

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

**Nant y Parc Primary School
Universal Site
Senghenydd
Caerphilly
CF83 4GY**

School Number: 676/2197

Date of Inspection: 11-13 October 2004

by

**Goronwy Morris
W160/78283**

Date: 13 December 2004

Under Estyn contract number:T/81/04P

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

The inspection of Nant y Parc took place between 11th October and 13th of October 2004. An independent team of inspectors, led by Goronwy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Nant y Parc Primary School, which caters for pupils from 3 – 11, is situated in the village of Senghenydd in the County Borough of Caerphilly. There are currently 238 pupils on roll, including 20 who attend the Nursery part-time.
2. All the pupils are drawn from an area which the school describes as economically disadvantaged. 33% are registered as entitled to receive free school meals. This is much higher than the local education authority's average of 21% and the all-Wales average of 19% of pupils entitled to free school meals. Around 26% have been identified as having special educational needs (SEN), including two pupils with statements of special educational need. Baseline assessments indicate that attainment on entry is below the average for both the LEA and all-Wales.
3. English is the teaching medium used throughout the school. There are no pupils from homes in which Welsh is the main spoken language. The entry of children into the nursery is controlled and administered by Caerphilly County Borough Council (the local education authority). The school was last inspected in March 1999.

The school's priorities and targets

4. The school aims to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.
5. In the school development plan (SDP) the following priorities are listed for 2004/05:
 - Review Geography policy and scheme of work for key stage 1 and 2.
 - Review Welsh policy and scheme of work for key stage 1 and 2.
 - Review ICT policy and scheme of work.
 - Review key skills of literacy, numeracy and ICT across the curriculum.
 - Implement Catch Up programme
 - Further develop self-evaluation
 - Develop a School's Council.
 - Provide in service training to support the introduction of the Foundation Phase of education.
 - Continue to implement changes resulting from Remodelling the Workforce
 - Redesign part of the playground as a learning resource.

Summary

6. Nant y Parc primary school is a school with many strengths. Good progress has been made in addressing the majority of the key issues identified during the last inspection. Overall analysis of National Curriculum assessments indicates that pupils are achieving well in the core subjects of English, Mathematics and Science.
7. The inspection team generally agree with the strengths and weaknesses identified by the school in the self-evaluation document. However, the overall judgements do not always match.

Table of grades awarded

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

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

Standards

9. Overall, pupils' standards of achievement in the subjects inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	60%	40%	0%	0%

10. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that attainment on entry is below the average for both the LEA and all-Wales. Early years children make good progress in their communication skills and in their personal and social development.

11. In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	2	2
Science	2	2
Welsh	2	3
Information Technology	3	3
Geography	3	3
Physical Education	2	2

12. Pupils' standards and progress in the key skills of listening, reading, writing and numeracy are good in all subjects in both key stages. By the end of key stage 2 the standards achieved in handwriting, in particular, is a strength of the school. Pupils' speaking skills and those in using of information and communications technology (ICT), across the curriculum, are satisfactory.
13. Overall analysis of NC assessments indicates that there has been progressive and consistent improvement since the last inspection. The results indicate that pupils generally achieve targets set by the school and demonstrate marked and progressive gains from baseline through key stage 1 and on into key stage 2. Scrutiny of the results since the last inspection shows very little difference in achievement of boys and girls. Pupils succeed regardless of their social, ethnic or linguistic background.
14. Results for key stage 1 in 2004 are significantly below the average for Wales. These results are well below the high levels of attainment achieved over the past three years. And reflect the ability of the cohort. Results for key stage 2 in 2004 confirm that the school maintains high levels of attainment which are often above the LEA and Welsh averages. The school has high attainment at level 5 which reflects the hard work of all connected with the school.
15. The pupils are enthusiastic, happy and generally attentive in lessons. They are keen to share their work and talk to visitors in a friendly and natural manner. They are aware of targets for improvement which have been set for them; however, they are insufficiently involved in assessing their own work.
16. They make satisfactory progress in respect of creative thinking, problem-solving and decision-making skills, though opportunities to develop these further are currently limited as pupils are given insufficient opportunities to work independently and to discuss or debate the issues involved in their work across subjects.
17. With a very small number of exceptions the pupils are very well behaved. They are respectful and courteous to their fellow pupils and to all adults, responding well to instructions and requests. They demonstrate good self-discipline and are considerate of others and of school property. There is no evidence of bullying or inappropriate behaviour.

18. The school's ready participation in community activities helps pupils to demonstrate an increasing understanding of their role as citizens in the wider community and an interest in environmental awareness and sustainable development. They are aware of equal opportunity issues; however, their understanding of issues of cultural diversity within society and of themselves as citizens of Wales and the world is limited.
19. There has been no improvement in the levels of attendance since the previous school inspection. The average level of attendance for the year (3 terms) prior to the school inspection was marginally below 90%. However, the attendance for the current year, to date, is satisfactory at almost 92%.
20. Many pupils frequently arrive late at the start of the school day. As a result valuable teaching time is lost. Punctuality throughout the school day is generally unsatisfactory resulting in many sessions starting late.

The quality of education and training

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

The quality of teaching in the subjects and areas of learning inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	6%	47%	47%	0%	0%

22. This represents a significant improvement since the last inspection. Teachers know their pupils well and have high expectations of appropriate behaviour. Classroom routines are very well established and good use is made of support staff. In the majority of cases, lessons are well planned with clear learning objectives. In the best examples, there are clear introductions, challenging activities for pupils and relevant conclusions to reinforce learning. Good quality questioning encourages pupils to make appropriate responses, explain their thinking and this helps extend their understanding of the work. Teachers, however, use a limited range of teaching strategies and resources. As a result the level of challenge and motivation in the tasks provided is often lacking.
23. Good procedures are in place to evaluate pupils' progress in the core subjects. The school's system of recording pupils' achievements is very thorough and is matched to National Curriculum levels. The information is used effectively to promote higher standards and to set targets for improvement for each pupil and each year group. Annual reports to parents on their child's progress fully meet statutory requirements.
24. The school strives to achieve high standards for all and the learning experiences provided by the school meet the needs of most pupils. Detailed and potentially effective schemes of work are in place although a number of these have been recently introduced and will take time to become embedded. There is good provision for the development of pupils' basic and key skills in respect of speaking and listening, reading and writing, and these are co-ordinated coherently across the curriculum. Provision for the key skill of ICT is under-developed.

