

**INSPECTION UNDER SECTION 10 OF
SCHOOL INSPECTION ACT 1996**

NANTYFFYLLON PRIMARY SCHOOL

Garnwen Terrace
Nantyffyllon
Maesteg
Mid Glamorgan
CF31 0ET

School Number: 672/2172

Date of Inspection:
28th February – 3rd March 2005

Phillip Edwards

REGISTERED INSPECTOR: W227/15669

Date: 18th March 2005

UNDER ESTYN CONTRACT NUMBER: T/171/04P

Report by Phillip Edwards RgI
Nanntyffyllon Primary – March 2005

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Report by Phillip Edwards RgI
Nantyffyllon Primary – March 2005

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

The inspection of Nantyffyllon Primary School took place between 28th February and 3rd March 2005. An independent team of inspectors, led by Mr Phillip Edwards undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local education authorities (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. Nantyffyllon Primary School with 293 pupils aged three to 11 years of age is situated in the village of Nantyffyllon on the outskirts of the town of Maesteg in the County Borough of Bridgend. Pupils attend school from Nantyffyllon and the surrounding area which has features of economic advantage and disadvantage with 31% of pupils entitled to free meals, which is above the all-Wales average of 19%. Around 22% of pupils have special educational needs (SEN), including 30 pupils with more specific educational needs. Around 99% of pupils' home language is English and the large majority enter school at nursery age. The school has recently achieved the Basic Skills Quality Mark.

The school's priorities and targets

2. Nantyffyllon Primary School's mission statement emphasises giving pupils opportunities to develop their emotional, intellectual and aesthetic needs in a secure environment through purposeful teaching and learning. The school has clear aims and objectives which include promoting continuity, balance, individuality, a variety of experiences, skills, attitudes, concepts and knowledge in the school curriculum.

3. The school targets the following major priorities for improvement in its school development plan (SDP) for 2004-2005:

- extend the role of the assistant co-ordinator;
- implement 'Accessibility' Plans;
- develop mental arithmetic strategies with key stage 1 pupils;
- raise the achievement of boys;
- develop a policy for progression in key skills;
- extend levels of responsibility for all pupils.

Summary

4. Nantyyffyllon is a very well led primary school where the head and staff work diligently to create a happy atmosphere where pupils are taught well and make good progress. The inspection team agreed with six of the seven judgements made by the school in the self-evaluation report. Where it disagreed, it raised the judgment from Grade 2 to Grade 1.

Table of grades awarded

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

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

Standards

6. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the desirable outcomes for learning. Through their active involvement in relevant first-hand experiences, children under five are learning to explore, experiment and solve problems confidently; they are very enthusiastic about their learning opportunities.

7. Pupils with SEN make good progress and achieve the targets set for them.

8. Children under five make Grade 1 progress in the key skill of listening and Grade 2 progress in speaking, reading, writing, numeracy and information and communications technology.

9. In both key stages, pupils' make Grade 1 progress in the key skill of listening and Grade 2 progress in speaking, reading, writing, numeracy and information and communications technology. The standard of listening throughout the school is an outstanding feature. Pupils' bilingual competence is good overall, with pupils often using Welsh as a second language naturally at appropriate moments.

10. At the end of KS1 in 2004, pupils' attainments in the national curriculum (NC) core subjects of English and science were assessed by the school as better than

local and national averages, with mathematics below. The core indicator is in line with local and national averages. When compared with similar schools across Wales, standards are in the medium quartile.

11. In KS2 in 2004, pupils' attainments in the NC core subjects of English, mathematics and science were above LEA and national averages. When compared with similar schools, standards are in the medium to upper quartile.

12. In both key stages in 2004, there was a significant improvement in the performance of boys, although girls still outperformed them in both key stages.

13. Pupils' creative skills development is good throughout the school.

14. An outstanding feature is pupils' positive attitude to their learning and the progress they make in fulfilling their potential and moving on to the next stage of learning. In particular, they develop skills for lifelong learning including the capacity to work independently and set themselves personal targets.

15. Behaviour of pupils is good and this has a positive impact on learning and the quality of life in school. They progress very well in their personal, social, moral and wider development; for example, they are considerate and courteous to teaching staff, each other and visitors.

