

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

**Heol-y-Cyw Primary School  
High Street  
Heol-y-Cyw  
CF35 6HY**

**School Number: 6722136**

**Date of Inspection: 12/02/07**

**by**

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78706**

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- \* nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- \* primary schools;
- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
- \* the education, guidance and training elements of Jobcentre Plus.

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- \* makes public good practice based on inspection evidence.

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Heol-y-Cyw 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 Heol-y-Cyw Primary School took place between 12/02/07 and 14/02/07. An independent team of inspectors, led by Dr David G Evans, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. The school is situated in the small, rural village of Heol-y-Cyw, a few miles north of Bridgend. The community has evolved as a result of farming and coal mining. The immediate catchment area is Heol-y-Cyw and Heol Laethog and the area is described as being neither advantaged nor disadvantaged.
2. The school was opened in 1911 to serve the community of Heol-y-Cyw. It is one of four small schools providing early years and primary education within the Bridgend local education authority (LEA). The consequence of small numbers on roll is that there are mixed-age classes throughout the school: class 1 is for nursery and reception children, class 2 for years 1, 2 and 3 pupils and class 3 is for years 4, 5 and 6 pupils. There are currently 76 pupils on roll, with numbers increasing steadily each year.
3. Around 10% of pupils are entitled to free school meals (FSM) and the figure has risen over the last year or so. Pupils come mainly from homes where English is the predominant language and Welsh is taught as a second language. No pupil receives support for English as an additional language.
4. Currently, around 10% of the pupils are identified as requiring support for special educational needs (SEN); there are no pupils with a statement of SEN.
5. Heol-y-Cyw primary school achieved the Basic Skills Quality Award in 2004, the Healthy Schools Awards in 2004 and 2005 and the prestigious Eco Green Flag in September 2006.
6. During the inspection period, two full-time members of staff were not in school: the class 2 teacher was on maternity leave and the class 3 teacher, who is the deputy head, was on sick leave. These classes were taught by two newly qualified teachers (NQT), who had been in school for approximately two months before the inspection.
7. The school was last inspected in February 2001, two terms before the present head teacher took up her post.

### The school's priorities and targets

8. The school's mission statement, which is 'Together Everyone Achieves More' (TEAM), underpins the school's ethos.
9. The school's main priorities and targets for 2006-2007 are to:
  - improve standards of achievement in writing and handwriting;
  - continue to develop the foundation phase;

- develop and implement the assessment for learning framework (AfL);
- explore and implement the new ‘thinking skills’ agenda and link with the AfL strategies;
- enhance the achievement of more able pupils;
- improve standards of achievement, quality and provision in subject areas identified in self-evaluation processes;
- increase links with parents; and
- improve further the school’s internal and external environment.

## Summary

10. Heol-y-Cyw Primary is a good, inclusive school with many outstanding features. It helps its pupils to achieve well and provides them with good quality teaching. The outstanding quality of the head teacher’s leadership has been instrumental in ensuring that this is a highly improved school.

### 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?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	2

**Grades for standards in subjects inspected:**

11. Overall, pupils' standards of achievement in the lessons observed during the inspection are judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	67%	33%	0%	0%

12. These figures compare well with the Welsh Assembly Government (WAG) 2007 targets for Wales which are that 98% of standards of achievement should be at least Grade Three and 65% should be Grade Two or better.

13. Assessments indicate that attainment on entry to the school is generally average, but children improve considerably in the nursery and reception class. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

**Grades for standards in subjects inspected:**

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	<b>Grade 2</b>	<b>Grade 2</b>
Welsh Second Language	<b>Grade 3</b>	<b>Grade 3</b>
Science	<b>Grade 2</b>	<b>Grade 2</b>
Information Technology	<b>Grade 2</b>	<b>Grade 2</b>
Art	<b>Grade 2</b>	<b>Grade 2</b>
Physical Education	<b>Grade 2</b>	<b>Grade 2</b>

14. Pupils in school, regardless of their age, ability or ethnicity, make good progress in their acquisition of new skills, knowledge and understanding. Those with additional learning needs, including those with SEN, make good progress and achieve well.

15. Children under five make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English. Their progress in speaking, listening, early reading and writing through the medium of Welsh and in bilingual competence has good features which outweigh shortcomings. Their progress in numeracy, information technology, problem solving and creative skills is good with no important shortcomings. Their personal and social education skills are good with outstanding features.

16. In key stages (KS)1 and 2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing through the medium of English. Their progress in speaking, listening, reading and writing through the medium of Welsh and in bilingual competence has good features which outweigh shortcomings. Their progress in numeracy, information technology, problem solving and creative skills is good with no important shortcomings. Their personal and social education skills are good with outstanding features.
17. As the number of pupils eligible for assessment at the end of KS1 was less than 10 in the national curriculum (NC) tests in 2006, only the overall performance indicator is included. The core subject indicator (CSI), which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was below local and national averages. The school's results in KS1 were high in 2003 and 2005, with dips in performance in 2004 and 2006. However, these figures are based on a small number of pupils in each cohort and, in addition, they are affected by the number of pupils identified with SEN in the year group. Inspection evidence shows that pupils' achievement in 2006 was good in relation to their prior attainment on entry and to their individual special needs.
18. In KS2 in 2006 the number of pupils eligible for assessment was less than 5 and, in order to safeguard their anonymity, summary information is not included. Inspection evidence shows that all achieved well in relation to their prior attainment on entry and to their individual special needs. The relatively small number of pupils assessed at the end of both key stages each year does not make comparisons between boys and girls meaningful.
19. Pupils throughout the school have good attitudes to their learning. They enjoy their lessons and are interested in their tasks. However, there are shortcomings in relation to pupils' capacity to work independently in lessons.
20. The progress pupils make in their spiritual, moral, social, cultural and wider development is an outstanding feature of the school.
21. Pupils are well behaved throughout the school. Their understanding of issues relating to equal opportunities is an outstanding feature.

