

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

**Marshfield Primary School
Marshfield Road
Castleton
Cardiff**

School Number: 680-2236

Date of Inspection: 21 – 23 February 2005

by

**Dr Eric Peagam
W/200/14943**

Date: 27 April 2005

Under Estyn contract number T/177/04P

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Marshfield 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 Marshfield Primary School took place between 21st and 23rd February 2005. An independent team of inspectors, led by Dr. Eric Peagam 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

Marshfield Primary School is located in the village of Castleton on the edge of the Gwent Levels, serving six villages and the surrounding rural area. It provides education for 329 boys and girls aged from 4–11. The pupils cover the full range of ability on intake but overall attainment is slightly above average with few pupils coming from economically disadvantaged backgrounds; the area consists of mainly private housing but with some municipal accommodation. The proportion of pupils entitled to free school meals, at six per cent, is low.

Around four per cent of pupils have special educational needs (SEN), which is low, but there are six pupils with statements of SEN which is above the average for similar schools. Almost all the pupils' home language is English, with no pupils coming from Welsh-speaking homes.

The school was last inspected in December 1998 when it was found to be a very good school with no important shortcomings. The actual Key Issues were:

- maintain the current high quality of provision;
- address all shortcomings identified in the section 'subjects and areas of learning'.

The school's priorities and targets

The school has adopted as its mission statement: 'excellence in everything'. Its aims are summarised as 'to provide a secure, caring and stimulating environment where pupils can achieve full potential through developing lively, enquiring minds and applying knowledge, skills and understanding appropriately'.

The school is currently undergoing extensions to take account of projected new housing developments in the area and is taking advantage of the opportunity to provide accommodation on site for the pre-school playgroup.

Current improvement plan (SIP) targets are mainly related to maintaining standards, reviewing provision and reflecting changing requirements and circumstances.

Current concerns centre on building projects and their aftermath, responding to the workload agreement, refining systems for collecting staff and pupil input to self-evaluation and preparing for external evaluations.

Summary

1. Marshfield Primary School is an excellent school that has outstanding features in all areas of its work and no shortcomings. It has maintained the high standards identified at the previous inspection and has continued to make improvements in the quality of education it offers. As a result, it offers excellent value for money. The inspection team agreed with all of the judgements made by the school in the self-evaluation document.

Table of grades awarded

The inspection team judged the school's work as follows:

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

Standards

2. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning (DLO). Children make very good progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology (ICT).
3. At Key Stage 1 (KS1) and Key Stage 2 (KS2), pupils' standards and progress in the key skills of speaking listening reading, writing numeracy and the use of ICT across the curriculum are also very good.
4. Pupils make very good progress in developing bilingual competence throughout the school. Their personal and social skills develop very well, including their ability to work co-operatively together. They demonstrate very good skills in problem solving and their creativity is good.
5. Pupils with SEN make very good progress and achieve the targets set for them.
6. At the end of KS1 in 2004, pupils' attainments in the National Curriculum (NC) core subjects of English, mathematics and science were above the national and local education authority (LEA) averages. In previous years they were well above these averages. When compared with similar schools across Wales they were above average.
7. In KS2 in 2004, pupils' attainments in the NC core subjects of English, mathematics and science were well above national and LEA averages. This position has been maintained over the last three years. When compared with similar schools across Wales they were above average.
8. The level of pupils' personal, social and learning skills is another outstanding strength of the school. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are excellent features.
9. They are very well behaved, show initiative and are happy to take responsibility. Pupils demonstrate high levels of spiritual, moral and cultural development, including a very good awareness of the culture and language of Wales. Their

understanding of equal opportunities issues is well developed. They show great understanding of, and respect for, the diversity of beliefs, attitudes and cultural traditions within society.

10. Attendance is generally good with almost no unauthorised absence. The school is aware that a significant factor in absence is the extent to which parents take their holidays in term time. All absence is monitored and the school has good systems for encouraging attendance. Punctuality is very good.
11. Pupils have a good understanding of the world of work, and take a full role in community activities.

The quality of education and training

12. In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
75%	25%	0%	0%	0%

13. The percentage of good lessons is well above the Welsh Assembly Government (WAG) target of 95% satisfactory or better and the percentage of very good lessons is well above the WAG target of 50% good or better.
14. Teaching has many outstanding features and no shortcomings. The depth and quality of teachers' planning are a particular strength and these are very well supported by their highly effective, consistent use of ICT in preparing and presenting lessons. This supports the use of a full range of teaching and organisational approaches. The very good pace of lessons and the very effective use of time are, in turn, well supported by the excellent relationships within the classrooms.
15. The quality of assessment is excellent and an outstanding feature of the school. Assessment is consistently used to effectively inform planning and target setting and teachers maintain comprehensive records of pupils' achievements. The annual report to parents conforms to statutory requirements and is of very good quality.
16. The school offers a very rich and broad planned curriculum giving pupils equal access to a wide and varied programme of quality experiences and opportunities. As pupils move through the school, the curriculum builds systematically on existing knowledge, understanding and skills.
17. The development of pupils' basic and key skills is a very strong feature of the school. Pupils' experiences are further enhanced and enriched through a variety of extra-curricular activities.
18. Provision for pupils' spiritual, moral, social and cultural development is very good. The relationship that exists between the pupils and teachers as well as between the children themselves is a very strong feature of the school. Pupils are constantly encouraged to be honest, fair and respectful and to behave responsibly. The school actively develops pupils' awareness, understanding and appreciation of Welsh culture and other cultures.
19. Personal and social education is well covered and provides well for pupils' awareness of the need for sustainable development.

