

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

**A Report on the Quality of Education in**

**Llangewydd Junior School  
Llangewydd Road  
Cefn Glas  
Bridgend  
CF31 4JT**

**School Number: 6722292**

**Date of Inspection: 23 – 26 April 2007**

**by**

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78706**

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Llangewydd Junior 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 Llangewydd Junior School took place between 23/04/07 and 26/04/07. 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   | Y1  | Y2  | Y3  | Y4  | Y5   | Y6    |
| Ages | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Llangewydd Junior School is situated about a mile from the town of Bridgend, at the heart of a large residential area. It serves a mixed catchment area, with a range of privately owned and rented homes. The school opened in 1956 and currently there are 275 pupils on roll. Ninety-five per cent of the children have received early years education and the vast majority have transferred from the nearby infants school.
2. Currently, 17 per cent of the children receive free school meals, although over 20 per cent of the children are entitled to free school meals. Pupils come mainly from homes where English is the predominant language and Welsh is taught as a second language. One per cent of the pupils comes from ethnic minority groups.
3. The school receives pupils with a range of abilities. At present 27 per cent of the pupils are identified as requiring support for special educational needs (SEN), which is above the national average. There are no pupils with a statement of SEN.
4. The school was awarded the Basic Skills Quality Mark in 2004. It is a member of the Wales Quality Centre and has won the Wales Quality Education prize on three occasions in 1998, 2000 and 2003. In 2002 the school won the People Management Prize.
5. The school has experienced a period of change and disruption over the last few years. The head teacher was seconded to the Welsh Assembly Government for two years to support strategic planning for the Foundation Phase and Early Years developments. During this period, two members of staff left the school to take up posts as deputy head teachers. The head teacher has now returned to school and a new deputy head teacher took up his post in June 2006.
6. The school was last inspected in July, 2001.

## **The school's priorities and targets**

7. A summary of the school's current major priorities and targets are to:
- target a further five per cent of children to achieve level 4 in English and mathematics;
  - implement the skills ladders in order to ensure progression across the curriculum;
  - ensure the new thematic planning is fully integrated into the work of the school;
  - continue to develop accelerated learning strategies;
  - further develop bilingualism;
  - continue to develop the Comenius project; and
  - work with providers to develop an after-school club.

## Summary

8. Llangewydd Junior is a good school with a significant number of outstanding features. Through the inspired and inspiring leadership of the head teacher, the school has been transformed in recent years and continues to go from strength to strength. The school provides a wealth of curricular and extra-curricular activities and outstanding pastoral care and support.

### Table of grades awarded

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

9. 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 |
|---------|---------|---------|---------|---------|
| 8.33%   | 83.33%  | 8.33%   | 0%      | 0%      |

10. These figures compare well with the Welsh Assembly Government (WAG) 2007 targets for Wales which are that 98 per cent of standards of achievement should be at least grade three and 65 per cent should be grade two or better.

### Grades for standards achieved in the subjects inspected

| Subject                | Key Stage 2 |
|------------------------|-------------|
| English                | Grade 2     |
| Mathematics            | Grade 2     |
| Information Technology | Grade 1     |
| Art                    | Grade 2     |
| Physical Education     | Grade 2     |
| Religious Education    | Grade 3     |

11. Pupils' progress in information and communications technology skills (ICT) is good with outstanding features. Their progress in speaking, listening, reading and writing through the medium of English, in numeracy, personal and social education skills, problem solving and creative skills is good with no important shortcomings.

12. Good features outweigh shortcomings in the progress that pupils make in Welsh communication skills and in overall bilingual competence.
13. In 2006, the standards in teacher assessments in English, mathematics and science were above national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was also above the national average. When compared with similar schools in Wales, based on the number of pupils registered to receive free school meals, results in English were broadly average, while those in mathematics and science were well above average. The core subject indicator was broadly average. The school's results in 2004 and 2005 were not as good as in 2006 and the dips in performance correlate with the period when the head teacher was on secondment to the Welsh Assembly Government and when there were changes among senior members of staff. In 2006, girls outperformed boys in English, mathematics and science.
14. Pupils, regardless of age, gender, ability or ethnicity, are making good progress in their acquisition of new skills, knowledge and understanding and their achievement is good overall. Those pupils with SEN make good progress and achieve the targets set for them.
15. The development of pupils' personal, social and learning skills is good with no important shortcomings. Pupils are happy and enthusiastic and they have a positive disposition to learning. Pupils make good progress in their spiritual, moral, social and cultural development.
16. Learners understand what they are doing, how well they are progressing and what they need to do to improve. They have an exceptionally good awareness of their individual learning targets. This is an outstanding feature.
17. The standard of pupils' behaviour is good and reflects the expectations and values of the school. Pupils move sensibly in and around the school and they are invariably friendly and polite.
18. Pupils have a good understanding of equal opportunity issues because the concept is so firmly embedded in the culture and ethos of the school. Pupils prepare very effectively for participation in the workplace and the community.
19. Attendance is above the national average for primary schools, at just under 96 per cent for the three terms prior to the inspection.

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

### **Grades for teaching**

20. The quality of teaching in the lessons inspected was judged as follows:

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 11%            | 78%            | 11%            | 0%             | 0%             |

21. This compares well 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).
22. Outstanding features in the quality of teaching include: exemplary relationships between members of staff and pupils; and teachers plan very effectively for their lessons.
23. In lessons where teaching was judged to have no important shortcomings, the good features include: lessons moving at a brisk and challenging pace; teachers deploying a wide range of stimulating strategies to capture pupils' interest and attention; and effective use of the interactive whiteboards.
24. In the small minority of lessons where teaching was judged to have some shortcomings, these included: teachers not meeting the language needs of pupils well enough; and expectations not being sufficiently ambitious nor the work sufficiently challenging.
25. The quality of assessment, recording and reporting is good with several outstanding features. It is an integral part of the teaching and learning process.
26. The school responds very well to learners' aspirations and needs and provides them with a curriculum that is broad, balanced and very interesting. The curriculum is enriched by many exciting opportunities that very effectively meet a wide variety of interests. The promotion of the Welsh dimension and the *Cwricwlwm Cymreig* is good. However, planning for the development of pupils' bilingual skills has good features that outweigh shortcomings.
27. Pupils' spiritual, moral, social and cultural development is promoted well through a variety of experiences in class, as part of whole-school, extra curricular and off-site activities.
28. The way in which the school promotes education for sustainable development is an outstanding feature of the school's curricular provision.
29. The school is a very close community where pupils are extremely well cared for, guided and supported and where every child matters. There are very effective procedures in place to monitor and support pupils' academic progress, their social development and their personal welfare.
30. The quality of provision for pupils with additional needs, including those pupils who are judged to be gifted and talented, is outstanding. Support and guidance for all these pupils is carefully structured to ensure that they reach their full potential.