25. The breadth of the curriculum is satisfactory. However, evidence indicates that the curriculum currently provided does not fully meet the needs of pupils in mixed age classes and that time allocations for some non-core subjects are insufficient.
26. Provision for promoting pupils' social and moral development is good. The school provides its pupils with a wide range of out of hours, extra-curricular and off-site experiences. These enrich and enhance the curriculum and make an important contribution to the personal and social development. Collective worship focuses strongly on moral and social aspects. Pupils know right from wrong, and treat their school and its environment with care and respect. Learning experiences for promoting pupils' spiritual and cultural development are under-developed.
27. Partnerships with the local community are strong. The school's ready participation in community activities is much appreciated by community leaders. Most parents expressed strong support for all aspects of the life and work of the school. However, communication with parents is not entirely effective and the school has identified this aspect as one of its areas for improvement in its self-evaluation. Links with industry are difficult in this locality and do not feature strongly in the school's provision.
28. Learners are well cared for, guided and supported. Support programmes are carefully integrated into the school's work so that they meet the needs of learners and ensure equality of opportunity. Induction programmes for nursery children are very good and enable parents to share in their child's first experiences of school.
29. Provision for pupils with SEN, an issue in the last inspection, now complies with the recommendations of the Code of Practice. Systems are in place for the early diagnosis of special needs and early intervention when needed. The co-ordination of arrangements for SEN including the involvement of external agencies and parents are now generally effective although not always timely.
30. The general safety and well being of pupils is a priority in the school. There is an effective policy and sound procedures for child protection. Good day to day procedures are in place for meeting the needs of pupils who are unwell or who have had an accident.
31. Policies have been adopted which cover equal opportunities and racial equality. However, the school does not actively challenge stereotypes in terms of pupils' choices and expectations.
32. Registers are marked appropriately. There is, however, no clear system or strategy in place to improve the levels of attendance or punctuality.

Leadership and management

33. The headteacher and staff are hard working and very committed to the school and the pupils in their care. There is a strong ethos of team work in the school and the good relationships that exist among the staff influence positively the pupils' personal, social and educational development. There is a strong commitment to raising standards particularly in the core subjects of English, mathematics and science.
34. The role of the curriculum co-ordinators, an issue in the last inspection, is developing well. They are able to identify areas for development in their areas of responsibility and provide positive support for their colleagues. They are, however, not sufficiently involved in the process of observing colleagues' teaching in order to evaluate the quality of that aspect of their work. The school recognizes the need to further develop their leadership role in evaluating the standards pupils achieve.
35. The school maintains a comprehensive whole-school system of assessment to track pupils' progress over time. The information is used effectively to promote higher standards in the core subjects and to set challenging targets for improvement for each pupil and each year group. The headteacher, staff and governors have identified appropriate areas for improvement which appropriately reflect Wales Assembly Government priorities.
36. The School Development Plan (SDP) is a useful, clearly written document which focuses on appropriate priorities for improvement. There are, however, no references to monitoring procedures to evaluate progress against the plan. Although they are not explicitly included within the SDP, challenging targets for improvement have been set in each of the core subjects.
37. A Performance Management (PM) Framework has been introduced and performance objectives agreed. Appropriate professional development opportunities are accessed, shared and discussed. The school has yet to develop strategies to identify the impact of these activities on pupils' learning experiences and achievements.
38. The Governing Body is supportive and is regularly provided with a great deal of information about the school's operations. Indications are that spending decisions are carefully considered. The school complies with statutory requirements and takes note of Wales Assembly Government guidelines. However, governors are not fully involved in contributing towards setting the strategic direction of the school, or monitoring the quality of provision and the standards the pupils achieve.
39. The pre inspection self-assessment document provided by the school is open and honest and reflects the headteacher's perception of current strengths and weaknesses and areas for development. The school's judgements, however, are insufficiently based on a consideration of the criteria for judging standards and quality as set out in the inspection guidance. As a result although the findings of

the inspection team generally accord with the strengths and weaknesses identified by the headteacher the overall judgements do not always match.

40. Generally, the school's procedures for self-evaluation do not culminate in sufficiently secure and reliable judgements about the standards of achievement in the school. As a result self-evaluation does not sufficiently inform school improvement. The school is aware that this is an area for development, recognizes the need to develop a strategic approach to self-evaluation and that there is a need to systematically involve governors, staff at all levels and to take into account the views of pupils and parents.
41. Good progress has been made in addressing the majority of the key issues identified during the last inspection. The school recognizes the need to further develop the role of curriculum co-ordinators in evaluating the standards pupils achieve and to strengthen the strategic role of the Governing Body.
42. Staff in the school are well qualified, highly experienced and are well deployed. Appropriately skilled support staff work closely with teachers to plan and deliver curriculum objectives and effective administrative support, led by the school secretary, is provided which ensures that the day-to-day life of the school runs smoothly and effectively. The caretaker and staff in the canteen are clearly valued members of the school team, and make an important contribution to the school's caring and supportive ethos.
43. Accommodation overall is adequate for the number of pupils on the roll although it is not always used in ways which enhance learning and teaching, especially in respect of older pupils. Staff routines for pupils are well-designed to address some of the inherent disadvantages of the main building's design. The building and grounds are well maintained and cared for and impressively free from litter.
44. The school is well provided for in terms of resources. Effective and efficient use is made of resources generally and the school makes good use of staff experience and expertise. The use made of time at the start of and during the school day is not effective, and use of this important resource is under-developed. Resource decisions are clearly linked to the school's priorities and objectives, and the use of these resources are kept under review by both those with responsibility for curriculum areas and the Governing Body. The school provides value for money.

