

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

A Report on the Quality of Education in

**Mynydd Cynffig Junior School
Pwllgath Street
Bridgend
CF33 6ET**

School Number: 6722162

Date of Inspection: 05 October 2009

by

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Mynydd Cynffig Junior 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 Junior took place between 05/10/09 and 07/10/09. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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 Junior School is situated in the village of Kenfig Hill approximately four miles from Bridgend. The school serves the village itself with 24 per cent of pupils travelling from outside its catchment area. Pupils transfer to the school in Year 3 from the local infants school.
- 2 The area served by the school is described as neither prosperous nor economically disadvantaged. Approximately 24 per cent of pupils are entitled to receive free school meals, a figure which is slightly higher than both the local and national averages. An extremely small number of pupils are 'looked after' by the local authority (LA).
- 3 At present, there are 178 pupils aged 7 – 11 at the school. They are organised into six single age classes and one mixed age class.
- 4 The building, which was rebuilt in 1986 following a fire, comprises eight classrooms, a good sized hall and an administrative area.
- 5 Almost all pupils come from homes where English is the main language spoken. There are no pupils who receive support teaching in English as an additional language.
- 6 The annual intake covers the full ability range with most pupils' attainment being similar to national averages. Approximately 17 per cent of pupils have been identified as having special educational needs (SEN) which is slightly lower than local and national averages. There are no pupils who have a statutory statement of SEN. No pupils have been excluded from school during the last twelve months.
- 7 There have been no significant changes in the nature of the school since the last inspection in October 2003. The present head teacher has been in post for four years.

The school's priorities and targets

- 8 The school aims to provide an appropriate education for all pupils, developing each child physically, intellectually, emotionally, socially and spiritually at a pace suited to the needs of the individual. The school places an emphasis upon developing self-respect and confidence.
- 9 The main targets of the school for the current academic year include:
 - raising standards in the core subjects with boys in Year 5;
 - further develop bilingualism throughout the school;
 - continue to develop education for sustainable development and global citizenship; and
 - implement strategies to support the development of pupils' emotional well-being.

Summary

- 10 This is a good school that has many outstanding features.
- 11 The very effective leadership and management provided by the head teacher, governors and school staff are key factors in bringing about high standards of pupils' achievement and sustained school improvement.
- 12 Good progress has been made in addressing the key Issues identified in the 2003 inspection.

Table of grades awarded

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

Standards and progress

- 13 Attainment at the end of key stage 2 is good with outstanding features. In 2009, the number of pupils attaining Level 4 or above in English, mathematics and science at the end of the key stage was significantly higher than the 2008 national performance. The school's performance at Level 5 is also significantly above local and national figures.
- 14 Trends in performance during the last three years show continuous improvement in all three core subject with the percentage of pupils attaining Level 4 or above being consistently over ninety per cent. With very few exceptions, attainment in both 2008 and 2009 has been in the best performing 25 per cent of schools which have a similar percentage of pupils eligible to receive school meals. These are outstanding features.
- 15 Throughout the key stage, almost all pupils make outstanding progress in the key skills of language and communication, and information and communication technology (ICT). They make good progress in their ability to use and apply their mathematical skills when undertaking practical and investigational tasks.
- 16 Almost all pupils make outstanding progress in their problem-solving and thinking skills, which subsequently enables pupils to tackle problem-solving activities in a confident and systematic manner.

- 17 Most pupils make outstanding progress in their bilingual competence. They communicate very confidently, read a good range of texts competently and write meaningfully.
- 18 Pupils of all ages make outstanding progress in their learning. They respond extremely positively to almost all learning opportunities and apply new knowledge and skills very effectively in unfamiliar situations.
- 19 With very few exceptions, pupils make outstanding progress in understanding what they are doing, how well they are progressing and what they need to do to improve.
- 20 Pupils' behaviour is exemplary and they are very friendly towards each other showing great respect and kindness.
- 21 The overwhelming majority of pupils make excellent use of their time in lessons; they are very well motivated and enjoy learning.
- 22 All pupils make outstanding progress in their personal, moral, social and wider development. Their spiritual awareness is excellent. However, their understanding of other cultures and faiths and their awareness of life in multi ethnic British society is not as strong.
- 23 All pupils develop an excellent understanding, appropriate to their age, of their role in the community and a very good awareness of participation in the work place.
- 24 Attendance figures for the last reporting year were 95.1 per cent which is above both the LA and latest all Wales average.

