. The school has appropriate arrangements to encourage and enable pupils to be healthy. The school is involved in the Healthy Schools scheme. The school promotes health and fitness for pupils through a wide range of extra-curricular activities. All pupils have water bottles and there are drinking water fountains in both work areas. The breakfast club provides a good start to the day and healthy options are available at lunchtime. Pupils understand the need for exercise and for a balanced diet. They appreciate the out-of-school sports clubs, breakfast club and healthy snacks at break times. All parents are sent written advice on preparing healthy lunch boxes.
138. All adults in the school are well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies.
139. There is a comprehensive health and safety policy. Risk assessments are systematic and all staff are alert to issues relating to the well-being of pupils.
140. There is an effective policy and a sound procedure for child protection. The headteacher and deputy are the nominated officers: teachers and support staff are fully aware of their responsibilities. The chair is the named link governor.
141. The school has well-planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. All pupils are encouraged and enabled to take part in the activities provided by the school. The integration of pupils from the SEN Resource Base is outstanding.
142. There are effective policies for areas including anti-bullying, disability, fire prevention and Internet access. There are no pupils with mobility disabilities

currently attending the school but there is a suitable accessibility plan that takes account of the school site and buildings.

143. The school promotes diversity and equal opportunities very well. A very good range of activities is provided for pupils through personal and social and religious education. These enable them to develop an understanding of diversity and equal opportunities.
144. Overall the provision for pupils with additional learning needs is good with outstanding features. Across the school, early identification of pupils' needs is good. Regular diagnostic and monitoring arrangements ensure pupils receive the relevant short-or long-term support. The school's policy is comprehensive and complies with the Code of Practice and the framework for inclusive education. The SEN Co-ordinator (SENCo) is highly skilled, efficient and effective, working alongside mainstream staff and the governor with responsibility for SEN. All pupils with SEN in mainstream make good progress.
145. The provision for learners with additional needs in the SEN Resource Base is good with outstanding features. The needs of the pupils are complex and include pupils with profound speech and language disorders and those with challenging behaviour who are on the autistic spectrum. The giftedness of such pupils is extended and challenged and tasks are appropriately set. All pupils have modified statements and annual reviews meet statutory requirements. The two classes are seen as an integral part of the school and pupils are fully integrated into daily life. The integration and support for those pupils who integrate in the mainstream is an outstanding feature. The main aim is to successfully return as many pupils as possible to their local schools. Through the expertise and consistency of approach, a very high percentage of these pupils are enabled to do so. The school makes very good use of other professional support services, such as educational psychologist, speech and language and occupational therapists. Pupils make good, and often very good, progress according to their specific need.
146. The provision for pupils with additional learning needs in the main school who have specific language, behavioural or sensory needs are very good. Pupils are very well supported by outside agencies. Many make very good progress and are removed from the SEN register.
147. Teachers and support staff work as a very good team, providing continuity of support and assessment of need. Targets in individual educational plans (IEPs) or behavioural plans (IBPs) are stated in observable, measurable terms and are monitored and reviewed appropriately. Parents are fully consulted regarding their child's SEN status. They speak regularly to the class teacher and SENCo regarding their child's progress at any time.
148. The school's provision and support for a small minority of pupils with disruptive or challenging behaviour is good. The school has agreed and successfully implemented a behaviour management policy based on the positive recognition of achievements in work and attitude. It has appropriate celebration strategies, which promote self-esteem for these pupils to continue to succeed. Good

provision is in place for pupils who are at risk of disaffection or exclusion and the school liaises well with relevant outside agencies. No pupils were excluded in the last twelve months.