16. Pupils appreciate the values of others and are aware of equal opportunities' issues; they recognise and show respect for the diversity and cultural traditions within a pluralistic society and the local community.

17. Average attendance for the three terms immediately preceding the inspection was just under 92% which is Grade 3. The absence of a small, but significant minority of children during the course of the year prevents the school from reaching its target of 95% attendance.

18. The school has clear aims and objectives which include promoting continuity, balance, individuality, a variety of experiences, skills, attitudes, concepts and knowledge in the school curriculum.

19. Links with businesses and the local community develop pupils' economic and industrial awareness and increase their knowledge of the world of work.

20. They progress very well in their personal, social, moral and wider development.

The quality of education and training

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	43%	57%	0%	0%	0%

21. The consistently high quality of teaching is an outstanding strength of the school and is a major contribution to the standards achieved by pupils of all ages and

abilities. The percentage of good lessons is significantly higher than the target of the Welsh Assembly Government (WAG) of 50% of lessons good or better.

22. The good and better teachings include:

- very good relationships with pupils, who respond positively to the way teachers and support staff stimulate and encourage them to achieve their best;
- high expectations and a wide range of teaching methods and resources, which secure the active engagement of pupils in their learning and extend their understanding;
- clear introductions, plenaries and skilled questioning, which ensure challenging pace to lessons;
- well-planned lessons with clear learning objectives shared with children;
- effective links with the SENCO to support pupils with SEN.

23. The quality of assessment is very good; it is used effectively to inform planning and target setting. Annual reports to parents conform to statutory requirements and are of good quality.

24. The school offers a very well-planned, broad, balanced and relevant curriculum that sufficiently challenges pupils and caters well for the whole range of their needs.

25. There is good provision to ensure that all pupils acquire the necessary basic and key skills. However, planning for opportunities to develop these skills in lessons across the curriculum is at an early stage of development.

26. Good emphasis is placed on the promotion of pupils' bilingual skills and on helping them to appreciate the heritage and culture of Wales.

27. Learners are well cared for and guided. Support programmes are carefully integrated into the school's work to meet the needs of learners, ensure equality of opportunity and promote good race relations.

28. Excellent links have been formed with parents, whose views are sought on a regular basis and who are kept well informed of their children's work and progress.

29. Full account is taken of statutory requirements in the recording of attendance, absence and lateness. Procedures to monitor and promote high attendance are efficient and effective.

30. The safety and well-being of pupils is a priority in the school. Provision for SEN is good and meets the requirements of the Code of Practice.

31. There are very effective measures to promote good behaviour and discourage bullying discrimination, harassment or other forms of unacceptable conduct; parents report that any difficulties are acted upon quickly and effectively.

32. The school has good systems in place to support children with disabilities and ensure that there are equal opportunities for all pupils regardless of gender, race or ability. Good role models in the school help pupils to recognise and respect diversity.

Leadership and Management

33. The school is very well led and managed by the head, who is ably supported by the deputy and school management team (SMT). Very good relationships and teamwork based on equality of opportunity among the governors, staff, pupils and the community enable the school to function efficiently and effectively. These are outstanding features. Curriculum leaders monitor and evaluate their areas of responsibilities well and share good practice.

34. The governing body (GB) meets regularly and fulfils all its regulatory and legal requirements. It is well informed and provides good support. It monitors the quality of the school's provision very well. Sound administrative and financial procedures contribute significantly to the smooth running of the school, as confirmed by the school's recent independent financial audit.

35. Arrangements are in place to carry out effective self-evaluation. The school's self-evaluation report is comprehensive, clear, systematic and based on first-hand evidence to enable strengths to be identified as well as areas where improvements need to be made. Important and relevant improvements are made by considering the views of all stakeholders, which is outstanding. In planning for improvement, the self-evaluation report identifies clear priorities and informs the comprehensive and clearly laid out SDP which is evaluated appropriately at the end of the year.

36. The governing body oversees, and is knowledgeable about, the work of the school. Actions taken by the school leaders and managers as a result of self-evaluation add value to the provision to maintain and improve overall standards in pupils' achievement. The school has made good progress in all key issues identified in the last inspection.

