

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

**A report on the quality of education in**

**Mynydd Cynffig Infants School  
Commercial Street  
Kenfig Hill, Bridgend  
CF33 6DN**

**School number: 6722166**

**Date of inspection: 16/11/09**

**by**

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## Introduction

Mynydd Cynffig Infants School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Mynydd Cynffig Infants School took place between 16/11/09 and 18/11/09. An independent team of inspectors, led by Glyn Robert Scott, 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<b>Nearly all</b>	with very few exceptions	<b>Half/around half</b>	close to 50%
<b>Most</b>	90% or more	<b>A minority</b>	below 40%
<b>Many</b>	70% or more	<b>Few</b>	below 20%
<b>A majority</b>	over 60%	<b>Very few</b>	less than 10%

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

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

There are three types of inspection.

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

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

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

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

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection.**

**All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **short** inspection

## Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

- 1 Mynydd Cynffig Infants School is in a very mixed socio-economic area and pupils' ability on entry spans the whole range but there are an increasing number of children with communication and personal/social issues. Nearly all of the children come from English speaking homes and the remainder are from ethnic minority groups who are learning English as a second language. There are no children from families where Welsh is the predominant language and 2% of the school can be described as 'ethnic minority' The number of ethnic families living in the area has increased slightly in the last few years. At present there are 125 pupils in school and 50.5 full time equivalent (FTE) part time pupils in the nursery. There are at present 39 who have been identified as having special educational needs (SEN) which is 31% of the school and there are no pupils with statements of SEN. No pupils have been excluded in the past year.
- 2 Kenfig Hill is expanding as a village and is close to the village of Pyle. There is still a sense of community although the village has spread out and there are many new incomers as a result of some new building. The school is considered to be a central part of the community.
- 3 The school has received the Basic Skills Quality mark for the second time in 2007.
- 4 The present headteacher was appointed in September 2006.
- 5 The school was last inspected in September 2003.

### The school's priorities and targets

- 6 The school current targets include:
  - raise standards for more able and talented pupils in English and mathematics, especially level three;
  - continue to develop assessment for learning;
  - continue to develop personal and social development (PSD) and emotional intelligence; and
  - develop 'working with others' using the school effectiveness framework.

## Summary

- 7 Mynydd Cynffig Infants School is a good school with some outstanding features. Pupils of all ages make good progress in their knowledge understanding and skills. They learn with confidence and show very good levels of independence in their learning.
- 8 The headteacher, governors, teaching and support staff work exceptionally well as a team to provide a varied and stimulating curriculum that encompasses the philosophies of the Foundation Phase.

### Table of grades awarded

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

- 9 Baseline figures suggest mixed ability on entry with a downward trend in language and numeracy in recent years. However, since the last inspection there has been an increase in children requiring free school meals.
- 10 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. There are an increasing number of pupils with language support needs entering the school.
- 11 In the national curriculum teacher assessment results the school is consistently above local and national averages for the core subjects of English, mathematics and science. When compared to schools of a similar free school meals bracket trends have shown the school consistently in the top 50% of schools in Wales for ability levels in English and mathematics and in the top 25% of similar schools in science. Boys' performance is regularly below that of girls. The school has recognised this and introduced an additional reading programme to improve pupils' interest in reading.

- 12 Children in the nursery and reception classes listen attentively to teachers and support staff and follow instructions well. The under-fives make outstanding progress in relation to the basic and key skills of speaking, listening and information and communication technology ICT and good progress in reading, writing and applying their mathematical skills.
- 13 Throughout key stage 1, pupils' standards in speaking, reading and writing and numeracy are good. Skills in listening and ICT are of a very high standard. Overall pupils listen attentively and most speak with confidence and a growing vocabulary.
- 14 In a range of work, pupils exhibit very good creative and problem solving skills and, as in early years, pupils show a good understanding of key skills and their application. Learners' bilingual skills are good throughout and they are developing very well, with regular opportunities to use the language.
- 15 Regardless of their social, ethnic or linguistic background pupils make very good progress in their learning. Pupils with additional learning needs, including those with SEN or those learning English as an additional language achieve good results. Some learners achieve outstanding results considering their ability on entry.
- 16 Pupils make outstanding progress in developing their personal and social skills and in their moral and wider development. The relationships between individual pupils and adults are very strong and are evident throughout the school, which helps pupils to become secure and confident in their learning.
- 17 Levels of attendance are satisfactory at 91.4%. This is just below the national average and in line with the local authority (LA) average. There are no significant or unexplained variations in attendance levels across the school throughout the year. Overall, the main cause of pupils' absence is holidays being taken during term time, a practice not condoned by the school. Nearly all pupils arrive punctually at the start of school and throughout the school day.
- 18 Pupils' knowledge and understanding of the workplace and the local community is very impressive. In lessons they discuss the different work people do and the ways in which people look after and care for their community. A wide range of visitors come regularly into school. Pupils' involvement in numerous community activities is actively encouraged. A few parents and members of the local community come into school regularly to help with school activities and events.

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

- 19 The quality of teaching in the lessons seen is as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
21%	67%	12%	0%	0%

- 20 Good teaching is a strength of the school. The quality of teaching in the lessons observed is higher than the national average reported in HMCI's report for 2007/08 which indicates that teaching is grade 1 or 2 in 83% of lessons in primary school in Wales. It is well above the percentage of lessons graded 1(16%).