20. The links with parents are good with a high proportion of parents indicating through the questionnaires returned to the inspectors that they are very satisfied with the provision for their children.
21. The local community and the school are very supportive of each other, and this enhances pupils' experiences. The school has very good links with the playgroup and building development is in place in order to locate them on the school site.
22. The school provides a high level of care, support and guidance for its pupils and very good working relationships are developed between pupils and adults. Provision for pupils with SEN is very good and meets the requirements of the Code of Practice.

Leadership and management

23. The school is very effectively led. The coherent and consistent leadership provided by governors, headteacher and management team is an outstanding feature and has contributed very strongly to the school's success. Shared aims and values, which promote equality for all, are well reflected in the work of the school. This leadership is reflected at all levels and through very effective management structures, is translated into effective action.
24. Self-evaluation and target setting are very well developed and are effectively linked to an effective performance management structure that effectively promotes teachers' continuous professional development.
25. The governing body is very effective, well informed and extensively involved in the life of the school. Governors set the strategic direction and systematically monitor the quality of provision.
26. School improvement planning is well established, effective and comprehensive, taking account not only of self-evaluation processes but also external influences and needs. The self-evaluation report is of a very high standard, reflecting an on-going commitment to the process. This was an outstanding feature that presents an accurate reflection of the school's strengths and future concerns.
27. The school has made very good progress since the last inspection. The very limited key issues have all been well addressed. The commitment to continuous improvement on what were already very high standards is an outstanding feature.
28. The school is well staffed and the suitably qualified teaching and support staff are very effectively deployed. Resources are plentiful, appropriate and very effectively used. The school has a very good site which is now being redeveloped to provide even better accommodation. The school makes very effective use of the outside areas, which have been developed for a wide variety of uses.

Recommendations

No shortcomings were identified in any area of the school's work so that there are no recommendations arising from such shortcomings. The school is aware that, in addition to planning for the changes that are about to be implemented nationally, a

major task for the next two years will be managing the situation in relation to the building works now underway and ensuring the effective and efficient transfer to the new accommodation being created. During the inspection a number of points for further development were discussed and these are put forward as suggestions for consideration:

- extend the use of pupils' Welsh language skills in assemblies by making more use of hymns and prayers in Welsh;
- extend the opportunities for practical citizenship by inviting the school council to consider making a formal bid for 'eco-school' status based on the work already taking place;
- consider with the parent/teacher advisory group, the pursuit of 'healthy schools' accreditation to underline the school's present active commitment to this initiative.

The governing body is responsible for amending its current development plan to incorporate action in response to any recommendations within 45 working days of receiving the report, showing what the school is going to do about such recommendations. Although there are no recommendations as such, the school will no doubt wish to plan a response to the suggestions made. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 1: Good, with outstanding features

29. The findings of the inspection team fully match the judgment made by the school in the self-evaluation report.
30. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the DLOs. Baseline assessments, which indicate areas for development on arrival, compared with outcomes, measured against DLOs show significant strengths in all areas of learning.
31. Overall attainment on entry is slightly above the national and LEA average. By the time that pupils leave, their attainment is well above average in all three core subjects and overall. When compared to schools with similar socio-economic backgrounds, the school's results place it above the average.
32. Attainment has been consistently high over the years 2001-2003, with no significant changes in rolling averages. There are no consistent or significant gender differences in terms of the proportion of pupils attaining the national benchmark (NC level 4) but a significantly higher proportion of girls attain level 5.
33. Pupils with SEN make very good progress and achieve the targets set for them in their individual education plans (IEPs).
34. Target setting, both secure and ambitious, is of high quality and expectations are usually met. The quality of the school's processes was underlined by the

selection of the headteacher to lead on target setting within the LEA. The school uses group predictions which have been exceeded every year except in relation to Year 2 in 2004 when atypical results were recorded. Monitoring of targets set for individuals based on formative and summative assessment, including those in IEPs, shows very good achievement.

35. Annual assessment, supported by a comprehensive rolling programme confirmed by external review effectively demonstrates good standards with outstanding features across the curriculum.
36. Early Years' children make very good progress in the key skills of speaking listening, reading, writing, numeracy and using ICT.
37. This continues in KS1 and KS2, where again, pupils' standards and progress in the key skills of speaking and writing are very good in all subjects, as they are in reading, numeracy and using ICT across the curriculum. Pupils make very good use of these key skills in work in other subjects. Pupils' standards in bilingual are very good. The use of the Welsh language is effectively integrated into the life of the school and pupils show very good standards when they respond to it in lessons in all subjects.
38. Pupils demonstrate very good personal and social skills and these are refined and developed as they progress through the school. They acquire and employ very good problem-solving skills and are very effective when working together in pairs or groups to share ideas. Very good creative skills are evident in pupils' work in a range of subjects.
39. Throughout their time in the school, pupils make confident and steady progress in the acquisition of knowledge and skills and, in particular, in their ability to apply previous learning to new situations. They measure and monitor their own progress and, through sensitive and perceptive self and group evaluation of their own and others' performances, they develop a clear awareness of their strengths and what is required to improve on their present standards. As a result, they are very well prepared for the next stage of their education.
40. Pupils' attitudes to their learning, the interest they display in their work and their ability to sustain concentration is very good. They enthusiastically participate in the interesting range of activities provided.
41. Pupils' behaviour and attitudes in classrooms and around the school are very good, and are a strength of the school. Pupils are considerate, thoughtful and friendly towards each other and show courtesy and respect to adults and visitors. The school has effectively promoted responsibility and confidence in all learners so that they may know their worth and be independent. The school is an orderly community and pupils are well mannered and exercise good self-discipline, caring for their school and its surroundings. No instances of bullying were observed during the inspection.
42. Attendance for the three full terms prior to the inspection was good at 94.7%. Parents and guardians are aware of their responsibilities in relation to attendance and punctuality however there are instances of them withdrawing their children from school during term time to go on holiday. Pupils achieve good standards of punctuality with lessons starting on time; incidents of lateness are few.