Leadership and management

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

Grade: 2: Good features and no important shortcomings

149. Overall, the findings of the inspection team did not match the judgements made by the school in its own self-evaluation. This was because the school overestimated by one grade the overall quality of leadership and management in the school. While there are some outstanding features in this aspect, these were insufficient to justify a higher grade.
150. The headteacher, working closely with the deputy headteacher, provides a very strong and purposeful lead to all staff. The objectives of the headteacher are focused on putting the school's mission statement into practice and in raising standards further. The headteacher very successfully promotes amongst all staff a determination to succeed through a shared commitment to each other and to their pupils. This permeates all aspects of the daily life of the school. A particularly strong feature is the way in which the school puts its commitment to equality of opportunity for all pupils into practice. Pupils in the SEN Resource Base are made to feel very important and valued members of the school community. There have been very carefully planned initiatives to raise standards further and to address issues of previous under achievement. Data from national tests and other reliable assessments has been carefully analysed to identify where there are areas of general weakness and strengths. Effective strategies have been developed and put into practice to address these weaknesses, for example, in some aspects of English and mathematics.
151. Generally co-ordinators have well-established procedures in place to lead their subjects and areas of responsibility well. There are specific arrangements in the summer term for co-ordinators to evaluate the progress being made in raising standards in their subjects. This information is well used to promote discussion amongst all staff prior to the agreement of priorities for the school development plan. There are also detailed plans for co-ordinators to visit classes as part of a carefully planned three-year cycle to look at the impact of teaching and learning and the progress of initiatives that have been pursued. There are carefully annotated samples of pupils' work in English, mathematics, science and ICT to indicate the standards pupils should aim to achieve year-on-year. However, this process has been extended to all subjects of the NC, which have been identified by the school as a priority.
152. The school takes careful account of national priorities and local partnerships. There is a well-supported breakfast club. The school gives appropriate emphasis to promoting physical activity and healthy eating and drinking. The school council is active and helps pupils to have a strong sense of responsibility and citizenship. Preparation for the introduction of the Foundation Phase is

underway. Arrangements to provide teachers with time during the school week to plan, prepare and assess are effective and are well managed. The school has identified the need to promote pupils' bilingual skills. However, this aspect is not consistently developed across the school. Pupils are beginning to be made aware of the importance of environmental issues and of the need to lead healthy lifestyles. However, both of the initiatives have had limited impact. For example, pupils have only a superficial understanding of the importance of sustainable development and of ecological issues. There are strong links with secondary schools and other schools in the area and with other providers of education and training including universities.

153. There are effective arrangements in place for the headteacher and senior management team to review the quality of teaching and learning and the progress of initiatives the school is pursuing. Performance management procedures are well established throughout the school. These arrangements help identify individual targets, actions for development, training, funding needs as well as success criteria to track progress. There are detailed and extensive arrangements to support newly qualified teachers and teachers who are new to the school.
154. Links between the governing body and the school are strong. The chair of governors is very experienced and is well informed. She provides the governors with a positive lead. Several governors are newly appointed and are in the early stages of appreciating the extent of their roles within the governing body. However, there are long-established procedures which are well used for governors to visit the school both formally and informally in order to judge the progress of the longer-term strategic decisions which governors have taken and also to look at standards in the subjects to which they are linked. The governing body holds the leadership of the school properly to account and acts effectively as a supportive yet challenging force. The governing body meets all of its statutory duties.

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

Grade: 2: Good features and no important shortcomings

155. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
156. The process of gathering information about the performance of the school and in identifying the school's strengths and areas for development is strong. It is firmly based around first hand evidence. The headteacher, deputy headteacher and the senior management team carefully monitor performance and analyse data about how well pupils achieve from their earliest time in school. A wide range of reliable assessment material is used in this process. There are extensive arrangements in place to look carefully at the quality of teaching and learning. The views of all involved in the school, including pupils, are carefully considered. Subject co-ordinators are well informed about the performance of their own areas of responsibility. All staff have contributed significantly to the

process. Governors have also been appropriately involved at the discussion stage in drawing up the document and in agreeing the grades awarded to each of the key questions.