**The quality of education and training:**

22. The quality of teaching in the lessons observed was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
5%	74%	21%	0%	0%

23. This compares appropriately with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good or better (Grades 1 and 2) in 79 per cent of lessons, with 17 per cent of lessons having outstanding features (Grade 1).

24. The outstanding features observed in teaching were:
- a very effective pace of learning which challenges and stimulates pupils very well; and
  - very good classroom organisation that captures pupils' interest and enthusiasm from the outset.
25. The majority of lessons were judged to be good with no important shortcomings. The good features included:
- aims and objectives clearly presented at the beginning of lessons, which are shared well with pupils in lesson introductions;
  - teachers' detailed knowledge and understanding of the subjects being taught; and
  - teachers' effective behaviour management strategies, which ensure that pupils work productively.
26. In the lessons where teaching was judged to have some shortcomings, these included:
- on occasions, expectations not being sufficiently ambitious nor the work sufficiently challenging; and
  - teachers not meeting the language needs of pupils well enough.
27. The rigour of assessment and its use in planning and improving learning have good features and no important shortcomings. In some aspects, the quality of assessment is good with outstanding features, for example, the portfolios of work assembled for the core and foundation subjects.
28. Marking is of good quality and, in the best practice, teachers offer appropriate guidance on how pupils can improve their work. Annual reports to parents are of outstanding quality and give a very clear picture of pupils' achievements in each subject.
29. The school provides a broad and balanced curriculum that is accessible to all children and which fully meets the requirements of the NC and the agreed syllabus for religious education. Pupils throughout the school experience a very well planned programme of purposeful and diverse activities.
30. The curriculum for the under-fives is very well planned, stimulating and motivating. The school has embraced the philosophy and practices of the forthcoming foundation phase in an outstanding manner.
31. Provision for pupils' personal development, including their spiritual, moral, social and cultural development, is an outstanding feature of the school. The school provides a very good programme to support pupils' personal and social education (PSE).

32. The school provides very good opportunities for out-of-school learning that enrich and extend pupils' learning very effectively. This is also an outstanding feature.
33. The promotion of the Welsh dimension and the cwricwlwm Cymreig is effective. However, procedures to promote pupils' bilingual skills have some shortcomings.
34. The head teacher and staff work very well together to provide an exemplary level of care and support for pupils. This is an outstanding feature of the school's provision. The school promotes a strong ethos that endeavours to make every pupil feel valued and included. Effective procedures are in place to ensure the healthy development, safety and well-being of pupils.
35. The school's partnership with parents is a major strength and parents appreciate the friendly and caring ethos of the school. Very effective links are established with parents and an open-door policy ensures that home and school work very closely together.
36. The quality of provision for pupils with additional learning needs is good. The school's policy in this respect is comprehensive and fully complies with the Code of Practice (CoP). Throughout the school, teachers and support staff work well as a team and pupils' individual education plans (IEP) are well managed. Members of staff identify individual learning needs appropriately and discuss these with the Special Education Needs Co-ordinator (SENCo).
37. The school has very effective strategies to encourage good behaviour and to eliminate any potential forms of oppressive behaviour or harassment.
38. The quality of provision for equal opportunities is good with outstanding features. The school is extremely successful in its aim to give every pupil an equal opportunity to succeed.

#### **Leadership and management:**

#### **Outstanding Practice:**

39. The head teacher, through her leadership and management of members of staff, governors, pupils and procedures, has contributed significantly to the development of the school as a hard-working, caring and inclusive community.
40. The head teacher places considerable emphasis on the achievement of high standards and an ethos which embraces the values of trust, care, consultation and co-operation.
41. It is obvious that members of staff respond enthusiastically and energetically to the head teacher's commitment, her vision and the sensitive and supportive way in which she treats them as leaders, managers and individuals.

42. Other outstanding features of leadership and management include:
- a very clear direction which promotes the aim of achieving high standards; and
  - the school's outstanding response to national and local priorities in areas such as the development of the foundation phase, healthy eating and education for sustainable development and global citizenship.
43. The governing body (GB) is very supportive of the school. Governors are very well informed on all aspects of the school's life and help the head teacher and members of staff in setting the school's strategic direction. Many governors are very experienced and all are ambitious for the school and very proud to be associated with it. They meet regulatory and statutory requirements.
44. Prior to the inspection the school produced a comprehensive, detailed and very thorough self-evaluation report. The school displays a very positive self-critical culture in which the head teacher, members of staff and governors work hard to improve the quality of education. Self-evaluation and planning for improvement are very well embedded in all aspects of the school's work.
45. The school has responded very well to the key issues identified in the previous inspection report and has made good progress.
46. The school is adequately staffed for the number of pupils on roll. All permanent members of staff are suitably qualified and experienced. Learning support staff make a good contribution to the school. Day-to-day administration is smooth and efficient. The school administrator, lunchtime staff and caretaker carry out their roles and responsibilities effectively. They are supportive of the school and they are regarded as valued members of the school team.
47. The quality and range of learning resources are good with outstanding features. There are interactive whiteboards in classes and these contribute significantly to pupils' learning.
48. The accommodation is adequate for the number of pupils on roll. The school building and grounds are well maintained and in good condition overall. The under-fives play in a safe, secure outdoor area and the very recently laid soft-fall surface helps further promote children's physical development. Space in one classroom is restricted, especially when pupils are involved in practical activities. The multi-purpose hall is also small. It is a thoroughfare and used to store equipment and resources; this is because there is a lack of storage space throughout the school.
49. The school manages its resources well and ensures that spending priorities are well matched to the school development plan (SDP). Expenditures and budgets are reported regularly to the GB. Members of staff are generally deployed effectively. The use of resources is regularly reviewed and, overall, the school gives good value for money.