43. The school has a clear policy on equal opportunities which reflects the commitment to equality of access and opportunity for all, irrespective of gender or ability. Learners' experiences are extended and enriched through a wide range of extra-curricular activities which include both boys and girls and cover a range of interests such as movie makers, first aid and athletics.
44. Throughout the school pupils make very good progress in their personal, social, moral and wider development. Learners benefit from the wide range of cultural events organised by the school such as the festival week and the participation and contribution of visitors such as Buddhists and Hindu dancers. They all contribute to raising pupils' awareness and understanding of the diversity of beliefs and cultural traditions within society.
45. Participation in the life of the community and visits to places of historical and cultural interest help to broaden pupils' understanding of their community and on many occasions the world of work. A notable feature is the activities of the 2010 Committee which identifies, through discussion with businesses, the basic skills that will be required by pupils for future employment. The school emphasises all this throughout the curriculum.

The quality of education and training

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

Grade 1: Good, with outstanding features

46. The findings of the inspection team fully match the judgment made by the school in the self-evaluation report.
47. In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
75%	25%	0%	0%	0%
48. Across the whole range of subjects in which lessons were observed, teaching was consistently of very high quality with many outstanding features and no significant shortcomings. The most striking of these features is the depth and quality of teachers' planning, making very effective use of their highly developed ICT skills.
49. The universal use of the interactive whiteboard to present learning materials ensures that teachers are freed to concentrate on interaction with pupils, secure in the knowledge that the lesson objectives were being addressed. Within this structure, pupils' use of, and response to the technology provides them with the opportunity to display and develop a range of learning styles, embodying visual, aural and kinaesthetic approaches.
50. Another effect of the high quality planning, aided by the very high levels of mutual respect that characterise the excellent relationships in classrooms, is to ensure that lessons have very good pace, with both teachers and pupils displaying high expectations.

51. In the very best lessons, pupils move from class learning to group or paired discussion frequently and appropriately; the use of short deadlines ensures that pupils are kept highly focussed and ensures that time is very well used.
52. The very good learning atmosphere ensures that very effective use is made of oral work in lessons, with very effective questioning being used to promote thinking skills and to check pupils' understanding of the concepts being addressed. Oral work is also used very effectively to challenge pupils' thinking about local and world issues and to ensure that they do not construct or react to stereotypical views of groups with different views, customs or beliefs.
53. There is a consistent focus on learning objectives which are shared with pupils at appropriate points in the lesson and form the basis for self-review of learning at the end of each phase of the lesson.
54. There is a very good balance between challenge and support; work is matched well to pupils' needs and both withdrawal and in-class support is very effective for pupils with learning difficulties, including those identified as having SEN. The setting, marking and monitoring of homework, which is closely related to work in class, play a significant part in stretching the higher-attaining pupils and consolidating learning for all.
55. The consistent use of Welsh in the classroom for management and organisation is very effective in consolidating pupils' bilingual skills; they understand and respond readily to instructions and information given in Welsh.
56. The quality of assessment and its use in planning including SEN are outstanding.
57. School portfolios in the core and foundation subjects provide exemplars of standards. Assessment criteria for learning objectives are clear, systematic and manageable.
58. Curriculum planning focuses on questioning, investigation, and problem-solving and ICT coaching and assessment for learning are used. Key skills are well integrated into curriculum planning across all subjects.
59. Clear lesson objectives enable and encourage pupils to consider what has been learned and what can be improved.
60. The school has effective procedures to track the progress of individual pupils from the baseline assessment through to the end of KS2. The outcomes of NC tests are audited by curriculum leaders, making use of staff expertise.
61. Pupils' work is marked regularly and the feedback encourages them to assess their own performance and to strive for improvement. The school keeps abreast of current developments in education including awareness of learning styles which was very evident in lesson observations.
62. The annual report to parents conforms to statutory requirements and is clear and informative. Parents are also given the opportunity to view their child's work and are given access to records and reports relating to their children.