## **Leadership and management**

31. The outstanding features include the exemplary nature of shared values amongst all those associated with the school; very good progress on WAG priorities, the quality of delivery in practice and the receipt of a number of prestigious national awards; and rapid improvement, consistently across the school.
32. Since her return after a two-year period of secondment, the head teacher has transformed and energised the school. She leads with vision, giving clear educational direction and she is extremely influential in promoting important values for the school community. She is very ably supported by members of the senior management team and subject leaders. There is a strong drive, at all levels of management, for continuing improvement.
33. Governors are well informed and very supportive of the school. They know the local community well and appreciate the vital contribution the school makes to it. A number of governors are actively involved in the daily life and work of the school, ensuring the school's aims and objectives are fully realised. They meet regulatory and statutory requirements.
34. The school has developed a positive, self-critical culture in which the head teacher and all members of staff, governors, non-teaching and support staff are fully involved. They are all fully committed to improving the quality of the school's provision. Self-evaluation procedures are firmly embedded in all aspects of school life and permeate its ethos. The overall findings of the inspection team match the judgements made by the school in its self-evaluation report in four out of the seven key questions.
35. The school has made good progress since the last inspection in addressing the key issues for action identified, except religious education where standards have remained the same.
36. There are sufficient teaching and support staff for the number of pupils on roll. Teachers are well qualified and regularly update their teaching skills and knowledge.
37. Learning support officers are well trained to fulfil their roles and they make an important contribution to the quality of teaching.
38. The site manager makes an outstanding contribution to the quality of the accommodation and its use. The administrative assistant and financial officer both play extremely efficient roles in the smooth and effective running of the school.
39. The school is well equipped and resources are of good quality overall. The school is in a good state of repair; however, the condition of the demountable classrooms has not improved since the last inspection.

40. Economic, efficient and effective use is made of available resources. The financial implications of all priorities in the School Development Plan are carefully set out. Funding is clearly weighted towards those subjects and aspects of school life that are current priorities for development. The school ensures good value for money.

## Recommendations

In order to build on its current success and improve further, the school should:

- R1 raise standards of achievement in religious education;
- R2 \*\*raise the standard of pupils' bilingual competence; and
- R3 disseminate the outstanding aspects of teaching throughout the school.

\*\* the school has identified this aspect as a priority for development in its current school development plan.

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

41. 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 the standards that pupils achieve.
42. 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 |
|---------|---------|---------|---------|---------|
| 8.33%   | 83.33%  | 8.33%   | 0%      | 0%      |

43. These figures compare well with the Welsh Assembly Government (WAG) 2007 targets for Wales which are that 98 per cent of standards of achievement should be at least grade three and 65 per cent should be grade two or better.

#### Grades for standards achieved in the subjects inspected

| Subject                | Key Stage 2 |
|------------------------|-------------|
| English                | Grade 2     |
| Mathematics            | Grade 2     |
| Information Technology | Grade 1     |
| Art                    | Grade 2     |
| Physical Education     | Grade 2     |
| Religious Education    | Grade 3     |

44. Pupils' progress in information and communications technology skills (ICT) is good with outstanding features. Their progress in speaking, listening, reading and writing through the medium of English, in numeracy, personal and social education skills, problem solving and creative skills is good with no important shortcomings.
45. Good features outweigh shortcomings in the progress that pupils make in Welsh communication skills and in overall bilingual competence.
46. In 2006, the standards in teacher assessments in English, mathematics, science were above national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was also above the national average. When compared with similar schools in Wales, based on the number of pupils registered to receive free school meals, results in English were broadly average, while those in mathematics and science were well above average. The core subject indicator was broadly average. The school's

results in 2004 and 2005 were not as good as in 2006 and these dips in performance correlate with the period when the head teacher was on secondment to the Welsh Assembly Government and when there were changes among senior members of staff. In 2006, girls outperformed boys in English, mathematics and science.

47. Pupils, regardless of age, gender, ability or ethnicity, are making good progress in their acquisition of new skills, knowledge and understanding and their achievement is good overall. Those pupils with SEN make good progress and achieve the targets set for them.
48. The development of pupils' personal, social and learning skills is good with no important shortcomings. Pupils are happy and enthusiastic and they have a positive disposition to learning. The vast majority of pupils pay attention in class and apply themselves to their tasks diligently and conscientiously. Invariably, they sustain concentration and work quietly and industriously. They co-operate enthusiastically and collaborate well in groups and with a partner. Pupils make good progress in their spiritual, moral, social and cultural development.
49. Learners understand what they are doing, how well they are progressing and what they need to do to improve. They have an exceptionally good awareness of their individual learning targets. This is an outstanding feature.
50. The standard of behaviour of pupils is good and reflects the expectations and values of the school. Pupils move sensibly in and around the school and they are invariably friendly and polite. From the earliest stage, pupils relate well to each other and to adults. Older pupils are sensitive to the needs of younger children and the more able pupils willingly work with their less able peers. There was one temporary exclusion during the last school year.
51. Pupils have a good understanding of equal opportunity issues because the concept is so firmly embedded in the culture and ethos of the school. They show a good level of respect for aspects of diversity within the school.
52. Pupils prepare very effectively for participation in the workplace and the community. They are very well involved in the design of the school garden and they take their various responsibilities very seriously. They show enormous levels of commitment to their roles as school councillors, peer mediators and as very active members of the 'buddy' system. This is also an outstanding feature.
53. Attendance is above the national average for primary schools, at just under 96 per cent for the three terms prior to the inspection. Pupils are eager to come to school and are rarely late. Both attendance and punctuality have good features and no important shortcomings.