37. The school has adequate resources for all age ranges and subjects. An outstanding feature is the way the school ensures it is a warm and welcoming place through creative and efficient use of space. The imaginative use of display of pupils' work and other learning materials creates a stimulating educational environment. Good use is made of the local environment for educational visits and inviting visitors to the school to broaden the curriculum available to pupils.

38. The headteacher and governors review and evaluate resource needs and spending decisions to deliver a broad, balanced and varied curriculum for pupils and achieve very good value for money.

Recommendations

39. The school needs to:

- R1. maintain the very good standards achieved in the key questions judged to be Grade 1;
- R2. continue to refine and develop the curriculum in line with targets set in the SDP including planning for the development of key skills across the curriculum, particularly in short term planning;
- R3. improve attendance figures in line with school targets.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within forty-five 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

40. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
41. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the desirable outcomes for learning. Through their active involvement in relevant first-hand experiences, children under five are learning to explore, experiment and solve problems confidently; they are very enthusiastic about their learning opportunities.
42. Pupils with SEN make good progress and achieve the targets set for them.
43. Children under five make Grade 1 progress in the key skill of listening and Grade 2 progress in speaking, reading, writing, numeracy and information and communications technology.
44. In both key stages, pupils' make Grade 1 progress in the key skill of listening and Grade 2 progress in speaking, reading, writing, numeracy and information and communications technology. The standard of listening throughout the school is an outstanding feature. Pupils' bilingual competence is good overall, with pupils often using Welsh as a second language naturally at appropriate moments.
45. At the end of KS1 in 2004, pupils' attainment in the national curriculum core subjects of English and science were assessed by the school as better than local and national averages, with mathematics below. The core indicator is in line with local and national averages. When compared with similar schools across Wales, standards are in the medium quartile.
46. In KS2 in 2004, pupils' attainment in the NC core subjects of English, mathematics and science were above LEA and national averages. When compared with similar schools, standards are in the medium to upper quartile.
47. In both key stages, there was a significant improvement in the performance of boys, although girls still outperformed them in both key stages.
48. Pupils' creative skills development is good throughout the school.
49. An outstanding feature is pupils' positive attitude to their learning and the progress they make in fulfilling their potential and moving on to the next stage of learning. In particular, they develop skills for lifelong learning including the capacity to work independently and set themselves personal targets.
50. Behaviour of pupils is good and this has a positive impact on learning and the quality of life in school. They progress very well in their personal, social, moral and

wider development; for example, they are considerate and courteous to teaching staff, each other and visitors.

51. Pupils understand moral and social issues. They develop a range of interests, social skills and community awareness through well-considered assemblies, collective worship and extra-curricular activities. They appreciate the values of others and are aware of equal opportunities' issues; they recognise and show respect for the diversity and cultural traditions within a pluralistic society and the local community.

52. Pupils make good progress in their learning. They acquire new knowledge and develop their skills progressively through appropriate class and individual targets they set with their teachers and parents. These targets are revisited and reviewed regularly to assist them in plotting their progress in the different stages of learning.

53. Average attendance for the three terms immediately preceding the inspection was just under 92% which is Grade 3. The absence of a small, but significant minority of children during the course of the year prevents the school from reaching its target of 95% attendance.

54. Links with businesses and the local community develop pupils' economic and industrial awareness and increase their knowledge of the world of work.

55. They progress very well in their personal, social, moral and wider development.

The quality of education and training

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

Grade 1: Good with outstanding features

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

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	43%	57%	0%	0%	0%

57. The consistently high quality of teaching is an outstanding strength of the school and is a major contribution to the standards achieved by pupils of all ages and abilities. The percentage of good lessons is significantly higher than the target of the Welsh Assembly Government (WAG) of 50% of lessons good or better.

58. The good and better teachings include:

- very good relationships with pupils, who respond positively to the way teachers and support staff stimulate and encourage them to achieve their best;
- high expectations and a wide range of teaching methods and resources, which secure the active engagement of pupils in their learning and extend their understanding;
- clear introductions, plenaries and skilled questioning, which ensure challenging pace to lessons;
- well-planned lessons with clear learning objectives shared with children;
- effective links with the SENCO to support pupils with SEN.

