

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

**MAES YR HAUL PRIMARY SCHOOL
Ffordd Tirion
Broadlands
Bridgend
CF31 5BD**

School Number: 672-2367

Date of Inspection: 7–11 March 2005

by

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W203/78829**

Date: 12 May 2005

Under Estyn contract number: T/186/04

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Maes yr Haul Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Maes yr Haul Primary School** took place between **7–11 March 2005**. An independent team of four inspectors, led by **Mr Peter Mathias** undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Maes yr Haul Primary School is a new school, opened in 2001. There are 355 pupils on roll aged from three to 11 years. This school is situated in the Broadlands area of Bridgend. The area is rapidly growing as a large housing estate is nearing completion. The school population has doubled in size in the last three years and is scheduled to increase to 490 by 2007.
2. At the time of the inspection, two permanent teachers were on maternity leave. Their places were filled with two supply teachers, one of whom had been in post for two weeks prior to the inspection. Three other teachers have been appointed in the last school year including the appointment of the deputy headteacher from January 2005.
3. The school reports that the area from which most pupils are drawn is not economically disadvantaged. About 8% of pupils in the main school are considered eligible for free school meals. This is well below the Unitary Authority's (UA) average of pupils entitled to free school meals of 19.9% and the all Wales average of 18.5% of pupils entitled to free school meals. Some 22.8% of pupils have some degree of special educational needs (SEN). Two pupils have statements of SEN. About 85% of pupils have English as their first language. Nearly half of the school is of Welsh extraction and none have Welsh as their first language. Of the remainder, 32% of pupils are from other non-British backgrounds. There are 5% of pupils from Japanese families. At the age of three pupils enter the nursery.
4. The school holds the Investors in People Award (2002 and 2004) and the Basic Skills Quality Mark (2004).
5. The school's aims include:
 - A commitment to promote a broad and balanced curriculum which emphasises global citizenship, creativity and responsibility;
 - A determination to create a happy place where pupils and adults feel valued;
 - The pursuit of high standards of achievement in a well ordered and purposeful environment.

The school's priorities and targets

6. The school's main priorities and targets for 2004/2005 are: -
 - To improve assessment procedures;
 - to raise achievement further in all subjects;
 - to strengthen home school links;
 - continue to develop the roles of co-ordinators, particularly in subjects other than English, mathematics and science.
7. This is the first inspection of this new school.

Summary

8. Maes yr Haul is a successful new school which has made a good start. It has some outstanding features. The inspection team agreed with the judgements made by the school about the standards pupils achieve and with four out of the other six key questions about other areas of its work. Where the inspection team disagreed with the school's own self evaluation, this was because the school under-estimated its effectiveness in these areas.

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?	2
7 How efficient are leaders and managers in using resources?	2

Standards

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	72%	11%	0%	0%

10. Standards of achievement in lessons are above the Welsh Assembly Government all Wales target for 95% of standards to be at least satisfactory and 50% to be good.
11. The overall quality of educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning. The standards of achievement of children under five are as follows: -

Subjects and/or Areas of Learning Early Years

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

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

Subject	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Science	1	1
Welsh as a second language	2	2
History	2	1
Geography	2	2
Information technology	1	1
Design and technology	2	1
Music	2	2
Art	2	2
Religious education	2	2
Physical education	2	2

13. Pupils' standards and progress in the key skills of speaking listening and reading are good. In writing, numeracy and in information and communications technology (ICT) across the curriculum pupils achieve very well. Pupils' bilingual skills are good, as are their personal and social skills. Pupils' creative skills are good.
14. Starting from an average base in the end of KS1 national tests for seven year olds in 2004, pupils' achievement in English, mathematics and science were above the UA and all Wales averages. Since 2002, standards have risen in these assessments. Currently in the assessments for seven year olds, boys and girls perform about the same in English and mathematics and girls outperform boys in science.
15. In KS2 national tests for 11-year-olds in 2004, the percentage of pupils reaching at least the expected level (Level 4) was above the UA and all Wales average in English, mathematics and science. In English, the percentage reaching the higher level (Level 5) was considerably higher than the UA and all Wales averages. In mathematics, the performance of the school at the higher level was very similar to the UA and all Wales pictures. In science the percentage reaching Level 5 was above the UA and all Wales average. In these tests girls outperformed boys in English and science and boys outperformed girls in mathematics. When these results are compared to similar schools in the UA, the school outperformed a quarter of these similar schools. Since 2002 results have improved. Pupils from different ethnic backgrounds often achieve very well, reflecting the very good support they receive.
16. Pupils' behaviour is very good. Pupils work hard and show respect for other pupils and adults. They wish to succeed and to please their teachers. Relationships between children and between children and adults are very positive. Pupils show a marked respect for each other's traditions, backgrounds and feelings. Levels of attendance are about average and the school meets the Welsh Assembly Government guidance for recording and reporting attendance.

The quality of education and training

17. In the lessons observed the quality of teaching and learning was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	57%	10%	-	-

18. The percentage of good or very good lessons is above Welsh Assembly Government's target of 95% of lessons to be satisfactory or better. Some 90% of lessons are good or better. This is well above the national target of 50% of lessons to fall into these categories.
19. In the best lessons in the nursery and reception classes teachers show a very good understanding of how to plan and organise their lessons and to match the work to the different abilities of children. These children enjoy coming to school and get on well together.
20. In the best lessons in KS1 and KS2, teachers challenge and encourage pupils well. Teachers' expectations of their pupils are high and work is well matched to the different abilities within classes. Interpersonal relationships between teachers and pupils are very positive and teachers very successfully enable pupils to appreciate the importance of working hard and of thinking things out for themselves. Pupils from different backgrounds and traditions are made to feel equally important. They are very well supported by their teachers and other adult helpers.
21. In the few lessons where teaching has some shortcomings, opportunities are missed to promote pupils' bilingual skills and to use Welsh informally. Occasionally teachers do not set aside time at the end of lessons to review what pupils have learnt.
22. Arrangements to monitor pupils' long-term achievements and progress are very rigorous and extensive. These meet statutory requirements in full. The school uses a variety of national and standardised tests to help assess what pupils should achieve in the future based on their previous performance and use these effectively to help to raise standards further. However, the school does not consistently use assessment information and information from teachers' marking to set shorter term, achievable targets for all individual pupils to work towards. In most subjects formal collections of pupils' work have not been completed in order to indicate the standards teachers should expect in each subject in each year.
23. The curriculum is very broad and well balanced. It meets legal requirements and reflects very well the needs of all pupils including those from different cultural and ethnic backgrounds. Particularly strong features in the school's curriculum are the logical way the curriculum is organised to build systematically on what pupils already know and can do. It is also significantly enriched by the provision of a very extensive range of out of school activities and clubs. There are very good links with the world of work. Links with the local community and other schools are good. Links with industry are well developed and include a productive links with the Local Educational Business Partnership (EBP) as well as individual companies.

24. There are very good arrangements to promote pupils' basic and key skills as well as to encourage their personal development. Provision to promote pupils' spiritual, moral, social and cultural development is very good. Provision for *Y Cwricwlwm Cymreig* is good, as are arrangements to promote pupils' bilingual skills. All pupils have good access to the curriculum. Pupils with English as an additional language are well supported and all pupils have a good opportunity to learn about the need to protect the environment and to be good citizens. Attendance is very close to the national average.
25. The quality of care, guidance and support is very good. Links with parents are generally positive and nearly all parents have a high opinion of the school. Teachers in the nursery and reception are very sensitive to the needs of younger children as they begin school for the first time. Throughout the school pupils receive good personal and academic support. However, the school is rightly concerned about the health and safety of pupils when entering or leaving the school at the beginning and end of the school day, due to heavy traffic congestion.

Leadership and management

26. The leadership shown by the headteacher is very strong and determined. There is a very clear culture of rigorous self assessment to make the school a success. All teachers and their helpers have a strong sense of direction and shared commitment to provide a high quality education for all pupils. There are very thorough arrangements to review the standards pupils achieve and to help raise standards further particularly in English, mathematics and science. The members of the senior management team work very effectively together to review teaching and learning. These opportunities have also been effectively extended to some but not all co-ordinators. The school has correctly identified this as a priority for improvement.
27. Governors are very committed to the school and are closely involved in its life. The governing body is well led and very effectively acts as a critical friend of the school. It provides a very strong lead in determining the school's longer-term direction and priorities. Governors, teachers, pupils and parents have been appropriately included in drawing up the school's self-evaluation which is broadly accurate.
28. The accommodation is of a very high standard and is very well maintained. It provides a very stimulating environment for children and pupils. There is very good provision of teaching and support staff. Learning resources are of a good quality and quantity with two exceptions. The provision of large outdoor play equipment and wheeled toys in the nursery is barely adequate for the number of children in the nursery. The school has yet to establish a central library for pupils to use on a regular basis. As a result pupils have limited confidence when using reference books to find out information for themselves. With these exceptions, resources are carefully matched to the school's priorities for development.
29. Overall, bearing in mind the standards many pupils achieve by the age of 11 from an average base, together with the good quality of teaching and very good leadership in the school, the school gives good value for money.