## The quality of education and training

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

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

54. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
55. The quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 11%     | 78%     | 11%     | 0%      | 0%      |

56. This compares well 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).
57. The **outstanding features** are:
- exemplary relationships between members of staff and pupils, and very clear expectations of behaviour and productivity; and
  - teachers plan very effectively for their lessons and ensure that there are very clear aims and objectives for the taught sessions.
58. Teaching motivates pupils well, encouraging their involvement in more challenging activities through discussion and group work. These activities encourage pupils to develop their thinking skills and experience of sharing and developing their thoughts with others.
59. Teachers manage pupils well, using a firm but fair approach that rarely requires the raised voice and makes very effective use of praise and humour. There is a strong level of respect between teachers and learners. This successfully fosters and develops pupils' positive attitudes to learning.
60. Teachers have good subject knowledge and use their knowledge well to provide pupils with a greater understanding of key points within lessons.
61. Lessons generally move at a brisk and challenging pace and teachers deploy a wide range of stimulating strategies to capture pupils' interest and attention. The use of the interactive whiteboard to promote discussion and enhance learning experiences is a particularly effective teaching strategy.
62. Members of staff use open questions effectively to develop pupils' thinking and reasoning. They provide plenty of opportunities for pupils to seek further information, often independently or in small groups.

63. Teaching successfully takes into account the varying abilities of pupils. Teachers identify appropriate resources and support to ensure that pupils of all abilities may reach their maximum potential.
64. In the small minority of lessons where teaching was judged to have some shortcomings, these included: teachers not meeting the language needs of pupils well enough; and expectations not being sufficiently ambitious nor the work sufficiently challenging.
65. Homework is set regularly and pupils enjoy frequent opportunities to conduct independent research in subjects across the curriculum.
66. The quality of assessment, recording and reporting is good with several outstanding features. It is an integral part of the teaching and learning process. The school meets all statutory requirements.
67. The **outstanding features** of the assessment process include:
  - a comprehensive and detailed whole-school system which monitors and tracks pupils' progress very well;
  - assessment information which is used very effectively to inform planning and target setting;
  - the assessment of pupils with SEN which is very well organised and extremely effective; and
  - the increasing use of skills ladders as part of the development of assessment procedures.
68. Teachers retain comprehensive records of pupils' achievements, including very detailed information on baseline attainment, pupils' performance in national tests and other standardised assessments. The school uses these sources of information very effectively to set targets for pupils and to identify those who need additional support. There are detailed portfolios of assessed work in the core and foundation subjects.
69. Targets are set in English, mathematics, science and foundation subjects for pupils to aspire to. They are written in purposeful and clear language and pupils know their targets very well. Teachers mark work regularly and offer pupils very helpful and constructive feedback during lessons. In English, in particular, the quality of marking is exemplary and very detailed.
70. Another outstanding feature of the assessment process is the way in which pupils are given opportunities to be involved in evaluating their own learning. They play an active role in setting their own targets and these are clearly displayed in a number of very imaginative ways in classrooms.
71. Annual reports to parents are informative summaries of pupils' achievements and parents have formal and informal opportunities to discuss their child's progress. Statutory requirements are met in full.

**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**

72. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
73. The **outstanding features** include the:
- stimulating curricular provision to meet the needs of the individual learner;
  - innovative curricular programmes, such as the skills-based approach to learning;
  - range and nature of the extra-curricular programme; and
  - the extremely effective sustainable development programme.
74. The school responds very well to learners' aspirations and needs and provides them with a curriculum that is broad, balanced and interesting. Very careful planning in parallel year groups ensures consistency between classes, so that all pupils have equal access to the experiences provided. The school has a very well established programme for more able and talented pupils so that their particular needs are also clearly identified and fully met. For example, talented artists in years 3 and 4 can participate in the Art Club for pupils in years 5 and 6. These are outstanding elements within the curriculum that enable all pupils to achieve well. The curriculum fully meets legal requirements.
75. The curriculum is enriched by many exciting, and often unusual, opportunities that very effectively meet a wide variety of interests and aspirations. The recently introduced project approach to pupils' learning has been very carefully cross-referenced to the requirements of the National Curriculum. This approach stimulates pupils' interest in their studies and very successfully motivates them to learn. The content of schemes of work ensures that there is clear progression in pupils' learning so that they build very well on the knowledge and skills that they have previously learned; this too is an outstanding feature.
76. Opportunities for pupils to apply their key skills of literacy, numeracy and the use of information and communications technology are appropriately identified in schemes of work and in all lesson plans. Pupils are actively encouraged to use these key skills in a number of innovative activities: these include the work of the Travel Plan Committee, which wrote and presented a 'Powerpoint' presentation to Bridgend Council on patterns of travel to school; and very informative packs on Wales that pupils were encouraged to produce for their partner schools in Swaziland and Ghana. The good provision reflects the national awards that the school has gained in this area.
77. The promotion of the Welsh dimension and the *Cwricwlwm Cymreig* is effective. Visits to places of interest and studies in subjects such as history, art and music, make a good contribution to pupils' awareness and

understanding of the culture and heritage of Wales. However, planning for the development of pupils' bilingual skills has good features that outweigh shortcomings.

78. The school provides an excellent range of extra curricular and out-of-school activities which enriches pupils' experiences, makes a significant contribution to the holistic development of the each pupil and enhances their personal and social development very effectively. After-school clubs such as basket ball, rounders, football, art and choir are extremely popular and very well attended. They further extend the knowledge and skills pupils develop in lessons. Pupils are very pleased with the variety of clubs that the school provides and confirm that there is something to suit everyone.
79. Visits to places of learning such as Cardiff Castle, the Mosque in Swansea and the National Gallery of Wales have a very positive impact on the depth of pupils' knowledge and understanding across the curriculum. Visitors to the school make a positive contribution to the school's many links with the community.
80. The school makes good provision for pupils' personal and social education. Opportunities for pupils' personal and social development are effectively highlighted in schemes of work and feature prominently in lessons, 'circle times' and in assemblies. In addition, there is a well-planned scheme of work for personal and social education to ensure that pupils revisit topics in years 5 and 6 in greater depth. These arrangements ensure that all aspects of the personal and social education framework are effectively covered.
81. Pupils' spiritual, moral, social and cultural development is promoted well through a variety of experiences in class, as part of whole-school, extra curricular and off-site activities.
82. Collective worship makes a positive contribution to pupils' spiritual development. Assemblies are often led by visitors, including the local vicar, and they are used effectively to raise pupils' moral and spiritual awareness. They are special occasions where pupils are encouraged to reflect on important issues and beliefs and to relate these to their own lives. They also help pupils to reflect on, and come to terms with, difficult periods in their own lives.
83. The school's ethos of caring for one another is strongly promoted. Moral messages are clearly conveyed so that pupils know the difference between right and wrong. Their social development is enhanced effectively through many opportunities to take responsibility for, and to work with, one another. Many aspects of the curriculum contribute positively to pupils' cultural development. For example, they study Aboriginal and African art, a range of different countries during 'Geography Week' and they are introduced to a range of stories from different literary traditions in English lessons.
84. The school has excellent partnerships with parents, other schools, institutions, employers and other people in the community. For example, parents are very

well informed about developments in school, they are consulted regularly on numerous issues and encouraged to play a full and active part in the life of the school. Workshops presented by members of staff on topics such as reading and mathematics enable parents to understand curricular developments in these subjects.