The quality of education and training

- 25 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
38%	55%	7%	0%	0%

- 26 These figures are considerably higher than the national percentages in Her Majesty's Chief Inspector of Schools' (HMCI) annual report for 2007-2008 where the overall quality of teaching in primary schools is reported as being good or better (Grades 1 and 2) in 83 per cent of lessons and outstanding (Grade 1) in 16 per cent.
- 27 Outstanding features of teaching include lively and energetic lesson delivery, challenging and innovative activities, high expectations and skilful questioning and the very effective use of incidental Welsh.
- 28 Good features present in all teaching include clear and purposeful lesson objectives, the use of stimulating resources including ICT and the promotion of positive attitudes to learning.

- 29 A broad range of strategies are used effectively to assess pupils' progress and to decide on the next steps in their learning. These procedures are effective and manageable and provide good information about pupils' progress.
- 30 An outstanding feature of the assessment process is the way in which pupils are given regular opportunities to be involved in evaluating their own learning and that of their peers. This has a very positive impact on the standard of work achieved.
- 31 Achievements in all subjects are regularly reported to parents and the quality of written reports is good.
- 32 The school provides a curriculum which is broad, balanced and well matched to the needs of the full range of pupils' abilities. It complies fully to statutory requirements.
- 33 The provision for the development of pupils' basic and key skills has outstanding features. However, the school has not yet developed a well established programme which fully identifies and meets the needs of more able and talented pupils.
- 34 Learners' experiences are broadened and enriched through the provision of an outstanding range of interesting and enjoyable additional experiences both within the school and off-site.
- 35 Pupils' moral, social and cultural development are promoted exceptionally well through a wide variety of learning experiences. The carefully structured and good quality Personal, Social and Health Education framework permeates the life of the school and provides pupils with a variety of learning experiences.
- 36 The curriculum is enriched by outstanding partnerships with parents and the community and with other schools and colleges. Highly effective transition arrangements ensure continuity and progression in the pupils' learning as they transfer from one school to the other.
- 37 Promotion and development of pupils' understanding of the cultural heritage of Wales through the *Cwricwlwm Cymreig* is good.
- 38 The promotion of sustainable development has many good features with the school's good work being recognised by the award of the Eco- Schools green flag.
- 39 The school effectively promotes pupils' knowledge and understanding of the world of work through good links with a number of local and national businesses. Provision for developing pupils' entrepreneurial skills is outstanding.
- 40 The school plans and manages care arrangements extremely well. The day-to-day care and personal guidance for pupils is of a very high quality and an outstanding feature of the school's work.

- 41 Child protection arrangements are in line with the most recent guidance, and are known to all those who work in the school. Procedures to monitor and promote regular attendance and punctuality are excellent and are helping to ensure there is a steady upward trend in rates.
- 42 The school promotion of healthy and safe lifestyles is an outstanding feature. There is also a significant emphasis on ensuring pupils' emotional well being.
- 43 The quality of provision for additional learning needs is outstanding. Support and guidance for pupils is carefully structured to ensure that they reach their full capabilities.
- 44 There are extremely clear policies to promote equal opportunity, gender and racial equality.

Leadership and management

- 45 There are many outstanding features in the quality of the school's leadership and management. The skills of the head teacher have been particularly important in harnessing the energies and commitment of staff, pupils and parents and in providing a clear direction for the work and development of the school. Members of the governing body are fully involved and knowledgeable about the work of the school
- 46 The self-evaluation arrangements are good with outstanding features. They are comprehensive and systematic and based on first hand evidence.
- 47 The effective use and management of resources and its positive impact on pupils' standards of attainment and the quality of provision is an outstanding feature. This ensures that the school provides value for money.

Recommendations

48 In order to move the school forward, the governing body and staff need to:

R1 * improve provision for the more able and talented pupils: and

R2 Increase pupils' awareness of life in a multi ethnic society.

* Priority in current School improvement Plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