- 21 In all lessons seen, teachers provide good role models for pupils and an outstanding feature is the quality of relationships between staff and pupils which contributes considerably to their good behaviour. This, together with the use of praise and encouragement, ensures that pupils always try to do their best.
- 22 Some features of good and better teaching were the very effective management of groups of pupils and the well structured lessons. There is successful use of questioning to extend pupils' learning and lively and imaginative introductions which engage learners and capture their interest. Planning is detailed and well organised.
- 23 Where there were shortcomings in lessons, tasks are over-prescribed and do not present pupils with a sufficient level of challenge. Also the pace of lessons is occasionally too fast giving pupils little time to consolidate their work. In addition lessons and activities are too long and questioning is closed.
- 24 Arrangements for assessment are good and meet statutory requirements. A good feature is the pre-nursery booklet developed by the school which gives teachers a clear picture of children's interests before they begin school. The nursery has developed its own baseline assessment and the information is well used to address children's strengths and areas for development. Children have their own assessment booklets from Nursery onwards and make good progress from low starting points.
- 25 The quality of pupils' reports to parents is good. They contain detailed information about pupils' progress which is communicated clearly. Parents have sufficient opportunities to discuss their children's progress and the school works well with them in order to best meet the needs of pupils.
- 26 The school provides a balanced curriculum for pupils that meet both legal and course requirements and their specific needs. All learners benefit from a range of purposeful learning experiences and visits to many places of interest provided by the school. Good use is made of the locality to provide interesting learning experiences which all learners enjoy.
- 27 The school's provision for personal and social education is good and follows the national framework. Provision for pupils' spiritual, moral and cultural development is also good. The school encourages pupils to take responsibility for their actions and to demonstrate considerate behaviour to everyone at all times which they do. The duty of care is fundamental to the school's ethos and consequently the school works in children's best interests to nurture their welfare and to protect them from harm. There are good policies and excellent, well documented procedures to ensure the healthy development, safety and well-being of pupils.
- 28 An outstanding feature of provision is the very wide range of extra-curricular activities provided by the staff, all of whom demonstrate a high level of commitment to this aspect of provision. These include clubs for geography, science, gardening, art, ICT, Welsh folk dancing, ball skills and organised games, French and music. All learners may participate and these activities, which are very well attended, broaden pupils' learning, knowledge, interests, skills and personal development and enhance relationships with the community and parents.

- 29 The school ensures that all pupils, regardless of their social, linguistic or ethnic backgrounds, or any disability are given the same rights and opportunities. In addition those pupils with specific additional needs (ALN) receive very good support and guidance. The importance of treating each other equally is often used as an assembly topic.
- 30 An outstanding feature of the school is the way in which it promotes learners' bilingual skills at all times. As a result they develop a good vocabulary and secure sentence patterns as they progress through the school. Y Cwricwlwm Cymreig is very well developed through such activities as the project in which several local schools have been involved in studying the history of the locality. Pupils at the school have been speaking with older residents about their lives in the past and have contributed well to a book of pupils' work on local history, 'The Bro Cynffig Chronicles' which has been produced recently. Pupils' knowledge and experience of the work of Welsh artists including Cefyn Burgess and Daisy Williams also enhance well their understanding of Wales and its culture and promote very well Y Cwricwlwm Cymreig.

### **Leadership and management**

- 31 The headteacher has through her leadership created outstanding teamwork amongst all the staff. With the support of her deputy headteacher and they have committed the school to the principles of the Foundation Phase, the effect of which is already evident in the learning experiences offered to the pupils.
- 32 The school has introduced the Foundation Phase philosophy throughout the school and has through a combination of whole school cooperation and management including committed and well trained support staff, developed a stimulating and wide ranging curriculum that is already impacting on pupils' independence and their thinking and problem solving skills.
- 33 The governing body are highly supportive of the school and are very representative of the local community. This is reflected in the school's own community ethos and involvement. This is an outstanding feature. They work well as a team and have a very good understanding of the strengths of the school and the areas for development.
- 34 All those who contribute to the life and work of the school are involved in the self-evaluation process. The headteacher takes seriously the opinions of pupils, staff, parents, governors. An outstanding feature is the way in which all interested parties views are sought through different questionnaires specifically designed to meet the varying needs of respondents. Time is taken to speak with pupils and to give them excellent opportunities to express their opinions about the school.
- 35 The head teacher has put in place procedures to support its school self-evaluation which include the monitoring of subjects and data analysis. These procedures are at an early stage of development and the process currently lacks rigour and a sharp focus on standards.
- 36 The information obtained through self-evaluation is used effectively to inform strategic planning and areas identified as being in need of improvement are included as targets in the SDP. Quantitative targets are set for English and mathematics. The

headteacher monitors progress against the targets in the SDP which she reports termly to the governors

- 37 All learners have access to a very good range of materials and resources that are well matched to their needs. The outdoor environment has been developed well and is used extensively. This is an outstanding feature of provision. In addition all classes have interactive white boards continually used by both staff and pupils. This coupled with the ICT suite contribute to the outstanding range of resources available.
- 38 The governors, headteacher and staff have good financial awareness of the future needs of the school and in respect of the Foundation Phase much has already been achieved. The school's development plan (SDP) appropriately takes account of the financial implications for change. The school has made very good progress since the last inspection and overall gives good value for money.

## Recommendations

- 39 In order to improve further, the school should:
- R1 Continue to monitor further the self-evaluation process in order to fully incorporate the good Foundation Phase philosophy present in the school.
- R2 Work with parents and the local authority to improve overall attendance.