Recommendations

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

- R1 continue to raise standards further by,
- (i) continuing the process of assembling collections of pupils' work in all subjects which indicate the standard expected in each year in each of those subjects, and
 - (ii) provide subject co-ordinators with planned opportunities to review the quality of teaching and learning at first hand and the standards pupils achieve; as already undertaken in English, mathematics and science.
- R2 make the good arrangements for setting and following up short-term targets to help improve individual pupils' learning consistent across the school;
- R3 review arrangements for the health and safety of pupils and their parents when entering and leaving the school at the beginning and end of the school day.
- R4 improve resources by completing the school reference library and by increasing the quality and quantity of large outdoor play equipment and wheeled toys for children in the nursery;

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

30. Overall the findings of the inspection team match the judgements made by the school in the self-evaluation report.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	72%	11%	0%	0%

31. The overall quality of education provided for children under five is appropriate to their needs and they make good progress towards the desirable outcomes for children's learning. Baseline assessments indicate that attainment on entry for many children is average.

32. Standards of achievement for children under five are as follows:

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

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

Subject	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Science	1	1
Welsh as a second language	2	2
History	2	1
Geography	2	2
Information technology	1	1
Design and technology	2	1
Music	2	2
Art	2	2
Religious education	2	2
Physical education	2	2

34. In the KS1 2004 NC assessments in English the proportion of pupils achieving the higher level (Level 3) was above the UA and all Wales averages. The same is true in mathematics and science. In the combined subjects scores the school achieved above the UA and all Wales average. Since 2002 the school's performance in English mathematics and science has increased consistently in these assessments for seven year olds. Currently boys and girls perform about the same in English and mathematics and girls out perform boys in science.
35. In the KS2 2004 NC tests for 11-year-olds, the percentage of pupils reaching or exceeding the expected level (Level 4) was above the UA and all Wales average in English, mathematics and science. In English 71% reached the higher level (Level 5) which was considerably higher than the UA average of 30% and the all Wales average of 35%. In mathematics the percentage reaching the higher level (Level 5) was very similar to the UA and all Wales averages. In science the percentage reaching this level was also above the UA and Welsh averages. When these results are combined the school's results were above the UA and Welsh averages. In these tests for eleven year olds, girls outperformed boys in English and science and boys performed better in mathematics. There has been a considerable reduction in these gender differences recently. Overall, since 2003, in these tests standards in English, mathematics and science have risen. When compared to schools considered to be broadly similar, the school is functioning better than a quarter of these similar schools in these tests.
36. In KS1 and KS2, pupils' standards of progress in the key skills of speaking, listening and reading are good. In writing, numeracy and ICT across the curriculum, pupils achieve very well. Pupils' bilingual skills are good. Pupils' personal and social skills as well as their creative skills are good.
37. Pupils use their skills in English well in other subjects. For example there are very good examples of writing in history and geography. Pupils make good use of their reading skills to find out information via the Internet but are less confident when using reference books.
38. Pupils use their numeracy skills very well to measure, calculate and record information, for example in science and geography. Pupils use information and

communications technology very confidently to support their learning, for example in making presentations in history and in recording data in science. Many pupils ably draft, edit and print their finished work or enter and add files. Pupils use incidental Welsh confidently in their lessons when those opportunities are provided

39. A particularly strong feature in the school is the progress pupils from different backgrounds make. Pupils with English as an additional language make at least good and often very good progress.
40. Pupils with SEN have very positive attitudes to their learning and make good progress to the overall targets set for them to achieve. However, teachers do not consistently set short-term achievable targets for all pupils and do not consistently share with pupils what they need to do to improve in individual subjects.
41. Almost all pupils have a very positive and mature approach to learning. In most lessons pupils listen attentively, answer questions in a purposeful manner, engage constructively in discussions and sustain very good levels of concentration. Pupils enjoy working in pairs and small groups sharing ideas and information productively. This promotes learning in a very stimulating environment.
42. Outside lessons pupils were observed interacting constructively, playing games, listening to music. During break and lunch time older pupils were supporting younger pupils by acting as peace makers. Others serve as prefects. These pupils work for their school with pride and use these positions to develop their leadership skills. They become mature and responsible citizens. These arrangements foster a learning environment based on mutual respect and consideration.
43. The school has excellent procedures for recording, monitoring, investigating absence and for encouraging punctuality and attendance, which is very effectively supported by pupils, most parents and rewarded by the school. These arrangements have a very positive impact on learning and pupils' personal development. Attendance levels are close to the national average.
44. Pupils' behaviour is often outstanding. This promotes equality and diversity very effectively. Pupils are very polite, courteous, welcoming and friendly. They understand and value the code of conduct and support the headteacher's vision of developing into world citizens. Pupils from different racial background are fully integrated into the school and this is particularly evident from the caring, sensitive and friendly relationships between pupils from diverse backgrounds. Speakers from other faiths and cultures visit the school to further enhance pupils' understanding and knowledge of other cultures. During the inspection there was no evidence of any anti social behaviour.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

45. Overall the findings of the inspection team match the judgements made by the school in its self-evaluation report. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	57%	10%	-	-

46. The percentage of good lessons is above the Welsh Assembly Government target of 95% to be satisfactory or better. The percentage of very good lessons is well above the national target of 50% to be good or better.
47. In the nursery and reception the teachers show a very good understanding of how to plan and organise lessons for these children. They very successfully encourage them to find learning to be fun and as a result these children invariably like coming to school and get on well together. Across KS1 and KS2 in the best lessons teachers stimulate and challenge pupils well. They set clear time limits on what they expect pupils to achieve and regularly remind them of these. Work is well matched to the different abilities in classes and teachers' expectations of all of their pupils are high. They question carefully so that each pupil is drawn into the discussion, for example in a history lesson in Year 6 where all pupils are encouraged to contribute to the discussions about 'The Escape from Island Farm'.
48. A particular strength across the school is the way in which all pupils work willingly and enthusiastically with their teachers and other adults. This is because pupils know that their efforts are valued and that they are treated fairly. Pupils try hard because they wish to please their teachers. In the best lessons teachers subtly encourage pupils to think things out for themselves and to accept their responsibilities, for example when deciding together how to approach a problem.
49. In the best lessons teachers show very good subject knowledge and make the lessons very interesting, for example in English when pupils re-tell a story using different costumes provided by the teacher. Teachers plan very carefully to ensure that their lessons are well resourced and move forward logically. The objectives for pupils' learning are clear and are regularly shared with pupils so that all know what is expected of them.
50. Across the school teachers are skilled in ensuring that all pupils are fully engaged in their lessons and have equal access to what is being taught. Pupils from different backgrounds and traditions are very successfully encouraged to give of their best and to feel important members of their classes. Pupils who are at an early stage of learning English are very well supported and make very good progress.
51. There are very good arrangements in place to support pupils with special educational needs. Work for them is carefully matched to their needs and adult

support assistants are very well deployed in order to support these pupils and to enable them to take part in all of the work going on in classes.

52. In the small number of lessons where teaching has some shortcomings, opportunities are missed to promote pupils' bilingual skills and to use Welsh informally. In a few instances teachers misjudge the time available so that there is insufficient time left to review what pupils have learnt.
53. Arrangements to assess pupils' long-term achievements and progress are very rigorous and extensive. They met statutory requirements. There is a detailed and regularly used system in place to track the progress of individual pupils.
54. The school has a variety of national tests and reliable assessments to test progress. This information is well used to determine longer-term targets and to judge progress towards them. However, the information which these processes and other assessments generates is not consistently used across the school to set shorter term achievable targets for individual pupils. While teachers mark pupils' work carefully and encouragingly, insufficient emphasis is given in some classes to indicate what pupils need to do to improve. This information is not shared sufficiently with individual pupils and is not closely linked to the school's overall assessment and target setting procedures for individual pupils.
55. The school is beginning to put in place collections of pupils' work to indicate the standards teachers should expect in each subject. Currently, these have not been completed for all subjects. The quality of ongoing assessment and recording in the early years is good. Annual reports are detailed and provide parents with a clear picture of their children's progress. They conform to statutory requirements.