- 49 The inspection team's judgements match the school's findings in its self-evaluation report.
- 50 Attainment at the end of key stage 2 is good with outstanding features. In 2009, the number of pupils attaining Level 4 or above in English, mathematics and science at the end of the key stage was significantly higher than the 2008 national performance. The school's performance at Level 5 is also significantly above local and national figures.
- 51 During the last three years, the percentage of pupils attaining Level 4 or above has consistently been over ninety per cent. Figures from the school's continuous assessment procedures shows that almost all pupils progressed by two National Curriculum levels during the four years between the end of key stages 1 and 2.
- 52 Trends in performance during the last three years show continuous improvement in all three core subject. The improvement made by boys especially in English, is an outstanding feature. Performance during 2008 and 2009 shows no discernable difference between the performance of boys and girls.
- 53 With very few exceptions, end of key stage 2 attainment in both 2008 and 2009 has been in the best performing 25 per cent of schools which have a similar percentage of pupils eligible to receive school meals. This is an outstanding feature.
- 54 Pupils of all ages including those with SEN, achieve good or better standards in their knowledge, understanding and skills.
- 55 Throughout the key stage, almost all pupils make outstanding progress in the key skills of language and communication, and information and communication technology (ICT).
- 56 Almost all pupils demonstrate good listening skills during group discussions and respond knowledgeably to questions. They have a good understanding of subject specific vocabulary and use their reading skills well when searching for information in books or on websites. They write confidently for a range of different purposes producing work of outstanding quality.
- 57 Throughout the school, all pupils use their ICT skills purposefully and skilfully for gathering and presenting information and data. They use a range of software and equipment very effectively demonstrating exceptionally high levels of competence and independence.

- 58 Good progress is made by almost all pupils in their ability to use and apply their mathematical skills when undertaking practical and investigational tasks. They use a broad range of graphs and tables confidently for recording and interpreting data.
- 59 Through their involvement in the Bridgend Talk Project and other initiatives, pupils across the key stage make outstanding progress in their problem-solving skills. Particular focus is put on developing thinking skills, which subsequently enables pupils to tackle problem-solving activities in a confident and systematic manner. Pupils apply new knowledge and skills with a high degree of confidence in a wide range of contexts.
- 60 Most pupils make outstanding progress in their bilingual competence. They communicate with adults very confidently, ask and answer a wide variety of questions effectively with outstanding enunciation and understanding. Most read a good range of texts competently and write meaningfully in numerous curriculum areas.
- 61 Pupils of all ages make outstanding progress in their learning. They respond extremely positively to almost all learning opportunities and apply new knowledge and skills very effectively in unfamiliar situations.
- 62 With very few exceptions, pupils make outstanding progress in understanding what they are doing, how well they are progressing and what they need to do to improve. The whole-school practice of sharing learning objectives with pupils at the beginning of lessons and of using plenary sessions to reflect on progress in achieving them, contributes substantially towards developing pupils' self-assessment skills. Through purposeful discussion, almost all pupils are able to identify which key skills are used during lessons and to evaluate the effectiveness of their learning.
- 63 Almost all pupils make good progress towards fulfilling their potential and moving onto the next stage of learning. Very few instances of underachievement were seen by the inspection team.
- 64 Pupils' behaviour is exemplary and they are very friendly towards each other and adults. Almost all pupils show great respect and kindness, they play and get along with each other extremely well. In discussions pupils are adamant that everyone is really friendly, bullying is extremely rare and they feel safe in school.
- 65 The overwhelming majority of pupils make excellent use of their time in lessons; they are very well motivated and enjoy learning. The vast majority of pupils demonstrate good levels of initiative, they work independently and co-operate very well in pairs or small groups. They make outstanding progress in developing the skills necessary to maintain life long learning.
- 66 All pupils make outstanding progress in their personal, moral, social and wider development. They have an excellent understanding of equality of opportunity and the need for racial tolerance. They demonstrate a very good

understanding of fairness and honesty and the need for rules and consequences. Their spiritual awareness is excellent. However, their understanding of other cultures and faiths and their awareness of life in multi ethnic British society is not as strong.

- 67 All pupils develop an excellent understanding, appropriate to their age, of their role in the community and a very good awareness of participation in the work place.
- 68 Attendance levels have steadily improved year on year. Figures for the last reporting year were 95.1 per cent. This is above both the LA and latest all Wales average. Despite the schools strenuous efforts a few families take holiday during term time. Virtually all pupils arrive on time at the start of the school day.

The quality of education and training

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

Grade 1: Good with outstanding features

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

70 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
38%	55%	7%	0%	0%

71 The quality of teaching is a strength of the school and an important element in the progress made by pupils and the standards achieved. These figures are considerably higher than the national percentages in HMCI's annual report for 2007-2008 where the overall quality of teaching in primary schools is reported as being good or better (Grades 1 and 2) in 83 per cent of lessons and outstanding (Grade 1) in 16 per cent.