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

- 40 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 41 In the national curriculum teacher assessment results the school is consistently above local and national figures for the core subjects, oracy figures being very good. When compared to schools of a similar free school meals bracket, trends have shown the school consistently in the upper 50% to 25% of ability levels in English and mathematics and in the top 25% of similar schools in science. Boys' performance is

regularly below that of girls. The school has recognised this and introduced an additional reading programme to improve pupils' interest in reading.

- 42 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. There are an increasing number of pupils with language support needs entering the school.
- 43 Baseline which show children's skills and ability on entry to the school suggest mixed ability on entry with a downward trend in language and numeracy in recent years.
- 44 Children in the nursery and reception classes listen attentively to teachers and support staff and follow instructions well. They make very good progress in relation to the basic and key skills of speaking, listening, ICT, and good progress in reading, writing and applying their mathematical skills. A strong feature is the way children in the reception class talk about the skills developed in the lessons observed. They are developing good bilingual skills and regularly use simple Welsh phrases.
- 45 Throughout key stage 1, standards in speaking, reading and writing and numeracy are good. Skills in listening and ICT are of a very high standard. Overall pupils listen attentively and most speak with confidence and a growing vocabulary. In a range of work, pupils exhibit very good creative and problem solving skills and, as in early years, pupils show a good understanding of key skills and their application. Pupils' bilingual skills are good throughout and are developing very well with regular opportunities to use the language.
- 46 Regardless of their social, ethnic or linguistic background, pupils make very good progress in their learning. Pupils with additional learning needs (ALN), including those with SEN or those learning English as an additional language (EAL) achieve good and some achieve outstanding results considering their ability on entry.
- 47 Children often make good progress in acquiring new knowledge and skills and applying them to new areas of learning. They participate enthusiastically in a wide range of interesting and challenging activities that use the school facilities well. A particular strength is the developing skills of all pupils for independent learning where pupils wear labelled hats to signify what they are doing. For example children wishing to use the computers don the 'computer hats'.
- 48 The school sets realistic targets for all learners. They are based on the individual needs and appropriately challenge learners of all abilities. Throughout the school learners are developing a good understanding of their strengths and areas where they can improve. From Year 1 upwards most pupils understand the concept of setting personal targets to improve their performance.
- 49 Pupils have very positive attitudes to learning, show high levels of interest in their work and nearly all maintain concentration in lessons. They are very well motivated and show great enthusiasm for their schoolwork and related activities. Overall, this has a positive effect on the standards they achieve and the quality of life in school.

- 50 The behaviour of pupils is very good. Pupils move around school in an orderly and very courteous manner. They are respectful to their fellow pupils and adults, listening and responding appropriately to instructions and suggestions. Pupils' manners and attitudes at playtime and at lunchtime are very good. They are considerate of others and of school property and demonstrate a growing level of self-confidence, taking an increasing degree of responsibility for their own attitudes and behaviour.
- 51 Levels of attendance are satisfactory at 91.4%. This is just below the national average and in line with the LA average. There are no significant or unexplained variations in attendance levels across the school throughout the year. Overall, the main cause of pupils' absence is holidays being taken during term time, a practice not condoned by the school. Nearly all pupils arrive punctually at the start of school and throughout the school day.
- 52 Pupils make outstanding progress in developing their personal and social skills and in their moral and wider development. The relationships between individual pupils and adults are very strong and are evident throughout the school, which helps pupils to become secure and confident in their learning.
- 53 Pupils become increasingly more sensitive to the needs of others, to care for those that are less fortunate than themselves and to be very aware of cultural and racial issues. Pupils are developing a very clear understanding of right and wrong. Acts of collective worship in the school assist pupils to develop further their spirituality. Local, national and international charitable causes are very well supported.
- 54 Pupils have a good understanding of equal opportunities, adopt grown up attitudes and recognise the need to treat everyone fairly and without any form of discrimination. Pupils have strong moral values and show high consideration and fair play for others.
- 55 Pupils' knowledge and understanding of the workplace and the local community is very impressive. In lessons they discuss the different work people do and the ways in which people look after and care for their community. A wide range of visitors come regularly into school. Pupils' involvement in numerous community activities is actively and enthusiastically encouraged. A few parents and members of the local community come into school regularly to help with school activities and events.

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

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

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

- 56 The findings of the inspection team match the judgement of grade 2 made by the school in its self-evaluation report.

57 The quality of teaching in the lessons seen is as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
21%	67%	12%	0%	0%

58 Good teaching is a strength of the school. The quality of teaching in the lessons observed is higher than the national average reported in HMCI's report for 2007/08 which indicates that teaching is grade 1 or 2 in 83% of lessons in primary school in Wales. It is well above the percentage of lessons graded 1(16%).

59 In all lessons seen, teachers provide good role models for pupils and an outstanding feature is the quality of relationships between staff and pupils which contributes considerably to their good behaviour. This, together with the use of praise and encouragement, ensures that pupils always try to do their best.

**Outstanding features are:**

- very effective management of groups;
- very well structured lessons;
- very effective use of questioning;
- tasks which present a high level of challenge; and
- a very wide range of multi media teaching strategies used.

**Where teaching is good, features include:**

- effective use of questioning to extend pupils' learning;
- lively introductions which engage learners and capture their interest;
- detailed planning;
- clearly defined learning objectives which are shared with pupils;
- introductions are imaginative and capture pupils' interest;
- thinking skills are promoted well;
- children under five are actively involved in their learning;
- children under five receive opportunities to make choices about their learning;
- work which is well matched to pupils' abilities;
- opportunities for pupils to make choices;
- well structured lessons;
- the reinforcement and extension of previous knowledge;
- well deployed support staff who interact effectively with pupils to enhance their learning;
- good support for pupils with SEN;
- good use of the Welsh language;
- previous knowledge is reinforced and extended;
- effective use of paired and group work;
- extension activities are provided;
- lessons proceed at a good pace;
- good classroom organisation;
- pupils' understanding is checked; and
- the consistent addressing of the common requirements and key skills.