59. The quality of assessment is very good; it is used effectively to inform planning and target setting. All staff work closely to inform the school assessment system and review pupils' progress consistently.

60. Standards are improved by the thorough tracking of pupils' progress through the school from baseline assessment; this informs planning and target setting and is a particular strength of the school.

61. The standard of marking is good overall and gives good guidance and support for pupils to see how they can improve. Pupils are actively involved in their own target setting which has a positive effect on their progress.

62. Good records are kept, including pupils' personal and social development. Annual reports to parents conform to statutory requirements and are of good quality. Appropriate comments in them are usually evaluative, but on a few occasions less specific about actual progress. Reports inform parents about what is taught and provide clear and practical recommendations for pupils' future development.

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

Grade 2: Good features and no important shortcomings

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

64. The school offers a broad, balanced and relevant curriculum that challenges the pupils sufficiently to achieve accreditation. The very well-planned curriculum caters well for the whole range of pupils' needs.

65. There is good provision to ensure that all pupils acquire the necessary basic and key skills. However, planning for opportunities to develop these skills further in lessons is at an early stage of development.

66. The school offers a wide range of very good opportunities for out-of-school learning both before and after the normal school day. A notable feature is the recently formed gross-motor-skills club. Pupils who attend do so before the school day and their progress is tracked. Early evidence confirms that the club is having a positive effect on their standards.

67. Pupils' personal and social skills develop very well through the very good ethos which prevails through the school and supported by the school's personal and social education (PSE) activities such as circle time.

68. Well-considered acts of collective worship promote pupils' spiritual, moral, social, spiritual and cultural development successfully, although opportunities to consider themes in quiet contemplation are sometimes missed. The well-established school councils in both key stages and the peacemaker system help pupils to develop a sense of responsibility and ownership of their school.

69. The parental links and other partnerships with the school are very good. Parents are generous with their time and financial support. The relationship with the local comprehensive school is good. Community links are very good through regular educational visits and activities.

70. Although teachers have not undertaken industrial placements, a continuing close partnership with a local transport firm enables pupils to track a lorry driver on European journeys giving a unique insight into a real-work situation.

71. Good emphasis is placed on the promotion of pupils' bilingual skills and on helping them to appreciate the heritage and culture of Wales.

72. Very good equal opportunities policies ensure full access to the curriculum, including pupils with physical disabilities.

73. A wide-ranging policy on sustainable development has been prepared building on a variety of activities undertaken in the school. Pupils demonstrate their

awareness of global citizenship through, for example, their strenuous efforts to raise funds for victims of the Asian tsunami.

74. Pupils are encouraged to reflect on their learning and set targets for themselves, which develops their independent and lifelong learning attitudes well. Entrepreneurial skills are developed through the work of pupils who manage the tuck shop and produce the school's magazine, with the additional incentive of being able to donate any profits to charitable causes.

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

Grade 1: Good with outstanding features
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75. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

76. Learners are well cared for and guided. Support programmes are carefully integrated into the school's work to meet the needs of learners, ensure equality of opportunity and promote good race relations.

77. Excellent links have been formed with parents whose views are sought on a regular basis and who are kept well informed of their children's work and progress. A project to encourage parents and pupils to work together in the Early Years phase has been successful in increasing parent participation in a range of school activities.

78. A very good induction programme helps children to settle into the school at their own pace. Those pupils who transfer to the school outside the normal intake period are mentored by staff on an individual basis. This is an outstanding feature.

79. Full account is taken of statutory requirements in the recording of attendance, absence and lateness. Procedures to monitor and promote high attendance are efficient and effective. Appropriate targets, coupled with a clear system of rewards to recognise maximum attendance, are in place to reduce absence and improve punctuality, but have not been achieved.

80. The safety and well-being of pupils is a priority in the school. Careful risk assessments are carried out in relation to all school activities. Work is under way further to develop the role of the school nurse in order to provide additional support for pupils. The school participates in the Healthy Schools Initiative. There is an effective policy together with sound procedures for child protection. The school has appropriate systems to ensure access for any pupils with physical disabilities.