## Recommendations

In order to improve standards further, it is recommended that the school should:

R1 further raise standards in Welsh second language and bilingual skills in both key stages; and

\*R2 further develop pupils' independent learning skills, in order to ensure that they take more responsibility for their own work.

\* This recommendation is partly addressed in the school's own priorities for improvement.

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

50. The findings of the inspection team do not match the judgement of Grade 1 made by the school in its self-evaluation report. This is because the school had overestimated the number of outstanding features in standards.

51. Overall, pupils' standards of achievement in the lessons observed during the inspection are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	67%	33%	0%	0%

52. Only 12 lessons were awarded a grade for pupil achievement and this makes the statistical percentages represented above high.

53. These figures compare well with the Welsh Assembly Government (WAG) 2007 targets for Wales which are that 98% of standards of achievement should be at least Grade Three and 65% should be Grade Two or better.

54. Assessments indicate that attainment on entry to the school is generally average, but children improve considerably in the nursery and reception class. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

#### Grades for standards in subjects inspected:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh Second Language	Grade 3	Grade 3
Science	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

55. Pupils in school, regardless of their age, ability or ethnicity, make good progress in their acquisition of new skills, knowledge and understanding. Pupils with additional learning needs, including those with SEN, make good progress and achieve well.
56. Children under five make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English. Their progress in speaking, listening, early reading and writing through the medium of Welsh and in bilingual competence has good features which outweigh shortcomings. Their progress in numeracy, information technology, problem solving and creative skills is good with no important shortcomings. Their personal and social education skills are good with outstanding features.
57. In KS1 and KS2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing through the medium of English. Their progress in speaking, listening, reading and writing through the medium of Welsh and in bilingual competence has good features which outweigh shortcomings. Their progress in numeracy, information technology, problem solving and creative skills is good with no important shortcomings. Their personal and social education skills are good with outstanding features.
58. As the number of pupils eligible for assessment at the end of KS1 was less than 10 in the NC tests in 2006, only the overall performance indicator is included. The CSI, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was below local and national averages. The school's results in KS1 were high in 2003 and 2005, with dips in performance in 2004 and 2006. However, these figures are based on a small number of pupils in each cohort and, in addition, they are affected by the number of children identified with SEN in the Year 2 group. Inspection evidence shows that pupils' achievement in 2006 was good in relation to their prior attainment on entry and to their individual special needs.
59. In KS2 in 2006, the number of pupils eligible for assessment was less than 5 and, in order to safeguard their anonymity, summary information is not included. Inspection evidence shows that all achieved well in relation to their prior attainment on entry and to their individual special needs. The relatively small number of pupils assessed at the end of both key stages each year does not make comparisons between boys and girls meaningful.
60. The development of pupils' personal, social and learning skills is good with no important shortcomings. Pupils throughout the school have good attitudes to their learning. They enjoy their lessons and they are interested in their tasks. They are well motivated, they work productively and they generally make effective use of their time in lessons. However, there are some shortcomings in relation to pupils' capacity to work independently in lessons.
61. The progress pupils make in their spiritual, moral, social, cultural and wider development is an outstanding feature of the school. Pupils very successfully develop their personal values, together with a respect for, and an understanding of, the values of others. Through active participation in assemblies, the school council, the Eco committee and extra-curricular activities, pupils very

successfully develop skills to work as part of a team and as members of the school community.

62. Pupils are well behaved throughout the school and older pupils, in particular, display qualities of maturing citizenship within the school community. All are invariably courteous and polite and they respond well to the efforts of staff to raise their self-image through positive praise. They demonstrate pride in their personal successes and in those of the school in general. They show respect for their peers, adults and visitors.
63. Throughout the school pupils' understanding of issues relating to equal opportunities is an outstanding feature. They show enormous respect for other faiths and cultural traditions and they clearly value the contributions that they make to society.
64. Pupils prepare very well for participation in the workplace and the community. This is an outstanding feature. Throughout the school they undertake a range of responsibilities: there are monitors in each class and some work as Eco councillors. Others enthusiastically perform their duties as energy monitors. School council year representatives meet weekly and they participate in major decisions and initiatives. School councillors also prepare carefully considered questions and are involved in interviewing applicants for teaching posts. Older pupils also work as junior road safety officers. In addition, pupils raise funds for local and national causes and they visit many different places: these activities enhance their knowledge and understanding of community-related and global matters very successfully.

The average rate of attendance for the three terms prior to the inspection was 93.33%. Absences are caused mainly by illness but, although the school actively discourages them, an increasing number of parents take family holidays during term time and this is having an adverse effect on the overall attendance rate. Almost all pupils attend school regularly and are punctual. A significant number of pupils achieve almost perfect attendance and are rewarded at the end of the year.