### **Where there are shortcomings:**

- learners' tasks are over-prescribed;
- tasks do not present pupils with a sufficient level of challenge;
- the pace of lessons is too fast, children do not always have time to consider their responses;
- new concepts are not reinforced during lessons;
- lessons and activities are too long;
- opportunities to extend pupils' learning are missed.

- 60 All teachers possess a sound knowledge and understanding of the subjects they teach and key skills and the common requirements of the National Curriculum (NC) are addressed well. They provide pupils with good opportunities to develop and apply their bilingual skills across the curriculum.
- 61 Teachers ensure that no pupil is disadvantaged, that they avoid any form of stereotyping and they promote opportunity for all. Boys and girls are given equal access to all areas of school life. Teachers consider carefully the needs of pupils with SEN. Individual programmes are prepared for them which are implemented effectively and their progress is well monitored.
- 62 Teachers' short term planning is detailed and there is a sharp focus on learning objectives and on the key skills. Planning identifies assessment and evaluations both of which inform, to some extent, subsequent planning and teaching.
- 63 Arrangements for assessment are good and meet statutory requirements. Standardised assessment tests in mathematics language and non-verbal procedures are used annually and the results added to tracking sheets. Portfolios of levelled work is kept to assist staff in moderation of pupils' work A good feature is the pre-nursery booklet developed by the school which gives teachers a clear picture of children's interests before they begin school. The nursery has developed its own baseline assessment and the information is used well to address children's strengths and areas for development. Children have their own assessment booklets from the nursery onwards and make good progress from a low base.
- 64 Statutory baseline assessment is administered early in the reception class and the information gained is used, together with teacher discussion about pupils, for early identification of ALN, to address areas in need of development and to set end of key stage targets. These targets are reviewed termly. Pupils know their targets and are keen to make progress and set new ones. A good feature is the field notes teachers keep on the under-fives and the way in which they are used to inform the next steps for children. Data are also well used to identify and address individual needs.
- 65 There is a useful pupil tracking record in place which enables the school to monitor the progress of individual pupils. It is informed by baseline data and results of standardised tests which are administered in key stage 1. It does not, however, identify achievement within levels. Information about individual pupils' progress is well managed and readily accessible.

- 66 Arrangements for assessment of the foundation subjects are good. There are portfolios of assessed work in place for all subjects to support consistency of teachers' judgements about standards. Marking provides positive and formative feedback overall. The school has worked effectively with schools in the cluster on standardised assessment.
- 67 The quality of pupils' reports to parents is good. They contain detailed information about pupils' progress which is communicated clearly. Parents have sufficient opportunities to discuss their children's progress and the school works well with them in order to best meet the needs of pupils.

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

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

- 68 The findings of the inspection team differ from the judgement of grade 1 made by the school in its self-evaluation report. Although there are some outstanding features they are insufficient overall to award the key question a grade 1.
- 69 The school provides a balanced curriculum for pupils that meet both legal and course requirements and their needs. All learners benefit from a range of learning experiences and visits to many places of interest provided by the school. Good use is made of the locality to provide interesting and meaningful learning experiences which all learners enjoy.
- 70 The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes. Children enjoy a wide range of stimulating learning experiences, both indoors and outdoors, which often promote active involvement in their learning in which they make good progress. There has been considerable investment in the outdoor curriculum for the Foundation Phase which the school is implementing well.
- 71 As a result of the good quality of learning experiences provided, learners make good progress. Long term planning ensures consistency, coherence and flexibility. Teachers are revising it to incorporate the skills-based curriculum, which is progressing well.
- 72 The school provides good opportunities for the development of the common requirements of the NC. Provision for the development of learners' key skills is good. Learners themselves are aware of the key skills; understand what they are and how to use them. The key skills of speaking and listening and ICT together with problem-solving skills are promoted well. Pupils' reading and writing skills across the curriculum are developed well.
- 73 An outstanding feature of provision is the very wide range of extra-curricular activities provided by the staff, all of whom demonstrate a high level of commitment to this aspect of provision. These include clubs for geography, science, gardening, art, ICT, Welsh folk dancing, ball skills and organised games, French and music. All learners

may participate and these activities, which are very well attended, broaden very well pupils' learning, knowledge, interests, skills and personal development and enhance relationships with the community and parents. Numerous visits to places of interest both locally and further afield, such as the local library, the church, the Welsh national folk museum at Saint Fagan, the Welsh botanical gardens and the Maritime museum in Swansea add a valuable dimension to pupils' learning.