81. Provision for SEN is good and meets the requirements of the Code of Practice. Teachers and support staff work well with pupils with SEN in a caring and supportive manner to enable inclusive and full access to the curriculum. The school works well with parents, pupils and outside agencies in reviewing their progress and in meeting their specific needs.

82. Systems are in place to ensure early recognition of any difficulties that children might encounter; induction is not restricted to early years.

83. There are very effective measures to promote good behaviour and discourage bullying discrimination, harassment or other forms of unacceptable conduct; parents report that any difficulties are acted upon quickly and effectively. Pupils are attentive in class and move around the school in an orderly manner; they enjoy robust, but controlled activities during playtimes. The school has a system of children peacemakers who support their peers.

84. The school has good systems in place to support children with disabilities and ensure that there are equal opportunities for all pupils regardless of gender, race or ability. Good role models in the school help pupils to recognise and respect diversity.

Leadership and Management

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

Grade 1: Good with outstanding features

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

86. The school is very well led and managed by the head. Very good relationships and teamwork based on equality of opportunity among the governors, staff, pupils and the community enable the school to function efficiently and effectively. These are outstanding features.

87. Very clear, well-embedded systems and procedures are in place to enable the deputy head, management team and individual staff to develop and carry out their leadership roles effectively and for the school to set realistic targets and goals. For example, an outstanding feature is the efficient communication of everyday events and ongoing initiatives to all staff through an intranet system.

88. Curriculum leaders monitor and evaluate their areas of responsibilities well and share good practice. This helps to improve the quality of the school provision and promotes teachers' continuous professional development. A very good feature is the way support staff are involved fully in the planning of work to support pupils and continue their own professional development to a very high standard.

89. The school leaders are well aware and take account of national priorities and local partnerships and cluster agreements.

90. The GB meets regularly and fulfils all its regulatory and legal requirements. It is very well informed and provides good support, but recognises the importance of continuing to develop its role in helping to set the school's strategic direction. It monitors the quality of the school's provision very well, for example, when taking into careful consideration the cost of the resources required to implement realistic targets in the SDP over the next three years.

91. Sound administrative and financial procedures contribute significantly to the smooth running of the school, as confirmed by the school's recent independent financial audit.

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

Grade 1: Good with outstanding features

92. The findings of the inspection team did not match the judgement made by the school in the self-evaluation report in that the school judged this key question as Grade 2. Outstanding features are in place.

93. Arrangements are in place to conduct effective self-evaluation. The school's self-evaluation report is comprehensive, clear, systematic and based on first-hand evidence to enable strengths to be identified together with areas where improvements need to be made. Staff have a good knowledge of pupils through comprehensive tracking of pupils' progress through the school which identifies clearly areas for improvement.

94. Staff are very well informed about the performance of areas for which they are responsible. They audit their curriculum areas effectively every term to inform the curriculum development plan at the end of the year.

95. Important and relevant improvements are made by considering the views of all stakeholders, which is outstanding. The school actively seeks and takes account of the views of learners, staff, parents, governors and the community through careful analysis of questionnaires filled by them. Pupils have a voice on their experiences of school and the decisions that affect them through the well-established school councils.

96. The headteacher, governors and staff are fully involved in self-evaluation. Outstanding features are the clear structures and systems in place for those providing education, training and the other services to be able to understand and be fully involved in the self-evaluation arrangements.

97. In planning for improvement, the self-evaluation report identifies clear priorities to inform the comprehensive and clearly laid out SDP which is evaluated appropriately at the end of the year. Careful consideration and allocation of resources are made and targets are prioritised and revisited over a three-year period.

98. Pupils play an active part in their own assessment and the school makes good use of a detailed analysis of their assessment test results to improve standards steadily.

99. A particularly strong feature is the way performance management ensures all staff have opportunities and, where necessary, resources to continue their own professional development; it has a positive effect on school performance in terms of fostering a culture of high expectation by staff and pupils.

100. The GB oversees, and is knowledgeable about, the work of the school through detailed reports by the headteacher. Adequate resources are allocated to ensure objectives are met and work continues to be done to improve the fabric of the ageing building.