## The quality of education and training

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

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

66. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the school had overestimated the number of outstanding features in teaching.
67. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	74%	21%	0%	0%

68. This compares appropriately with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good or better (Grades 1 and 2) in 79 per cent of lessons, with 17 per cent of lessons having outstanding features (Grade 1).
69. Some outstanding features were observed in teaching, with many lessons being judged good with no important shortcomings.
70. The outstanding features are:
- a very effective pace of learning which challenges and stimulates pupils very well; and
  - very good classroom organisation that captures pupils' interest and enthusiasm from the outset.
71. Where teaching was judged to be good with no important shortcomings, the good features included:
- aims and objectives clearly presented at the beginning of lessons, which are shared well with pupils in lesson introductions;
  - teachers' detailed knowledge and understanding of the subjects being taught; and
  - teachers' effective behaviour management strategies, which ensure that pupils work productively.
72. In the lessons where teaching was judged to have some shortcomings, these included:
- on occasions, expectations not being sufficiently ambitious nor the work sufficiently challenging; and
  - teachers not meeting the language needs of pupils well enough.
73. The rigour of assessment and its use in planning and improving learning have good features and no important shortcomings. In some aspects, the quality of assessment is good with some outstanding features: for example, the portfolios of work assembled for the core and foundation subjects are very clear indications of standards of achievement; they are also very well annotated and levelled. The school's procedures for recording, reporting and assessment fully meet statutory requirements.
74. Members of staff make good use of a wide range of assessments to gather information about pupils' achievements and progress and they use the information effectively to monitor the progress that individuals and groups of pupils make. Marking is of good quality and, in the best practice, teachers offer appropriate guidance on how pupils can improve their work.
75. As well as providing useful evidence for teachers, assessment records are used very effectively to provide parents with invaluable information about their

children's progress. Annual reports to parents are of outstanding quality and give a very clear picture of pupils' achievements in each subject. They also include targets for improvement in many subjects.

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

**Grade 1: Good with outstanding features**

76. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
77. The school provides a broad and balanced curriculum that is accessible to all children and fully meets the requirements of the NC and the agreed syllabus for religious education. Pupils throughout the school experience a very well planned programme of purposeful and diverse activities. The curriculum fully complies with legal requirements.
78. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. The curriculum for the under-fives is very well planned, stimulating and motivating. The school has embraced the philosophy and practices of the forthcoming foundation phase in an outstanding manner. The school has also based its planning in KS1 on the foundation phase and role play and activity areas have become an integral part of learning.
79. There are very effective whole-school policies and schemes of work in place for all the NC subjects and religious education. The schemes of work are extremely detailed and very carefully planned over a three-year cycle, in order to meet the needs of all pupils in the mixed-age classes. This is an outstanding feature of the provision.
80. As pupils move through the school, the curriculum builds systematically on existing knowledge, understanding and skills and this ensures continuity and progression in pupils' learning. This contributes very well to the good standards within the school.
81. Provision for the development of pupils' basic and key skills is good and is threaded effectively through teachers planning in all subjects and areas across the curriculum.
82. Provision for pupils' personal development, including their spiritual, moral, social and cultural development, is an outstanding feature of the school. The school ensures that pupils have a very well developed sense of right and wrong, that they take responsibility for their own actions and that they show a very mature level of respect for others in the school community. Assembly times provide very good opportunities for pupils to reflect on their daily lives. The relationships that exist between the pupils and their teachers, as well as between the children themselves, are very strong features of the school.

83. The provision for spiritual development is outstanding. Collective worship is a meaningful occasion and makes a very effective contribution to the life of the school. Pupils are fully involved in acts of collective worship and they are encouraged to enact parts of Biblical and other appropriate stories. The scheme of work for collective worship is an outstanding feature of the school: it is very carefully planned and shared very effectively with members of staff and pupils.
84. The provision for pupils' moral and social development is also of outstanding quality. The strong emphasis placed upon ensuring that pupils are polite to one another and to members of staff and visitors is very successful. Procedures to promote pupils' cultural development are also outstanding features. The school organises multicultural days on a regular basis and actively encourages pupils to study and respect other faiths, traditions and cultures.
85. The school provides a very good programme to support pupils' PSE. Teachers encourage pupils to be honest and sensitive about their concerns in a variety of ways: these include school assemblies, school council meetings and class discussions.
86. The school provides very good opportunities for out-of-school learning that enrich and extend the curriculum very well. A variety of sporting and cultural activities are provided and these are very well attended. This is also an outstanding feature of this school.
87. The promotion of the Welsh dimension and the cwricwlwm Cymreig is effective. Visits to places of interest, in particular, make a good contribution to pupils' awareness and understanding of the culture and heritage of Wales. However, procedures to promote bilingual skills have some shortcomings.
88. The school has developed very effective partnerships with other providers and all other interested parties. There are very good links with teacher training colleges, universities and local primary and secondary schools. For example, the school works in close partnership with the secondary school on a French language project and pupils compete in termly inter-school sports events. Community links are also outstanding and the school lies securely at the heart of the community.
89. The school works very hard to involve parents in the education of their children. Regular newsletters and other forms of communication, including the school website, keep parents very well informed about the work of the school. Class letters also provide parents with detailed information on class topics and strategies to help their children improve their work.
90. The termly 'chat with teachers' meetings held after school and the annual parent/governors' evenings that involve pupils are very successful strategies to ensure that parents are fully included in the life and work of the school. This is an outstanding feature of the provision.
91. Parents, grandparents and representatives of many other local groups regularly visit the school and share their experiences with pupils. A carefully planned

programme of educational visits and visitors from the community helps to raise pupils' awareness of the world of work both past and present. A local dairy farmer and shoemaker, as well as the police and emergency services, regularly come to school to support pupils' work.