- 74 The school's provision for personal and social education (PSE) is good and supports the school's framework well. Issues which concern pupils are discussed sensitively in circle time. The range and diversity of interesting visitors who regularly come to the school provide pupils with rich and meaningful experiences. All learners interact courteously and confidently with both peers and adults and work and play happily with one another.
- 75 Provision for pupils' spiritual, moral and cultural development is good. The school encourages pupils to take responsibility for their actions and to demonstrate considerate behaviour to everyone at all times which they do. Adults provide good role models and set a very good example of positive and thoughtful behaviour which promotes those basic human values which they consider essential to the development of good character. Teachers encourage children from the time they enter school to develop a positive attitude towards learning and to acquire skills by providing learning experiences which nurture independence, inter-dependence and perseverance. All learners have a good understanding of right and wrong and they raise considerable sums of money regularly for charities.
- 76 Collective worship meets statutory requirements and contributes well to pupils' moral development. Pupils respond well to the moral issues raised in assemblies. Acts of worship are mainly Christian in nature though pupils learn about other faiths in religious education and in assemblies which celebrate the festivals of other religions.
- 77 Another good feature of the school is the way in which learners' experiences are enriched by partnerships with parents and other agencies. The partnership with parents is close and during the pre-inspection consultation, parents expressed a high level of satisfaction with the quality of communication with the school. The school keeps parents well informed about its life and work through regular news letters. Attendance at open evenings is good. A number of parents help the school by accompanying pupils on educational visits and some come in to help in the school regularly.
- 78 Links with the community are good. Members of the community visit the school to talk to pupils about topics of interest thus enriching their learning. Pupils often visit the local church and attend a Christmas service. They also visit a local old peoples' home to sing for the residents at Christmas and Easter time and to perform folk dancing. Transition links with the junior school are well established and pupils have opportunities during their last year to visit their receiving school.
- 79 There is a long standing partnership with an initial teacher training establishment which benefits school and students alike. Students studying at a local college for non-vocational qualifications are received on school placement and the school has strong links with the local comprehensive school which sends pupils for work experience.

- 80 Pupils' knowledge and understanding of the workplace and the local community is very impressive. In lessons they discuss the different work people do and the ways in which people look after and care for their community. A wide range of visitors come regularly into school. Pupils' involvement in numerous community activities is actively and enthusiastically encouraged. A few parents and members of the local community come into school regularly to help with school activities and events.
- 81 There are extensive opportunities to broaden and enrich pupils' work- related education. These are successfully developed through a wide range of visits to local industry and businesses and visitors from those local companies. Pupils have an excellent knowledge of their locality both past and present as a result of an impressive project worked on with the Community Organisation Project (COP) and other local schools to produce information leaflets, video footage, banners and the publication 'The Bro Cynffig Chronicles.'
- 82 An outstanding feature of the school is the way in which it promotes learners' bilingual skills at all times. As a result they develop a good vocabulary and secure sentence patterns as they progress through the school.
- 83 Y Cwricwlwm Cymreig is developed very well through such activities as the project in which several local schools have been involved in studying the history of the locality. Pupils at the school have been speaking with older residents about their lives in the past and have contributed well to a book of pupils' work on local history, 'The Bro Cynffig Chronicles' which has been produced recently. Pupils' knowledge and experience of the work of Welsh artists including Cefyn Burgess and Daisy Williams also enhance well their understanding of Wales and its culture and promote very well Y Cwricwlwm Cymreig.
- 84 Provision of education for sustainability is very good. Energy conservation, paper recycling and re-using are well promoted by the school and practised by pupils and adults. The school promotes 'Fair Trade'. In addition, sustainability is promoted effectively through the formal curriculum, in science and geography lessons.
- 85 Global citizenship is promoted positively through the high profile given to international charities and also through geography and International week activities. The links with schools in other countries have recently been established. Opportunities to develop pupils' entrepreneurial skills, such as buying, selling and marketing are good.
- 86 The importance of setting regular homework is increasingly emphasised as pupils' progress through the school. As they mature, pupils are encouraged to take more responsibility for their own learning, and to be actively involved with community-based activities. Pupils respect and appreciate their surroundings.
- 87 Relationships between staff, parents, members of the local community and pupils are strong and constructive. The school welcomes parents at any time and parents are formally invited to attend two parents' meetings per year to discuss their child's progress and any other matter related to their education. The newsletters, issued monthly to parents, inform them mainly about the dates for school events and about pupils' achievements. Most parents feel they are well informed about events in the school.

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

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

- 88 The inspection team's findings match the judgements made by the school in its self-evaluation report.
- 89 The headteacher and staff know and understand their pupils very well and effectively monitor and support their educational progress, their social development and their personal well-being. The school places a high priority on pastoral care and staff provide outstanding care, guidance and support for all pupils.
- 90 The school works continuously with parents and carers to ensure that pupils' needs are met. Parental and community involvement is encouraged to support all pupils including those who are more vulnerable.
- 91 Induction processes are very comprehensive and parents and carers have regular contact with the school prior to their children beginning at the school. Procedures ensure the pupils settle quickly and this can be viewed in the confident manner in which even the youngest children display in and around the school. This is an outstanding feature.
- 92 The duty of care is fundamental to the school's ethos and consequently the school works in children's best interests to nurture their welfare and to protect them from harm. There are good policies and excellent, well documented procedures to ensure the healthy development, safety and well-being of pupils.
- 93 Pupils work and play very happily together in a varied, stimulating and supportive environment. They interact well with all adults and turn to them readily for guidance and support. They show confidence and good levels of self-esteem talking freely about their interests and learning activities.
- 94 There are highly effective PSE procedures, with pupils being regularly involved in 'circle time', where they sit and discuss matters that concern them'. They are encouraged to share and care for each others needs and an outstanding feature is the student assisted programme which selected pupils attend where they are able to discuss their concerns and worries. This programme is normally applied with older children but the school has adapted it to suit their pupils' specific needs.
- 95 Pupils are fully involved with the schools council and the eco-committee. There is a well-established healthy-eating programme. In addition, pupils participate in the Meaningful Work Programme and carry out their tasks and duties diligently. The school's council has a wide role and is involved not only in sustainability projects but also in the local community historical project. They have met with governors to put forward their views on the development of the school site, in particular the raised flower beds.
- 96 The provision for ALN is outstanding. The school also complies with SEN including the statutory framework for inclusive education requirements and implements the recommendations of the SEN code of practice. The headteacher who is the special

needs co-ordinator (SENCo) and the link governor along with the educational psychologist meet regularly to assess pupils' progress.