157. The school's self-evaluation document is well constructed. It provides a very clear picture of the school's strengths and weaknesses. It is closely linked to the SDP, which has very clearly set out priorities and arrangements to bring about improvement. There are very thorough procedures to link the SDP to the school's performance management programme and to the school's self-evaluation process. There are, for example, appropriate arrangements in place to provide time for teachers to plan, prepare and assess during the taught week.
158. The inspection team agrees with the school's identification of its strengths and areas for improvement. The inspection team also agrees with most of the judgements made by the school in its self-evaluation. Where the team disagrees, this is because the school overestimated by one grade the effectiveness of teaching, training and assessment, and the effectiveness of its leadership and management. In these two key questions, while there were some outstanding features, these were insufficient to support the higher grade.
159. Since the last inspection, the school has made very good progress. Standards are much higher now than they were. For example, standards in KS1 in English have improved significantly overall although there are still some weaknesses in KS1 in reading and in handwriting. Standards in the national assessment in English, mathematics and science for 11 year olds are much higher now than in 2001. Arrangements to assess pupils' progress are now rigorous and are well used to identify those pupils who need additional support. The good quality of teachers' planning is now a strong feature across the school. Planning for the Early Years is very detailed and fully provides for children's individual needs. Teachers in all areas of the school now have high expectations of their pupils and challenge them appropriately to achieve well.

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

Grade: 2: Good features and no important shortcomings

160. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
161. There are sufficient well-qualified experienced teachers and support staff to meet the needs of all pupils. The school has a very good teacher pupil ratio. Support staff in the SEN Resource Base are extremely well trained and deployed.
162. The school secretary, catering staff, lunchtime supervisors, caretaker and cleaners carry out their routines efficiently and effectively. The standard of cleanliness within the school is high and the outside areas are free from litter. All midday supervisors have received training and supervise pupils very effectively throughout lunchtimes.

163. The school building is in a very good state of repair with new windows and roof and some new doors. It is accessible for the disabled with ramps and rails at the entrance.
164. The accommodation is adequate for the number of pupils on roll. The caretaker and cleaning staff maintain it to a very good standard. The school generally utilises the accommodation available to it very well. All classrooms and general work areas are accessible to all including those with disabilities. There are two disabled toilets as well as a bathroom with changing facilities including a changing bed and portable hoist in the SEN Resource Base. There are changing rooms with footbaths for KS2 pupils. The multi purpose hall is a good size and used for a variety of after school clubs. However the large, adjacent playing field is under utilised because of a variety of potential hazards.
165. The quality and quantity of resources for subjects are very good overall. There is an IT suite with an interactive whiteboard and fourteen computers that are connected to the Internet. There are interactive whiteboards and projectors in five classrooms. All classrooms and work areas have Internet access. There is a well-stocked central library and each class has its own small library. Pupils in the SEN Resource Base have individual workstations, height adjustable furniture and a separate Light Room.
166. Throughout the school, attractive and informative displays in classrooms and shared and public areas celebrate pupils' achievements and enhance the learning environment. The wildlife garden and recently developed sensory and organic gardens enhance learning and teaching. Children in the Early Years and SEN Resource Base have access to separate enclosed soft play areas.
167. Displays in classrooms and corridors are colourful, well organised and successfully celebrate pupils' achievement. They reflect many good examples of extensive work in all areas of the curriculum. The IT suite and interactive white boards enhance pupils' standard of achievement. Staff in the SEN Resource Base, make the best possible use of the facilities and resources available including the 'light' room which is designed to have a calming effect on pupils.
168. The management, training and deployment of teaching and support staff have outstanding strengths and these influence the quality of learning. Staff undertake a suitable level of training to support their professional development. All adults work as an efficient team and there is very close liaison. Support assistants, who have designated responsibilities either with individuals or groups of pupils, work very efficiently with teachers to support the wide range of needs of individual pupils.
169. The continuing professional development is managed effectively and the range of training contributes very well to realising the priorities identified in the SDP.
170. Spending decisions are suitably matched to the school's priorities. School resources are regularly reviewed and the effective strategy of giving curriculum co-ordinators more responsibility has a noteworthy drive that enables them to become more involved in identifying priorities for development.