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

63. The findings of the inspection team fully match the judgment made by the school in the self-evaluation report.
64. The school offers a very rich and broad planned curriculum giving pupils equal access to a wide and varied programme of quality experiences and opportunities. As pupils move through the school, the curriculum builds systematically on existing knowledge, understanding and skills.
65. The development of pupils' basic and key skills is a very strong feature of the school. At both KS1 and KS2, pupils' progress in listening, speaking, reading, writing, numeracy, and in the use of ICT is very good and these skills are well integrated into all areas of the curriculum.
66. Schemes of work ensure a coherent and comprehensive provision for key skills.
67. The provision for developing pupils' bilingual skills are good at both Key stages particularly the use of incidental Welsh throughout the school day. Teachers at KS1 and KS2 promote and develop pupils' oral reading and writing skills in Welsh Second language in a highly effective manner. *Y Cwricwlwm Cymreig* is well promoted across a range of curricular areas.
68. Pupils' experiences are further enhanced and enriched through a variety of extra-curricular activities. These include an extensive range of sport, links with Dragon Sports, Gateway Rugby and Cardiff FC, educational visits within the locality and further afield. There are visits to Techniquest, farms, churches and cathedrals, the local library, the National Museum of Wales, the National Folk Museum, Llancaiach Fawr, Cyfartha Museum, the Roman sites at Caerleon and Caerwent and Hilston Park. Authors, artists, sculptors and choreographers visit on a regular basis. All these activities contribute towards raising the standards of pupil achievement in personal and social development.
69. Provision for pupils' spiritual, moral, social and cultural development is very good. Assembly times provide a good opportunity for pupils to reflect on their daily lives. The relationship that exists between the pupils and teachers as well as between the children themselves is a very strong feature of the school. Pupils are constantly encouraged to be honest, fair and respectful and to behave responsibly. The school actively develops pupils' awareness, understanding and appreciation of Welsh culture and other cultures through opportunities in geography, history and religious education – a Buddhist is a regular speaker at the school. Pupils' appreciation of the natural world is developed through art, literature, science and mathematics. Work with artists, authors and performers, and outside visits to theatres and museums enhance pupils' understanding.
70. Personal and social education is well covered. Pupils are taught about health education and are made aware of drug abuse. Sex education is well planned and supported by a parent who is a medical practitioner. Pupils are encouraged to be aware of healthy eating and have access to water bottles throughout the day. Pupils' use recycling bins regularly both inside and outside the school building.

71. The links with parents are good with a high proportion of parents indicating through the questionnaires returned to the inspectors that they are very satisfied with the provision for their children. A homework policy has been produced by the Parent Teacher Advisory Group. Parents are invited to class presentations. Parents are kept well informed through weekly newsletters, an annual diary of events, and curriculum topic information. The school invites parents to discuss their child's progress at the consultation evenings twice a year and written reports provided at the end of the school year, are informative. A useful home/school agreement is in place along with a comprehensive Parent Handbook. Parents who wish to help in the school are given training and provided with guidance through a handbook.
72. The after-school club 'Time Out' offers extended activities to assist working parents.
73. A very good feature of the life of the school is the partnership with parents, the community and other institutions and agencies. The local community and the school are very supportive of each other, and this enhances pupils' experiences. Partnership with the secondary school is strong; and Y6 pupils recently attended the production of Oliver Twist at Bassaleg Comprehensive School. The school has very good links with the playgroup and building development is in place in order to locate them on the school site.
74. The partnership with the parents and guardians is close and effective and they are encouraged to be involved in school life. They support a wide range of school events, services, concerts and performances as well as listening to pupils read and working with groups and preparing classroom resources. There is an active Parents and Friends Association and it organises numerous activities throughout the year to supplement school resources.
75. Pupils are fully involved in a variety of activities and events such as concerts, open afternoons, garden parties and film evenings for parents, guardians and the community. Curriculum evenings, held each year, are attended by both parents and pupils. This enriches the pupils' social skills and contribute to their and their parents' feeling of being part of a community.
76. Transition and pastoral arrangements for Y6 pupils as they transfer to Bassaleg Comprehensive are effective and well established. There are close curriculum links in place with subject bridging units developed. Joint training days have been held for staff.
77. There is a very good working partnership arrangement with University of Wales Institute Cardiff (UWIC).with regard to teacher training. A large number of mathematics' students attend the school and members of staff in return deliver lectures at the University. These partnerships' arrangements are used well to the benefit of students and pupils.
78. Pupils benefit from a good range of work-related activities and visits and they are linked wherever possible to curriculum topics. People from the world of work come to the school to talk about their work with the pupils. The very good working relationship with Education Business Partnership has enabled teachers to have placements in a wide range of world of work organisations. There are opportunities for learners to develop their entrepreneurial skills through the

operation of a stationery shop, tuck shop, Christmas market, and fashion and talent shows. The school council plays a prominent part in these activities.

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

Grade 1: Good, with outstanding features

79. The findings of the inspection team fully match the judgment made by the school in the self-evaluation report.
80. The school provides a high level of care, support and guidance for its pupils and very good working relationships are developed between pupils and adults.
81. The school strives to work in partnership with parents and parents feel confident in approaching teachers for any help or advice.
82. During lesson and general observations it became evident that learning support assistants (LSA's), carers and parent helpers give a high standard of support throughout the school day. Mentoring systems are implemented for younger pupils and there are well-established guidelines and procedures to assist new pupils to settle in quickly. Pupils openly show care and support for one another and often praise others' work unprompted.
83. The school has well-established links with outside agencies and numerous people from the community, enabling the school to make good use of their available support. They include the police, fire service, health workers and the local clergy. The School Council is led by an elected chairperson and meets regularly with the Head and Deputy Head Teacher to discuss issues raised by pupils.
84. The school has very clear procedures to safeguard pupils' well being, health and safety. This was particularly evident during the inspection when major building work was taking place. Fire drill records have been commended by the Fire Authority.
85. The school strives to make children feel safe and secure. The pupils' viewpoints are valued and they are encouraged to talk and are listened to. All members of staff are aware of the guidelines on child protection.
86. Provision for pupils with SEN is very good and meets the requirements of the Code of Practice well. Although the school has a small proportion of pupils identified as having SEN, there is very good support from the special educational needs co-ordinator (SENCO) who has no class teaching commitment for two days each week to enable her to focus on SEN.
87. One reason for the low numbers of pupils identified is the high level of catch-up and other support provided to pupils who might otherwise have developed SEN. This includes very good support from LSAs in literacy and numeracy skills.
88. The school has been recognised by the LEA as an inclusive school and caters for a higher than average proportion of pupils with statements of SEN, who are fully integrated into the school.
89. The school has good systems for working with parents and other agencies and communication within the school about pupils' SEN is very effective. The quality

of IEPs is good and arrangements for setting, monitoring and reviewing targets for pupils' achievements are comprehensive.