- 97 An outstanding feature is the close links with the SENCo in the receiving junior school. Both meet regularly and pupils and their parents are invited to attend the junior school for meetings and opportunities for the pupils to have their particular needs met and considered prior to their move to the junior school. This ensures a secure and seamless transition for all pupils with ALN. Early intervention is a strength of the school. Parents are involved from the outset and good lines of communication ensure that there is regular support and guidance.
- 98 In addition to the outstanding support for pupils with ALN the school has recognised those pupils who are more able and talented. They are supported by the school and the community where sporting prowess, for example, is recognised early and encouraged.
- 99 Measures to eliminate oppressive behaviour are very good. The school staff consistently implements its positive behaviour strategies and appropriately considers bullying and inappropriate behaviour very serious matters. Any reported instances of bullying, which are very rare, are comprehensively recorded and are dealt with promptly and effectively, using the range of sanctions available, as necessary and appropriate. Arrangements to eliminate racial discrimination, oppressive behaviour, bullying and harassment work extremely well because all teachers consistently apply relevant policies and procedures and have very high expectations of their pupils in these areas.
- 100 Attendance registers are completed appropriately and quickly at the start of the morning and afternoon sessions. Parents are advised that all pupils are expected to attend regularly and arrive punctually. The system for monitoring attendance and punctuality is simple and effective. Procedures for promptly following up lateness or unexplained absence are appropriately implemented. The current involvement of the educational welfare officer is good and where necessary the school works closely with the service.
- 101 The school has very clear and well-documented arrangements, which appropriately contribute to pupils' well being when in its care. Risk assessments are undertaken and appropriately documented.
- 102 All members of the school staff are trained in emergency first aid. The school's new PSE programme contains appropriate topics related to health and safety and as a result pupils have an appropriate awareness of health and safety. Good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school.
- 103 Child protection arrangements follow local guidance and recommended good practice with designated named persons and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must closely follow. Relevant complaint and appeal procedures are in place.

- 104 The school ensures that all pupils, regardless of their social, linguistic or ethnic backgrounds, are given the same rights and opportunities. The importance of treating each other equally is often used as an assembly topic. The school successfully ensures that pupils from all backgrounds and genders are given equal opportunities and actively encourages pupils to participate in all activities. The range of activities available during and after school broadens the access for all pupils.
- 105 The school has carried out a detailed review of its accessibility for the disabled. A comprehensive accessibility plan is in place. Appropriate policies for this aspect are also in place.
- 106 The school provides a suitably wide range of activities and experiences, which enables pupils to develop a good understanding of diversity within today's society. The school frequently recognises and celebrates diversity, for example in its assemblies, religious services and in lessons.

## **Leadership and management**

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

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

- 107 The inspection team's findings match the judgements made by the school in its self-evaluation report. The grade differs from the grade given in key question 1 due to the fact that the school has introduced the Foundation Phase philosophy throughout the school and has, through a combination of whole school co-operation and management including committed and well trained support staff, developed a stimulating and wide ranging curriculum that is already impacting on pupils' independence and their thinking and problem solving skills. However, these factors have not yet had time to move the school's performance into the top 25% overall.
- 108 The headteacher has through her leadership created outstanding teamwork amongst all the staff. With the support of her deputy headteacher and all staff they have committed the school to the principles of the Foundation Phase, the effect of which is already evident in the learning experiences offered to the pupils.
- 109 In addition to the teaching staff there are an equally dedicated group of learning support assistants and nursery nurse. Their skills and involvement with the pupils and their learning is an outstanding feature of the school.
- 110 Coupled to this, is the commitment of the governing body in ensuring that the aims and values of the school are clearly interpreted in the day to day learning experiences of the pupils. Together with the additional support of parents who have a strong belief in the school a community ethos exists that is developing steadily and is reflected in the school's mission statement states that 'We aim to make learning a meaningful experience by engaging children actively in their learning'.
- 111 The school has a very positive approach to national and local priorities with a wide range of curricular and extra-curricular activities which widen the children's understanding of their community and environment. In addition to their commitment to

the Foundation Phase the school is very committed to developing the Welsh language and a truly bilingual ethos throughout the school. The school is heavily involved in the local history project and is working towards BECTA status in their ICT work. A strong feature of the school is the involvement of pupils from the local comprehensive school who under the guidance of staff contribute well to pupils learning experiences.

- 112 All staff have shown a strong commitment to setting clear and challenging teaching and learning activities to include the Foundation Phase. All staff including learning support assistants meet regularly to analyse their knowledge of pupils. They monitor and set suitably challenging learning activities for themselves and the pupils.
- 113 The school shows sound commitment to the development of staff and their specific roles. There is a clear commitment to all staffs' development and lifelong learning with many staff taking advantage of both school based and outside agency training and General Teaching Council Of Wales GTCW grants. Subject leaders are very involved in the monitoring and evaluating of their areas of responsibility and use the information well to guide future planning.
- 114 The school's procedures for performance management are well managed and effectively support, develop and improve individual staff and department teams. Targets are appropriately linked to the school's improvement agenda. The procedures for performance management and appraisal meet national requirements.
- 115 The governing body are highly supportive of the school and are very representative of the local community. This is reflected in the school's own community ethos and involvement. This is a very strong feature of the school. They work well as a team and have a very good understanding of the strengths of the school and the areas for development. They meet regularly and have an effective committee structure and each governor has a good knowledge of the areas for which they are responsible. They are regularly informed of developments by subject leaders. The governing body fulfils its legal and statutory requirements and their involvement contributes well to the strategic management of the school.