72 Outstanding features of teaching include:

- lively and energetic lesson delivery that motivates and enthuses pupils;
- outstanding relationships between staff and pupils which ensure that everyone is treated fairly and with respect;
- challenging and innovative activities which successfully capture and sustain pupils' interest and promote independent and active learning;
- high expectations and skilful questioning techniques which stimulate pupils and develop their thinking skills;
- very good emphasis given to developing pupils' basic and key skills and their reinforcement in plenary sessions;
- highly effective plenary sessions which allow pupils to demonstrate and evaluate their understanding of what they have learnt; and the
- use of incidental Welsh which makes a notable contribution towards pupils' bi-lingual competence.

73 Good features of teaching include:

- clear and purposeful presentation of aims and lesson objectives shared with pupils;
- use of stimulating resources that capture pupils' interest and attention;
- effective use of ICT to enhance learning and the
- promotion of positive attitudes to learning and support of pupils' efforts with consistent praise and encouragement.

74 In the very small percentage of lessons where the quality of teaching had some shortcomings, tasks were not sufficiently differentiated and opportunities to further extend learning were lost.

- 75 The quality of assessment, recording and reporting is good with no important shortcomings. A broad range of assessment strategies are used effectively to decide on the next steps in learning. These include teacher assessments, standardised reading tests, spelling tests and observations. Procedures are effective and manageable and provide good information about pupils' progress. Results are analysed and used to match work appropriately to pupils' ability.
- 76 Pupils' work is closely monitored by teachers and support staff and discussions and observations are regularly recorded. Individual pupil progress is very carefully their strengths and needs noted.
- 77 Pupils' work is marked conscientiously with constructive comments made on how the work may be improved. The best examples of marking actively encourages pupils to respond to teacher comments and to self assess their progress.
- 78 An outstanding feature of the assessment process is the way in which pupils are given regular opportunities to be involved in evaluating their own learning. Most pupils make particularly good use of the learning focus when assessing their own work and that of their peers. They play an active role in formulating their own targets. Pupils' self and peer evaluations following completed tasks or units of work are detailed and constructive using assessment for learning strategies. These have a very positive impact on the standard of work achieved.
- 79 The portfolios work in all core and foundation subjects are used effectively to moderate standards of assessment and to ensure consistency and comparability of standards and levels awarded. The school is in the process of working with its cluster primary and secondary school to produce moderated and levelled pupil profiles of work in the core subjects.
- 80 Achievements in all subjects are regularly reported to parents and the quality of written reports is good. They meet statutory requirements and provide clear judgements about attainment in all subjects and areas of learning, as well as celebrating children's achievements and giving guidance about the way forward.

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

- 81 The findings of the inspection match the judgement made by the school in its self-evaluation report.
- 82 The school provides a curriculum which is broad, balanced and well matched to the needs of the full range of pupils' abilities. It complies fully to statutory requirements.

- 83 Schemes of work for all subjects and areas of learning are of good quality and reflect recent curriculum changes. However, the school has not yet developed a well established programme which fully identifies and meets the needs of more able and talented pupils.
- 84 The provision for the development of pupils' basic and key skills has outstanding features. Teachers work systematically to incorporate these into all planning documentation. These are effectively implemented and carefully co-ordinated to ensure progression in pupils' development. An outstanding feature of the provision is the way in which members of staff consistently encourage pupils to use the vocabulary related to these skills to help them reflect on their learning.
- 85 Learners' experiences are broadened and enriched through the provision of an outstanding range of interesting and enjoyable additional experiences both within the school and off-site. Sports, environment, Welsh and music clubs are provided by teachers, learning support and administrative staff. All pupils benefit from carefully planned educational and residential visits to many historical and cultural centres.
- 86 Provision for homework is good and includes opportunities for pupils and their parents to work together and to support tasks undertaken in school.
- 87 Pupils' moral, social and cultural development are promoted exceptionally well through a wide variety of learning experiences. The school promotes sound moral values and moral issues are given prominence in curricular and extra-curricular learning experiences.
- 88 The carefully structured and good quality Personal, Social and Health Education framework permeates the life of the school and provides pupils with a variety of learning experiences. Personal, Social and Health Education sessions are used positively to discuss areas of concern in a supportive way.
- 89 Opportunities to be monitors, buddies, and playground peacemakers enable pupils to take responsibility and develop an understanding of their role in the school community.
- 90 Acts of collective worship comply with statutory requirements. but pupils are given insufficient opportunities to reflect on issues that arise in their own lives and in the world around them.
- 91 The curriculum is enriched by outstanding partnerships with parents, the community and with other schools and colleges. Parents are very supportive of the school and in the pre-inspection meeting with the inspectors and resulting questionnaires all state that they are happy with the quality of education their children receive. Parents support the school through fund raising events for specific activities and resources, and by acting as volunteers during visits.