90. The school is a happy, caring community where pupils are valued and supported.
91. The school has clear policies for discipline and anti-bullying and these procedures are in place should the need arise. There are number of initiatives to promote positive behaviour by way of teacher partners, new pupil mentors, school council, prefects, and non-segregated play areas.
92. Registers are well maintained and are monitored regularly by the headteacher. They fully meet the statutory requirements.
93. Relationships with parents and guardians are good. Communication with them is effective and the school responds positively to suggestions. A range of strategies is in place to include parents in the life of the school including informative parents' handbook, annual diary of events, weekly newsletters including information on class termly themes and a well constructed web site. A very good feature is the bi-annual questionnaire for parents and the outcomes are fed back through the newsletter and reported to the Governors. The Annual Governors' Report to Parents and the Parents' Handbook meet statutory requirements.

Leadership and management

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

Grade 1: Good, with outstanding features

94. The findings of the inspection team fully match the judgment made by the school in the self-evaluation report.
95. The school is very well led. The experienced headteacher provides confident clear leadership securely based in the aims and values embodied in the school's mission statement which are embraced and promoted by all staff and governors. The school's commitment to 'Excellence in everything' is reflected in displays of achievements including Charter Mark banners and external awards. This includes commitment to equality for all, which is well reflected in the school's work. Effective use is made of targets and success criteria in providing leadership goals.
96. The governing body and headteacher are very clear about where the school is going and have set up very effective structures for translating priorities into action. This is reflected in the high standards and the extent to which the school is sought after by parent as well as evidence from external bodies such as Charter Mark and Investors in People.
97. Management at all levels is purposeful and ensures a clear and consistent sense of direction to the school's work. The management team is a coherent, effective body representing key areas of the school. Key roles and tasks are allocated according to recognised strengths.

98. Delegation is very effective and contributes well to the coherence of overall management. Curriculum leaders have a high level of responsibility for developing and reviewing schemes of work in light of experience.
99. The school takes very good account of national priorities, local partnerships and cluster agreements. Many recent initiatives such as the promotion of bilingualism, economic awareness, healthy eating and education for global citizenship and sustainable development have been anticipated by the school and these aspects have been embedded in the school for some time. However, the school has not pursued accreditation for its work in these fields as it is already heavily committed to maintaining a range of other statuses such as Investors in People and Charter Mark.
100. The school works closely with other schools, the LEA and teacher training institutions, sharing teaching and curriculum expertise and providing role models across a range of school activities. Development of cross-phase links and work with link advisors and advisory teachers are well established. There is a clear commitment to staff development and lifelong learning as evidenced by the support for further training and qualifications.
101. Performance management systems are securely in place based on an agreed policy. Staff development planning provides a coherent structure for identifying training needs and providing for these, including arrangements for dissemination of benefits of in-service training (INSET) where appropriate.
102. The highly motivated and enthusiastic governing body is very effective, well informed and closely involved in the life of the school. All statutory obligations are met and monitored. There is an established training programme for governors that ensures they are well equipped for their role. A very effective committee system is in place that plays a significant part in reviewing policies and practice, including an annual review of the curriculum statement and discussion leading to development of the school improvement plan. The school's strategic direction is set and governors monitor the quality of the school's provision effectively.
103. There is a comprehensive range of policies to define and underpin practice and the effect of these policies is systematically monitored. The annual meeting to present the governors' report to parents is well organised and was well attended last year.

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

Grade 1: Good, with outstanding features

104. The findings of the inspection team fully match the judgment made by the school in the self-evaluation report.
105. There is a strong culture in the school based on a commitment to continuous improvement which is shared by governors, headteacher and staff. Self-evaluation is well established and involves staff, pupils, parents and governors. Account is taken of views of the community including the business community. There is a wide range of documentation involved in the process, drawing on all

aspects of the school's work as well as that from direct monitoring of teaching, learning and outcomes.

106. Analysis of data and benchmark information in conjunction with annual focussed core subject monitoring and analysis of feedback from parents, leads to a systematic, evidence-based approach to school improvement planning. Strategic reviews in all subjects inform action plans.
107. Effective setting and use of challenging targets to improve achievement have been in place of some years. Both standardised scores and group predictions are used as bases for target setting alongside those arising from accelerated literacy and booster activities.
108. The SIP is an effective document that is systematically focussed on a fixed range of headings, covering whole-school issues, teaching and learning, buildings, the community, ongoing development and statutory requirements. In drawing up the plan, governors examine and take account of a range of external influences on strategic planning, including likely changes in the community environment. This is supported by a school improvement plan that provides underlying structures for setting and monitoring learning targets and evaluating outcomes. The identified costs of implementing improvement planning are directly linked to the budget-setting process.
109. The review of actions and outcomes since the previous inspection demonstrates clearly that the school has been very successful in taking action to bring about improvement, in spite of the absence of any substantial Key Issues last time.
110. The self-evaluation report, provided by the school before the inspection, is of a very high standard. This report, which forms part of the regular process of self-review, identifies the school's strengths well and indicates the direction to be taken. No significant shortcomings were identified and the inspection team agreed with the school's judgement that in all seven Key Questions, the appropriate grade was good with outstanding features (grade 1).
111. It is hard for a school that is found to have few shortcomings to make significant and demonstrable improvement, but there is clear evidence that the school has sought to develop and improve aspects of organisation and practice to respond to environmental changes, new directions of thinking about teaching and learning and parent, community, LEA and WAG expectations. The school has long since addressed the shortcomings in subjects and the recent focus, has been to drive the school forward via the SIP following priorities arising from self-evaluation and taking account of developments elsewhere. As a result, the school has made very good improvement on its previous very high standards.