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

56. Overall the findings of the inspection team do not match the judgement made by the school in its self evaluation report, where the quality of this area of its work was under-estimated.
57. The curriculum meets the needs of all pupils and is equally accessible to all. The school succeeds in catering for the whole range of pupils' needs. The provision made for pupils with SEN and those for whom English is an additional language is outstanding.
58. The overall quality of educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.
59. Many of the experiences provided give a good lead into national programmes such as the development of a foundation vocabulary in Welsh which is taught as a second language.
60. There is a good link between the two key stages and the careful and systematic planning taking place ensures that the curriculum provided builds on pupils' previous knowledge, understanding and skills.
61. The systematic mapping of key skills ensures that pupils acquire very good key skills with outstanding skills in information technology. The use of focus weeks

- for mathematics and science and technology workshops, supplement classroom activities and have ensured that many pupils reach very good standards in these key skills.
62. The extensive programme of field and educational visits (to such venues as the Welsh Assembly, an industrial environment centre and local farms) and the range of extra-curricular activities are outstanding features of the school. Activities such as sports science and an innovative Japanese club are provided at lunch times and after school. The peripatetic teachers' support provided for learning to play string and brass instruments extends the curriculum in music and enriches pupils' experiences as well as contributing to their personal and social development. Very successful science, reading and art clubs enhance pupils' achievement in science, English and art. For example, the First Light animation project has won a national award.
 63. Appropriate homework is set and marked and parents are strongly involved in developing pupils' reading skills.
 64. Learning experiences promote pupil's spiritual, moral social and cultural development very well. There is a good 'acts of worship' policy. The acts of worship, which are broadly of a Christian character are very well planned and meet statutory requirements. They give good opportunity for pupils to participate. The school links effectively with churches in the locality by inviting clergy from nearby churches and chapels to contribute to the acts of worship.
 65. Pupils' moral and social development is very good. Pupils are very welcoming and courteous and always anxious to offer to help their fellow pupils, staff and visitors. Pupils are developing into independent learners. They make moral decisions by applying reason. Pupils' understanding of moral issues is very well developed through the school's fostering of values such as honesty, fairness and respect for truth. The school actively supports charitable activities such as Voluntary Service Overseas (VSO).
 66. The school succeeds very well in promoting pupils' cultural development including developing a sound awareness of the culture of contemporary Wales. Pupils' knowledge about Welsh culture is developing through their lessons in history, geography, religious education, as well as their studies in art and design technology. Through visits to such venues as Techniquest and Llancaiach Fawr pupils are made aware of life in Wales during the Stuart period. The pupils are familiar with the work of some Welsh artists including contemporary local artists and designers and make frequent visits to local museums and galleries. Pupils are familiar with aspects of Christianity, Judaism and Islam through their well-structured religious education programme. They benefit from visits made to the school by drama groups and as a result of focus weeks on Japan, Australia, USA and Nepal. A link with a New Zealand school on a combined project 'Junk to Gems' led to a successful fashion show of costumes made from recycled materials. Follow up work in class on several of these events is reflected in good quality displays in corridors throughout the school.
 67. Pupils' learning experiences are enriched by the effective partnership with the EBP and local businesses and awards have recognised the very good quality of the school's participation. The pupils have effective work-related education,

which is well integrated into their work in various topics and subjects such as IT and design technology.

68. Although use of incidental Welsh is good in acts of worship and in many classes it is not of a consistent high quality throughout the school. At KS1 there is a good development of dual literacy with pupils without any prompting giving the Welsh equivalent of words in their language lessons. The interest shown in attending Japanese clubs indicates that the pupils at the school want to share in the culture of the Japanese pupils who attend the school.
69. The school promotes education for sustainable development well. Visitors discuss the desirability of recycling and pupils are practically involved in a recycling project. Pupils have attended a regeneration project at Oldbury Power Station and the Recycling Officer for the UA has visited the school to explain the relevance of recycling as an environmental issue. Pupils develop entrepreneurial skills through making, marketing items and running a healthy food tuck shop and taking charge of funding raising for good causes.
70. Pupils are consistently and effectively encouraged to take responsibility for their own learning and for their behaviour, though as yet, the setting of pupils' personal development targets is not fully developed in the school.
71. The procedures to ensure smooth and effective transition to other schools are a strong feature of the school.

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

Grade 1: Good with outstanding features

72. Overall the findings of the inspection team do not match the judgements made by the school in its self-evaluation report, where the quality of this area of its work was under estimated.
73. The quality of care, support and guidance in the school are good with many outstanding features. The staff and governors are all very involved in establishing and maintaining the ethos of the school and in putting the school's mission statement into effect.
74. The arrangements for child protection meet legal requirements are clear and are very effective. All staff, including the designated teacher, have undertaken appropriate child protection training and are fully aware of how to report, record and monitor incidents of concern. The school sustains a strong working relationship with the education welfare service. The school has good access to the educational psychological services. All help to promote successfully the welfare and well-being of the school community and ensure the school community learns in a safe and secure environment. Health and safety are given priority and these practices are implemented in a very caring and sensitive manner by the school and governors. The school has clear policies and procedures for attendance, anti bullying and equal opportunities. These policies ensure the school effectively monitors the safety and well being of its pupils.
75. The school warmly welcomes parents. A DVD starter pack is provided to parents when their child starts school. The school informs parents of the standards and expectations set by the school and invites them to support the work of the school. This well balanced partnership between school and parents

ensures all pupils, regardless of social, economic, religious, linguistic and racial background continue to learn in a caring, stimulating, safe and secure environment, which is valued by parents. There is regular and systematic communication between school and home. Regular informative newsletters are sent and parents are actively encouraged to meet with teachers and to engage in constructive dialogue. This helps learning and enables parents to keep abreast of their child's progress and events in school.

76. The school listens to its parents and ensures their views are carefully considered and used to support children and their education provision. The school surveys parents and in a recent poll found that most parents value the provision of education provided. However, a small number of those parents who attended the parents' meeting raised concerns about the standards and progress of pupils in the school, bullying and having to leave their child at the school gate at the beginning of the school day. Further discussions with parents during the week of the inspection indicates that most parents are pleased with the school provision and how the school responds to their concerns and suggestions.
77. The Parents and Friends Association (PFA) is an integral part of the school and frequently hosts events, which support learning in school and wider community, as well as providing the school with financial support. These events are well attended and provide a very good opportunity for parents, staff, governors and the wider community to work in partnership. This enhances learning and helps to raise pupils' self esteem and confidence and become mature and responsible citizens.
78. The induction arrangements are very secure. Parents and new pupils accompanied by their parents are invited into the school to meet with staff, and discuss arrangements, new routines and undertake a base line assessment. This provision enables pupils to settle into school life quickly and become independent learners. Inspection evidence indicates that nursery staff set high standards and encourage children to respond to the feelings of others. For example, a Japanese child who currently speaks very little English was confidently playing with another child and trying to discourage an argument between other children. A special needs child interacts very well with other children and has made huge progress both, with his walking and his listening skills. The learning environment for the under fives is very conducive to learning and ensures a good start to life in the school.
79. There is high quality personal support and guidance for all pupils including the provision of good opportunities to sit down and discuss issues amongst themselves. The well-established school council with pupils from Y2 to Y6 regularly meet with the headteacher. Their views are taken seriously and individual pupils take on responsibility willingly; for example in taking minutes and recording any views expressed and decisions made at the school council.
80. Elements of the school's PSE programme are very much integrated into the various subjects of the NC. There is a strong emphasis on healthy eating and the tuck shop run by pupils provides healthy foods at break times.
81. The roles of the pupil 'mediators' and 'peacemakers' who assist teachers and midday supervisors during breaks and lunchtime are well established and an

- outstanding feature of the school. Older pupils mentor and assist the children in nursery and reception and younger pupils to ensure that any signs of anti-social behaviour are reported and dealt with promptly.
82. Within the school premises there is a very strong emphasis on the healthy development, safety and well being of all pupils. However, when arriving and leaving the school premises there is a potentially dangerous situation due to heavy traffic in the area and the parking of vehicles outside the school.
 83. The school systematically identifies the needs of pupils with SEN and prepares appropriate support. This is one of the outstanding features of the school. There is an appropriate school SEN policy, which is reviewed and agreed annually by the governors. The school has two governors who have particularly strong backgrounds in supporting pupils with SEN.
 84. The SEN register is regularly updated. The work of SEN pupils is consistently followed up with regular reviews of progress. Presently at KS1 and KS2 there are 92 pupils on the SEN register with two pupils having statements of special education needs. In addition, there are ten on the early years register of children with special needs. The school follows the Bridgend model for SEN provision, which is based on the 2002, revised Code of Practice (Wales). The school has its own category of pupils whose achievement gives 'cause for concern'. Their performance is monitored closely every term. These pupils are not included on the SEN register.
 85. The reviews which take place are carried out with the full involvement of parents and appropriate external agencies. These assessments fully satisfy statutory requirements. The SEN co-ordinator (SENCO) discusses the Individual Education Plans (IEPs) thoroughly with teachers. In many cases class teachers write the IEPs with the use of special software which enables their lesson plans to reflect the needs of these pupils.
 86. The school has a very detailed and very effective inclusion policy, which ensures that all pupils with SEN are integrated very effectively. This also includes pupils from a nearby school for pupils with significant learning difficulties. These pupils regularly visit classes and are very much welcomed into the daily life of the school.
 87. There is much evidence of good practice in the school's provision for equal opportunities. A great emphasis is placed on all pupils being treated the same. The school conforms to all statutory requirements in terms of documentation for equal opportunities, racial discrimination and disability discrimination. All revised and new school documentation includes statements about the importance of equal opportunities. Serious consideration is also given in the purchase of all new resources to the question of stereotyping pupils by gender, race or disability. The new school buildings have excellent facilities for the disabled. The school recognises that provision requires constant review as different cohorts of pupils with differing needs pass through the school.
 88. There is a very good behaviour policy which encourages positive reinforcement as the normal strategy but which backs this up with a system of appropriate sanctions. The school has effective strategies based on pupils helping each other, discussion time and an active school council for ensuring that pupils are free from any form of oppressive behaviour or harassment. Pupils act as

mediators in the playground to ensure children have a large number of places to turn to for support.