85. The school's inclusion policy ensures that learning experiences are open to all. The school effectively tackles social disadvantage by providing a rich curriculum which extends the experiences of all pupils.
86. There are many links with commercial concerns and these are used well by teachers to provide innovative opportunities for pupils to learn about the world of work. Examples of these include participation in an industry day at the local comprehensive school, the Media 4 schools film and animation programme leading to the Best Overall Video award and exploring science in the environment at the environmental centre of a multi-national organisation.
87. Pupils' involvement in many local and national competitions, covering areas such as design, science, engineering and the environment help them to develop their problem-solving and decision-making skills well. Year 6 pupils are actively encouraged to run their own tuck shop.
88. The way in which the school promotes education for sustainable development is an outstanding feature. An environmental club attracts around 50 pupils to its weekly after-school activities that include caring for the school allotment and promoting recycling initiatives. The school's Eco-Committee consists of pupils, staff, parents and members of the community and helps organise activities such as a tidy-up in a local park and an 'eco-week' in school. The school has also developed its own 'forest school' where pupils can learn about the environment in a real-life situation. In recognition of its contribution to environmental education, the school has won a number of local and national awards, including the Keep Wales Tidy Awards for 2006 and the first prize in Wales for Waste Reduction in 2007. It has also been awarded the prestigious Eco Green Flag. To confirm its firm commitment to improving the environment, the school 'eco-code' (Green Today to Save Tomorrow) has been embroidered on the school uniform.

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

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

89. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
90. The **outstanding features** are the:
  - exceptionally good personal relationships between members of staff and pupils, which are at the heart of pastoral care;

- range of very effective systems in place to monitor pupils, especially the exemplary use of information from the school's tracking and management system to provide appropriate care and support quickly;
  - school and year group councils, which are involved in the life of the school to an exceptional degree;
  - exemplary transition and induction arrangements; and
  - broadening of the provision for pupils with SEN, into an inclusion ethos, with emphasis on the needs of all.
91. The school is a very close community where pupils are very well cared for, guided and supported and where every child is valued. There are very effective procedures in place to monitor and support pupils' academic progress, their social development and their personal welfare. Progress is measured against targets, underachievement is quickly identified, the results of individuals and groups are carefully analysed, and strategies are implemented to maximise potential.
92. Members of staff know their pupils extremely well and are sensitive to their needs. Outstanding relationships between staff and pupils are evident throughout the school. Pupils confirm that they feel safe and very happy in school and they enjoy all the activities on offer. Parents confirmed this both before and during the inspection. Pupils benefit from the school's determination to include all pupils fully in both its academic and social life.
93. The arrangements for transition from feeder infant schools and to the secondary school are good with outstanding features. The head boy and head girl of Llangewydd school were involved in a cluster-based, multi-media initiative to facilitate the transition from feeder schools to the local comprehensive school, and the production of a DVD was an essential part of the initiative. There are also regular exchanges with teachers in the comprehensive school. Detailed and structured induction arrangements are in place to ensure a close working relationship with the local infant schools. Prospective pupils visit the school and well-established teaching and curricular links ease the process of transition. Pupils who join the school at a later stage report that they soon make friends and quickly become familiar with the school's routines.
94. Members of staff know pupils very well and have a high concern for their safety, welfare and well-being. They provide high quality personal support and guidance through a well planned personal, social and health education programme. This has a positive impact on pupils' development and considerable emphasis is placed on raising pupils' confidence and self-esteem.
95. The partnership with parents and carers is extremely good with effective and supportive links. Relationships are very close and positive responses were received at the meeting prior to the inspection. Parents' views are sought through regular surveys and informal day-to-day contact, acted upon sensitively and positive feedback is given swiftly. This is an outstanding feature of the school.

96. The system for analysing pupils' attendance is effective and contributes well to the good level of attendance achieved by the school. Parents of absentees are contacted daily if they have not informed the school of a reason for absence and, if a satisfactory explanation is not obtained, follow-up action is taken promptly. The system for monitoring behaviour is similarly effective in identifying and resolving any problems, with the result that only one temporary exclusion occurred last year.
97. The school has very well-established links with a wide range of outside agencies which provide specialist support and help when required. The school pays good attention to issues such as sex education, drug and solvent abuse.
98. The school's arrangements for ensuring the safety and well being of its pupils are appropriate. The site manager, who acts as the Health and Safety Officer, operates a well-documented system of regular safety audits and risk assessments and ensures that the appropriate security system operates effectively. There are sufficient, qualified first-aiders among members of staff and well-placed first-aid boxes throughout the school. Pupils are taught the importance of developing a healthy lifestyle through participating in physical activity and healthy eating; their tuck-shop only sells fruit and water. The school participates in the Health Promoting Schools Project and has reached phase three of the Healthy Schools Scheme
99. Appropriate procedures are in place for child protection and there are two members of staff with designated responsibilities for this area. Regular updated training for all members of staff ensures that they are well aware of procedures to be implemented in the event of an incident. They are also well aware of the need to be vigilant and to recognise the signs if a child needs particular support.
100. The quality of provision for pupils with additional needs, including those pupils who are judged to be gifted and talented, is outstanding. Support and guidance for all these pupils is carefully structured to ensure that they reach their full potential.
101. **Outstanding features** include:
- a thorough, very detailed system for the initial assessment and identification of pupils, including those with behaviour problems;
  - individual educational plans which are very well focused and effective;
  - careful and very well organised tracking of pupil progress and individual needs throughout the school;
  - very productive teamwork which embraces the work of support assistants, who are very well-trained and deployed, the expertise of the SENco and specialist teachers who give very effective support;
  - planning for challenging the more able and talented in each year group. This is comprehensive and provides stimulating and purposeful experiences for the pupils involved; and
  - very detailed, constructive and helpful comments in home school/books which enable parents to follow and contribute to their child's progress.