- 92 The quality of information provided for parents is of a good standard. The weekly newsletter containing information regarding the school's activities is much appreciated by parents, governors and the community.
- 93 Visitors from the local community such as from members of the police and health service impact effectively on pupils' learning and provide a range of valuable experiences from the outside world. The school's involvement in the production of the "*Bro Cynffig Chronicles*" provided them with an outstanding opportunity to foster a sense of pride in and ownership of their local community.
- 94 The school benefits greatly from the outstanding partnerships between the feeder infants' school and the local secondary school. Highly effective transition arrangements are developed through frequent visits, sharing of teachers, information and curricular bridging units. This secures continuity and progression in the pupils' learning as they transfer from one school to the other.
- 95 Promotion and development of pupils' understanding of the cultural heritage of Wales through the *Cwricwlwm Cymreig* is good. The Welsh dimension is celebrated across a number of subjects and visits to places of cultural interest. The use of incidental Welsh during school routines and lessons is an outstanding feature.
- 96 The promotion of sustainable development has many good features. The school's good work in this area has been recognised by the award of the Eco-Schools green flag. Sustainability schemes for recycling paper, composting food waste, colourful displays around the school ensure that the importance of conservation and sustainability is well integrated into pupils' daily routines. Regular charitable fund- raising activities such as Operation Christmas Child succeed in raising pupils' awareness of being citizens of the world.
- 97 The school effectively promotes pupils' knowledge and understanding of the world of work through good links with a number of local and national businesses. Pupils regularly visit a range of local businesses and shops and benefit from the contribution of visitors from the world of work. Local businesses have provided financial support for the sponsorship of the school's rugby kit. A small minority of staff have attended workplace placements in local enterprises.
- 98 Provision for developing pupils' entrepreneurial skills is outstanding. Pupils have responsibility for the running of the school fruit shop, older pupils undertake two entrepreneurial projects where they form business teams to design, make and sell willow products at the Christmas and Summer Fair. The school has achieved national recognition for its successful involvement in the 'F1 Project' which raises pupils' awareness of the planning, production, marketing and selling of a Formula 1 racing car.
- 99 Pupils' learning experiences across the curriculum enable them to gain a range of valuable skills for developing positive attitudes, lifelong and

independent learning skills. Pupils learn citizenship and social skills and appreciate the opportunities they have to express their opinions and to make decisions through membership of the school council and the Eco committee.

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

Grade 1: Good with outstanding features

- 100 The findings of the inspection match the judgement made by the school in its self-evaluation report.
- 101 The school plans and manages care arrangements extremely well. As a result all pupils are exceptionally well supported by the adults who work in the school as well as by an extensive range of external support agencies.
- 102 The school works very closely with parents and carers and they are actively consulted about the care and support needed for their children. At the pre inspection meeting, and in response to the questionnaires all parents expressed the view that the school cares very well for their children; the inspection team endorses this.
- 103 The day-to-day care and personal guidance for pupils is of a very high quality and an outstanding feature of the school's work. All adults have an extremely good knowledge of the pupils because communication routes are very effective, as a consequence they are able to meet pupils individual needs tremendously well.
- 104 The school council and Eco committee are very well established and represent pupils' opinions outstandingly well. The committees provide them with a clear voice and as a consequence pupils' views can be heard. Their suggestions have frequently influenced the work of the school.
- 105 Arrangements to help pupils settle into school life are extremely well organised because of the very close liaison with the infant school from which pupils transfer. Parents are encouraged to be fully involved in this process and a great deal of very practical and helpful information is provided for everyone.
- 106 Child protection arrangements are in line with the most recent guidance, and are known to all those who work in the school; training for all staff is regularly updated. Health, safety and welfare arrangements are appropriate; the school has clear policies and procedures that cover this aspect. There are clear procedures to deal with complaints or appeals.
- 107 The school promotion of healthy and safe lifestyles is an outstanding feature. Healthy fruit snacks are available at breaks and healthy food choices are offered at lunchtime. The school is involved in a very wide range of sporting activities, including those linked to the local secondary school; these encourage pupils to keep fit and take regular exercise. There is also a significant emphasis on ensuring pupils' emotional well being, through

initiatives run in conjunction with the local secondary school. Speakers regularly visit to raise pupils' awareness of safety issues and the need to keep healthy.