89. The school makes positive efforts to celebrate diversity in class and in assemblies.

Leadership and management

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

Grade 1: Good with outstanding features

90. Overall the findings of the inspection team do not match the judgements made by the school in its self-evaluation report, where the quality of this area of its work was under-estimated. The overall quality of leadership and strategic management is a strength of the school.
91. The headteacher has a very clear vision for the future of the school and gives it a very strong and determined lead. There is a very clear sense of purpose, which has resulted in the establishment of a strong culture of rigorous self assessment and commitment to make the new school a success. The headteacher, newly appointed deputy headteacher and senior management team work together closely and effectively to ensure that there is a clear sense of direction. The challenges created by the rapid increase in the number of pupils and staff at the school have been handled very well. All adults working at the school share a strong commitment to provide a high quality education for all pupils, where expectations of behaviour and positive relationships are very high. A particularly strong feature of this new school is the very successful way in which pupils from different ethnic backgrounds and traditions have been made to feel valued in the school community. For example links with the Japanese community are very extensive including a Japanese Club, which is open to all and meets regularly.
92. The headteacher is very successful in promoting a positive ethos in which teachers are very mindful of the need to ensure that all pupils are fully involved in the curriculum and make good progress. There are rigorous systems in place, for example to judge the progress pupils are making and to judge whether or not pupils from different racial backgrounds are making the progress they should. The school has recognised the need to improve its performance in the national tests further where currently the school performs only better than 25% of these similar schools. The senior management team and subject co-ordinators for English, mathematics and science have carried out detailed studies of the school's performance in these tests and assessments. They have put in place well considered strategies to improve the school's future performance in comparison with similar schools in the UA.
93. The school takes very good account of national priorities and links with local schools and colleges are strong. For example, the school has provided extensive learning experiences in the school holidays and there is a clear commitment to strengthen the links between the school and the growing community it serves. There is a particularly effective and mutually beneficial link with the local school for pupils with severe learning difficulties, which enables some of these pupils to work regularly and effectively with pupils from the school. The school council is a success and helps to provide pupils with a

strong sense of citizenship and commitment to their school. There are close links with the local regeneration committee.

94. Arrangements for staff appraisal are very thorough and staff are well aware of their targets for improvement which are closely linked to the school's long-term development plan. Performance management is very well established. A particular strength in the school is the very professional way in which the performance of individual teachers and subject co-ordinators is reviewed by the senior management team. The school has quickly and very effectively developed procedures and practices to review teaching and learning at first hand by this group. There are well-established systems to identify strengths and areas for improvement and to follow these through in terms of their impact on the standards pupils achieve. However, these opportunities have yet to be extended to all co-ordinators.
95. The governing body has a very close involvement in the life of the school and in agreeing with the headteacher its priorities for the future. The chair of governors provides a thoughtful and positive lead and is very well supported by all governors who have a strong commitment to the school. They are very well informed about current standards being achieved and about all issues, which affect the performance of the school. The governing body holds the senior management team to account very well and the governing body has very successfully developed its role as a critical friend. They work constructively with the professional staff to determine the way forward and to judge the success of initiatives. For example, governors are currently heavily involved in attempting to find a satisfactory solution to the difficulties caused by the congestion of traffic near the school gates at the beginning and end of the school day. Many governors are regular visitors to the school and play an active part in its everyday life. Through their regular meetings they have an important influence on school improvement planning and monitoring progress. They meet all statutory requirements in full.

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

Grade 2: Good features and no important shortcomings

96. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report.
97. The headteacher, governors and staff are well informed about the performance of the school. The quality of the school's self evaluation is good and is based on lesson observation, school performance data and some detailed reports from co-ordinators particularly in respect of English, mathematics and science. The school has also undertaken a series of rigorous self-evaluation procedures and has a clear commitment to learn from mistakes and to improve the quality of its educational provision further. As part of these exercises the school has surveyed the views of link governors, parents and the school council and it takes careful account of these different views.
98. Collections of pupils' work to indicate the standards teachers should expect in each year are currently incomplete. Not all co-ordinators have yet been able to carry out detailed reviews of their subjects based on first hand observations. The school has plans for both of these elements to be addressed.

99. The governing body is kept up to date about the progress the school is making towards the targets it is setting for itself. There are well-developed arrangements for the headteacher to review the progress of initiatives including the performance of pupils and teachers. However, arrangements to set short-term targets for pupils to achieve are not followed through consistently in every class. The school development plan (SDP) is a concise manageable document which is very well used to set priorities for improvement. This document is detailed and closely related to the school's needs. It contains appropriate success criteria and cost implications. The SDP is closely linked to the school budget. This has a very positive impact on the way resources are effectively allocated.
100. Overall the inspection team broadly agrees with the school's identification of its strengths and areas for improvement. The inspection team agreed with the judgements made by the school in four out of seven key questions. Where the inspection team disagreed with the school's own self evaluation, this was the result of the school's underestimation of its effectiveness in these areas.

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

Grade 2: Good features and no important shortcomings

101. Overall the findings of the inspection team match the judgements made by the school in its self-evaluation report.
102. The school has a good mixture of young and more experienced staff. They have sufficient knowledge and expertise in all aspects of the school curriculum. There are very good schemes of work on all core and foundations subjects and religious education.
103. Good use is made of in-house and county based training which is always firmly linked to the SDP.
104. The contribution made by the support staff is very good and they are fully involved in the work of delivering the curriculum. They, like their teaching colleagues have annual reviews and have regular meetings to keep up to date with educational developments.
105. The school's range of resources is generally appropriate to the pupils' age and needs. However, there is currently a need to increase the provision for reference books for both key stages and to review the provision for large toys for outside use in the nursery. The school has very good resources for pupils with SEN and pupils for whom English is a second language. There are very good learning resources in information technology and design and technology which are used efficiently and effectively.
106. School administrators carry out daily routines and a range of other responsibilities efficiently and effectively.
107. The accommodation provided at the school is very good. All rooms are suitably furnished and equipped. All classes have interactive whiteboards fitted as standard which are used well to support teaching and learning. The environment is stimulating and colourful and displays around the school and in classrooms are bright, informative and celebrate pupils' achievement. The school grounds and outdoor play areas are well maintained and clean.

108. The school is now based in an attractive new building and has a range of good facilities. However, there is significant congestion at the entrance to the school at the beginning and end of the school day. Bearing in mind the standards many pupils achieve by the age of 11 from an average base, together with the good quality of teaching and very good leadership in the school, the school gives good value for money.

Standards achieved in subjects and areas of learning

Early Years – Provision for the Under Fives

Grade 1: Good with outstanding features

109. The overall quality of the educational provision for children under five is appropriate to their needs and children are making good progress towards the desirable outcomes for children's learning.

Language, Literacy and Communication skills

Good and outstanding features

110. Standards of achievement in the nursery and reception in language, literacy and communication skills are good and have outstanding features.
111. In the nursery, children listen very well to their teachers and to other adults. They listen, respond to and recall songs and many rhymes they know for example when they spend time in the 'The Bears' Corner'. They are able to retell a simple story in sequence and predict what might happen next. They talk confidently to each other and to adults when playing as individuals or in small groups. They are beginning to understand that words carry meaning and that letters indicate sounds which build up into words. They ask questions very confidently when matching objects to different criteria. They take on roles and recreate experiences, for example when dressing up for 'Baby Bear's Fancy Dress Party'.
112. In the reception class children make very good progress in learning the sounds letters make. They express opinions and make choices sensibly, for example when discussing 'Mr Little and Miss Noisy's Car'. They are able to identify a sequence of events and explain what happens next. They are beginning to read confidently, choosing a book and following the text accurately. They know that words have meaning. They enjoy sharing stories. They are able to write letters legibly and are beginning to use pencils to record their own stories.

Personal and Social Development

113. Standards of achievement in personal and social development are good with outstanding features in the nursery and good with no significant shortcomings in the reception class.
114. An outstanding feature in the nursery is the progress that children make in their social relationships both with other children and with adults. They benefit significantly from the very good opportunities which are provided for them to have close contact with a large number of adult helpers. Children in the nursery quickly become confident and outgoing. They put out and put away their equipment independently. They know what is expected of them in terms of their behaviour and how they should treat others. They show high levels of care and

affection for each other; for example when working together in the hall playing 'Miss Lightfoot' and 'Mr Heavy' in a movement lesson. Children enjoy coming to school because they know that they will be warmly encouraged.

115. Children in the nursery are developing a very good awareness of their own needs and are sensitive to the needs of others. They have a growing understanding of right and wrong and of the importance of sharing fairly. They show considerable consideration for children from different backgrounds and cultures.
116. In the reception class children continue to build successfully on their experiences in the nursery and make good progress. They explore and experiment confidently, for example when carrying out a survey of the houses in the area. They concentrate well and ask adults appropriately when they need help. They are able to change their clothes for physical activities briskly and take responsibility for their personal hygiene. They undertake responsibility seriously. They have a well developed sense of right and wrong and show care and consideration for each other as they work independently.

Mathematical Development

117. Standards of achievement in mathematical development are good with outstanding features in the nursery and good with no significant shortcomings in reception.
118. Children in the nursery make very good progress in recognising and creating basic patterns. They learn very quickly the language of shape, position, size and quantity. They know how to match objects to small numbers and use the appropriate word to describe that amount. They estimate how many cups it will take to fill a container. Working with adults they know how to fit simple shapes together. They know simple number rhymes.
119. In the reception children confidently and accurately sort, match, order, sequence and compare familiar objects. They recognise 'heavier than' and 'lighter than' and use symbols to indicate which object is heavier or lighter; for example when comparing similar quantities of sugar and flour. They are able to write numbers accurately. They use the language of position carefully and correctly. They are beginning to carry out money transactions and recognise how to add on in order to calculate how much to give in change.