Recommendations

45. In order to improve the school in the areas inspected, the staff and governing body need to:
 1. continue to raise standards in Welsh in key stage 2 and in Information Technology and Geography in both key stages;

2. further develop the range of teaching strategies to ensure that the key skills and common requirements are taught more effectively to encourage pupils to become independent learners;
 3. review whole school curriculum planning and delivery to better meet the needs of all pupils, especially those in mixed age classes;
 4. strengthen the leadership by enhancing the role of curriculum co-ordinators in evaluating the standards pupils achieve and the strategic role of the governing body;
 5. develop a strategic approach to self-evaluation which systematically involves governors, staff at all levels and takes into account the views of pupils and parents;
 6. improve attendance and punctuality.
46. 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 3: Good features outweigh shortcomings

47. Overall, the findings of the inspection team do not match the judgement of Grade 2 made by the school in the self-evaluation report.

Standards

48. Overall, pupils' standards of achievement in the subjects inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	60%	40%	0%	0%

Pupils under five

49. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
50. Baseline assessments indicate that attainment on entry is below the average for both the LEA and all-Wales. Early years children make good progress in their communication skills and in their personal and social development.

Subjects

51. In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
English	2	2
Science	2	2
Welsh	2	3
Information Technology	3	3
Geography	3	3
Physical Education	2	2

52. Pupils with special educational needs make sound progress and achieve the targets set for them.
53. Pupils' standards and progress in the key skills of listening, reading, writing and numeracy are good in all subjects in both key stages. By the end of key stage 2 the standards achieved in handwriting, in particular, is a strength of the school.

Standards in the key skills of speaking and using information and communications technology (ICT), across the curriculum, are satisfactory.

54. The majority of interactions in lessons are teacher to pupil and this constrains the development of pupils' speaking skills. While there is good practice in developing pupils' confidence as speakers in upper key stage 2, this has not been extended to other areas of the school. There are too few opportunities for pupils to discuss or debate ideas and issues in pairs or small groups. As a result pupils' oral skills are underdeveloped. Opportunities to use ICT across the curriculum are identified in plans and schemes of work but are not yet fully realised. As a result pupils are not as independent in the exercising of their IT skills and choices as they might be.
55. Overall analysis of NC assessments at key stage 2 indicates that pupils are achieving well in the core subjects of English, Mathematics and Science. There has been progressive and consistent improvement since the last inspection with an increase in the percentage of pupils achieving level 4, the expected level, in English, Mathematics and Science. The results indicate that pupils generally achieve targets set by the school and demonstrate marked and progressive gains from baseline through key stage 1 and on into key stage 2. Scrutiny of the results since the last inspection show very little difference in achievement of boys and girls.
56. Results for key stage 1 in 2004 indicate that the core subject indicator for the school of 61% is significantly below the average for Wales of 79%. These results are well below the high levels of attainment achieved over the past three years and reflect the ability of the cohort. Results for key stage 2 in 2004, with 77% achieving the core subject indicator compared to the all-Wales average of 71%, confirm that the school maintains high levels of attainment which are often above the LEA and Welsh averages. The school has high attainment at level 5 which reflects the hard work of all connected with the school.
57. The pupils are enthusiastic, happy and generally attentive in lessons. Most pupils have a clear understanding of what is expected of them. They are keen to share their work and talk to visitors in a friendly and natural manner. Older pupils are aware of the strengths and weaknesses in their work. They are aware of targets for improvement which have been set for them; however, they are insufficiently involved in assessing their own work.
58. Generally pupils make good progress in acquiring new knowledge and skills in the core subjects. They make satisfactory progress in respect of creative thinking, problem-solving and decision-making skills, though opportunities to develop these further are currently limited as pupils are given insufficient opportunities to work independently and to discuss or debate the issues involved in their work across subjects.
59. Pupils make good progress in their personal, social and moral development. With a very small number of exceptions the pupils are very well behaved. They move around the school through the narrow corridors in a quiet, orderly and courteous manner. They are respectful and courteous to their fellow pupils and to all adults,

responding well to instructions and requests. They demonstrate good self-discipline and are considerate of others and of school property. There is no evidence of bullying or inappropriate behaviour.

60. The school's ready participation in community activities helps pupils to demonstrate an increasing understanding of their role as citizens in the wider community and an interest in environmental awareness and sustainable development. They are aware of equal opportunity issues; however, their understanding of issues of cultural diversity within society and of themselves as citizens of Wales and the world is limited.
61. There has been no improvement in the levels of attendance since the previous school inspection. The average level of attendance for the year (3 terms) prior to the school inspection was marginally below 90%. However, the attendance for the current year, to date, is satisfactory at almost 92%. A considerable number of families take their children on holiday during term time – causing pupils to miss valuable learning time. Up to ten days of this absence is correctly recorded as 'authorised' in accordance with current WAG guidance.
62. Many pupils frequently arrive late at the start of the school day. As a result valuable teaching time is lost. Punctuality throughout the school day is generally unsatisfactory resulting in many sessions starting late.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

63. Overall, the findings of the inspection team do not match the judgement of Grade 2 made by the school in the self-evaluation report.

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

The quality of teaching in the subjects and areas of learning inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	6%	47%	47%	0%	0%

65. This represents a significant improvement since the last inspection.

66. The quality of relationships in the classroom is good. Teachers know their pupils well and have high expectations of appropriate behaviour. However, the level of challenge and motivation in the tasks provided is often lacking.