- 108 Procedures to monitor and promote regular attendance and punctuality are excellent and are helping to ensure there is a steady upward trend in rates. External agencies are involved if there are any concerns. Systems to monitor and address any concerns related to pupils' behaviour are exceptionally good. These result in a consistent approach being taken by all teachers to manage any minor incidents of inappropriate behaviour that occur.
- 109 The quality of provision for additional learning needs is outstanding. Support and guidance for pupils is carefully structured to ensure that they reach their full capabilities. They are given access to very good support and a relevant curriculum which ensures their progress.
- 110 The special educational needs co-ordinator (SENCO) provides effective leadership and guidance for both staff and pupils. Teachers and support staff work very closely together to identify individual learning needs at an early stage through the use of a wide range of assessments and standardised tests.
- 111 The high quality individual education plans inform teaching and learning appropriately. Good communication ensures that pupils and parents are fully involved in the process. Pupils' work is regularly reviewed and parents are closely involved in this process. Following such reviews learning objectives are appropriately modified to take account of the progress made.
- 112 Learning Support Officers are well-trained and deployed to provide outstanding support of an exceptionally high quality for all pupils with special educational needs. The quality of this support is such that it enables these pupils to improve their skills and make very good progress with their work. Withdrawal support for pupils is well-organised.
- 113 Effective support is provided by the school for pupils whose behaviour might impede their own progress and that of others. The SENCo works closely with the Behaviour Support Team successfully utilising their intervention strategies and initiatives as required.
- 114 There are extremely clear policies to promote equal opportunity, gender and racial equality. Appropriate arrangements are very well established to eliminate bullying, any form of harassment and to tackle racial discrimination. Pupils express great confidence in the schools systems. There is an extensive disability inclusion policy and the schools accessibility plan is very clear, detailed and informative. Very clear measures are in place to ensure no one is disadvantaged because of their disability. The school does not promote pupils' awareness of life in multi ethnic British society as comprehensively as other areas of equal opportunities.

Leadership and management

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

Grade 1: Good with outstanding features

- 115 The inspection team's judgements differ to the Grade 2 awarded by the school's findings in its self-evaluation report. The school had been too self-critical in not identifying outstanding practices in the quality of its strategic leadership and management.
- 116 The very effective leadership and management provided by the head teacher, governors and school staff have been key factors in bringing about high standards of pupils' achievement and sustained school improvement over the past few years. The skills of the head teacher have been particularly important in harnessing the energies and commitment of staff, pupils and parents and in providing a clear direction for the work and development of the school. The school leaders are continually looking for ways of doing things better paying great attention to the practical things that make a real difference to learning outcomes. They succeed in creating the right atmosphere for success, recognise and reward achievement and act incisively where performance needs to improve. These are outstanding features in the quality of the school's leadership and management.
- 117 The head teacher is ably assisted by the deputy head teacher and senior management team, who play a key role in leading and managing the school. They fulfil their monitoring and evaluation responsibilities thoroughly and make a significant contribution to school improvement.
- 118 The school's day-to-day procedures are based on explicit principles and values. Equal opportunities are provided for all and the contributions of pupils, parents, governors and staff are appreciated. Staff are actively involved in the formulation of policies and their views are highly valued by the senior management team. This ensures the establishment of common practices across all classes.
- 119 The school takes good account of national and local priorities when developing initiatives and formulating the School Improvement Plan. The national workforce reforms have been fully implemented, there are outstanding transition links with both the local infants and secondary school and the principles of both the Healthy School Initiatives and the Eco Schools have been successfully integrated into the school's culture. The inclusion of the assessment for learning strategies and the Bridgend Talk projects in the school's approach to teaching and learning has impacted directly on the standards achieved.
- 120 Effective partnerships have been formed with a wide range of other providers of education and training. There are very productive links with other primary schools in the cluster.

- 121 The school sets challenging targets for itself and for groups and cohorts of pupils. End of key stage targets are based upon a wealth of evidence which includes standardised tests, and there is good correlation between teacher assessment and pupil performance. This strategy has been a key factor in the ensuring the steady improvement in pupils' attainment over the last three years.
- 122 Effective performance management arrangements have been established for identifying the professional needs of teachers and for improving their teaching competence and skills. Through evaluating standards of teaching and learning good attention is paid to setting and achieving individual objectives. Each member of staff has a job description which is reviewed regularly.
- 123 Members of the governing body are fully involved and knowledgeable about the work of the school. The detailed and relevant information which they receive in the head teacher's reports gives them a clear and comprehensive picture of the school's work. The role they play in setting the school's strategic direction is an outstanding feature.
- 124 Individual governors have link roles with specific teaching staff and act very effectively as critical friends. They are fully aware of their roles in school improvement initiatives and contribute constructively to discussions.
- 125 Very strong links have been established between individual governors and curriculum post-holders. Governors regularly visit the school and fulfil their monitoring and evaluation role thoroughly.
- 126 There is a policy and clear procedures that any person should follow if they wish to make a complaint about the school. The guidelines include detail of the course of action to be followed, and sets specific time limits for resolving any complaint.