Knowledge and Understanding of the World

120. Standards of achievement in knowledge and understanding of the world are good with outstanding features in both nursery and reception.
121. In the nursery children benefit considerably from the very good overall opportunities given to them to appreciate the immediate world around them. They enjoy making party food for 'Baby Bear's Party'. They are beginning to understand the important times of the day; for example when it is time for school and when to get ready to go home. They show curiosity when investigating different mixtures or when taking apart and putting together objects. They use tools and implements when playing in the home corner or when cutting or joining. They are beginning to understand the basic functions of a computer and how to use its basic controls. They know about important

people in their lives such as the doctor and how they themselves have changed since they were small.

122. The reception children know that forces operate when they push or pull as when putting on or taking off their clothes. They know their local areas very well and record their routes to and from school. They know the names of the parts of a building under construction. They make choices when using materials and exploring their characteristics and potentials. They have very good opportunities to learn how to operate a keyboard on a computer.
123. Children in the reception look closely to find similarities and differences in the materials they use and select tools and techniques they need to shape and make materials; for example when making fairytale characters. They know about important events in their own lives and in those of their families.

Creative Development

124. Standards of achievement in creative development are good with outstanding features in both nursery and reception.
125. Children in the nursery respond very well to rhythm in music. They know how to take on different roles for; for example in the 'Three Bears' Cottage'. Realistic play equipment and clothing help them to feel at home in their different roles. They are very well supported in this by adults who prompt them to play their parts to the full. They respond very well to the very good opportunities to experiment with different textures. They experiment confidently with crayons and paints to represent objects.
126. In the reception, children mix colours very carefully appreciating the importance of base colours. They achieve different shades by carefully adding colours together. They use scissors and glue carefully. They evaluate their own work and that of others fairly and generously. They express their ideas confidently.

Physical Development

127. Standards of achievement in physical development are good with no significant shortcomings in both nursery and reception.
128. In the nursery children interpret the mood of the music they hear; for example when being 'Mrs Lightfoot' or 'Mr Heavy' in their movement lesson. They splash and jump in imaginary puddles. Children in the nursery use a well laid out play area to practise control and movement using some play equipment. They handle small tools and objects with increasing control; for example when drawing and painting. They know that it is important to take care when taking part in exercise.
129. In the reception children build well on their experiences in the nursery. They use large equipment regularly to continue to develop their confidence and co-ordination. They know how to put out and put away independently their own apparatus. They know the importance of exercise on their bodies. They enjoy running, walking, skipping, jumping climbing and hopping. They show awareness of space, themselves and others. They use tools safely and with control.

Shortcomings

130. In the nursery children's overall experiences in physical development are limited by a relative shortage of large outdoor play equipment and wheeled toys.

English

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

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

Good and outstanding features

131. In both KS1 and KS2, pupils listen carefully and concentrate well. They speak confidently and are able to invent their own dialogues. For example, in Y1, pupils invent their own 'speech bubbles' to fit different situations relating to a 'runaway pizza'. In Y2, pupils ask and answer questions carefully and fluently when taking part in a role-play situation. They recall and retell the story of the 'Wicked Giant of Gilfach Fargoed' enthusiastically.
132. In KS2, pupils discuss sensibly with adults when considering what they need to include when designing advertising for a packet of a product. In Y4, pupils discuss their feelings sensitively when considering the mood of a poem entitled 'I've Got A Wolf Inside Me', or when constructing a 'Haiku'. Pupils in Y6 use their language carefully when evaluating each other's writing.
133. Across both key stages pupils read well, building well on the good start they make in the nursery and reception classes. In Y1 and Y2, pupils read fluently at appropriate levels. They show a lively interest in the books they are reading. From early in KS1 they know how to build the sounds letters make in order to read unfamiliar words. They know the names of the parts of a book and discuss how to find out information confidently. In KS2 pupils talk enthusiastically about their favourite authors and describe their favourite characters in detail. They know the difference between legends and true stories from the past. They are able to identify common characteristics found in many legends. Older pupils in KS2 use the Internet quickly and effectively in order to gather information for their work. They write interesting and detailed book reviews.
134. Pupils write very well. Pupils' handwriting is very well formed and well set out. Pupils in both key stages write for a very good range of purposes and know how to plan their writing systematically. In Y1 and Y2, pupils write at some length using capital letters and full stops accurately. They have well developed skills in writing in different styles. For example they know that a script for a play is organised differently to that of a story. They write dialogue for a play accurately in lively and inventive ways.
135. In KS2, pupils have a thorough understanding of the basic parts of speech and know how to apply the rules of grammar accurately. They write for a very good range of reasons and purposes; for example in Y4 pupils write their own newspaper. In Y5, pupils write clever acrostic poems, detailed book reviews and plays. In Y6, pupils retell well-known stories, finding alternative amusing endings. They write detailed biographies of famous people. They know how to write in different styles and genres. They do so at length; for example when writing empathetically about events in World War II.

Shortcomings

136. There are no important shortcomings, however older pupils lack real confidence in using reference books to research a topic. Pupils in KS2 have limited recall of well-known poems.

Mathematics

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

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

Good and outstanding features

137. Pupils consolidate and develop their knowledge and understanding of number work very well throughout the school.
138. Pupils in Y1 confidently count in groups of two, five and tens. They show a very good understanding of the order of numbers to 100. In their written work, pupils record simple addition and subtraction using numbers to 10 or beyond and are becoming familiar with the concept of halving numbers. They make addition sums to 10, using different combinations of three numbers.
139. In Y2, pupils double and halve numbers confidently, some using numbers beyond 100, and demonstrate a growing awareness of place value in their computations when solving verbal mathematical problems. They sequence numbers in given patterns and recognise odd and even numbers.
140. Pupils demonstrate the ability to calculate addition and subtraction of two digit numbers and are starting to use the operations of multiplication and division.
141. Pupils recognise and use correct vocabulary associated with two and three-dimensional shapes. Younger pupils name familiar shapes around them and older pupils are starting to recognise less familiar shapes such as pentagon and octagon.
142. When measuring, pupils use a range of non-standard units to develop the understanding of the need for standard measures.
143. In lower KS2, pupils display a developing recall of number facts. By the end of the key stage, pupils use them quickly to derive accurate answers using a range of mental strategies. Pupils display growing confidence in tackling problems in mental mathematics. They respond well to challenging questioning and are ready to examine different strategies when completing work related to money, weight, length and capacity.
144. Older pupils can calculate accurately to two decimal places and recognise the equivalence between decimals, fractions and percentages. They make good progress in applying their knowledge to solve real-life problems. They extend their understanding of the number system to include negative numbers. Their use of correct mathematical terms and vocabulary is consistently good.
145. Pupils have a good knowledge of two and three-dimensional shapes and some of their properties. They identify lines of symmetry within two-dimensional shapes. Older pupils demonstrate a very good understanding of space, shape and measure. They understand the concept of symmetry, including rotational symmetry, and know how to calculate perimeter, area and volume accurately.
146. Older pupils have a very good knowledge of angles and the properties of irregular shapes.

Shortcomings

147. There are no significant shortcomings.

Science

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Good and outstanding features

148. In both key stages, pupils describe and explain their work clearly, orally and in writing, using appropriate scientific vocabulary.
149. In KS1, some pupils are very confident in predicting the distances travelled by a variety of vehicles. They are also able to explain their prediction and carry out an experiment to find out whether they are correct. They have a very good understanding of the concept of fair testing.
150. In KS1, pupils understood the concept of a push or pull force and are confident to use this knowledge to draw conclusions. Pupils record their work systematically and neatly on prepared worksheets.
151. KS2 pupils use their research skills to follow up first hand investigations by using the Internet to examine the issue further. They are able to work systematically both as a group and independently, and explain their work articulately.
152. They understand some properties of the materials and they test and talk enthusiastically about them. Pupils understand the properties of gravity, and were able to investigate its effect-drawing conclusion that affected real life situations. They talk about predictions, fair testing and variables with ease. They know how to conduct and experiment scientifically.

Shortcomings

153. There are no significant shortcomings.

Welsh second language

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

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

Good and outstanding features

154. In both key stages pupils listen to language carefully and purposefully. They speak confidently and clearly.
155. Key stage 1 pupils have an outstanding vocabulary, which they enjoy using when discussing such topics as the weather, farm and pet animals, clothes and parts of the human body. The pupils respond well to questions. As individuals most respond accurately to simple phrases such as *Pwy wyt ti? Lle rwyd ti'n byw?* They use an increasing number of idiomatic expressions. They sing a good range of Welsh songs, which effectively consolidate their learning. They read together stories such as *Tedi Twt ar y Fferm* with a good accent and with expression. They respond well to teachers' commands and instructions such as *Sefwch* and *Eisteddwch*.
156. At KS2, pupils carry out role-play confidently. They are at home in composing and acting out short dialogues using familiar language patterns. The younger

pupils in KS2 discuss how to make Welsh food dishes such as *cawl* and know the names of the various vegetables, which make up the ingredients. They show their preferences indicating favourite vegetables and those that are not liked.