67. Teachers have good subject knowledge and attend courses to keep up to date with developments in their subject areas. In the best examples, there are clear introductions, challenging activities for pupils and relevant conclusions to reinforce learning. Good quality questioning encourages pupils to make appropriate responses, explain their thinking and this helps extend their understanding of the work.

68. Teachers' long and medium term planning is of good quality and this ensures that lessons form part of a well-structured sequence. In the majority of cases, lessons are well planned with clear learning objectives shared with pupils.

69. Teachers use a limited range of teaching strategies and resources. However, classroom routines are very well established and good use is made of support staff. This helps to maintain pupils' interest, and ensure that equal opportunity is offered to all.

70. Positive reinforcement of pupils' success during lessons helps pupils to understand their achievements. However, there are inconsistencies in the marking of pupils' work. In the best practice, teachers write comments that explain how pupils can improve their work.

71. Targets for improvement are set for each pupil and each year group. Generally, these targets are used well to make sure pupils make progress over the year and key stage. Pupils are as yet insufficiently involved in assessing their own work and planning their own progress and improvement.

72. A comprehensive whole-school system of assessment tracks pupils' progress over time. This process includes using results from a range of national and standardised tests. The information is used to promote higher standards, such as when teachers share information about pupils' progress before they move up to the next class. The key stage 2 test results are carefully analysed and used to inform teachers' planning for the following year.
73. The school's system of recording pupils' achievements is very thorough and is matched to National Curriculum levels. School portfolios of pupils' work are annotated to show the levels pupils achieve. These are developing well.
74. Annual reports to parents on their child's progress fully meet statutory requirements. Reports provide parents with information about how they can help their child with their progress in the core subjects.

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

Grade 3: Good features outweigh shortcomings

75. Overall, the findings of the inspection team do not match the judgement of grade 2 made by the school in the self-evaluation report.
76. The learning experiences provided by the school meet the needs of most pupils, and are accessible to many. The school strives to achieve high standards for all. The school is careful to take account of what has gone before and what will follow, and has detailed and potentially effective schemes of work in place which help to ensure this. A number of these have been recently introduced and will take time to become embedded. The breadth of the curriculum is satisfactory. However, evidence indicates that time allocations for non-core subjects are insufficient. The curriculum currently provided does not fully meet the needs of pupils in mixed age classes.
77. There is good provision for the development of pupils' basic and key skills in respect of speaking and listening, reading and writing, and these are co-ordinated coherently across the curriculum. Provision for the key skills of IT is under-developed, and is not overtly planned for in all subjects and areas of the school's work. The school has a very good whole school policy in respect of key skills across the curriculum which has not yet been rigorously applied.
78. The school provides its pupils with a wide range of out of hours, extra-curricular and off-site experiences. These enrich and enhance the curriculum and make an important contribution to the personal and social development. These are particularly developed in the area of sustainability. The school's involvement with external competitions and events organised within the Aber Valley is an important factor in extending the curriculum particularly in respect of providing pupils with a real audience for their language work. Pupils consistently receive excellent results in such competitions.
79. Provision for promoting pupils' social and moral development is good. Collective worship focuses strongly on moral and social aspects. As a result, pupils are kind to, and caring of, each other and respond well to adults in and visiting the school. Pupils know right from wrong, and treat their school and its environment with care and respect. Learning experiences for promoting pupils' spiritual and cultural development are under-developed. The spiritual aspect does not always feature strongly in acts of collective worship. Learning experiences to develop pupils' cultural awareness of Wales, the wider world and themselves as global citizens are not systematically planned for or provided.
80. Provision for personal and social education is satisfactory. Most aspects of personal and social education are addressed through other subjects. The school has put in place a new scheme which is comprehensive and fully complies with

the required Framework. It has yet to ensure that opportunities for delivering this scheme are overtly and coherently planned for across the curriculum.

81. Partnerships with the local community are strong, as are links with groups such as Caerphilly Groundwork. These increase the pupils' understanding of their role as citizens in the wider community and help to foster environmental awareness and interest in sustainable development. The school's ready participation in community activities is much appreciated by community leaders. The school works closely and effectively with its feeder high school and the other schools in its cluster. These partnerships enhance the learning experiences of its pupils in a range of areas such as sports and games.
82. Partnerships with parents are satisfactory overall. In the questionnaires and the meeting with inspectors most parents expressed strong support for all aspects of the life and work of the school. The school has an active PTA, which raises significant and valuable funds for the school and it enthusiastically supports the schools' activities. Communication with parents is not entirely effective and the school has identified this aspect as one of its areas for improvement in its self-evaluation. Some aspects of the school prospectus do not fully meet statutory requirements.
83. Links with industry are difficult in this locality and do not feature strongly in the school's provision. There is no evidence that teachers undertake appropriate placements in industry and the development of pupils' entrepreneurial skills has yet to be addressed.