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

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

- 116 The inspection team's findings agree with the school's judgement in the self-evaluation report.
- 117 Self-evaluation procedures include an evaluation of the previous SDP, scrutiny of pupils' work, speaking to pupils and evidence is gathered through classroom observations. The information gained is used to inform annual subject reports. The head teacher and staff conduct an analysis of the school's strengths and weaknesses in order to identify aspects for development. This analysis, together with the evidence gathered through monitoring, is used to set targets for improvement.

- 118 The headteacher has put in place procedures to support its school self-evaluation which include the monitoring of subjects and data analysis. These procedures are at an early stage of development and the process currently lacks rigour and a sharp focus on standards.
- 119 All those who contribute to the life and work of the school are involved in the self-evaluation process. The headteacher takes seriously the opinions of pupils, staff, parents, governors. An outstanding feature is the way in which all interested parties' views are sought through different questionnaires specifically designed to meet the varying needs of respondents. Time is taken to speak to pupils and to give them excellent opportunities to express their opinions about the school.
- 120 The headteacher leads the school's self-evaluation process. Teachers discuss each of the seven questions in staff meetings, come to a judgement on them and set targets for improvement. The school's self-evaluation report is a structured document which is comprehensive and identifies the school's strengths and the areas for development. The inspection team's judgements agree with those of the school in five of the seven key questions.
- 121 The governing body works well with the head teacher in the process of self-evaluation. Governors scrutinise a draft copy of the self-evaluation report and make amendments where appropriate after discussion.
- 122 The information obtained through self-evaluation is used effectively to inform strategic planning and areas identified as being in need of improvement are included as targets in the SDP. Quantitative targets are set for English and mathematics. The headteacher monitors progress against the targets in the SDP which she reports termly to the governors.
- 123 The school has made a considerable investment in resources to support teaching and learning, for example, purchase of ICT equipment, ICT training, the enriched curriculum and the assertive discipline policy. There is evidence that the actions taken have led to measurable improvements in ICT.
- 124 The school supports its priorities well through its allocation of resources. There has been considerable investment in outdoor resources to support the implementation of the Foundation Phase and to support teaching and learning with a focus on the skills-based curriculum.
- 125 The school has made good progress in addressing the key issues arising from the last inspection. Issues of security have been addressed and there are now portfolios of assessed work in place for all subjects.

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

**Grade 1: Good with outstanding features**

- 126 The inspection team's findings differ from the judgement of grade 2 made by the school in its self-evaluation report. The grade differs from the grade given in Key question one as the school has committed itself wholeheartedly to the development of the Foundation Phase and has through the combined commitment of all its staff in

reorganising planning and developing the indoor and outdoor environment considerably to provide a wide range of learning experiences for the pupils many of which are already impacting on the individual development of all pupils.

- 127 There are a suitable number of qualified teachers. They have a wide range of experience. They are supported by dedicated and professional learning support officers who contribute to the smooth day to day running of the school. They all work exceptionally well as a team providing a comprehensive and range of activities utilising all areas of the school site both indoors and out in a stimulating learning environment.
- 128 All learners have access to a very good range of materials and resources that are well matched to their needs. The outdoor environment has been developed well and is used extensively. In addition all classes have interactive white boards continually used by both staff and pupils. This coupled with the ICT suite contribute to the outstanding range of resources available. Internal refurbishment and attractive displays ensure that the school as a whole is a place where children work confidently and happily. All areas of the school are bright and cheerful and clean and well cared for.
- 129 There is a strong community involvement in the activities which broaden learners' learning experiences from the use of the outdoor environment to the involvement of governors and local people in pupils learning, most notably the inclusion of a local policeman to help nursery children with their numeracy skills through the theme of Jack and the Beanstalk, for example.
- 130 Administrative and learning support officers, give good service and contribute to the smooth day-to-day running of the school.
- 131 Teaching and support staff are well deployed with good teams of staff working together in each age group. Support staff are well trained and the overall management of the staff is an outstanding feature.
- 132 Training is wide ranging and of a good standard both in external courses and also a high quality of internal training presented within the school The teamwork of all staff in producing high standards of learning experiences for the pupils is an outstanding feature. All teaching and support staff undertake relevant training which contributes significantly to pupils' learning. The school has increased the hours of support staff to ensure they have adequate time and contact with teachers to develop planning.
- 133 Time for preparation, planning and assessment are very well used. This is a particular strength of the school. Staff who cover for colleagues are kept well informed and contribute well to the team work ethos. Thus workforce remodelling is addressed well.
- 134 The governors, headteacher and staff have good financial awareness of the future needs of the school and in respect of the Foundation Phase much has already been achieved. The SDP appropriately takes account of the financial implications for change. The school has made very good progress since the last inspection and overall gives very good value for money.

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

The Inspection findings recognise that we have maintained good standards as well as making good progress towards implementing the Foundation Phase across the whole school. We are pleased that the inspectors found standards in listening and ICT of a very high standard and that bilingual skills are good throughout the school. In addition to this the inspectors noted that a particular strength of the school is the developing skills of all pupils for independent learning – an inherent part of the Foundation Phase. In particular, the report recognises the outstanding progress the pupils make in developing their personal and social skills and in their moral and wider development. It is due to the skill and dedication of our 'seamless' team that this is achieved and the inspectors duly acknowledged that fact.