157. Older pupils take turns in assuming the roles of various animals and role-play suffering various kinds of human illnesses. They have a clear understanding of what they have read and seen. Many use the past tense of the verb correctly. They recall materials they have previously read and describe passages they have enjoyed. They are increasingly able to produce purposeful writing with accurate spelling and punctuation.

Shortcomings

158. While there are no significant shortcomings, some pupils have difficulty with pronunciation and tend to rush their answers. At KS2, some pupils have difficulty with describing the time, for example, *hanner awr wedi*.

History

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

Key Stage 2 - Grade 1: Good with outstanding features

Good and outstanding features

159. In KS1, pupils know that their homes are significantly different from those of a long time ago. They know that air transport has improved since the first flights occurred. They place a series of developments in the history of flight into a chronological sequence. They know about changes which have occurred in their own lives.
160. In KS2, they know about the way of life of the Celts and of these peoples' relationships with their Roman settlers. They have a detailed understanding of the way the Roman Army was organised. For example in role-play they re-enact Roman military drills following orders given in Latin. They construct a 'testudo' using replica shields. They empathise with the harsh regime in a legion.
161. Pupils in KS2 know that life in Victorian times for working children was often uncomfortable. They know that during this period children worked in factories, mines and brickworks. They know that life for the more prosperous was easier.
162. In Y6, pupils have an outstanding understanding of life in World War II. They use local resources very well to build up a very detailed picture of life in a camp for German prisoners of war. They use first and second hand sources confidently to trace the progress of the escape from Island Farm in detail. They are able to make accurate deductions from the evidence they have. They have a very strong sense of time and place associated with the period understanding the importance of rationing and air raids on everyday life. They express their findings in a variety of ways, for example in high quality presentations using computers and in detailed extended writing.

Shortcomings

163. There are no significant shortcomings.

Geography

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

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

Good and outstanding features

164. In KS1, pupils appreciate that traffic in their own area does cause environmental problems. They know that careful planning is necessary to help overcome the traffic congestion. They collect and interpret data from their traffic survey to illustrate their viewpoints.
165. In Y1, pupils draw simple plans of their classrooms and of their homes. In Y2, pupils plan a journey to Katie Morag's Island of Struay. They draw a map of the island working out different routes around it. They identify locations using simple co-ordinates.
166. In KS2, pupils know that the land in their area is used for different purposes. They know that a map and an aerial view have similarities and that both are able to illustrate how housing in their local area has grown and changed the landscape. They use scale when drawing maps. They know how to 'set' a map using a compass. They carry out a range of surveys to determine trends in employment in the area, and analyse the results successfully.
167. Older pupils in KS2 collect information about weather patterns in South Wales and compare them with weather conditions in Nepal and in Delhi. They compare their way of life with Nepalese children. They make a study of environmental issues around Milford Haven and are well aware of the need to protect their own environment. They have appropriate vocabulary to describe the features they observe and study.

Shortcomings

168. There are no significant shortcomings.

Information technology

Key Stage 1 - Grade 1: Good and outstanding features

Key Stage 2 - Grade 1: Good and outstanding features

Good and outstanding features

169. Pupils in both key stages confidently use the information technology suite at the school and save and retrieve their work from their own files based on the server.
170. KS1 pupils recognise and name the main parts of the computer system. They are very confident in loading programs and using the mouse and keyboard. They search the Internet for information and make use of it in their work. They use simple word processing to create text. They then change the size, colour and style to create different effects.
171. Younger pupils in KS2 use word processing programs. They edit text, and insert pictures into their work. They use cut and paste techniques and resize, move and rotate their pictures. They use a spreadsheet programme to create data

graphs in subject such as science, mathematics and geography. They are able to create simple shapes and patterns on Logo.

172. Older pupils in KS2 further develop their word processing and desktop publishing skills very well to produce quality posters, publications, newsletters and bulletins. They control and direct a sequence of events through the use of control packages. An outstanding feature in KS2 is the way pupils use electronic means to make presentations to augment their project work in other subjects; for example in history. They use a variety of websites to support their presentations and complete investigational tasks very confidently.
173. Pupils create their own detailed database to store and retrieve information very readily. They produce graphs and pictograms very confidently to supplement work across the curriculum.

Shortcomings

174. There are no significant shortcomings.

Design and Technology

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

Key Stage 2 - Grade 1: Good with outstanding features

Good and outstanding features

175. Key stage 1 pupils use their design and making skills very effectively.
176. They consistently use appropriate vocabulary. Pupils in Y2 explain the meaning of mechanism and use a variety of techniques to communicate their ideas clearly.
177. With dextrous manipulation of the mouse and selection of menus, pupils use computers software to create original designs regularly and inventively; for example pupils in Y2 produced 2-D frogs with moving parts. They create wheel movement to make eyes roll and employ push and pull mechanism for mouth movement.
178. Pupils in KS1 are aware of different types of fabrics and the types of glue used for different tasks. They create attractive hand puppets and decorate them with intricate designs.
179. In KS2, pupils used an extended range of tools and materials as effectively. They use construction kits, electrical and mechanical components, and rigid and flexible materials confidently and thoughtfully. They develop relevant skills well such as cutting, giving, shaping and joining.
180. As part of the process of creating a 'stationery tidy', pupils carefully consider what stationery items they use every day and how they can best be stored. Before constructing their stationery tidy they make a detailed labelled diagram drawn to scale.
181. They discuss sensibly the pros and cons of using different mediums. They explain logically what ideas they have incorporated into their designs.

182. At the design stage pupils carefully illustrate alternatives using sketches and models. They add appropriate annotations to their design to help with measurements and list the resources they will need for the creating process.
183. They are always aware of health and safety measures while using equipment and tools. They work tidily and help to store equipment at the end of sessions.
184. Pupils in KS2 design and construct musical instruments from various materials. They consider what materials would be most appropriate to produce sound; for example a balloon for a drum skin. They evaluate their work and make suggestions how at their next attempt they could make improvements.
185. In Y6, pupils extend their knowledge and expertise well. Good use is made of the design and technology club and by undertaking technological challenges at a local secondary school. For example, pupils have created impressive masks and they have prepared a design brief and constructed a model car through these links.
186. The pupils are becoming increasingly aware of how design and technology meets the needs of modern society. They are conscious of the valuable contribution of Welsh designers such as Laura Ashley and Julien McDonald to this process.

Shortcomings

187. There are no significant shortcomings.

Music

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

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

Good and outstanding features

188. The quality of singing is satisfactory at KS1 and good KS2. At both key stages pupils enunciate clearly and sing in a rhythmic fashion.
189. KS2 pupils take due note of dynamics and generate good levels of volume and breathe in a disciplined fashion. They give due attention to the end of phrases and maintain correct pitch.
190. The quality of instrumental performance is good in KS1 and very good in KS2.
191. Pupils control a considerable number of untuned and percussion instruments successfully and in a disciplined fashion, keeping to a steady beat when accompanying pre-recorded music.
192. Key stage 2 pupils play a good range of tuned and untuned instruments together in a disciplined fashion, keeping to a steady beat.
193. Most pupils in KS2 correctly identify high and low pitch and under the leadership of the teacher. They can follow a graphic score well when playing a composition using pentatonic scale.
194. In compositions KS2 pupils clap four beat obstinate patterns. They play complex rhythmic patterns following symbols. Individuals at Y4 compose very interesting and tuneful short musical phrases.

195. Year 6 pupils conduct a successful Afro-Marimba Workshop in which they create their own cyclical composition. They listened acutely to each other, supporting one another by staying firmly with their part. Pupils have good opportunities to conduct musical ensembles, which they undertake seriously.
196. In both key stages pupils appraise the work of others and themselves fairly and accurately. They use the language of music appropriately when doing this, for example when suggesting improvement in pace and 'dynamics'.
197. The comparatively small number of pupils who have brass and string instrument tuition from peripatetic teachers make good progress and are encouraged to perform well.

Shortcomings

198. While there are no significant shortcomings, in KS1 pupils' posture and breathing when singing are under developed.

Art

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

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

Good and outstanding features

199. At KS1, pupils in Y1 describe the texture, shape and form of toys and create observational drawing of teddies.
200. They know of light and dark tones and mix and match simple colours.
201. They understand and explain the differences between 2-D and 3-D drawings and create correctly proportioned three-dimensional models of teddies, using salt dough.
202. Year 2 pupils created a mural of shop frontages the pupils would like to see on the Broadlands Estate, linking their art work with a study of the local environment. They use their ICT skills to insert drawings and graphics behind words.
203. They study examples of art works from other cultures such as Australian aboriginal art. They paint on stones in the manner of aboriginal art and know that they used painted stones as markers to leave messages to show the way to a meeting.
204. At KS2 pupils examine a variety of art, craft and design from different cultures and different historical periods.
205. Pupils use their sketchbooks to record direct observations and express feelings. They produce portraits, mosaics and sculptures.
206. Year 3 pupils study some forms of African Art, for example Tinga Tinga, which is to be found on the roadside in Tanzania.
207. Year 4 describe main characteristics of the work of an impressionist painter such as Claude Monet. They compare and contrast different types of art such as abstract, mosaic and carvings. They know of the work of contemporary Welsh artists such as Elfyn Lewis and how he creates his style by dragging swathes of primary colours across the surface of the canvas.