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

Grade 1: Good, with outstanding features

112. The findings of the inspection team fully match the judgment made by the school in the self-evaluation report.
113. The school is well staffed and good use is made of specialist staff who visit the school to support curriculum delivery and enhance pupils' learning. Teachers work very well together as a team and the support staff are well trained across a wide range of areas and are deployed effectively. Very good use is made of

teachers' expertise and interests in the school's setting arrangements and in the provision of extra-curricular activities.

114. The school is very well resourced for all age ranges. Resources are in good condition and are readily accessible to all learners and are effectively organised and deployed. Resource provision is matched to the school's priorities for development, as expressed in the school improvement plan. Significant investment has been made in equipment for information technology. The purchase of 18 laptop computers to create a mobile suite and the provision of interactive whiteboards in all classrooms has had a significant effect in developing and enhancing pupils' skills in ICT. The headteacher and subject leaders audit and monitor curriculum resources regularly and the governing body supports the prioritising and approving of resource expenditure.
115. The school has good accommodation and the buildings and external areas are very well maintained. The study and sculpture garden, pond, copse and environmental area all contribute to a stimulating learning atmosphere. The interior of the school is very clean and orderly with many colourful and attractive displays of pupils' work and that of visiting artists. Good use is made of the school hall during the day for physical education, assemblies and lunchtimes and it accommodates extra-curricular activities, concerts and activities.
116. The school budget is managed very efficiently by the headteacher, with very good support from the school's administrative assistant and governing body. Procedures for reviewing, consulting and decision making ensure that overall, the management of the school's resources is highly efficient. In light of the very high standards achieved and the outstanding quality of much of the school's provision, the school provides excellent value for money.

School's response to the inspection

Marshfield Primary School has pursued excellence in all aspects of school life throughout its three phases of development. The inspection report, which supports the school's own self evaluation, acknowledges the success of this vision. Excellence continues to be our vision and aim for the future. We are grateful to the inspection team for acknowledging the excellence in the quality of provision made for our pupils and the commitment demonstrated by all who are involved with the school; pupils, staff, governors, parents, community and LEA.

The challenge for the school's fourth phase of improvement will be to continue to strive for excellence and to further enhance and enrich the all round education and experiences we provide for our pupils.

We will therefore, provide for our pupils, both present and future, an education appropriate to life in the 21st Century. An education that will ensure they all have the tools, skills and attributes that will equip them for their future educational career and employment in an ever changing world.

Our plans for the future are to:

- continue to strive towards the highest standards of education for our children within changing times;

- address the requirements of local and national government within the context of quality provision;
- develop the roles of pupils in their education;
- continue to work in close partnership with parents and the local community.

Appendix A

Basic information about the school

Name of School	Marshfield Primary School
School type	Community
Age-range of pupils	4-11
Address of school	Marshfield Road Castleton Cardiff
Post-Code	CF3 2UW
Telephone Number	01633 680303
Headteacher	Mrs L Goss
Date of appointment	May 1987
Chair of Appropriate Authority	Alison Huckle
Registered Inspector	Dr Eric Peagam
Dates of inspection	21 – 23 February 2005

Appendix B

School data and indicators

Number of pupils in each year group								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	36	51	52	43	49	49	49	329

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	1	13.6

Staffing information	
Pupil: teacher (fte) ratio	25: 1
Average class size	27
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection		
Term	Reception	KS1/2
Autumn 2004	91.6	93.4
Unauthorised absence	0.2	0.1
Summer 2004	93.8	94.4
Unauthorised absence	0.2	0.0
Spring 2004	90.7	94.0
Unauthorised absence	0.0	0.0

Percentage of pupils entitled to free school meals	6
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 (Wales 2003)			Number of pupils in Y2:		43			
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	10	62	28	0
		National	0	4	13	62	21	0
En: reading	Teacher Assessment	School	0	0	14	56	30	0
		National	0	2	11	64	22	0
En: writing	Teacher Assessment	School	0	0	12	65	23	0
		National	0	4	14	54	28	0
En: speaking and listening	Teacher Assessment	School	0	0	4	65	31	0
		National	0	5	13	71	10	0
Mathematics	Teacher Assessment	School	0	0	7	56	37	0
		National	0	2	9	61	26	0
Science	Teacher Assessment	School	0	0	5	67	28	0
		National	0	2	10	68	20	0

D Pupils who are exempted under statutory arrangements from part or all of the NC

A Pupils who have failed to register a level because of absence

W Pupils who are working towards level 1

Percentage of pupils attaining at least level 2 in mathematics, science, and either English or Welsh (first language) according to teacher assessment			
In the school:	88	In Wales:	81