171. Bearing in mind the standards and progress made by many of the pupils by the age of 11, often from a low base, and the quality of education provided, the school gives good value for money.

Standards achieved in subjects and areas of learning

Under 5s

EARLY YEARS

Good features

172. The overall quality of education for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.

Language, Literacy and Communication Skills

Grade 2: Good features and no important shortcomings

173. Children in both nursery and reception classes listen carefully to adults and to each other. This is a particularly strong feature in the nursery. They speak confidently and clearly, although in short statements and phrases. They respond appropriately to the good opportunities they have to speak and listen informally and to ask and answer questions. They have a growing vocabulary and understand that some words rhyme. They are beginning to recognise initial sounds and letter shapes. They follow exciting stories for example, about the 'Very Hungry Caterpillar'. Older children in the reception know some simple Welsh phrases and use them accurately, for example, when responding to the register or when describing the weather. They are able to count small numbers in Welsh and sing some Welsh songs.
174. In both the nursery and reception, children use their language skills in role-play activities. This is particularly well developed in the nursery. They demonstrate a lively interest in books and respond well to the many opportunities in both classes to develop their literacy skills.
175. Nursery children are well on the way to understanding the purpose of marking as a way of communication. They are beginning to write their own names. Reception children copy the shapes of letters and write confidently for a range of purposes.

Shortcomings

176. There are no important shortcomings.

Personal and Social Development

Grade 1: Good with outstanding features

177. Nursery and reception children make outstanding progress and achieve very good standards in developing personal and social skills. They quickly settle into the routines of school and respond very well to the expectations teachers hold of them and how they should behave. They show very obvious care and consideration for each other, taking turns and sharing resources very willingly. They show respect and sensitivity to the needs of other children.
178. Children are eager to explore and respond very well to a range of activities both inside and outside, in the stimulating and well resourced outside play area. They concentrate very well and stay at their tasks for increasingly longer periods. They seek help when necessary but are also keen to work independently and to find solutions for themselves. They have a good awareness of their local area and, through the use of incidental Welsh and through Welsh music and literature; they have a growing awareness of Welsh culture. In both the nursery and reception classes, children take increasing responsibility for their own personal hygiene and develop a very good understanding of health issues. They dress and undress competently for their ages. In the reception class, children take responsibility for their own work and take on class duties such as tidying the classroom and putting out and putting away resources.

Shortcomings

179. There are no important shortcomings.

Mathematical Development

Grade 2: Good features and no important shortcomings

180. Nursery children sort objects by different properties. They match shapes carefully recognising how to fit them together. They make sets of objects, sorting them by size. They measure using non-standard units. For example, they place 'worms' into groups depending upon their size. In nursery, children know the names of numbers up to 20 and they count confidently. They know number songs and sing them enthusiastically.
181. In the reception class, children recognise that coins have different values. They use coins accurately when developing the language of buying and selling in a shopping situation.
182. In the nursery and reception classes, children follow and repeat simple patterns. They are beginning to understand the concept of value and measure. For example, they use different sized containers to measure the sand and water needed to fill larger containers. In reception, children recognise numbers and

match them to number symbols. They correctly identify the number, which comes before and after a given number.

Shortcomings

183. There are no important shortcomings.

Knowledge and Understanding of the World

Grade 2: Good features and no important shortcomings

184. In the nursery, children have a clear understanding of the routes they take to school. They record the main features they pass on the way. They know the names of the main features in the village. They know about the life story of the frog and observe how worms move above and below the surface of the ground. Older children in reception know how they themselves have changed since they were born. They collect data about their classmates and draw simple graphs, for example, about the colour of each other's eyes. They are beginning to recognise the different parts of a plant and to use the correct vocabulary to describe them. They study very carefully how snails move, using a magnifying glass properly to look closely at the snails' eyes. They know the importance of treating living things with care and of returning them safely to the wild.