208. They study minute carvings on marble by Michelangelo and create their own carvings from soap blocks.
209. Older pupils in Y5 and Y6 explore the work of William Morris and his wallpaper designs. They undertake good quality cross-curricular work with science in creating and printing designs they have observed through close observation through electronic microscopes.
210. They use card and paper to create constructions and evaluate their efforts in order to improve.

Shortcomings

211. While there are no significant shortcomings, in KS1 the concepts of scale and proportions are underdeveloped.

Religious education

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

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

212. Religious education is taught in accordance with and meets the requirements of the locally agreed syllabus.

Good and outstanding features

213. Pupils throughout both key stages are developing a sound knowledge and understanding of beliefs and practices of Christianity, Judaism and Islam.
214. At KS1, pupils understand the miracle of birth and growing up. Year 1 have visited the local church and have role played a rite of passage such as christening with the assistance of the local vicar.
215. Year 2, through their study of celebrations, they understand that in some religions religious laws rule people's diets. They have experienced special meals such as the Jewish *Seder* and understand the symbolism of the lamb bone, the boiled egg and the unleavened bread. They have explored the life of Moses and the historical background to the Passover.
216. Year 3 have considered qualities of leadership and have made an informative study of the characteristics of Jesus. They have considered the meanings of some familiar New Testament parables.
217. They have successfully explored the concept of 'belonging' based on their own experience as members of clubs such as brownies and swimming club and have a deepening understanding of the responsibility of belonging to a faith community such as the Christian Church.
218. They know about some religious customs through the way artefacts are used. They make effective use of their numerical skills in conducting a survey and recording in graph form, details the places of worship to whom class members belong.
219. Year 4 know about the Last Supper. They understand why it is regularly celebrated in most Christian communities. They know how much the Hajj or pilgrimage to Makkah is highly cherished and desired by Muslims.

220. In Y5, in their study of religious leaders, pupils know about the achievement of William Booth in founding the Salvation Army. They know what Salvation Army officers can and cannot do.
221. Year 6, in their study of sacred books of the world religions, they understand the importance of the Qu'ran to Muslims and the way it is always treated with great respect.
222. Older pupils in KS2 have studied sacred places and know the layout of a mosque. They know the characteristics of synagogues and Buddhist and Sikh temples.
223. They know significant facts about the five pillars of Islam including the sequence of Wudu ablutions; they have considered and reflected on rules and regulations that they themselves observe.

Shortcomings

224. While there are no significant shortcomings, some pupils lack confidence in expressing their responses to religious issues and show hesitancy when responding to questions.

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 and outstanding features

225. Pupils change suitably and warm up and cool down appropriately. They listen attentively to instructions and make good use of space. They have a good understanding of the effect of exercise on their bodies, breathing and heartbeat.
226. Pupils in both key stages make appropriate progress in gymnastics. In KS1, pupils use space confidently. They travel with changes of pace and direction. They are beginning to build simple sequences of movement. In KS2, pupils build well on what they have learn in KS1, making more sophisticated sequences, changing shape and direction. They utilize large and small apparatus well in these movements.
227. In KS1, pupils develop and display good skills when performing dance movements in response to music. They work effectively in pairs, small groups and teams. They foster and develop their basic games skills of passing, catching and traveling with the ball.
228. In KS2, pupils show good participation in games, spatial awareness, passing, catching, dribbling, striking and hitting. Pupils, particularly in KS2 have very good opportunities to compete in a wide variety of team games and competitions. Many swim well and exceed the expected standards. These activities contribute well to pupils' levels of fitness and to the development of individual skills.

Shortcomings

229. There are no significant shortcomings.

School's response to the inspection

We are pleased that the inspection team in their findings have taken into account the rapid growth of the school in pupil and staff numbers where 42% of the staff have taken up their post in this academic year, and have agreed with the priorities set by the school for its establishment and development.

The report confirms the quality of the curriculum provided, the depth and dimension given to the school by the extra curricular activities, the outstanding behaviour of the pupils, the outstanding provision for special needs and the excellent provision for pupils with English as an additional language. It recognises the diligence and dedication of the staff and the excellent support and strategic work undertaken by the governing body.

The report recognises that the school had already highlighted the need to further develop the role of the foundation subject coordinators, and that staff have worked hard to put in place rigorous assessment procedures and pupil tracking systems. These established practices will be built upon to develop the short term target setting recommended which will assist the school in continuing to aim for high achievement.

The school, through a working party of the governing body has already been very active in involving the external agencies who must bear some of the responsibility for the traffic danger highlighted by the inspectors outside the school gates. However, the school will be making every effort to ensure that the situation is managed effectively and safely whilst continuing to agitate at every level for improved cooperation from the appropriate agencies and all those who have a responsibility to act with every consideration for the safety of others.

Work has already begun on acquiring the resources needed to establish the school library and the external environment of the early years section.

A post-inspection action plan will address all the recommendations and will be incorporated into the next SDP.

A copy of the school's post inspection action plan will be sent to parents and progress on this plan will be reported in the governors' annual report to parents.

Appendix A

Basic information about the school

Name of school	Maes Yr Haul Primary
School type	Community
Age-range of pupils	3 – 11
Address of school	Ffordd Tirion Broadlands Bridgend
Post-code	CF31 5BG
Telephone number	01656 672900

Headteacher	Mrs Pam Mahoney
Date of appointment	May 2001
Chair of governors	Mrs C Westwood
Registered inspector	Me Peter Mathias
Dates of inspection	7 –11 March 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	30	55	48	51	62	36	31	33	346

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	14	2	15.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	26.33
Pupil: adult (fte) ratio in nursery classes	10:1
Average class size, excluding nursery and special classes	26.33
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2004	9.56	95.81	96.11	95.2
Summer 2004	88.25	92.66	95.20	93.6
Autumn 2004	92.95	95.95	94.68	94.8

Percentage of pupils entitled to free school meals	8%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results

End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:		56			
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	5	59	36	0
		National	0	4	14	63	20	0
En: reading	Teacher Assessment	School	0	0	7	46	47	0
		National	0	4	14	55	27	0
En:writing	Teacher Assessment	School	0	4	5	71	20	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	5	61	34	0
		National	0	3	12	63	22	0
Mathematics	Teacher Assessment	School	0	0	7	61	32	0
		National	0	2	11	62	24	0
Science	Teacher Assessment	School	0	0	5	68	27	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	91	In Wales	79

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

National Curriculum Assessment Results

End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004			Number of pupils in Y6:		31								
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	6.5	6.5	54.8	32.3	0
		National	0	0	0	0	0	1	6	16	45	31	
	Test/Task	School	0	0	6.5	0	0	0	0	3.2	19.4	71	
		National	0	2	1	1	0	0	5	12	38	40	
Maths	Teacher Assessment	School	0	0	0	0	0	0	3.2	6.5	48.4	41.9	0
		National	1	0	0	0	1	1	4	19	46	30	0
	Test/Task	School	0	0	3.2	0	0	0	0	9.7	51.6	35.5	0
		National	0	2	1	0	0	0	4	18	42	33	0
Science	Teacher Assessment	School	0	0	0	0	0	0	0	9.7	48.4	41.9	0
		National	0	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	0	3.2	41.9	54.8	0
		National	0	2	0	0	0	0	1	9	48	39	0

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
N Pupils who have failed to register for reasons other than absence.
B Pupils not entered for the tests/tasks because they were working at level 1 or below
W Pupils who are working towards level 1

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	87.1	In the school	80.6
In Wales	72	In Wales	72

Appendix D

Evidence base of the inspection

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

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias Registered Inspector	Context Summary and Recommendations Key Question 1, 2, 5 and 6 Early Years English History Geography
Mrs Raj Singh Lay Inspector	Contribution to Key Question 1, 3 and 4
Mr Andrew Manley Team Inspector	Contribution to Key Question 2, 4 and 7 Mathematics Science Information and communications technology Physical education
Mr Dafydd Treharne Team Inspector	Contribution to Key Question 3, 4 and 7 Welsh as a second language Design and technology Music Art Religious education

Acknowledgement

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

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

A SUMMARY REPORT FOR PARENTS

**MAES YR HAUL PRIMARY SCHOOL
Ffordd Tirion
Broadlands
Bridgend
CF31 5BD**

School Number: 672-2367

Date of Inspection: 7–11 March 2005

by

**Peter Mathias
W203/78829**

Date: 12 May 2005

Under Estyn contract number: T/186/04

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Maes yr Haul Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Maes yr Haul Primary School** took place between **7–11 March 2005**. An independent team of four inspectors, led by **Mr Peter Mathias** undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Name of school	Maes Yr Haul Primary
School type	Community
Age-range of pupils	3 – 11
Address of school	Ffordd Tirion Broadlands Bridgend
Post-code	CF31 5BG
Telephone number	01656 672900

Headteacher	Mrs Pam Mahoney
Date of appointment	May 2001
Chair of governors	Mrs C Westwood
Registered inspector	Me Peter Mathias
Dates of inspection	7 –11 March 2005