End of Key Stage 2:

National Curriculum Assessment KS 2 Results: 2004 (National 2003)			Number of pupils in Y6:		49							
Percentage of pupils at each level												
			D	A	N	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	13	36	51	0
		National	0	0	0	0	1	6	17	46	30	0
	Test/Task	School	0	2	4			0	2	36	55	
		National	0	2	1			5	12	41	38	
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	6	38	55	0
		National	0	0	0	0	1	4	19	43	30	0
	Test/Task	School	2	0	0			0	9	38	51	
		National	0	2	1			4	19	43	30	
Science	Teacher Assessment	School	0	0	0	0	0	0	4	26	70	0
		National	1	0	0	0	0	2	13	50	33	0
	Test/Task	School	2	0	0			0	0	26	72	
		National	0	2	0			1	10	47	38	

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	85	In the school	87
In Wales	71	In Wales	70

D Pupils who are exempted under statutory arrangements from part or all of the NC

A Pupils who have failed to register a level because of absence

N Pupils who have failed to register a level for reasons other than absence

W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- The inspection was carried out by a team of three inspectors over a period of three days, and the report was based on evidence from:
- pre-inspection meetings held with the headteacher, staff and the governing body;
- the analysis of 40 returned parents' questionnaires and a meeting with 12 parents;
- the observation of 30 lessons or part lessons and observation of extra-curricular activities;
- a sample scrutiny of evidence underpinning the school's self-evaluation report;
- discussions with pupils, including a meeting with the school council;
- an examination of assessment records, including IEPs and reports to parents;
- observation of registration and pastoral procedures;
- the scrutiny of school documentation, teachers' plans and assessment records;
- observation of pupils' behaviour in and around the school at break-times, lunch-times and before and after school;
- attendance at assemblies in each key stage;
- discussions with the headteacher and other staff;
- post-inspection meetings with senior management and governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Eric Peagam	Context, Summary, Key Questions 1, 2, 5 and 6 Contributions to Key Questions 4
Helen Adams	Key Question 7. Contributions to Key Questions 1,3, 4
Catrin Griffiths	Key Question 3 and 4. Contributions to Key Question 2

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

**Marshfield Primary School
Marshfield Road
Castleton
Cardiff**

School Number: 680-2236

Date of Inspection: 21 – 23 February 2005

by

**Dr Eric Peagam
W/200/14943**

Date: 27 April 2005

Under Estyn contract number T/177/04P

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Marshfield 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 **Marshfield Primary School** took place between 21st and 23rd February 2005. An independent team of inspectors, led by Dr. Eric Peagam 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

Basic information about the school

Name of School	Marshfield Primary School
School type	Community
Age-range of pupils	4-11
Address of school	Marshfield Road Castleton Cardiff
Post-Code	CF3 2UW
Telephone Number	01633 680303
Headteacher	Mrs L Goss
Date of appointment	May 1987
Chair of Appropriate Authority	Alison Huckle
Registered Inspector	Dr Eric Peagam
Dates of inspection	21 – 23 February 2005

Context

The nature of the provider

Marshfield Primary School is located in the village of Castleton on the edge of the Gwent Levels, serving six villages and the surrounding rural area. It provides education for 329 boys and girls aged from 4–11. The pupils cover the full range of ability on intake but overall attainment is slightly above average with few pupils coming from economically disadvantaged backgrounds; the area consists of mainly private housing but with some municipal accommodation. The proportion of pupils entitled to free school meals, at six per cent, is low.

Around four per cent of pupils have special educational needs (SEN), which is low, but there are six pupils with statements of SEN which is above the average for similar schools. Almost all the pupils' home language is English, with no pupils coming from Welsh-speaking homes.

The school was last inspected in December 1998 when it was found to be a very good school with no important shortcomings. The actual Key Issues were:

- maintain the current high quality of provision;
- address all shortcomings identified in the section 'subjects and areas of learning'.

The school's priorities and targets

The school has adopted as its mission statement: 'excellence in everything'. Its aims are summarised as 'to provide a secure, caring and stimulating environment where pupils can achieve full potential through developing lively, enquiring minds and applying knowledge, skills and understanding appropriately'.

The school is currently undergoing extensions to take account of projected new housing developments in the area and is taking advantage of the opportunity to provide accommodation on site for the pre-school playgroup.

Current improvement plan (SIP) targets are mainly related to maintaining standards, reviewing provision and reflecting changing requirements and circumstances.

Current concerns centre on building projects and their aftermath, responding to the workload agreement, refining systems for collecting staff and pupil input to self-evaluation and preparing for external evaluations.

Summary

1. Marshfield Primary School is an excellent school that has outstanding features in all areas of its work and no shortcomings. It has maintained the high standards identified at the previous inspection and has continued to make improvements in the quality of education it offers. As a result, it offers excellent value for money. The inspection team agreed with all of the judgements made by the school in the self-evaluation document.