102. The school provides good provision for equal opportunities and activities to develop pupils' understanding of diversity. Pupils are actively encouraged to appreciate the contributions of various groups and individuals who constitute society. This awareness of equal opportunities is further developed by pupils working co-operatively with members of *People First*. Members of staff recognise the diversity of pupils' backgrounds and strive to offer appropriate support and guidance to pupils whatever their social, educational, linguistic or ethnic needs.
103. The school council is very well established and extremely effective. Pupil councillors take their duties very seriously and they are enthusiastically encouraged to take an active part in management decisions and to contribute to whole-school issues.
104. The school works hard to create an ethos in which good behaviour is actively and effectively promoted; and this is based on mutual respect and a consideration for the needs of others. This has a positive impact on the quality of learning within classes. School and class rules are visibly displayed and members of staff are successful in implementing the clear guidelines outlined in the behaviour and anti-bullying policies. Strategies such as 'Playground Peacemakers' and 'Pupil of the Week' assemblies further support the school's behaviour and anti-bullying procedures.
105. The school promotes good race relations and an effective policy on equal opportunities and race equality is in place. Diversity and difference are celebrated in school assemblies and pupils are regularly reminded of their importance.
106. The school has a very detailed accessibility plan and has made appropriate adjustments, within its budgetary constraints, to ensure disabled learners are not disadvantaged in any way.

## Leadership and management

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

#### Grade 1: Good with outstanding features

107. 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.
108. The **outstanding features** are the:
- inspired and inspiring leadership of the head teacher;
  - strong leadership of the senior leadership team;
  - effectiveness and enthusiasm of middle managers;
  - exemplary nature of shared values amongst all those associated with the school;
  - very effective progress on WAG priorities, the quality of delivery in practice and the receipt of a number of prestigious national awards;
  - rapid improvement, consistently across the school, and the current levels of achievement, teaching and learning; and
  - the measurable progress made through the management and continuing professional development of teaching and support staff.
109. Since her return after a two-year period of secondment, the head teacher has transformed and energised the school. She leads with vision, giving clear educational direction and she is extremely influential in promoting values for the school community. She has clearly earned enormous respect from all members of staff, who diligently follow her example and give very generously of their time to the school.
110. The quality of subject management and co-ordination is outstanding in several areas and shows significant improvement since the last inspection. The good work of subject co-ordinators is reflected in the improved standards that pupils are now achieving. Subject co-ordinators have been closely involved in policy-making and they have designed and implemented extremely good schemes of work. They have also been encouraged and empowered to develop new teaching and curricular strategies, which have also had a substantial impact on standards, particularly in mathematics and information technology.
111. There is a strong drive, at all levels of management, for continuing improvement. Challenging targets are set for examination results, for teaching and learning and for all aspects of provision and practice. The senior management team reviews progress against targets regularly in its meetings.
112. Systems to support, develop and improve the performance of members of staff are developing very well. Performance management procedures are well

embedded in the life of the school and targets set have had a positive influence on school improvement.

113. Governors are well informed and very supportive of the school. They know the local community well and appreciate the vital contribution the school makes to it. A number of governors are actively involved in the daily life and work of the school, ensuring the school's aims and objectives are fully realised. Governors understand their responsibilities and are well placed to help the school in its strategic planning. They meet regulatory and statutory requirements.

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

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

114. 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's self-evaluation procedures, although good, have not yet had time to impact fully on pupils' standards of achievement.
115. The school has developed a positive, self-critical culture in which the head teacher and all members of staff, governors, non-teaching and support staff are fully involved. They are all fully committed to improving the quality of the school's provision.
116. Self-evaluation procedures are firmly embedded in all aspects of school life and permeate its ethos. They are comprehensive and based on first-hand evidence of the quality of teaching and learning from lesson observations and monitoring of teachers' planning and pupils' work.
117. The self-evaluation report produced by the school prior to the inspection is a concise, sharply focused document that clearly identifies strengths and areas for improvement. It provides relevant sources of evidence to justify its conclusions. The overall findings of the inspection team match the judgements made by the school in four out of the seven key questions.
118. Members of staff with responsibility for different aspects of planning have a good understanding of their roles. Subject leaders produce well-focused evaluations, which celebrate good features and identify improvements needed in their areas of responsibilities. They introduce effective strategies to bring about the desired improvements in their subjects, including action plans and the appropriate provision of school-based training to develop the expertise of all members of staff.
119. The way in which the school seeks and takes account of the views of pupils, parents, teaching and non-teaching staff, governors and other interested parties is good with outstanding features. For example, parents' views on a wide range of issues are surveyed annually and they are informed of the

actions which the school has taken to address any concerns raised. Pupils' views are gathered through meetings of the School Council, appropriate questionnaires and through personal and social education sessions. The school acts positively on those areas for improvement which pupils identify, as and when funds allow.

120. Governors also complete questionnaires on issues relating to the quality of learning, the school's ethos, care and support and its leadership and management. Their views further inform the school's evaluation of its strengths and areas for improvement.
121. The school uses all the information gleaned from this wide range of sources effectively and sets clear priorities and actions to bring about improvement. For example, parents' and pupils' views have resulted in the creation of shaded and painted areas in the playground.
122. Information from a wide range of assessment procedures is also used effectively to target areas for improvement. The school carefully tracks pupils' progress in the core subjects and compares actual results with those that were projected. For example, the school identified a gap between pupils' reading ages and their spelling ages and targeted spelling as an area for improvement. The results of this action are evident in the improvements in pupils' spelling.
123. Evidence from external reviews of the school's performance is also carefully taken into account in planning for improvement. The School Development Plan is a good working document with clear priorities for improvement, criteria for success, costings and monitoring processes clearly identified. Progress towards achievement of identified targets is reviewed twice a year and actions adjusted where necessary.
124. The school successfully ensures that priorities are supported through the appropriate allocation of resources and takes action to bring about measurable improvements. A good example of this can be found in standards of achievement in English. The gender gap has closed following the school's analysis of boys' performance. An effective allocation of resources, changes in planning and targeted approaches to teaching have improved boys' interest and motivation considerably. As a result, this year, boys are projected to outperform girls in English.
125. The school has made good progress since the last inspection in addressing the key issues for action identified in all areas except religious education, where standards have remained the same.