An action plan will be put in place to address the recommendations in the report. Improving our self-evaluation process in order to fully incorporate the good Foundation Phase philosophy already present in the school and working with parents and the local authority to improve overall attendance are aspects that we feel we can confidently address.

Procedures will be put in place to address the recommendations before the end of the year. Raising attendance will be a Performance Management target for the Headteacher and improving self-evaluation will be incorporated into our self-evaluation process from the Spring Term of 2010.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

## Appendix 1

### Basic information about the school

Name of School	Mynydd Cynffig Infants School
School type	Infants
Age-range of pupils	3-7
Address of school	Commercial Street Kenfig Hill Bridgend:
Post-Code	CF33 6DN
Telephone Number	01656 815710

Headteacher	Mrs Amanda Stanford
Date of appointment	September 2006
Chair of Appropriate Authority	Cllr. Mrs Margaretta Rogers
Registered Inspector	Mr Glyn Scott
Dates of inspection	16 <sup>th</sup> – 18 <sup>th</sup> November 2009

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	50.5	48	42	34	na	na	na	na	170

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	4	7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:27
Pupil: adult (fte) ratio in nursery classes	40:4.5
Pupil: adult (fte) ratio in special classes	na
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	27:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn2008	85.4	89.4	88.9
Spring2009	90.5	90.6	92.1
Summer 2009	86.7	85.7	91.3

Percentage of pupils entitled to free school meals	19.2
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

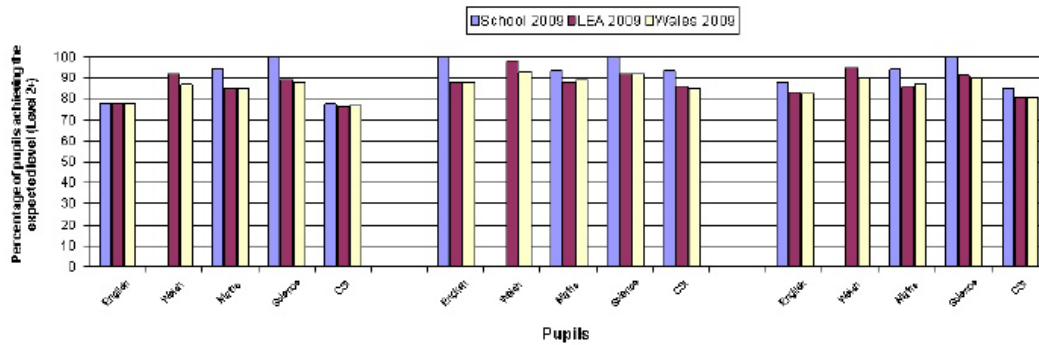
**MYNYDD CYNFFIG INFANTS SCHOOL**  
Bridgend

LEA/School no: 672/2166

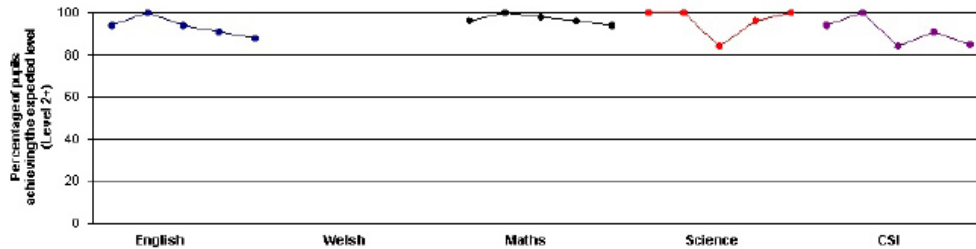
### School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	78	78	78	100	88	88	88	83	83
Welsh	.	92	87	.	98	93	.	95	90
Maths	94	85	85	93	88	89	94	86	87
Science	100	89	88	100	92	92	100	91	90
CSI	78	76	77	93	86	85	85	81	81



### School Performance over time (2005 - 2009)



### Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 16 per cent and up to 24 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		75		84	88	92	
Welsh		85		93		100	
Maths		80		88	94	96	
Science		85		92		100	
CSI		74		82	85	90	

#### Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

## Appendix 4

### Evidence base of the inspection

- A team of three inspectors were present at the school for 7 inspector days, with a peer assessor and a nominee from the school;
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school;
- 21 questionnaires were completed by parents and carefully analysed. On average 92% were positive about the school;
- discussions were held with the headteacher and staff with responsibilities and support staff;
- school documentation and samples of children's work were examined;
- 26 lessons or parts of lessons were observed;
- discussions were held with the school's council and eco club and also with children about their work and about the life of the school;
- children's behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions;
- inspectors attended assemblies;
- post inspection meetings were held with the staff and the governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Responsibilities
Mr Glyn Scott	Registered Inspector	Context, Summary Led on: Key Questions 1, 4a, 4b, 5, 7
Mrs Branwen Llewelyn-Jones	Team Inspector	Led on Key Questions: 2, 3a, 6
Ms Elizabeth Halls	Lay inspector	Led on Key Questions 1c, 3b, 4c
Ms Wendy McGarvie	Peer Assessor	Contributed to all key questions
Mrs Amanda Stanford	Nominee	Nominee

### Acknowledgements:

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation assistance and courtesy before and during the inspection.

### Inspection Contractor:

Baker-Phillips Educational Communications Ltd., Oaks Lea, Higher Knolton, Overton Wrexham, LL13 0LF.