Table of grades awarded

The inspection team judged the school's work as follows:

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

Standards

2. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning (DLO). Children make very good progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology (ICT).
3. At Key Stage 1 (KS1) and Key Stage 2 (KS2), pupils' standards and progress in the key skills of speaking listening reading, writing numeracy and the use of ICT across the curriculum are also very good.
4. Pupils make very good progress in developing bilingual competence throughout the school. Their personal and social skills develop very well, including their ability to work co-operatively together. They demonstrate very good skills in problem solving and their creativity is good.
5. Pupils with SEN make very good progress and achieve the targets set for them.
6. At the end of KS1 in 2004, pupils' attainments in the National Curriculum (NC) core subjects of English, mathematics and science were above the national and local education authority (LEA) averages. In previous years they were well above these averages. When compared with similar schools across Wales they were above average.
7. In KS2 in 2004, pupils' attainments in the NC core subjects of English, mathematics and science were well above national and LEA averages. This position has been maintained over the last three years. When compared with similar schools across Wales they were above average.
8. The level of pupils' personal, social and learning skills is another outstanding strength of the school. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are excellent features.
9. They are very well behaved, show initiative and are happy to take responsibility. Pupils demonstrate high levels of spiritual, moral and cultural development, including a very

good awareness of the culture and language of Wales. Their understanding of equal opportunities issues is well developed. They show great understanding of, and respect for, the diversity of beliefs, attitudes and cultural traditions within society.

10. Attendance is generally good with almost no unauthorised absence. The school is aware that a significant factor in absence is the extent to which parents take their holidays in term time. All absence is monitored and the school has good systems for encouraging attendance. Punctuality is very good.
11. Pupils have a good understanding of the world of work, and take a full role in community activities.

The quality of education and training

12. In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
75%	25%	0%	0%	0%

13. The percentage of good lessons is well above the Welsh Assembly Government (WAG) target of 95% satisfactory or better and the percentage of very good lessons is well above the WAG target of 50% good or better.
14. Teaching has many outstanding features and no shortcomings. The depth and quality of teachers' planning are a particular strength and these are very well supported by their highly effective, consistent use of ICT in preparing and presenting lessons. This supports the use of a full range of teaching and organisational approaches. The very good pace of lessons and the very effective use of time are, in turn, well supported by the excellent relationships within the classrooms.
15. The quality of assessment is excellent and an outstanding feature of the school. Assessment is consistently used to effectively inform planning and target setting and teachers maintain comprehensive records of pupils' achievements. The annual report to parents conforms to statutory requirements and is of very good quality.
16. The school offers a very rich and broad planned curriculum giving pupils equal access to a wide and varied programme of quality experiences and opportunities. As pupils move through the school, the curriculum builds systematically on existing knowledge, understanding and skills.
17. The development of pupils' basic and key skills is a very strong feature of the school. Pupils' experiences are further enhanced and enriched through a variety of extra-curricular activities.
18. Provision for pupils' spiritual, moral, social and cultural development is very good. The relationship that exists between the pupils and teachers as well as between the children themselves is a very strong feature of the school. Pupils are constantly encouraged to be honest, fair and respectful and to behave responsibly. The school actively develops pupils' awareness, understanding and appreciation of Welsh culture and other cultures.
19. Personal and social education is well covered and provides well for pupils' awareness of the need for sustainable development.

20. The links with parents are good with a high proportion of parents indicating through the questionnaires returned to the inspectors that they are very satisfied with the provision for their children.
21. The local community and the school are very supportive of each other, and this enhances pupils' experiences. The school has very good links with the playgroup and building development is in place in order to locate them on the school site.
22. The school provides a high level of care, support and guidance for its pupils and very good working relationships are developed between pupils and adults. Provision for pupils with SEN is very good and meets the requirements of the Code of Practice.

Leadership and management

23. The school is very effectively led. The coherent and consistent leadership provided by governors, headteacher and management team is an outstanding feature and has contributed very strongly to the school's success. Shared aims and values, which promote equality for all, are well reflected in the work of the school. This leadership is reflected at all levels and through very effective management structures, is translated into effective action.
24. Self-evaluation and target setting are very well developed and are effectively linked to an effective performance management structure that effectively promotes teachers' continuous professional development.
25. The governing body is very effective, well informed and extensively involved in the life of the school. Governors set the strategic direction and systematically monitor the quality of provision.
26. School improvement planning is well established, effective and comprehensive, taking account not only of self-evaluation processes but also external influences and needs. The self-evaluation report is of a very high standard, reflecting an on-going commitment to the process. This was an outstanding feature that presents an accurate reflection of the school's strengths and future concerns.
27. The school has made very good progress since the last inspection. The very limited key issues have all been well addressed. The commitment to continuous improvement on what were already very high standards is an outstanding feature.
28. The school is well staffed and the suitably qualified teaching and support staff are very effectively deployed. Resources are plentiful, appropriate and very effectively used. The school has a very good site which is now being redeveloped to provide even better accommodation. The school makes very effective use of the outside areas, which have been developed for a wide variety of uses.

Recommendations

No shortcomings were identified in any area of the school's work so that there are no recommendations arising from such shortcomings. The school is aware that, in addition to planning for the changes that are about to be implemented nationally, a major task for the next two years will be managing the situation in relation to the building works now underway and ensuring the effective and efficient transfer to the new accommodation being created.

During the inspection a number of points for further development were discussed and these are put forward as suggestions for consideration:

- extend the use of pupils' Welsh language skills in assemblies by making more use of hymns and prayers in Welsh;
- extend the opportunities for practical citizenship by inviting the school council to consider making a formal bid for 'eco-school' status based on the work already taking place;
- consider with the parent/teacher advisory group, the pursuit of 'healthy schools' accreditation to underline the school's present active commitment to this initiative.

The governing body is responsible for amending its current development plan to incorporate action in response to any recommendations within 45 working days of receiving the report, showing what the school is going to do about such recommendations. Although there are no recommendations as such, the school will no doubt wish to plan a response to the suggestions made. 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.