92. Visits to local places of interest, such as to Porthcawl and the T-Mobile Call Centre at Bridgend, very successfully enhance curricular and learning experiences for pupils. Work in science and technology, for example, is well extended through visits to an insulation manufacturing company.
93. The school provides effective work-related education for pupils, who visit a range of retail, industrial and commercial sites, and personnel from different professions and occupations regularly visit to speak to the pupils about their work. Teachers have also been involved in placements at a local company.
94. The head teacher and members of staff are very successful in tackling social disadvantage, challenging stereotyping and promoting equal opportunities for all pupils. The school's commitment to equality and social exclusion is an exemplary feature.
95. The school demonstrates a very strong commitment to the preservation of the environment and very successfully promotes pupils' awareness of sustainable development and global citizenship. Older pupils, for example, have had opportunities to present their ideas to local environmental officials. The school was recently awarded the Eco School status.
96. The school attends very well to national priorities for lifelong learning and community regeneration.

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

##### **Grade 1: Good with outstanding features**

97. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
98. The head teacher and staff work very well together to provide an exemplary level of care and support for pupils. This is an outstanding feature of the school's provision. The school promotes a strong ethos that endeavours to make every pupil feel valued and included.
99. Members of staff and outside agencies work together very successfully to care for and guide pupils. In discussion, pupils confirm this and state that they feel safe and very well supported. They are confident that there is an adult they can turn to for support and advice if they are unhappy. The pastoral care of pupils is an outstanding feature of the support and guidance given to pupils by the head teacher and members of staff.
100. The school's partnership with parents is a major strength and parents appreciate the friendly and caring ethos of the school. Very effective links are established

with parents and an open-door policy ensures that home and school work very closely together. All members of staff are accessible to parents on a daily basis. Parents are very aware of whole-school themes and share enthusiastically in their children's learning. Their responses to the pre-inspection questionnaire were very positive for all aspects of the school. Parents are kept very well informed by newsletters and other forms of communication.

101. The head teacher and members of staff encourage pupils to develop a tolerance and an understanding of each other through a variety of initiatives, such as friendship benches, quiet areas and reflection chair. In addition, older pupils are actively encouraged to care for younger pupils. These initiatives help to create an environment in which pupils feel happy and very secure.
102. Induction programmes for new children and their parents are very well established in the school and ensure that pupils settle quickly and happily in their new class. Transfer arrangements within the school are also of outstanding quality as pupils move from one class to another and from one key stage to the other. There are outstanding links with the secondary school as pupils prepare to move on the next stage of their learning.
103. The school monitors the attendance and punctuality of pupils well and works closely with the education welfare officer (EWO) to improve attendance in the few cases that give concern.
104. Effective procedures are in place to ensure the healthy development, safety and well-being of pupils. Members of staff are trained in first-aid procedures and they administer medicines carefully. Accidents are carefully recorded, fire drills are held regularly and risk assessments are systematically conducted around the school and for educational visits. The school has a comprehensive health and safety policy; there is a named health and safety governor and older pupils are trained in appropriate aspects of health and safety, relating, for example, to the safe handling of physical education equipment.
105. The school has a very effective child protection policy that fully complies with the LEA policy. Members of staff are trained in child protection, with the head teacher and deputy head being the designated officers. Clear information about the misuse of drugs, alcohol and matters relating to sex education is provided sensitively and very effectively by the school.
106. The school council is very well established and extremely effective. Pupil councillors are encouraged to use a range of methods, including PowerPoint presentations, to communicate their ideas and findings to the school community, governors and visitors.
107. The quality of provision for pupils with additional learning needs is good. The school's policy in this respect is comprehensive and fully complies with the CoP. Throughout the school, teachers and support staff work well as a team and pupils' IEPs are well managed by the learning support officer.

108. Members of staff identify individual learning needs appropriately and discuss these with the head teacher, who is the SENCo. However, the process of identifying pupils' needs is not always applied swiftly enough.
109. The process of SEN assessment, target setting and review includes both pupils and parents at all stages. Each pupil has a detailed IEP, which has specific targets that are achievable and appropriate. The IEPs are of good quality and are used effectively by teachers and support staff to plan pupils' work.
110. The school has very effective strategies to encourage good behaviour and to eliminate any potential forms of oppressive behaviour or harassment. These strategies are based firmly on very positive behaviour management techniques. Links with outside agencies are very good and teachers make very effective use of additional support and guidance.
111. The quality of provision for equal opportunities is good with outstanding features. The school is extremely successful in its aim to give every pupil an equal opportunity to succeed. It recognises the diversity of pupils' backgrounds and all are treated equally and with enormous respect. Irrespective of their gender, ability or need, they have equal access and opportunity to participate in school life. This is an outstanding feature of the school's provision.
112. The school promotes very good race relations and policies on equal opportunities and race equality are firmly in place. Diversity and differences are very successfully celebrated in school assemblies, in each class and throughout the school.
113. There are currently no pupils with physical disabilities. The school has undertaken a very comprehensive audit to ensure that disabled pupils do not suffer from less favourable treatment. It has also taken a number of very positive steps to ensure that pupils are able to access all aspects of the curriculum: for example, there are brightly painted railings around the school building, ramps are suitably located and there are parking facilities for the use of disabled pupils and visitors. These are outstanding features of the school's provision.