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

Grade 2: Good features and no important shortcomings

84. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
85. Learners are well cared for, guided and supported. Support programmes are carefully integrated into the school's work so that they meet the needs of learners and ensure equality of opportunity. The recently revised policy for Personal and Social Education is comprehensive and provides clear guidance for staff.
86. Induction programmes for nursery children are very good and enable parents to share in their child's first experiences of school. The procedures enable children to settle in at their own pace.
87. The school's behaviour policy has recently been rewritten by the Head-teacher and is to be presented at the next Governing Body meeting for approval.
88. Registers are marked appropriately; however, the practices for the closure of registers is inconsistent. Register information is summarised and analysed weekly by the Headteacher and a comprehensive statistical report is routinely produced. There is, however, no clear system or strategy in place to improve the levels of attendance or punctuality. The involvement of the Education Welfare Officer is minimal.
89. The general safety and well being of pupils is a priority in the school. There is an effective policy and sound procedures for child protection. Staff and pupils have an appropriate awareness of health and safety. All staff have received recent training in First Aid and Child Protection procedures. Good day to day procedures are in place for meeting the needs of pupils who are unwell or who have had an accident. Careful and comprehensive risk assessments are carried out for the major activities in the school, including educational visits and pupils' use of resources.
90. Provision for pupils with SEN, an issue in the last inspection, now complies with the recommendations of the Code of Practice. Fifty-six pupils (26%) have been identified by the school as requiring SEN support, including 2 pupils who have a statement. The co-ordination of arrangements for SEN including the involvement of external agencies and parents is now generally effective although not always timely.
91. Systems are in place for the early diagnosis of special needs and early intervention when needed. Appropriate Individual Education Plans (IEPs) have been produced to support pupils' learning. Teachers and support staff work closely together to ensure that support programmes are carefully integrated into the school's work so that they meet the needs of learners, including those with

physical disabilities, and ensure equality of opportunity. The school has invested well in learning and teaching resources to support pupils who have SEN. The recently introduced Catch Up programme is being progressed with enthusiasm.

92. The school ensures that all pupils have equal opportunities to participate in school activities. Activities take place after school to widen access for pupils. However, out-of-school sports clubs cater for the traditional games e.g. soccer and rugby for boys and netball for girls. Policies have been adopted which cover equal opportunities and racial equality; however, the school does not actively challenge stereotypes in terms of pupils' choices and expectations.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

93. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
94. The headteacher and staff are hard working and very committed to the school and the pupils in their care. There is a strong ethos of team work in the school. They are very supportive of each other and the good relationships that exist among the staff influence positively the pupils' personal, social and educational development. There is a strong commitment to raising standards particularly in the core subjects of English, Mathematics and Science. The significant improvements in NC assessments together with the award of the Basic Skills Quality Mark attest to the school's success in this aspect of its work.
95. The role of the curriculum co-ordinators, an issue in the last inspection, is developing well. Co-ordinators, have reviewed schemes of work and teacher plans, sampled work in pupils' books and produced portfolios to support self-evaluation. They provide positive support for their colleagues, however, their impact on the quality of teaching and learning is variable. The school recognizes the need to embed the above practices and to further develop their leadership role in evaluating the standards pupils achieve.
96. The headteacher, staff and governors have identified appropriate areas for improvement within a set timescale which appropriately reflect Wales Assembly Government priorities for example the introduction of Schools' Councils and the Foundation Phase and Remodelling the Workforce. The priorities as set out in the SDP covering the period 2003/04, however, are not sufficiently rooted in rigorous self-evaluation of the school's strengths and weaknesses.
97. The school maintains a comprehensive whole-school system of assessment to track pupils' progress over time. The information is used effectively to promote higher standards in the core subjects and to set challenging targets for improvement for each pupil and each year group.
98. A Performance Management (PM) Framework has been introduced and performance objectives agreed. Classroom observations by the Head and deputy are supportive in helping staff to realise their performance management objectives. Appropriate professional development opportunities are accessed, shared and discussed. The school has yet to develop strategies to identify the impact of these activities on pupils' learning experiences and achievements.
99. The Governing Body is supportive and is regularly provided with a great deal of information about the schools' operations. They demonstrate a good knowledge

of the school's finances. Indications are that spending decisions are carefully considered. However, governors are not fully involved in contributing towards setting the strategic direction of the school, or monitoring the quality of provision and the standards the pupils achieve. The school's self-evaluation process has as yet not been sufficiently implemented to enable the Governing Body to make a meaningful contribution in this aspect of its work.

100. The school complies with statutory requirements and takes note of Wales Assembly Government guidelines. The annual report to parents 2004 and the school's prospectus do not provide all the required information.

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

Grade 3: Good features outweigh shortcomings

101. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
102. The school is aware that this is an area for development, recognizes the need to develop a strategic approach to self-evaluation and that there is a need to systematically involve governors, staff at all levels and to take into account the views of pupils and parents.
103. Teachers are aware of their strengths and weaknesses and are keen to improve their skills and methods of working in order to raise the standards of pupils' achievements. Their role as curriculum co-ordinators in self-evaluation involves them in the scrutiny of teachers' planning documents sampling pupils' work and sharing good practice. Portfolios of pupils' work are annotated to show the levels pupils achieve. These are developing well. Curriculum co-ordinators are aware of their responsibilities in supporting colleagues and are able to identify areas for development in their areas of responsibility. They are, however, not sufficiently involved in the process of observing colleagues' teaching in order to evaluate the quality of that aspect of their work.
104. Good procedures are in place to evaluate pupils' progress in the core subjects. A detailed analysis is made of pupils' assessment test results, including the results of baseline tests for Early Years, National Curriculum assessments at key stage 1 and 2 together with annual standardized tests in English, Mathematics and Science. The results are analysed effectively to target improvement within areas of subjects, and for specific groups of pupils.
105. The pre-inspection self-assessment document provided by the school addresses each of the key questions and progress against the key issues identified in the previous inspection report. The evaluation is open and honest and reflects the headteacher's perception of current strengths and weaknesses and areas for development. The school's judgements, however, are insufficiently based on a consideration of the criteria for judging standards and quality as set out in the inspection guidance. As a result although the findings of the inspection team generally accord with the strengths and weaknesses identified by the headteacher the overall judgements do not always match.
106. No explicit judgements were made by the school with regard to standards being achieved in the six subjects to be inspected. Generally, the school's procedures do not culminate in sufficiently secure and reliable judgements about the standards of achievement in the school. As a result self-evaluation does not sufficiently inform school improvement.
107. The School Development Plan (SDP) is a useful, clearly written document which focuses on appropriate priorities for improvement. The plan includes a review of

previous priorities together with detailed actions, success criteria, timescales and resource implications. The acquisition of resources is clearly linked to the school's priorities. There are, however, no references to monitoring procedures to evaluate progress against the plan. Although they are not explicitly included within the SDP, challenging targets for improvement have been set in each of the core subjects.