185. Across both nursery and reception, children know about some different ways of life in other parts of the world. They know that Divali is a special celebration in Hindu society and that Jewish people mark Rosh Hashanah by eating honey cakes. They study Katie Morag's Island of Struay and know where the 'lazy artist' lives.

186. In both nursery and reception, children have a good understanding of the changes which take place in the natural world. They investigate snow. They carry out sensory walks relying on other senses than their sight. They investigate spiders and their webs and make good models of them using salt dough effectively. Both nursery and reception begin to develop an awareness of the importance of recycling and of the need to protect the environment.

Shortcomings

187. There are no important shortcomings.

Physical Development

Grade 2: Good features and no important shortcomings

188. Younger children use climbing equipment confidently. They walk, climb, pedal, run, balance, hop and jump showing well-developed co-ordination and confidence. They move from stepping-stone to stepping-stone carefully.

189. In the nursery, children move like the caterpillar. They skip on alternate feet. They find routes around their equipment.
190. In both nursery and reception, children have a good awareness of space and of the need to work safely. They appreciate the importance of warming up and cooling down. They move rhythmically to music.
191. In reception, children know how to catch a ball using two hands and then one hand. They pass the ball accurately to a partner using an appropriate amount of force. They know the rules of a simple game. For their age, they have well-developed striking skills. They use large wheeled toys safely and know the importance of road safety when riding them. Children in the nursery and reception use tools appropriately and have well-developed manipulative skills when drawing or painting.

Shortcomings

192. There are no important shortcomings.

Creative Development

Grade 2: Good features and no important shortcomings

193. In nursery and reception, children respond to music with interest and show a good sense of rhythm. They sing a variety of songs and nursery rhymes with enthusiasm. Their listening skills are good and they quickly learn the words to new songs, which they enjoy singing. They play untuned instruments with enthusiasm and keep a steady beat. They perform action songs with appropriate movements.
194. In both nursery and reception, children use a good range of paints and brushes to experiment with the mixing and application of paint. Nursery children handle paper, glue and materials with interest and confidence. They investigate texture and the properties of a range of manmade and natural materials.
195. In reception, children develop their cutting skills well and make effective collages and models. They create seasonal pictures using natural materials. They draw well, looking closely at the objects such as flowers, plants and spiders. They use pencils, crayons and paints to achieve different effects. They handle these confidently to create shapes and patterns.
196. In the nursery and reception, children respond well to music and move appropriately to it. They imitate the movements of caterpillars as they change into butterflies. Then they float around the hall rhythmically. They listen carefully to music and to instructions to perform different dance movements.
197. Children in the nursery and reception enjoy role-play. They move very effectively around the play areas, both inside and out, to express themselves

and to use their imaginations well. They use a variety of resources, costumes and dressing up clothes, which they enjoy and use with a clear sense of fun.

Shortcomings

198. There are no important shortcomings.

English

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

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

Good features

199. In KS1, pupils listen well and respond appropriately. They listen with interest when their teachers read aloud. They listen carefully to one another in discussion. They express their ideas well, speaking confidently and clearly. Within KS2, pupils listen well and respond enthusiastically and appropriately to their teachers' questions. They give sensible explanations to support their ideas. Older pupils listen attentively to their teachers and to each other. They express their ideas and opinions clearly.
200. Across KS1, most pupils read reasonably confidently and recognise many words from their reading books. They often use picture clues to help them understand words they do not know. Most pupils in KS1 know the sounds letters make, for example, recognising the different sounds which a letter such as 'a' can make. They have a good recall of some other favourite stories and characters.
201. Within KS2, pupils have good 'reading skills'. They sort information well when using factual books, use dictionaries accurately and have a good understanding of the parts of a book. For example, they know what is the purpose of a 'blurb' and a 'review'. They read a wide range of fiction accurately and are very familiar with authors and well-known poets. They very thoughtfully express their views about writers such as John Maesfield. They contrast their own poems with those of James Reeves. They compare Alfred Lord Tennyson's poem, 'The Charge of the Light Brigade' with 'Anthem for Doomed Youth' by Robert Graves.
202. In KS1, pupils generally form letters correctly. They organise a story in a logical order. Within Y2, pupils know how to use connectives and how to write in direct speech, for example, when telling the story of Red Riding Hood. They improve their work by thinking carefully about adjectives. They write letters and post cards using the accepted format.
203. Within KS2, pupils write well for a wide range of purposes. They have a good understanding of the main parts of speech and recognise different linguistic devices such as alliteration. They recognise that in the most effective writing, sentences are often short. They change their writing accurately from the active