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

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

126. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. This is because the school overestimated the number of outstanding features.
127. There are sufficient teaching and support staff for the number of pupils on roll. Teachers are well qualified and regularly update their teaching skills and knowledge by attending in-service training sessions provided both within and outside the school.
128. The deployment of teaching and support staff is good with outstanding features. The school uses the subject expertise of individual teachers extremely well. Two teachers have masters degrees and a third is in the process of studying for one.
129. Learning support officers are well trained to fulfil their roles and they make an important contribution to the quality of teaching. Two of them have succeeded in becoming Higher Level Teaching Assistants, and one of them is an Higher Level Teaching Assistants assessor. They participate in year group planning meetings and are well acquainted with lesson objectives. A very good team spirit ensures that members of staff work well together, sharing ideas and planning in the best interests of pupils.
130. The school has recently created a new staffing structure and it uses its resources for workforce remodelling well. Detailed job descriptions for all members of staff clearly identify their roles and responsibilities. The school is acting appropriately in response to the workload agreements by releasing teachers for non-contact periods, which are used effectively.
131. The knowledge and expertise of the art co-ordinator is used particularly effectively to cover teachers' planning, preparation and assessment time. Because she teaches most of the classes in school, her skills are having a very positive impact on the standards pupils achieve and her expertise is being very effectively disseminated to other members of staff.
132. The site manager makes an outstanding contribution to the quality of the accommodation and its use. The administrative assistant and financial officer both play extremely efficient roles in the smooth and effective running of the school. The midday staff and school cook also make significant contributions to school life.
133. The school is well equipped and resources are of good quality overall. Teachers often supplement commercial resources by producing their own materials. There has been a significant investment in information technology and interactive whiteboards. Spending has ensured that teachers have good quality materials to deliver a rich curriculum.

134. The school is in a good state of repair despite being 50 years old. The front of the main building has been repainted and this, combined with the landscaped gardens, provides an attractive and welcoming environment for pupils. The playground is in good condition, the grounds are well maintained and the allotment and forest school areas are particularly important learning resources. The condition of the demountable classrooms has not improved since the last inspection.
135. Economic, efficient and effective use is made of available resources. The financial implications of all priorities in the School Development Plan are carefully set out. The school successfully secures grants from a number of sources, thus saving money from its allocated budget. It also raises valuable funds through well-attended events such as shows, fetes and fun days.
136. Funding is clearly weighted towards those subjects and aspects of school life that are current priorities for development. Subject leaders regularly review the quality and quantity of resources in their areas of responsibility and bid for funds to fill any gaps that they identify. These applications are stringently reviewed by the head teacher and finance officer to ensure that sufficient funds are available and that money is well spent. Key spending decisions, such as whether or not to continue leasing or to buy new computers, are made after full consultation with relevant members of staff and the governing body. The school ensures good value for money.

## Standards achieved in subjects and areas of learning

### English

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

##### Good features

137. Throughout the school, pupils listen attentively to interesting stories. They are becoming skilled at listening to their partners and responding appropriately to what they have to say. This is particularly evident in an outstanding lesson in year 3, where pupils conduct monologues in role as a character in the story, 'The Mousehole Cat'. Their partners prompt them very well with appropriate questions to encourage them to elaborate on their experiences.
138. Most pupils speak confidently in a range of contexts and express their ideas well. They exchange ideas effectively in small groups and report back to the whole class clearly, selecting the key points that arise in their discussions. By the end of the key stage, pupils are increasingly confident in justifying their opinions. The influence of pupils' reading on their use of a wide, relevant vocabulary is often evident.
139. Throughout the school, pupils read a good range of fiction and non-fiction. They are familiar with the work of a number of authors. They read for a good variety of purposes and talk sensibly, often perceptively, about the content of their reading. They are developing a good knowledge of different kinds of fiction. For example, year 3 pupils know the key features of myths and legends. Pupils in year 6 show a good appreciation of narrative techniques such as 'cliff hangers'.
140. Pupils make good progress in developing the skills of inference and deduction. By year 6, they enjoy being 'text detectives' and demonstrate increasing skill in identifying clues and 'red herrings' in a story with a 'twist in the tail'. More able pupils analyse texts in considerable depth and sometimes cross-reference their findings with other books they have read. All pupils use ICT extremely well to gain and select information for topics they are studying.
141. Pupils write for a good range of purposes and gain increasing control of a good variety of forms including stories, poems, letters, reports and persuasive arguments. In year 4, for example, pupils are developing a good understanding of the conventions of play scripts and they use them appropriately in their own writing. Talented writers show a sophisticated grasp of the genre, while pupils with SEN write good, simple plays, with support.
142. In the upper part of the key stage, pupils write at some length and use paragraphs and other forms of punctuation appropriately. More able pupils sometimes produce pieces of writing of outstanding quality, with highly imaginative use of language and image.

143. The handwriting of the majority of pupils is joined and legible. Pupils in the upper part of the key stage effectively use a faster, but still legible, hand for taking notes. Pupils make good progress in spelling and use a good variety of strategies to help them.

### **Shortcomings**

144. There are no important shortcomings, but a few pupils have a limited knowledge of poets and poetry.

## **Mathematics**

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

#### **Good features**

145. In all year groups, pupils make good progress in their knowledge and understanding of number and in the development of mathematical skills, knowledge and concepts. They use mathematical terminology well when discussing their work.
146. In Year 3, pupils competently add or subtract two two-digit numbers and take any number to 10 from a two-digit number by counting backwards.
147. Year 4 pupils competently choose different ways of calculating to solve problems. They know all the pairs of numbers and describe some of their features.
148. Throughout the key stage, pupils work well on shape, space and measures. They have a good understanding of the properties relating to a wide range of two- and three-dimensional shapes. They measure and draw angles accurately and most draw angles to the nearest degree. They understand the relationship between units of measure and can convert one metric unit to another. They read and plot co-ordinates accurately in all four quadrants to specify locations.
149. They work well on fractions, percentages and decimals and older pupils have a secure understanding of the relationship between them. The majority of pupils have a firm grasp of time.
150. Pupils use and apply mathematical skills well to solve problems and they explain their thinking well. Most pupils present their information and results in a clear and systematic way.
151. Pupils develop good mental strategies in number calculations. In Years 5 and 6 they use positive and negative numbers well and they develop an effective understanding of probability.

152. By the end of Year 6, pupils use terms such as mode, median and mean well, they interpret graphs correctly and draw meaningful conclusions from bar, line and block graphs.
153. Throughout the key stage, pupils' data-handling skills develop very well. They tally confidently and complete various tables accurately to show their results.