108. Good progress has been made in addressing the majority of the key issues identified during the last inspection. There have been significant improvements in standards in English and Science in both key stages, in Welsh and Physical Education in key stage 1 and in Information Technology in key stage 2. A comprehensive whole-school system of assessment is now in place to track pupils' progress over time, arrangements for pupils with SEN now comply with the Code of Practice and Nursery pupils are now fully integrated in the Early Years Unit. The school recognizes the need to further develop the role of curriculum co-ordinators in evaluating the standards pupils achieve and to strengthen the strategic role of the Governing Body.

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

Grade 2: Good features and no important shortcomings

109. The findings of the inspection team exceed the judgement of grade 3 made by the school in the self-evaluation report.
110. Staff in the school are well qualified and highly experienced and are well deployed. Appropriately skilled support staff work closely with teachers to plan and deliver curriculum objectives, and effective administrative support, led by the school secretary, is provided which ensures that the day-to-day life of the school runs smoothly and effectively. The caretaker and staff in the canteen are clearly valued members of the school team, and make an important contribution to the school's caring and supportive ethos.
111. The school is well provided for in terms of resources. Class and school libraries provide for the needs of pupils of different ages and ability, are well-stocked with books which cover an appropriate range of subjects and genres and a good balance between fiction and non-fiction and these are in good condition, well maintained and tidily stored. Artefacts enhance the quality of work in subjects such as Religious Education. The school has devoted significant funding to improving provision for ICT and now has a well-equipped Suite which pupils are now beginning to use. This is in keeping with the one of the school's current key priorities.
112. Accommodation overall is adequate for the number of pupils on the roll. It is not always used in ways which enhance learning and teaching, especially in respect of older pupils. Staff routines for pupils are well-designed to address some of the inherent disadvantages of the main building's design, such as very narrow corridors which can lead to some congestion. Year 4 and Year 2 pupils are housed in demountables on the edge of the yard area, close to the main building, and these are quite spacious and in good condition.
113. Key stage one and two pupils make enthusiastic use of the brightly painted games on the tarmac of the outdoor play area, and this clearly enhances their physical and social well being. A fenced off area for football ensures that all children can play safely in ways which meet their needs and choices. Plans are in hand to develop the bank at the rear of the school into an outdoor classroom. A member of the Governing Body is leading the school in this initiative. Early Years pupils have a separate, safe and secure area in which to learn and to play. The facilities and resources here are very good overall. However, the lack of a soft play area for these children limits the range of their learning experiences. The building and grounds are well maintained and cared for and impressively free from litter.
114. Effective and efficient use is made of resources generally and the school makes good use of staff experience and expertise. The use made of time at the start of

and during the school day is not effective, and use of this important resource is under-developed.

115. Policies relating to the Professional Development of staff, and for staff Induction are in place. Professional Development activities for teaching and non-teaching staff are linked to school priorities. Support staff have recently undertaken training in delivering the Catch Up programme in line with the school's current focus on language skills. Staff are well supported by the Headteacher in achieving their Performance Management objectives and aspirations. Professional Development activities are shared and discussed; strategies to identify the impact of these activities on pupils' learning experiences and achievements are at an early stage of development.
116. Resource decisions are clearly linked to the school's priorities and objectives, and the use of these resources are kept under review by both those with responsibility for curriculum areas and the Governing Body. The school provides value for money.

Standards achieved in the subjects inspected

English

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

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

117. The school did not provide a judgement on this subject in its self-evaluation report.

Good and outstanding features

118. Most pupils in both key stages are attentive in lessons and are keen to respond to the questions and tasks set by their teachers. Their responses demonstrate good understanding of the subject matter they are learning about.

119. Pupils in key stage 1 listen attentively and respond well to instructions. They are learning to take turns in making oral contributions to teacher-led discussions. In key stage 2 pupils respond well to questioning and are most keen to take part in language lessons. Many are able to demonstrate understanding and appreciation of implicit meanings in shared poetry.

120. Key Stage 1 pupils can identify and share a range of rhyming words, and enjoy the word play involved in this. In key stage 2 pupils respond well to texts of increasing complexity and compare and discuss a number of poems alongside one another, identifying rhyme and rhythm schemes, and features such as alliteration, with confidence.

121. Pupils in key stage 1 read well as part of a group and can sequence and predict events in their shared story. In key stage 2, pupils read with great confidence and most demonstrate impressive ability to read with expression and feeling. They are proficient wider readers and are able to discuss their favourite authors and genres, and to give cogent reasons for their preferences.

122. Extended writing, writing in a variety of genres and for a range of audiences and purposes is well developed among older pupils and is being introduced and built upon effectively in English lessons for younger pupils. This sustained writing in key stage two is characterised by extremely good handwriting and good control of spelling, punctuation and grammar.

Shortcomings

123. Generally pupils' oral skills are underdeveloped. Many younger pupils speak quietly and appear to lack confidence. Older pupils in particular are provided with insufficient opportunities to discuss and debate and to extend their oral skills.

124. More able pupils have insufficient challenges to extend their linguistic skills.

Science

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

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

125. The school did not provide a judgement on this subject in its self-evaluation report.

Good and outstanding features

126. Pupils have a good recall of previous learning and are able to share their understanding. They respond well to questions and understand scientific terms relevant to their stage of development. They make good use of the local environment to stimulate scientific enquiry.

127. In key stage 1 younger pupils use their senses to explore and recognise the similarities between different materials. They make simple comparisons and are able to explain what they have found out. Older pupils know that objects can be changed and can describe the way in which everyday materials change irreversibly when heated.