to the passive tense. They analyse the plot in Romeo and Juliet systematically and contrast it very well with that of 'West Side Story'.

Shortcomings

204. Across KS1, some pupils do not read with sufficient expression or accuracy. Some KS1 pupils are unsure of the sounds that letters make. They lack strategies to work out for themselves how unfamiliar words are constructed.

Science

Key Stage 1: Grade 2: Good features with no important shortcomings.

Key Stage 2: Grade 1: Good with outstanding features

Good features

205. Pupils make very good progress in gaining knowledge and understanding of materials and their properties, physical and life processes, living things and the communication of science. Throughout both key stages, but particularly in KS2, pupils have very good investigative skills.
206. Pupils' knowledge of life processes and living things develops very well. KS1 pupils name the parts, and precisely explain the functions of, a living plant. Using a digital microscope, they compare the rooting system of different plants and know that a parsnip and carrot are root vegetables. KS2 pupils understand that plants and animals play important parts as consumers, producers and predators in food chains. They develop a very good understanding of the functions of the brain, the blood system and the major organs in the body.
207. Pupils' understanding of physical processes develops very well and pupils' application of this knowledge is very good. In their work on forces, KS1 pupils investigate how the shape of an object can change if it is pushed or pulled. In discussion, KS2 pupils' understand that changes caused by burning are irreversible and that the new material formed when a candle is burned, becomes lighter. This aspect of their knowledge has particular strengths.
208. Pupils' investigative skills develop exceptionally well and have significant features. KS1 pupils investigate whether seeds will grow without light and experiment with ways of increasing the speed of a car, using elastic bands. KS2 pupils know that a liquid evaporates from a solution of Epsom salts and will form as crystals to produce a frosted-glass effect on cooling. Pupils predict, observe, measure and explain their results appropriately.
209. In their work on the solar system, KS2 pupils research and plot a graph of the 'sunrise' and investigate why shadows move to different places at different times of the day and month. In their work on electricity, pupils design a circuit to include a buzzer and bulb and explain that neither would function if the electric circuit were broken.

210. In discussion, pupils correctly identify what has to be kept constant during an experiment and have a very good understanding of why experiments and tests have to be fairly based. KS1 pupils apply this knowledge well in their investigation on the growth of a plant. KS2 pupils explain and understand the scientific terms of 'solution' and 'suspension' in their investigation on the effect of water on solids. They accurately measure the length of time it takes to become completely dissolved.
211. Pupils' effective use of ICT in their research, presentation and analysis of information significantly enhances their progress in both key stages.

Shortcomings

212. There are no important shortcomings but there is an over reliance on worksheets and pupils' scientific presentation is underdeveloped due to the limited space within some of these sheets.

Geography

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

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

Good features

213. Pupils in KS1 know their routes to school and collect information about how pupils travel too and from school. They carry out surveys of local traffic and they express this information in simple graphs. Pupils consider ways in which their streets could be improved. They compare life in their own village with the holiday areas of Barry Island and Aberavon and with the Island of Struay where Katie Morag lives. Pupils draw large plans of their school, using colour coding to illustrate the different classrooms. In Y2, pupils know that different climates exist across the world and describe accurately what it is like to live in an equatorial region. They understand that the hottest areas of the world are found in the same narrow band around the world.
214. Within KS2, pupils compare their own area with that of Chembokolli in India. They use atlases and the Internet well to identify different countries and continents. They compare the journey they make to school with those journeys undertaken by children in Chembokolli. Older pupils know the main features of rivers and use a well-developed vocabulary to identify and to describe features such as 'source', 'tributary', 'meander', 'estuary', 'mouth' and 'delta'. They know that rivers erode and deposit materials as they flow through the sea. Older pupils know the names of some rivers in Wales and across the world. They understand how to use a scale when measuring distances on a map.