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

Grade 1: Good with outstanding features

- 127 The findings of the inspection team differ to the Grade 2 judged by the school in its self-evaluation. The school had not taken sufficient account of the outstanding impact its self-evaluation practices have had on the quality of pupils' learning and the standards achieved.
- 128 Leaders and managers are well informed about their areas of responsibility. All teachers have responsibility for at least one subject or area and their monitoring duties are clearly defined. Staff contribute to the evaluation of a range of performance indicators which informs the School Improvement Plan.
- 129 The findings of the inspection team agree with the school's judgement in its Self-Evaluation Report in four the seven key questions. In key question 5, 6

and 7 the school had not given sufficient credit to the outstanding quality of its leadership and management.

- 130 The self-evaluation arrangements are good with outstanding features. They are comprehensive and systematic, are based on first hand evidence and involve all staff. Curriculum leaders annually evaluate their areas of responsibility by scrutinising pupils' books, speaking with pupils about their work and compiling action plans which contribute to the formulation of the School Improvement Plan. These action plans are subsequently considered by the senior management team and the governing body and areas for improvement are prioritised for inclusion in the school development plan.
- 131 Information from measurable performance data is used effectively to augment the school's knowledge and understanding of how well the school is performing. The information is gathered from a variety of sources very effectively to identify and address aspects for improvement and to identify groups of pupils who may need extra support.
- 132 The school has clear processes for seeking out and taking account of the views of pupils and parents. Through specifically designed questionnaires, parents' views are sought on particular areas of provision and their views are also aired through the Parents Teacher Association (PTA). Pupils' views are sought across a wide variety of forums which include the School Council, Eco Committee, during the co-ordinator monitoring programme and personal and social education lessons. The way the school responded to concerns about homework by setting up a working party which included pupils, parents, staff and governors and subsequently responded to its recommendation, is an outstanding feature.
- 133 The self-evaluation report is detailed and of good quality. The criteria in each key questions are addressed fully and the judgements made are clear, honest and evidence based with both the strengths and shortcomings of the school identified. Where there are outstanding features, these have also been identified. There are clear links between the outcomes of self-evaluation and the strategic management of the school with the priorities included in the School Improvement Plan.
- 134 The School Improvement Plan is an effective and collaborative document which gives a clear sense of direction for the school's work. It identifies the priorities to be addressed and includes details of the tasks to be completed and the monitoring methods to be employed. It is underpinned by sound financial planning, which is linked to the school's priorities and targets.
- 135 The good progress made in raising standards of attainment across the school indicates that self-evaluation has been a key factor in bringing about significant improvement in standards of achievement and in the quality of teaching and learning.
- 136 The school has made good progress in addressing all seven key Issues identified in the 2003 inspection. End of key stage attainment has risen,

robust assessment procedures have been established, self-evaluation has become a key feature of school improvement and planning for key skills is very thorough. By now, the school complies fully with all statutory requirements.

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

Grade 1: Good with outstanding features

- 137 The inspection team's judgements match the school's findings in its self-evaluation report.
- 138 The quality of the staff and its impact on teaching and learning and the standards pupils achieve, is an outstanding feature.
- 139 There is sufficient staff to provide a well balanced and stimulating curriculum experience for all learners. Individual expertise has been matched to subject responsibilities with all staff being well qualified to teach every aspect of the curriculum. Teachers' skills and knowledge are updated by attending appropriate courses and all are sufficiently confident to undertake new initiatives. The deployment of support staff successfully supports pupils throughout the day.
- 140 Teachers are released regularly for planning, preparation and assessment, with class cover provided by a teacher who specialises in information and communication technology (ICT). Her regular support provides continuity in numerous subjects such as art, history and religious education.
- 141 Support staff make a good contribution to pupils' learning and are valued members of the school community. They display a high level of commitment and care, and work well with teachers to plan and to support pupils in their work. The school secretary provides valuable assistance to the head teacher in the efficient daily administration of the school. Auxiliary staff ensure that the daily routines of the school are well organised and effective and provide a clean environment for learners. The caretaker makes an outstanding contribution to the maintenance and cleanliness of the school and its outdoor environment.
- 142 All areas of the curriculum are well resourced and match the age, ability and needs of pupils. Resources are in good condition, efficiently organised and support the work of the school. The school library provides a broad range of good quality reference and fiction resources that reflect the variety of interests, gender and cultural diversity of the pupils. Outdoor facilities are also good.
- 143 The accommodation is well maintained and effective use is made of all available space. Classrooms are of an appropriate size and provide a stimulating environment, enhanced by the display of pupils' work. The library and computer suite are used effectively to develop reading and ICT skills. The hall provides a good space for physical education and music activities and for