128. They know that many everyday appliances use electricity and that they should be used with care. They show an appropriate understanding of the need for hygiene in washing hands when food is used in an investigation.

129. In key stage 2, pupils have a good knowledge of life processes of plants and animals. Younger pupils know that certain conditions will affect growth and the natural selection of habitat. They are aware that small animals and mini-beasts have various habitats and live in those best suited to their needs. They are developing an understanding of a fair test and how to conduct this. They can make reasoned predictions of outcomes. They are beginning to use ICT to support their learning.

130. Older pupils understand the conditions necessary for plants to grow and can name and describe the function of the main parts of a plant. They understand the conditions necessary for growth and have a developing understanding of the life cycle of plants, including pollination, seed production, seed dispersal and germination.

131. They can explain and discuss nutrition, circulation and movement and the influence of exercise and healthy eating on the body. Written work is presented with good annotated drawings and diagrams, charts and graphs appropriate to the key stage.

132. National Curriculum assessments indicate that pupils have a good understanding of the required programmes of study.

Shortcomings

133. Pupils' ability to design, carry out and record their investigations independently is limited.

Welsh

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

134. The school did not provide a judgement on this subject in its self-evaluation report.

Good and outstanding features

135. In all classes prominence is given to displaying Welsh vocabulary and phrases. A scheme of work for Welsh has been prepared by the co-ordinator which has led to an increased use of the language by teachers.
136. In key stage 1 pupils know and use a range of vocabulary, phrases and sentence patterns. They ask and answer questions in familiar situations and their pronunciation and intonation is improving. They sing a range of songs and rhymes which help to consolidate the language patterns learnt. They are able to read from a variety of texts and write for a range of purposes.
137. In key stage 2 most pupils can count in Welsh and recognise the names of colours. They are introduced to the vocabulary for different occupations and can match words to pictures. Older pupils are able to tell the time in Welsh using the quarter and half-hour. They are able to respond to a range of basic questions about themselves and can describe their likes and dislikes.
138. Across the key stage pupils increasingly complete a range of written tasks which help them to become familiar with sentence structures, reinforces vocabulary and provides opportunities for personal writing. Younger pupils write words, phrases and short sentences to express simple information. Older pupils write following set patterns.

Shortcomings

139. Generally pupils' range of language is narrow and a significant number have an insecure grasp of the vocabulary and sentence patterns they use. They lack confidence in speaking and are very reliant on the prompting of their teachers.
140. Pupils' reading and writing is within a limited range. Insufficient use is made of Welsh texts to improve their reading. Pupils' independent writing skills are underdeveloped.
141. Pupils' progress in Welsh is not consistently supported by the use of incidental

Welsh in all classes. As a result pupils' oral skills are underdeveloped. Current timetabling arrangements, particularly in key stage 2, limit regular and frequent opportunities for pupils to consolidate their language skills.

Information technology

Key Stage 1: Grade 3: Good features outweigh shortcomings
Key Stage 2: Grade 3: Good features outweigh shortcomings

142. The school did not provide a judgement on this subject in its self-evaluation report.

Good and outstanding features

143. Pupils in both key stages are making satisfactory progress in developing skills and understanding in relation to Information Technology.

144. In key stage 1 pupils demonstrate good control of the mouse and an ability to drag and drop when selecting elements to construct a house of their own design using My World screens. They are able to talk about the choices they are making and exercise autonomy in making these. They understand how to print their work and are proud of the displays which have been created in this manner.

145. Their work in Information Technology is well-integrated into themes for the term such as 'Homes and Houses' and 'Autumn'. Younger pupils are beginning to benefit from a structured scheme of work which has been recently introduced and which is having clear impact on their knowledge, understanding and skills in Information Technology.

146. Pupils in key stage 2 make use of the recently installed computer suite to further develop their Information technology skills. They produce PowerPoint presentations which involve a wide range of operations including making fairly sophisticated choices in relation to screen edits, sound effects and the use of graphics to enhance their presentations. Pupils are aware of the need to save their work and understand the consequences of failing to do so. All pupils are effective at word processing and are clear on the benefits which ICT can bring to this aspect of their work. Pupils' ability to explore the Internet as a tool for investigation is at an early stage of development.

147. Pupils are proficient in using a range of software packages on stand alone computers in classrooms particularly in relation to enhancing and reinforcing literacy and numeracy skills. Many pupils are aware of the wealth of information available on CD ROMS available within the school.

Shortcomings

148. Older pupils are not as independent in the exercising of their IT skills and choices as they might be.

149. Pupils do not exhibit sufficient independence in the use of ICT.
150. Pupils' Information Technology skills do not sufficiently support their learning in other subjects.
151. Pupils' use of the interactive whiteboard to enhance their understanding of, and enthusiasm for, Information Technology itself and a range of other subjects is underdeveloped.

Geography

Key Stage 1: Grade 3: Good features outweigh shortcomings
Key Stage 2: Grade 3: Good features outweigh shortcomings

152. The school did not provide a judgement on this subject in its self-evaluation report.

Good and outstanding features

153. Pupils in key stage 1 have a good knowledge of their local area. They explore their own locality and discuss the features and use made of their local park.
154. They begin to develop mapping skills by studying and producing bird's eye views of common objects and by drawing a plan of their classroom. Following a route through their village further extends their skills. They identify local landmarks and describe their route in terms of their senses – what they can see, hear, etc.
155. As they progress through the key stage, they extend their abilities by comparing and contrasting their locality with one in Botswana.
156. As they enter key stage 2, pupils examine local, national and international maps. They compare and contrast land use locally with el Beled in Egypt.
157. They begin to use keys on maps to describe geographical features and land use. They also study the weather and take note of seasonal changes.
158. Older pupils in key stage 2 extend their understanding of geographical features and how they influence people's lives and activities by studying a contrasting locality, such as Porthcawl. They also explore issues to do with environmental change and climatic phenomena.
159. Pupils use and extend their mapping skills by comparing large scale maps with aerial photographs.