Shortcomings

215. Pupils in KS2 have only a limited understanding of how climates change and of the importance of looking after natural resources in order to protect the environment.

Information and communications technology

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

216. A significant feature is that pupils of all ages and abilities use the computers frequently and competently as an integral part of their learning and apply this knowledge and understanding very well in all subjects. Pupils make good use of the digital microscope in science and video camera in lessons such as physical education. Pupils record their work and activities and include the images in presentations.
217. Word processing skills develop well across the key stages. KS1 pupils produce very good work in a range of different formats, varying layout and font. They are confident to delete mistakes and produce capital letters using the 'shift' key. They readily combine text and graphics to produce good Easter Day cards. KS2 pupils, using advanced word-processing skills, demonstrate a very good understanding of combining text and graphics to communicate information through their production of a regular newspaper.
218. Pupils' Internet research and their ability to retrieve information from CD-ROMs have particular strengths. KS1 pupils navigate their way around the different information sources during encyclopaedia work, demonstrating exceptional accuracy. KS2 pupils visit places around the world and research the steepest hill known as 'Porlock Hill' after reading it in 'The Runaways'.
219. KS2 pupils use advanced skills to extend their previous learning of setting up their own web sites. They readily apply this knowledge and insert pictures, frames and text boxes, programming them to be 'dragged' or 'dropped' appropriately. Pupils demonstrate exceptional speed and accuracy in this work.
220. KS2 pupils' modelling skills develop very well and they communicate information through the use of accurate spreadsheets. They prepare and display daily sales of beef burgers, hotdogs and ice cream sold in very large quantities and recognise patterns and relationships in the monthly temperatures, between Cardiff and Madras.
221. Pupils demonstrate an increasingly high degree of competence in using a database. They are all aware of the importance of giving accurate information and instructions. KS2 pupils are confident in using the interactive white board to formulate graphs such as bar and pie charts, line and block graphs, accurately reading the information.

222. Throughout the school, pupils find and select information and present their findings using a range of IT facilities. These include an accurate branching database of mini-beasts in science, a graphic and text comparison of jobs in Chembokolli and Wales, and composing and writing their own musical scores. They also enjoy favourite quotes by Shakespeare using multimedia and bold graphic displays of 'Y Tywydd' indicating the inclusion of *Y Cwricwlwm Cymreig*.

Physical education

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

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

Good features

223. Pupils in KS1 aim, throw, bounce and catch different sized balls and beanbags with increased confidence and accuracy. Pupils demonstrate good hand and eye coordination as they improve their catching and throwing skills in their small games lesson.
224. Pupils in KS1, as part of their cooling down session, use good problem-solving skills and work collaboratively to control the movement of a hoop around 'joined-up' circles of children. KS1 pupils evaluate the skills of others well and the majority use this information effectively to improve their own performance.
225. KS2 pupils develop and refine their skills of throwing, catching and striking, adapting effectively to the challenges of playing a full team game. They evaluate and state precisely what they need to do to improve their performance. Many pupils participate in a good range of team games with and against other local schools. Pupils exhibit good sportsmanship and there is a positive attitude to participation and competition.
226. KS1 pupils interpret and respond well to stimuli through creative movement. With good physical control, KS1 pupils move directly into space to make an imaginary 'spider's web' and, with increased speed and physical effort, trap and catch the adult fly. KS2 pupils' knowledge and understanding of the skills within creative dance have outstanding features. They understand and explain the elements of 'canon', 'unison', 'mirroring', and 'improvisation', using them effectively and creatively. Their interpretation and response to music through dance is outstanding.
227. At the end of KS2, pupils improve their standard of swimming and nearly all swim confidently.
228. In discussion, pupils in both key stages demonstrate a good understanding of the effect of exercise on their bodies and the link between diet and regular exercise in promoting a healthy life-style for life-long learning. Pupils' understanding of the safety issues within physical education is good.