### **Shortcomings**

154. There are no important shortcomings.

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| <b>Information technology</b> |
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### **Key stage 2: Grade 1: Good with outstanding features**

#### **Outstanding features**

155. Pupils make very good progress in all aspects of the subject as they progress through the school. They demonstrate a high degree of competency and skills as they make full use of the opportunities to benefit from the excellent resources available.
156. At the end of the key stage pupils are able to create very high quality Powerpoint presentations linked to their studies. They give very careful consideration to font size, style, background, colour combinations, volume of text and incorporating background music.
157. Pupils create their own detailed and stimulating web-sites, which enable them to develop their investigative skills well and to communicate effectively. They confidently exchange information both with members of their own school community and with pupils from schools in different parts of the world.

#### **Good features**

158. All pupils develop the ability to use appropriate information technology terminology. They use these terms effectively and with assurance when discussing and evaluating their work.
159. Pupils confidently use the internet to research and investigate information to support their tasks. They select and use a search engine successfully to obtain information related to their topic.
160. Pupils in Year 3 generate ideas, organise and present information and amend designs in a capable manner. They save and retrieve their work independently and create simple databases to answer questions.
161. Year 4 pupils use computer technology well to combine different forms of information and they show an awareness of audience in their *Playground Ideas* poster and *Seashore Poems*. They create effective images by

manipulating and combining objects and by rotating and resizing graphic elements.

162. Year 5 pupils understand that visual models can be used to identify patterns and relationships, for example when graphically modelling a classroom design and comparing that with a real life situation.
163. Pupils in both Year 5 and Year 6 confidently use spreadsheets and data-handling programmes to conduct investigations, process information and filter results in mathematics and science.
164. Year 6 pupils use the refined tools within text programmes and hyperlink their work effectively. They show skilful use of a digital camera to take high quality photographs of their work. Their ability to use a web-camera to sequence instructions to create a high quality, imaginative series of animated movements with sound effects is exemplary.

### **Shortcomings**

165. There are no important shortcomings.

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| <b>Art</b> |
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### **Key stage 2: Grade 2: Good features and no important shortcomings**

#### **Good features**

166. Throughout the school, pupils use sketchbooks well to record and develop their ideas and designs. They make good progress in their colour-mixing and painting skills. Their drawings show increasingly sophisticated use of line, tone and pattern. They effectively evaluate their own work, and that of their peers, in order to improve.
167. As they move through the school, pupils' research on the work of artists and craft workers from a variety of periods and cultures is particularly effective in developing their knowledge and understanding.
168. Year 3 pupils observe and discuss examples of Greek shields and effectively identify and describe key features of their design. They produce a variety of possible designs with good attention to detail and colour.
169. In year 4, pupils compare their own drawings of insects from imagination and observation. Without exception, they identify ways in which the quality, detail and accuracy of their work can be improved through close observation. Some of their drawings from close observation are of outstanding quality.
170. In the upper part of the key stage, pupils are familiar with a good range of artists and designers, including Welsh examples. As a result of visits to art

galleries, pupils deepen their knowledge and appreciation of the work of artists such as Kyffin Williams. They emulate his works effectively.

171. Pupils in year 5 experiment well with the techniques and motifs of William Morris. They create their own repeating patterns of flowers and leaves very well in preparation for making printing blocks. They manipulate glue brushes and string very carefully, understanding the importance of clarity of line.
172. By year 6, pupils display a good sense of perspective in making landscape collages and they understand the difference between fore, mid and background. Following their study of examples at Cardiff Castle and on the Internet, pupils make clay gargoyles, which are full of character, with very good attention to exaggerated features.

### **Shortcomings**

173. There are no important shortcomings, but pupils have limited experience of developing and applying their skills using a variety of media in large-scale projects.

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| <b>Physical education</b> |
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### **Key stage 2: Grade 2: Good features and no important shortcomings**

#### **Good features**

174. Across the key stage pupils demonstrate a good understanding of the importance of warm up and cooling down sessions for their heart and muscles and they carry out these activities effectively.
175. Pupils in Year 3 demonstrate that they are developing good hand and eye co-ordination in their games lessons. They listen and respond well to instructions, handle equipment with care and show an increasing understanding of the importance of playing as a team and abiding by the rules of the game.
176. Pupils in Year 4 develop good ball skills, particularly when throwing or catching a ball. They have a good awareness of space and use it well.
177. Older pupils in Years 5 and 6 demonstrate a good understanding of balance and counterbalance in their gymnastic work and they make good progress in experimenting with a variety of ideas relating to a sequence of balancing activities.
178. Pupils in Year 6 use contrasting body shape, direction and speed in response to music. They display a growing self-esteem and confidence in their movements when working individually and co-operate well as members of a group.

179. Throughout the key stage, pupils carefully evaluate their own work and that of others and offer sensible suggestions for improvement. They demonstrate their skills to others with energy and enthusiasm.
180. Throughout the key stage, pupils develop effective skills in all aspects of physical education as a result of their enthusiastic participation in a wide variety of extra-curricular activities.

### **Shortcomings**

181. There are no important shortcomings.

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| <b>Religious education</b> |
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### **Key Stage 2: Grade 3: Good features outweigh shortcomings**

#### **Good features**

182. Pupils display a good awareness of Christian values and beliefs, such as sharing and caring for others. By collecting money for charities they become aware that they are a part of a world-wide community and that they have a responsibility to their fellow human beings.
183. Pupils across the key stage have a good knowledge of the main stories of both the Old and the New Testaments. Their understanding of the historical importance of the Christian faith in Wales is enhanced by their work on Mary Jones and her Bible.
184. At the lower end of the key stage, pupils display a good awareness of some of the main Christian festivals and celebrations and the significance of the symbolism attached to the Eucharist. They understand the importance of the key events in the Christian calendar, such as Easter and Christmas. They are aware of the significance of places of worship and the value of special events within a family, such as christening. They discuss the importance of belonging to a family and of having friends and compare their experiences with those living in the time of Jesus.
185. Pupils have a good knowledge and appreciation of the Muslim faith. They visit a Mosque and have an appropriate understanding of the Muslim place of worship. They competently explain the rituals associated with Muslim prayers and understand that the Muslim holy book is the Qu'ran. Through their study of the Halifah pupils develop an awareness of the importance of caring for their own world and the creatures that live within it.
186. Older pupils develop a good understanding of the different festivals of the Jewish faith, such as Yom Kippur, Hannukah and Pesach. They show a good understanding of the importance of Jewish traditions and of the celebration of Shabbat in Jewish homes.

187. Year 6 pupils have an appropriate awareness of the contribution of Christian leaders, such as William Booth, founder of the Salvation Army, and of the significance of the logo of the movement.