## **Leadership and management**

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

#### **Grade 1: Good with outstanding features**

114. The findings of the inspection team match the judgement made by the school in its self-evaluation report. The grade awarded to this key question, however, does not correspond to that awarded for key question 1 because of the significance of the outstanding features identified by the inspection team.

### **Outstanding Practice:**

115. The head teacher, through her leadership and management of members of staff, governors, pupils and procedures, has contributed significantly to the development of the school as a hard-working, caring and inclusive community school.

116. The head teacher places considerable emphasis on the achievement of high standards and an ethos which embraces the values of trust, care, consultation and co-operation.

117. It is obvious that members of staff respond enthusiastically and energetically to the head teacher's commitment, her vision and the sensitive and supportive way in which she treats them as leaders, managers and individuals.

118. Other outstanding features in terms of leadership and management include:

- a very clear direction which promotes the aim of achieving high standards;
- a strong and inclusive atmosphere of team work;
- the high expectations of members of staff in terms of pupils' achievement;
- the way in which subject leaders and managers work together purposefully and manage their areas of responsibility very successfully; and
- the school's outstanding response to national and local priorities in areas such as the development of the foundation phase, healthy eating and education for sustainable development and global citizenship.

119. Systems to support, develop and improve the performance of members of staff are very well developed. Performance management procedures are well embedded into the life of the school and targets set have had a positive influence on school improvement. All members of staff have the opportunity to discuss their performance and training requirements with the head teacher.

120. The GB is very supportive of the school. Governors are very well informed on all aspects of the school's life and help the head teacher and members of staff in setting the school's strategic direction. Many governors are very experienced and all are ambitious for the school and very proud to be associated with it. They meet regulatory and statutory requirements.

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

#### **Grade 1: Good with outstanding features**

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

122. The school displays a very positive self-critical culture, in which all members of staff and governors are committed to school improvement. The process of self-evaluation and planning for improvement is very well established and subject leaders work in close partnership with link governors. The head teacher has established very clear processes, procedures and routines, which are well implemented in the school by all members of staff. The school's progress in achieving its targets is regularly and rigorously evaluated by the head teacher and subject leaders.
123. The school's self-evaluation process is outstanding. Because of the very close teamwork that exists in the school, all members of staff are fully involved in the self-evaluation process. Teachers and support staff fully understand their contributions to the need for continuous improvement.
124. The self-evaluation report produced for the inspection is of outstanding quality. It is a detailed and thorough analysis of the school's strengths and areas for development. It is supported by a wide range of documentary and statistical evidence. The findings of the inspection team match the judgement of the school in four of the seven key questions. Where they do not agree, this is because the school overestimated the number of outstanding features and the team awarded one grade lower.
125. The school works exceptionally hard to involve all stakeholders in the self-evaluation process. It canvasses the views of governors, pupils, parents and the school council. There is also very effective involvement of the wider community, through consultation with representatives of various groups. This is an outstanding feature.
126. The school has developed a very effective monitoring programme, which includes class observations and careful scrutiny of pupils' work. Outcomes are discussed regularly and teachers' planning is monitored carefully and regularly by the head teacher. Class teachers evaluate teaching and learning and subject leaders produce subject evaluations which feed the School Development Plan (SDP); these are also presented to the GB.
127. The SDP is based on a very thorough audit of the current situation. An outstanding feature is the very detailed analysis of every aspect of the school's work. The resulting priorities and actions that are derived from these analyses are usually appropriate within the school's context. The school sets specific time-scales for the achievement of objectives and resources are realistically allocated from the school's budget.
128. The school has responded very well to the key issues identified in the previous inspection report and made good progress. It has dealt effectively with the key issues identified. As a result of rigorous self-evaluation, the quality of the curriculum and overall care and guidance are now good with outstanding features.

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

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

129. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. This is because the inspection team judged that the school had overestimated the number of outstanding features in this key question.
130. The school is adequately staffed for the number of pupils on roll. All permanent members of staff are suitably qualified and experienced.
131. Learning support staff make a good contribution to the school. They support teachers and pupils well and are valued members of the school community. They consistently provide sensitive and unobtrusive support for pupils' learning.
132. The school is acting appropriately in response to the workload agreements by releasing teachers for non-contact periods. Teachers are given appropriate time for planning, preparation and assessment.
133. Members of staff receive appropriate levels of training. Continuous professional development is well managed and has a good impact on teaching and learning. The head teacher ensures that all appropriate members of staff are given an opportunity to develop their professional interests.
134. Day-to-day administration in the school is smooth and efficient. The school administrator, lunchtime staff and caretaker carry out their roles and responsibilities effectively. They are supportive of the school and they are regarded as valued members of the school team. The school makes good use of information technology and routine administration to support assessment and financial management effectively.
135. The quality and range of learning resources are good with outstanding features. There are interactive whiteboards in classes and these contribute significantly to pupils' learning. The library is very well stocked and provides very good facilities for research. The library also houses the Information Technology (IT) suite and central resources.
136. The accommodation is adequate for the number of pupils on roll. The school building and grounds are well maintained and in good condition overall. The under-fives play in a safe, secure outdoor area and the very recently laid soft-fall surface helps further promote children's physical development. The nursery rhyme garden is a very attractive feature that helps develop pupils' creative skills. The playground is sufficiently large to allow pupils to play safely and pupils use the local community rugby field for some physical education lessons.
137. Two of the three classrooms are sufficiently spacious to house the pupils. However, space in one classroom is restricted, especially when pupils are involved in practical activities. The multi-purpose hall is also small. It is a

thoroughfare and it is used to store equipment and resources; this is because there is a lack of storage space throughout the school.