Shortcomings

There are no important shortcomings.

School's response to the inspection

The inspection findings recognise that Greenhill is a good school, which has made very good progress since the last inspection. We are pleased that the inspectors found that the school's mission statement is put fully into practice and there is a very strong commitment to give all pupils equal opportunities to achieve success.

In addition the school's ongoing self-evaluation process had identified many good and some outstanding features which were duly recognised by the Inspectors. These include pupils' attitudes to learning, their good behaviour, the positive way they relate to each other and adults and the exceptional provision the school makes for pupils with additional learning needs as particular aspects for which it is most proud.

The school would like to thank the inspection team for the professional and courteous way in which they undertook the inspection.

Although the report recognises that there are no serious shortcomings in the work of the school, the Governors are grateful for the recommendations offered for future improvement. We are not complacent and the challenge for us will be to maintain, move forward and continue to develop in order to provide our children with the education they deserve. We have begun to implement a range of strategies to address the recommendations and have already identified appropriate actions.

Appendix 1

Basic information about the school

Name of school	Greenhill Primary School
School type	Community
Age-range of pupils	3 – 11
Address of school	Penywrlod Gelligaer Hengoed
Postcode	CF82 8EU
Telephone number	01443 875521

Headteacher	Mrs Gaynor Anstice
Date of appointment	June 1997
Chair of governors/ Appropriate authority	Mrs Gaynor Price
Registered inspector	Mr Peter Mathias
Dates of inspection	15 th -17 th May 2007

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	24	16	23	29	17	19	21	19	168

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	0.6	9.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.6:1
Pupil: adult (fte) ratio in nursery classes	9:1
Pupil: adult (fte) ratio in special classes	2.5:1
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	90.4	89.2	91.26
Autumn 2006	88.9	89.5	90.9
Spring 2007	89.2	90.9	92.1

Percentage of pupils entitled to free school meals	41
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		18	
Percentage of pupils at each level						
			W	1	2	3
English:	Teacher assessment	School	22	22	45	11
		National	4	12	64	20
En: reading	Teacher assessment	School	28	22	50	0
		National	4	14	56	26
En: writing	Teacher assessment	School	20	45	30	5
		National	5	14	69	12
En: speaking and listening	Teacher assessment	School	5	17	67	11
		National	2	11	64	23
Mathematics	Teacher assessment	School	11	17	67	5
		National	2	10	63	24
Science	Teacher assessment	School	6	22	61	11
		National	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	56	In Wales	80.9

W Pupils who are working towards level 1

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		21		
Percentage of pupils at each level							
			1	2	3	4	5
English	Teacher assessment	School	4.5	4.5	19	24	48
		National	1	4	15	47	0
Mathematics	Teacher assessment	School	0	0	24	28	48
		National	1	3	15	47	32
Science	Teacher assessment	School	0	0	14	38	48
		National	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment			
by teacher assessment		by test	
In the school	71.4	In the school	N/A
In Wales	74.3	In Wales	N/A

Appendix 4

Evidence base of the inspection

- A team of three inspectors who were present in the school for seven inspector days carried out the inspection with a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Fifteen questionnaires completed by parents were carefully analysed.
- Discussions were held with the head and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Thirty-eight lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 Appendices Early Years English Geography
Mrs Caterina Lewis (Lay Inspector)	Contributions to Key Questions 1, 3 4 & 7
Mrs Julie Jones (Team Inspector)	Contributions to Key Questions 2, 3, 4 & 7 Science Information and communications technology Physical education
Mrs Gaynor Anstice (Headteacher/Nominee)	Contributions to all Key Questions

Contractor :

Lincolnshire Inspection Team
37 Park Drive
Grimsby
North East Lincolnshire
DN32 0EG

Acknowledgement

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