### **Shortcomings**

188. Many pupils do not sufficiently develop an ability to reflect, express personal opinions and share feelings on religious issues.
189. Many pupils show limited awareness of the ways in which people's lifestyles are affected by their religious and other beliefs.

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

The school has carefully read the inspection report. The school team will take the opportunity to further develop its processes for school improvement and continue to focus on raising standards as we act on the recommendations outlined in the report.

The inspection team arrived at corporate judgements, following lengthy discussions with the Head teacher, in her role as nominee. The Head Teacher agrees that the process of inspection was open and transparent.

The report clearly acknowledges the dedication of the staff to take on board the agenda of school improvement and improving the quality of education for the children of Llangewydd. It is also very pleasing to note that the report recognises and celebrates the tremendous work undertaken by the school support staff, site supervisor and administration staff.

We are very pleased with the fact that standards in 92 per cent of lessons observed were deemed good or better. Our hard-working, committed team of teachers have developed and implemented new strategies and methodologies, which have resulted in the improvement of standards. This is a very positive basis on which to continue our quest for ongoing school improvement.

We are pleased to note that the report draws attention to the fact that Llangewydd Junior School is a very inclusive school with an outstanding stimulating curriculum that meets the needs of the individual learner. It also highlights the fact that the school is providing an innovative approach to learning through its development of a skills based curriculum.

The exceptionally good personal relationships between members of staff and pupils are positively acknowledged within the report, as is the exemplary nature of shared values amongst all those associated with the school. We are delighted that the report celebrates the rapid improvement, consistently across the school, and the current levels of achievement, teaching and learning.

At Llangewydd Junior School we are proud of our children and what has been achieved in so many areas. Our ethos where good behaviour is actively and effectively promoted has a positive impact on the quality of learning within classes and pupils are actively encouraged to use the skills they are developing in a number of innovative activities. This coupled with an excellent range of extra curricular and out of school activities give our children the chance to fulfil their potential.

The report's recommendations will be addressed in the Post Inspection Action Plan and the subsequent School Development Plan cycle. A copy of the Action Plan will be distributed to all parents and the Governor's Annual Report to Parents will give details on the progress that we are making towards achieving these recommendations.

## Appendix 1

### Basic information about the school

|   |  |
|---|--|
| Name of school                            | Llangewydd Junior School                 |
| School type                               | Junior                                   |
| Age-range of pupils                       | 7-11                                     |
| Address of school                         | Llangewydd Road<br>Cefn Glas<br>Bridgend |
| Postcode                                  | CF31 4JT                                 |
| Telephone number                          | 01656 815530                             |
| Head teacher                              | Mrs S Davies                             |
| Date of appointment                       | April 1997                               |
| Chair of governors/ Appropriate authority | Mrs M Wilson                             |
| Registered inspector                      | Dr David G Evans                         |
| Dates of inspection                       | 23-26 April, 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                    | 0       | 0 | 0  | 0  | 50 | 65 | 86 | 74 | 275   |

| Total number of teachers |           |           |                            |
|--------------------------|-----------|-----------|----------------------------|
|                          | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers       | 13        | 0         | 13                         |

| Staffing information   |      |
|--|------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 25:1 |
| Pupil: adult (fte) ratio in nursery classes                        | N/A  |
| Pupil: adult (fte) ratio in special classes                        | N/A  |
| Average class size, excluding nursery and special classes          | 25   |
| Teacher (fte): class ratio   | 1:1  |

| Percentage attendance for three complete terms prior to inspection |     |     |                |
|--|-----|-----|----------------|
| Term   | N   | R   | Rest of school |
| Spring 2007  | N/A | N/A | 94.4%          |
| Autumn 2006  | N/A | N/A | 96.3%          |
| Summer 2006  | N/A | N/A | 96.4%          |

|  |     |
|--|-----|
| Percentage of pupils entitled to free school meals             | 17% |
| Number of pupils excluded during 12 months prior to inspection | 1   |

## Appendix 3

### National Curriculum Assessment Results

#### End of key stage 2:

| National Curriculum Assessment KS2 Results 2006 |                    |          | Number of pupils in Y6 |   | 75 |   |   |   |    |    |    |
|---|--------------------|----------|------------------------|---|----|---|---|---|----|----|----|
| Percentage of pupils at each level              |                    |          |                        |   |    |   |   |   |    |    |    |
|   |                    |          | D                      | A | F  | W | 1 | 2 | 3  | 4  | 5  |
| English   | Teacher assessment | School   | 0                      | 0 | 0  | 0 | 0 | 0 | 20 | 60 | 20 |
|   |                    | National | 0                      | 0 | 0  | 1 | 0 | 4 | 16 | 48 | 30 |
| Welsh   | Teacher assessment | School   |                        |   |    |   |   |   |    |    |    |
|   |                    | National |                        |   |    |   |   |   |    |    |    |
| Mathematics                                     | Teacher assessment | School   | 0                      | 0 | 0  | 0 | 0 | 0 | 10 | 64 | 26 |
|   |                    | National | 0                      | 0 | 0  | 1 | 1 | 3 | 14 | 48 | 33 |
| Science   | Teacher assessment | School   | 0                      | 0 | 0  | 0 | 0 | 0 | 4  | 64 | 32 |
|   |                    | National | 0                      | 0 | 0  | 1 | 0 | 2 | 12 | 52 | 33 |

| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) |       |               |     |
|---|-------|---------------|-----|
| by teacher assessment   |       | by test       |     |
| In the school   | 78.3% | In the school | N/A |
| In Wales  | 74.2% | In Wales      | N/A |

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

Four inspectors spent a total of eleven 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 this inspection.

The inspection team visited:

- 46 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;
- 27 responses to the parents'/ carers' questionnaires; 88.55 per cent of these were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of pupils' current and past work.

## Appendix 5

### Composition and responsibilities of the inspection team

| <b>Team member</b>                        | <b>Responsibilities</b>  |
|---|--|
| Dr David G Evans,<br>Registered Inspector | Context, Summary and Recommendations<br>Key Questions 1, 2 and 5<br>Mathematics and Physical Education |
| Ms Stephanie James,<br>Team Inspector     | Key Questions 3, 6 and 7<br>English and Art  |
| Mrs Eleri Honour,<br>Team Inspector       | Key Question 4<br>Information Technology and Religious Education                                       |
| Mr Ted Tipper,<br>Lay Inspector           | Contributions to Key Questions 1, 3, 4 and 7   |
| Mrs S Davies,<br>Nominee                  | Attending meetings and supplying information   |

**The contractor was**  
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### **Acknowledgement:**

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