collective worship. The recently established sensory garden effectively promotes pupils' awareness of the environment.

- 144 The head teacher and governors have responded positively to the requirements of workforce remodelling and have implemented the teachers' workload agreement.
- 145 The school makes efficient and economic use of its resources supported by donations from the parent teacher association. Spending is linked to the school's priorities as set out in the School Improvement Plan.
- 146 Financial management is transparent and provides accurate up to date information. The budget is monitored regularly by the school clerk, the head teacher, governors and the Local Authority's finance department. Spending is monitored regularly and effectively by the governing body.
- 147 The effective use and management of resources and its positive impact on pupils' standards of attainment and the quality of provision is an outstanding feature. This ensures that the school provides value for money.

School's response to the inspection


The Governing Body, staff and pupils of Mynydd Cynffig Junior School would like to thank Mr. Wil Williams and his team for their courtesy and professionalism during the recent inspection.

We are extremely proud to achieve a grade 1 (good with outstanding features) in all 7 key questions. These judgements reflect and acknowledge the skill, commitment and dedication of the teachers and support staff as well as giving credit to our hard-working pupils for the high standards they achieve.

We are proud that the report identifies pupils' behaviour as being exemplary, showing great kindness and respect. The lively and energetic lesson delivery, challenging and innovative activities and skilful questioning, identified by the inspection team as outstanding, gives us the platform to continue our work in keeping standards high. We are very pleased that the inspection team has acknowledged the outstanding progress pupils make in their bilingual competence. It is also very gratifying to see the effectiveness of the leadership and management team similarly acknowledged.

The recommendation to further improve the high standards of achievement, especially in relation to the most-able pupils, will be a major priority for the School Improvement Plan in the next academic year. We will also strive to provide more experiences to increase pupils' awareness of the diverse society in which we live.

In conclusion, the report has succeeded in reinforcing our belief that this school provides children with an exciting and secure learning environment within which they are able to succeed and flourish.



Appendix 1

Basic information about the school

Name of school	Mynydd Cynffig Junior
School type	Junior
Age-range of pupils	7-11
Address of school	Pwllgath Street, Kenfig Hill Bridgend
Postcode	CF33 6ET
Telephone number	01656 815760

Head teacher	Mr Neil Davies
Date of appointment	1 st September 2005
Chair of governors	Mrs M Rogers
Registered inspector	Wil Williams
Dates of inspection	5 – 7 October 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	0	0	0	0	34	41	57	46	178

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	9.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.3:1
Pupil: adult (fte) ratio in nursery classes	Not applicable
Pupil: adult (fte) ratio in special classes	Not applicable
Average class size, excluding nursery and special classes	25.4
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	0	0	95.1
Spring 2009	0	0	95.6
Summer 2009	0	0	94.7

Percentage of pupils entitled to free school meals	24%
Number of pupils excluded during 12 months prior to inspection	none

Appendix 3

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2009						Number of pupils in Y6:		55	
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	5.6	51.9	42.6
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0	0	0	0	3.7	55.6	40.7
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	0	5.6	63.0	31.5
		National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	93%	In Wales (2008)	75.5%

- D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)
- W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Three inspectors, including a peer assessor and the school's nominee, spent the equivalent of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- Twenty seven lessons or part lessons; and
- registrations, assemblies and acts of collective worship.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group; and
- the school council.

The team also considered:

- the school's self-evaluation report;
- thirty five responses to parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection, the team held meetings with teachers, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Wil Williams Registered Inspector	Context; Summary; Recommendations; Annexes; key questions 1, 5, 6 and 7
Eleri Honour Team Inspector	Key questions 2, 3 and contributions to key question 4b
Denise Sheilds Lay Inspector	Contributions to key questions 1, 3, 4a, and 4c
Mostyn Jones. Peer Assessor	Contributions to all key questions
Neil Davies Nominee	Provision of information

Contractor

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Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.