138. The school manages its resources well and ensures that spending priorities are well matched to the SDP. Expenditures and budgets are reported regularly to the GB. Members of staff are generally deployed effectively. The use of resources is regularly reviewed and, overall, the school gives good value for money.

## Standards achieved in subjects and areas of learning

### English

**Key Stage 1: Grade2: Good features and no important shortcomings**

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

#### **Good features:**

139. In both key stages, pupils develop good listening skills. They listen attentively to their teachers, to their peers in class and during other formal situations, such as in assemblies and in school council meetings. In KS1 they listen with attention to stories, showing good recall of the plot and characters. In KS2 they listen effectively with sustained concentration in both whole class and collaborative group occasions.
140. Pupils make good progress with their speaking skills. In KS1 they take turns and eagerly answer their teacher's questions. They role play and express opinions confidently. By the end of KS2 they speak effectively in formal and informal situations. They contribute well to whole-class discussions and are keen to share their experiences with others. Pupils in both key stages prepare and deliver a very good presentation to a visitor as part of their school council meeting.
141. In KS1 the majority of pupils read well according to their age and ability, with the more able reading fluently. They make good progress in phonics and word recognition. They use appropriate strategies to arrive at meaning, for instance by building up words phonetically or using illustrations or the context of a story to help them. By the end of KS2 the majority read with expression and intonation, basing their interpretation on grammatical features, such as commas, full stops and question and exclamation marks. In KS2 the more able have a good understanding of the organisational structure of non-fiction texts, they understand the purpose of contents, index and glossary and they use them confidently to extract information. Many talk enthusiastically about a range of literature and their favourite authors.
142. In KS1 pupils are making good progress in writing and they focus well on given tasks. The majority form letters, space words and write simple sentences well,

using capital letters and full stops appropriately. They recognise that writing comes in a variety of forms and is used for different purposes and audiences. Older pupils begin to develop and use a widening vocabulary and they spell common words correctly. More able pupils produce extended writing, which is imaginative and well presented.

143. In KS2 most pupils write confidently, using a range of different styles for different purposes and audiences. They have a good understanding of grammatical conventions and sentence structures and their spelling is usually accurate. By the end of KS2 pupils have a good understanding of the process of planning from notes and of organising notes into written text. More able pupils produce written submissions, which are of outstanding quality.

**Shortcomings:**

144. There are no important shortcomings.

<b>Welsh second language</b>
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**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

**Good features:**

145. KS1 pupils show a reasonable degree of understanding when someone speaks to them in Welsh and they generally respond appropriately. They develop a growing awareness of a range of vocabulary related to colours, numbers and the weather.

146. In KS1 pupils have a reasonable understanding of Welsh labels and signs and they read them correctly. They show appropriate comprehension when reading their worksheets and they write single words or short phrases correctly.

147. Pupils in KS2 are aware of some conventions of the Welsh language, for example, that the most important word comes first when combining nouns and adjectives. In speaking and listening activities they ask each other questions and generally respond correctly.

148. In KS2 pupils read simple passages and sentences appropriately with reasonable accents. By Year 6, they write straightforward sentences and some make amendments and additions to the basic formats.

**Shortcomings:**

149. In both key stages pupils make insufficient use of incidental Welsh in their daily routines.

150. In both key stages pupils lack confidence when reading simple Welsh books.

151. In both key stages pupils' writing skills do not develop well enough.

<b>Science</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

**Good features:**

152. In KS1 pupils develop a good understanding of fair testing and they predict and record their findings accurately. They use scientific language well and they conduct a number of experiments effectively.

153. Pupils in KS1 can classify materials into different categories, for example as wood, glass, metal and plastic. They are able to explain what they are doing and they justify their decisions effectively.

154. Pupils in KS1 use Carroll and Venn diagrams well to record their findings. Most are able to record their investigations well and they have a good understanding of the properties of materials and how to classify them.

155. Pupils' knowledge, understanding and skills develop well in KS2. They have a good understanding of plant parts and their functions and they have a very good understanding of the factors that contribute to healthy eating and living.

156. Older pupils in KS2 undertake successful investigations related to electricity. They select suitable materials to make circuits and they are able to adapt their work to make more complex circuits by adding switches and buzzers.

157. In KS2 pupils have a good knowledge of the concept of evaporation and they demonstrate effective skills in planning experiments related to separating mixtures.

158. Throughout KS2 pupils' skills of predicting, observing and presenting their findings develop well.

**Shortcomings:**

159. Although there are no important shortcomings, pupils do not consistently develop their independent learning skills.

## Information technology

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

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

### **Good features:**

160. In KS1 pupils develop a number of basic skills well, such as executing commands, using the mouse and pointer and operating a number of facilities on the tool bar. They can use the enter key, space bar and shift key accurately.
161. In Year 2 pupils are able to use hyperlinks well to investigate, for example, the properties of animals. They move competently between each link. They can work with independence and they explain what they are doing clearly.
162. In KS1 many pupils develop good keyboard skills and they use different fonts to illustrate and enhance their writing. They can 'cut and paste' pictures and blend these well into their text. They generate, present and organise ideas confidently.
163. Pupils in KS2 research the internet effectively for information and they can access approved, appropriate sites.
164. In KS2 pupils develop and improve their word-processing skills well and they apply these confidently when producing various pieces of writing. They can use a range of different fonts and styles and combine texts and images effectively.
165. Older pupils in KS2 have a good understanding of how to use computers. They know, for example, how to format cells and how to use spreadsheets effectively to create meaningful databases and to investigate problems.
166. Pupils in KS2 can handle computer-generated data well, utilising a variety of commercial programs. For example, they are able to select the most appropriate way to show a graphical interpretation from information they have collected.
167. In KS2 pupils confidently use a variety of programs; for example, they successfully apply a publisher program to create a poster. They quickly and safely save files and drafts and they are able to resize and move pictures around a document confidently.
168. Pupils in KS2 produce very effective PowerPoint presentations and they effectively use the interactive whiteboards in this process.