Shortcomings

160. Significant numbers of pupils have only a superficial understanding of the National Curriculum programmes of study.
161. Their appreciation and knowledge of Wales as a country is underdeveloped.
162. Pupils are unable to make reference to any field study or data collection when discussing their work about the weather.
163. Pupils' ability to investigate how people might begin to safeguard the future environment through sustainable development is limited.

Physical Education

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

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

164. The school did not provide a judgement on this subject in its self-evaluation report.

Good and outstanding features

165. Generally pupils make good progress in all elements of the National Curriculum including swimming at key stage 2.
166. Pupils and staff dress appropriately. They show a good understanding of health and safety issues.
167. Pupils use space well and handle apparatus safely and effectively.
168. In key stage 1 pupils perform simple sequences of movement, demonstrating good control. They are aware of the need for a beginning and ending to their sequence and perform these well. They begin to apply some of their gymnastic skills through simple dance routines, responding to storylines and music.
169. In key stage 2 pupils continue to make good progress. Their gymnastic skills develop well. They work well together in pairs and small teams. Their games skills are further developed by a range of appropriate activities, such as dodging and weaving in pairs. These skills are then applied within games situations, including Netball, Football and Rugby.
170. Pupils' skills and abilities are extended by opportunities to engage in a comprehensive range of extra-curricular activities and inter-school matches and tournaments.

Shortcomings

171. In both key stages pupils' ability to evaluate their own and others' performance is limited.

School's response to the inspection

172. Staff and governors have read carefully the inspection report and believe the outcomes of the inspection fairly reflect the strengths and weaknesses of the school. We will continue to build on these strengths and work on those areas that have been identified in the report's recommendations, providing the school with attainable targets for further development in the near future.
173. The inspection was thorough and characterised by a wholly professional approach by the team. They recognised extremely positive elements of pupils' attitudes and behaviour and the care and support systems that are in place are noted. The skill and dedication of teachers, the care and talent of the support staff are duly acknowledged.
174. The staff appreciated the professionalism and courteousness with which the inspection was carried out and the many helpful suggestions given to staff in post classroom observation discussions. Opportunities were given for all staff, teachers and support staff, to hold frank and open discussions with the inspection team resulting in constructive advice and improvement strategies for the future and a wealth of teaching resources being made available for Early Years and Key Stage 1 pupils.
175. We would like this opportunity to thank the inspection team for their approach to this inspection and we appreciate the efforts they made in becoming part of our school for the time of the inspection.

Appendix A

Basic Information About the School

Name of School	Nant y Parc Primary School
School type	Community school
Age-range of pupils	4+ to 11+
Address of school	Universal Site Senghenydd Caerphilly
Post-Code	CF834GY
Telephone Number	02920832116

Headteacher	Mr. R Meek
Date of appointment	Sept. 1988
Chair of Governors/ Appropriate Authority	Mrs Sharon Roberts
Registered Inspector	Goronwy Morris
Dates of inspection	11-13 October 2004

Appendix B

School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	10	37	28	29	29	29	26	30	228

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	0	9

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	29.7:1
Pupil : adult (fte) ratio in nursery classes	10:1
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	29.7
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	89	89.5	89.7	89.4
Term 2	83.4	91.8	93.0	89.4
Term 3	86.8	94.0	94.3	91.7

Percentage of pupils entitled to free school meals	33%
Number of pupils excluded during 12 months prior to inspection.	0

Appendix C

Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 1: 2004

National Curriculum Assessment KS 1 Results: 2004	Number of pupils in Y2: 31
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Percentage of pupils at each level

			D	W	1	2	3	4
English	Teacher assessment	School			39	62		
		National		4	16	60	20	
Mathematics	Teacher assessment	School			16	82	3	
		National		2	12	60	25	
Science	Teacher Assessment	School		3	16	74	8	
		National		2	9	63	26	

Percentage of pupils attaining at least level 2 in mathematics, science and English (or Welsh as a First Language) according to Teacher Assessment

In the school:	61%	In Wales:	79%
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- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- W Pupils who are working towards level 1

**NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2: 2004**

National Curriculum Assessment KS 2 Results: 2004							Number of pupils in Y6: 31					
Percentage of pupils at each level												
			D	A	N	W	1	2	3	4	5	6
English	Teacher assessment	School	3					7	13	55	23	
		National					1	6	16	45	31	
	Test/Task	School		3	3			7	10	42	36	
		National		2	1	1		5	12	38	40	
Mathematics	Teacher assessment	School	3						10	61	26	
		National						4	19	46	30	
	Test/Task	School	3						13	65	19	
		National		2	1			4	18	42	33	
Science	Teacher assessment	School							13	61	26	
		National						2	13	49	35	
	Test/Task	School		3					9	58	29	
		National		2				1	9	48	39	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
By Teacher Assessment		by Test	
In the school:	94%	In the school:	82%
In Wales:	70%	In Wales:	71%

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

Appendix D

The evidence base for the inspection

- A team of four inspectors who were present at the school for 16 inspector days carried out the inspection.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- 32 questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher, staff with specific responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- 32 lessons or part of lessons were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during the break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the Governing Body.

Appendix D

Composition and Responsibilities of the Inspection Team

Team Members	Responsibilities	Subjects/areas of learning
Mr. G. Morris Registered Inspector	Context Summary and recommendations Key questions 1,5 and 6	Science Welsh
Mr K. Jones Lay Inspector	Contributions to key questions 1,3,5 and 7	
Mrs J. Jones Team Member	Key questions 3 and 7	English IT
Mr J Davies Team Member	Key questions 2 and 4	Geography Physical Education

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Acknowledgement

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