Context

The nature of the provider

1. Maes yr Haul Primary School is a new school, opened in 2001. There are 355 pupils on roll aged from three to 11 years. This school is situated in the Broadlands area of Bridgend. The area is rapidly growing as a large housing estate is nearing completion. The school population has doubled in size in the last three years and is scheduled to increase to 490 by 2007.
2. At the time of the inspection, two permanent teachers were on maternity leave. Their places were filled with two supply teachers, one of whom had been in post for two weeks prior to the inspection. Three other teachers have been appointed in the last school year including the appointment of the deputy headteacher from January 2005.
3. The school reports that the area from which most pupils are drawn is not economically disadvantaged. About 8% of pupils in the main school are considered eligible for free school meals. This is well below the Unitary Authority's (UA) average of pupils entitled to free school meals of 19.9% and the all Wales average of 18.5% of pupils entitled to free school meals. Some 22.8% of pupils have some degree of special educational needs (SEN). Two pupils have statements of SEN. About 85% of pupils have English as their first language. Nearly half of the school is of Welsh extraction and none have Welsh as their first language. Of the remainder, 32% of pupils are from other non-British backgrounds. There are 5% of pupils from Japanese families. At the age of three pupils enter the nursery.
4. The school holds the Investors in People Award (2002 and 2004) and the Basic Skills Quality Mark (2004).
5. The school's aims include:
 - A commitment to promote a broad and balanced curriculum which emphasises global citizenship, creativity and responsibility;
 - A determination to create a happy place where pupils and adults feel valued;
 - The pursuit of high standards of achievement in a well ordered and purposeful environment.

The school's priorities and targets

6. The school's main priorities and targets for 2004/2005 are: -
 - To improve assessment procedures;
 - to raise achievement further in all subjects;
 - to strengthen home school links;
 - continue to develop the roles of co-ordinators, particularly in subjects other than English, mathematics and science.
7. This is the first inspection of this new school.

Summary

8. Maes yr Haul is a successful new school which has made a good start. It has some outstanding features. The inspection team agreed with the judgements made by the school about the standards pupils achieve and with four out of the other six key questions about other areas of its work. Where the inspection team disagreed with the school's own self evaluation, this was because the school under-estimated its effectiveness in these areas.

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?	2
7 How efficient are leaders and managers in using resources?	2

Standards

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	72%	11%	0%	0%

10. Standards of achievement in lessons are above the Welsh Assembly Government all Wales target for 95% of standards to be at least satisfactory and 50% to be good.
11. The overall quality of educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning. The standards of achievement of children under five are as follows: -

Subjects and/or Areas of Learning Early Years

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

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

Subject	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Science	1	1
Welsh as a second language	2	2
History	2	1
Geography	2	2
Information technology	1	1
Design and technology	2	1
Music	2	2
Art	2	2
Religious education	2	2
Physical education	2	2

13. Pupils' standards and progress in the key skills of speaking listening and reading are good. In writing, numeracy and in information and communications technology (ICT) across the curriculum pupils achieve very well. Pupils' bilingual skills are good, as are their personal and social skills. Pupils' creative skills are good.
14. Starting from an average base in the end of KS1 national tests for seven year olds in 2004, pupils' achievement in English, mathematics and science were above the UA and all Wales averages. Since 2002, standards have risen in these assessments. Currently in the assessments for seven year olds, boys and girls perform about the same in English and mathematics and girls outperform boys in science.
15. In KS2 national tests for 11-year-olds in 2004, the percentage of pupils reaching at least the expected level (Level 4) was above the UA and all Wales average in English, mathematics and science. In English, the percentage reaching the higher level (Level 5) was considerably higher than the UA and all Wales averages. In mathematics, the performance of the school at the higher level was very similar to the UA and all Wales pictures. In science the percentage reaching Level 5 was above the UA and all Wales average. In these tests girls outperformed boys in English and science and boys outperformed girls in mathematics. When these results are compared to similar schools in the UA, the school outperformed a quarter of these similar schools. Since 2002 results have improved. Pupils from different ethnic backgrounds often achieve very well, reflecting the very good support they receive.
16. Pupils' behaviour is very good. Pupils work hard and show respect for other pupils and adults. They wish to succeed and to please their teachers. Relationships between children and between children and adults are very positive. Pupils show a marked respect for each other's traditions, backgrounds and feelings. Levels of attendance are about average and the school meets the Welsh Assembly Government guidance for recording and reporting attendance.

The quality of education and training

17. In the lessons observed the quality of teaching and learning was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	57%	10%	-	-

18. The percentage of good or very good lessons is above Welsh Assembly Government's target of 95% of lessons to be satisfactory or better. Some 90% of lessons are good or better. This is well above the national target of 50% of lessons to fall into these categories.
19. In the best lessons in the nursery and reception classes teachers show a very good understanding of how to plan and organise their lessons and to match the work to the different abilities of children. These children enjoy coming to school and get on well together.
20. In the best lessons in KS1 and KS2, teachers challenge and encourage pupils well. Teachers' expectations of their pupils are high and work is well matched to the different abilities within classes. Interpersonal relationships between teachers and pupils are very positive and teachers very successfully enable pupils to appreciate the importance of working hard and of thinking things out for themselves. Pupils from different backgrounds and traditions are made to feel equally important. They are very well supported by their teachers and other adult helpers.
21. In the few lessons where teaching has some shortcomings, opportunities are missed to promote pupils' bilingual skills and to use Welsh informally. Occasionally teachers do not set aside time at the end of lessons to review what pupils have learnt.
22. Arrangements to monitor pupils' long-term achievements and progress are very rigorous and extensive. These meet statutory requirements in full. The school uses a variety of national and standardised tests to help assess what pupils should achieve in the future based on their previous performance and use these effectively to help to raise standards further. However, the school does not consistently use assessment information and information from teachers' marking to set shorter term, achievable targets for all individual pupils to work towards. In most subjects formal collections of pupils' work have not been completed in order to indicate the standards teachers should expect in each subject in each year.
23. The curriculum is very broad and well balanced. It meets legal requirements and reflects very well the needs of all pupils including those from different cultural and ethnic backgrounds. Particularly strong features in the school's curriculum are the logical way the curriculum is organised to build systematically on what pupils already know and can do. It is also significantly enriched by the provision of a very extensive range of out of school activities and clubs. There are very good links with the world of work. Links with the local community and other schools are good. Links with industry are well developed and include a productive links with the Local Educational Business Partnership (EBP) as well as individual companies.
24. There are very good arrangements to promote pupils' basic and key skills as well as to encourage their personal development. Provision to promote pupils' spiritual, moral, social and cultural development is very good. Provision for *Y Cwricwlwm*

Cymreig is good, as are arrangements to promote pupils' bilingual skills. All pupils have good access to the curriculum. Pupils with English as an additional language are well supported and all pupils have a good opportunity to learn about the need to protect the environment and to be good citizens. Attendance is very close to the national average.

25. The quality of care, guidance and support is very good. Links with parents are generally positive and nearly all parents have a high opinion of the school. Teachers in the nursery and reception are very sensitive to the needs of younger children as they begin school for the first time. Throughout the school pupils receive good personal and academic support. However, the school is rightly concerned about the health and safety of pupils when entering or leaving the school at the beginning and end of the school day, due to heavy traffic congestion.

Leadership and management

26. The leadership shown by the headteacher is very strong and determined. There is a very clear culture of rigorous self assessment to make the school a success. All teachers and their helpers have a strong sense of direction and shared commitment to provide a high quality education for all pupils. There are very thorough arrangements to review the standards pupils achieve and to help raise standards further particularly in English, mathematics and science. The members of the senior management team work very effectively together to review teaching and learning. These opportunities have also been effectively extended to some but not all co-ordinators. The school has correctly identified this as a priority for improvement.
27. Governors are very committed to the school and are closely involved in its life. The governing body is well led and very effectively acts as a critical friend of the school. It provides a very strong lead in determining the school's longer-term direction and priorities. Governors, teachers, pupils and parents have been appropriately included in drawing up the school's self-evaluation which is broadly accurate.
28. The accommodation is of a very high standard and is very well maintained. It provides a very stimulating environment for children and pupils. There is very good provision of teaching and support staff. Learning resources are of a good quality and quantity with two exceptions. The provision of large outdoor play equipment and wheeled toys in the nursery is barely adequate for the number of children in the nursery. The school has yet to establish a central library for pupils to use on a regular basis. As a result pupils have limited confidence when using reference books to find out information for themselves. With these exceptions, resources are carefully matched to the school's priorities for development.
29. Overall, bearing in mind the standards many pupils achieve by the age of 11 from an average base, together with the good quality of teaching and very good leadership in the school, the school gives good value for money.

Recommendations

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

- R1 continue to raise standards further by,
- (i) continuing the process of assembling collections of pupils' work in all subjects which indicate the standard expected in each year in each of those subjects, and
 - (ii) provide subject co-ordinators with planned opportunities to review the quality of teaching and learning at first hand and the standards pupils achieve; as already undertaken in English, mathematics and science.
- R2 make the good arrangements for setting and following up short-term targets to help improve individual pupils' learning consistent across the school;
- R3 review arrangements for the health and safety of pupils and their parents when entering and leaving the school at the beginning and end of the school day.
- R4 improve resources by completing the school reference library and by increasing the quality and quantity of large outdoor play equipment and wheeled toys for children in the nursery;

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Acknowledgement

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