### **Shortcomings:**

169. There are no important shortcomings.

## Art

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

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

### **Good features:**

170. In both key stages pupils work effectively with a wide range of media and tools to create interesting, bold and colourful artwork.

171. In KS1 pupils draw and paint from observation and memory well. They confidently use the computer to create interesting pictures.

172. Pupils use a wide range of materials well in KS1 and they make suitable changes to their work as they proceed, describing why they have made the change.

173. Pupils have good painting skills and they are able to combine a range of materials well in their artwork.

174. In KS2 pupils work well in two and three dimensions. They develop the skills of drawing, tone and pattern-making well.

175. Pupils have a good knowledge and understanding of the work of Welsh artists and those of the wider world. They produce effective paintings in the style of Richard Wilson and other more contemporary artists.

### **Shortcomings:**

176. There are no important shortcomings.

## 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:**

177. In both key stages pupils know about the importance of warming up and cooling down before and after exercise. They know that it is important to follow safety rules and procedures carefully and to take care not to collide with each other, for example in gymnastics.

178. In KS1 pupils are able to devise a simple sequence. They are able to practise and rehearse their movements well. They co-operate and work well in pairs to improve their work.

179. In KS1 pupils demonstrate good skills when using body movements to travel on different levels and at a different pace.
180. In KS2 most pupils are able to evaluate their own performance and that of others sensibly and constructively. They clearly identify in their evaluations what others have done well and note what can be improved.
181. Pupils in KS2 are able to demonstrate effectively a sequence of three or four movements on the floor. Almost all move with control and poise, ending their sequences well. They are able to devise an asymmetrical sequence with considerable success.
182. Pupils take turns fairly and co-operate successfully, for example, when transferring their floor work to the apparatus. They show good control and they are confident enough to demonstrate their sequences to others.

**Shortcomings:**

183. There are no important shortcomings, but in both key stages pupils do not consistently improve their performance.

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

184. The governing body, head teacher and staff welcome and celebrate the findings of the inspection team, in particular, the many outstanding features identified to reflect the success and achievements of our small primary school.
185. It is rewarding and gratifying to be acknowledged for our exemplary level of care and support and our extremely successful provision for every child to have equal opportunity to succeed.
186. It is fulfilling to have recognised how all staff are regarded as valued members of the school team.
187. We are delighted that our curriculum for under-fives has been favourably recognised in embracing the philosophy and practices of the forthcoming foundation phase in an outstanding manner.
188. We are very pleased that the inspection report has identified the successful involvement of all stakeholders, including the School Councillors, in the self-evaluation process as an outstanding feature and we will continue to maintain this excellent practice.
189. We are proud to have acknowledged in the report our very effective links with parents and the very supportive role and involvement of the school's governing body.
190. We celebrate the inspection findings that the school has responded well to the previous inspection report, making good progress and effectively addressing the key issues.
191. The Inspection Report, alongside the school's Self-Evaluation Report and School Development Plan, will provide strong foundations on which to develop and continually improve standards, teaching, learning, leadership and management skills.
192. The school would like to thank the inspection team for their thorough assessment of the school's strengths and the areas for development identified in the recommendations.
193. Where it is possible to do so, staff and governors will address the recommendations before the end of the school year.
194. A copy of the school's action plan in response to the school's recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

## Appendix 1

### Basic information about the school

Name of school	Heol-y-Cyw Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	High Street, Heol-y-Cyw, Bridgend.
Postcode	CF35 6HY
Telephone number	01656 860240

Headteacher	Mrs L P Bowen-Jones
Date of appointment	September 2001
Chair of governors	Mrs J Boast
Registered inspector	Dr David G Evans
Dates of inspection	12-14 <sup>th</sup> February, 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	13	11	11	7	7	11	7	9	76

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	0	4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:21
Pupil: adult (fte) ratio in nursery classes	1:6
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2006	94.1	94.4	94.6
Summer 2006	89.9	92.3	91.6
Spring 2006	90.3	90.0	94.4

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results

#### End of Key Stage 1:

<b>National Curriculum Assessment KS1 Results 2006</b>	Number of pupils in Y2	7
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	71.4%	In Wales	81%

### National Curriculum Assessment Results

#### End of Key Stage 2:

<b>National Curriculum Assessment KS2 Results 2006</b>	Number of pupils in Y6	3
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included		

## Appendix 4

### **Evidence base of the inspection;**

Three inspectors spent a total of six inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee, but there was no peer assessor present for the duration of the inspection.

The team inspected:

- 19 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- 15 responses to the parents'/carers questionnaires, of which 95.75% of these responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2, 5 and 6 Welsh Second Language, English and Art
Mr Alan Smith Team Inspector	Key Questions 3, 4 and 7 Science, Information Technology and Physical Education
Mrs Caterina Lewis Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs L. P Bowen-Jones Nominee	Contributions to all the Key Questions

### Acknowledgement:

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

### Contractor

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