101. Actions taken by the school leaders and managers as a result of self-evaluation add value to the provision to maintain and improve overall standards in pupils' achievement. The school has made good progress in all key issues identified in the last inspection.

102. The inspection team agreed with the judgements made by the school on five of the seven key questions. Where it disagreed, the grade was raised to Grade 1.

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

Grade 1: Good with outstanding features
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103. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

104. There are enough suitably qualified teachers and support staff. There are very good procedures to ensure that teachers work well together and deploy support staff effectively. It is a feature of the school that members of the support staff are pursuing higher degrees to improve their professional development.

105. The school's focus on assessment and tracking of pupils informs planning of learning experiences and resources effectively. As a result, the school has adequate resources for all age ranges and subjects.

106. The shape of the school building is such that there are inherent difficulties in movement around the campus. However, an outstanding feature is the way the school ensures it is a warm and welcoming place through creative and efficient use of space. The imaginative use of display of pupils' work and other learning materials creates a stimulating educational environment. The building is maintained and cleaned to a good standard, with imminent improvements planned for the under-fives' play area.

107. In addition to class-based computers, there are computer areas accessible to pupils. The school has presently two interactive whiteboards which are used effectively by teachers and pupils.

108. Good use is made of the local environment for educational visits and inviting visitors to the school to broaden the curriculum available to pupils.

109. The headteacher and governors review and evaluate resource needs; spending decisions are well matched to priorities and targets expressed in the SDP. The school carefully estimates its resource needs to deliver a broad, balanced and varied curriculum for its pupils and achieves very good value for money.

School's response to the inspection

Staff and governors have considered the outcomes of the inspection and read the excellent report carefully and conclude that they fairly reflect the work of the school. The judgements and observations of the inspection team largely accord with those made by the school. Further development and improvement will certainly follow as we act on the recommendations and the targets outlined in our school development plan.

The inspection was thorough, wide-ranging and characterised by a wholly professional approach by the team. Care was taken to arrive at very balanced and agreed views with time taken to seek and evaluate further evidence and corroborate judgements where necessary. The headteacher in his role as nominee felt that the process was very open and transparent.

The inspection recognised extremely positive elements of pupils' attitudes, behaviour and involvement in their learning. Additionally, the care and support systems that underpin our curricular provision are noted. The skill and dedication of our teachers and the care and talent of support staff are duly acknowledged. Most importantly, the elements that make our school "special" are evident throughout the report. In particular, the report confirms that we are achieving our aim to create a happy atmosphere where pupils are taught well and make good progress.

At Nanttyffyllon Primary School we are proud of our children and proud of what we are able to achieve in many areas. We recognise that only regular review and reflection, often seeking the "hard targets", will secure the best for our pupils. Through self-evaluation, we have sought to gain an objective picture of the school. The inspection has contributed significantly in recognising our strengths and confirming clear areas for improvement and development.

The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix A

Basic information about the school

Name of school	Nantyffyllon Primary
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Garnwen Terrace Nantyffyllon Maesteg Mid Glamorgan
Post-code	CF31 0ET
Telephone number	01656 733250

Headteacher	Mr Malcolm John Davies
Date of appointment	January 2002
Chair of governors	Mr Paul Young
Reporting inspector	Mr Phillip Edwards
Dates of inspection	28 th February – 3 rd March 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	34	38	31	39	35	39	32	44	293

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	2	11.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	29:1
Pupil: adult (fte) ratio in nursery classes	11:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	29.3
Teacher (fte): class ratio	1.12

Percentage attendance for three complete terms prior to inspection			
Term	Nursery	Reception	Rest of School
Summer 2004	92.10	88.92	91.86
Spring 2004	92.89	88.19	90.95
Autumn 2004	93.60	90.87	93.06

Percentage of pupils entitled to free school meals	31
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results

End of KS1:

National Curriculum Assessment KS1 Results 2004			Number of Pupils in Y2:					37
Percentage of pupils at each level								
			D	W	1	2	3	
English	Teacher Assessment	School	0	2	0	84	14	
		National	0	4	14	63	20	
English: speaking and listening	Teacher Assessment	School	0	2	0	84	14	
		National	0	3	12	63	22	
English: reading	Teacher Assessment	School	0	2	8	76	14	
		National	0	4	14	55	27	
English: writing	Teacher Assessment	School	0	2	0	84	14	
		National	0	5	14	70	11	
Mathematics	Teacher Assessment	School	0	2	14	70	14	
		National	0	2	11	63	24	
Science	Teacher Assessment	School	0	3	0	81	16	
		National	0	2	10	66	22	

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:	84%	In Wales:	79%
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- D Pupils who have been disapplied from the statutory arrangements
A Pupils who were absent from the tests/tasks
W Pupils who are working towards Level 1

The majority of seven-year-old pupils are expected to attain Level 2.

End of KS2:

School National Curriculum Assessment KS2 Results 2004 compared with national averages for 2003.							Number of Pupils in Y6					36
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	5	31	50	14	
		National	0	0	0	0	1	6	16	45	31	
	Test/Task	School	0	0	0	0	0	0	14	50	36	
		National	0	2	1	0	0	5	12	38	40	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	25	64	11	
		National	0	0	0	0	0	4	19	46	30	
	Test/Task	School	0	0	0	0	0	0	17	72	11	
		National	0	2	1	0	0	4	18	42	33	
Science	Teacher assessment	School	0	0	0	0	0	0	17	78	5	
		National	0	0	0	0	0	2	13	49	35	
	Test/Task	School	0	0	0	0	0	0	6	67	27	
		National	0	2	0	0	0	1	9	48	39	

Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and English (or Welsh as a First Language)			
by Teacher Assessment		by Test	
In the School:	56%	In the School:	75%
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
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

The majority of 11-year-old pupils are expected to attain Level 4.

Appendix D

Evidence base of the inspection

A team of three inspectors, who were present at the school for 10 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.

Sixty-three questionnaires' responses were completed by parents and analysed carefully; 99% were positive.

Discussions were held with the head, staff with responsibilities and support staff.

School documentation and samples of pupils' work were examined.

Twenty-seven lessons or sessions were observed.

A sample of pupils' work from across the ability range in each year group was examined.

Inspectors listened to a sample of pupils from each year group reading. Discussions were held with pupils about their work and with the school councils about the life of the school.

Pupils' behaviour was observed during break periods, at lunch-time and at the end and beginning of the school sessions.

Inspectors attended assemblies and observed extra-curricular activities.

Post inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team Member	Questions	Sections
Phillip Edwards (Rgl)	Question 1	1.1 – 1.6
	Question 1	1.10 – 1.11
	Question 1	1.13 – 1.15
	Question 4	4.15 – 4.16
	Question 5	5.1 – 5.9
	Question 6	6.1 – 6.7
Glyn Scott (Team inspector)	Question 1	1.7 – 1.9
	Question 2	2.1 – 2.12
	Question 3	3.1 – 3.7
	Question 4	4.10 – 4.14
	Question 4	4.17 – 4.18
	Question 7	7.1 – 7.7
Anne Robertson (Lay inspector)	Question 1	1.12
	Question 1	1.16
	Question 3	3.8 – 3.14
	Question 4	4.1 – 4.9

Name and address of Contractor

The contractor for the inspection of Nantyyffyllon Primary School is:

EGIS
Brynheulog
Brockweir
Chepstow
Gwent
NP16 7NQ

Acknowledgement

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

NANTYFFYLLON PRIMARY SCHOOL
MAESTEG

INSPECTION

28th February – 3rd March, 2005

SUMMARY REPORT FOR PARENTS

REGISTERED INSPECTOR:
MR. PHILLIP EDWARDS
(W227/15669)

Inspection under Section 10 of
School Inspections Act, 1996

18th March, 2005

Nanttyffyllon Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their children's schools. 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 Nanttyffyllon Primary School took place between 28th February and 3rd March, 2005. An independent team of three inspectors, led by Mr. Phillip Edwards, 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.

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The five-point scale used to represent all inspection judgments 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.

Summary

1. Nantylffyllon is a very well led primary school where the head and staff work diligently to create a happy atmosphere where pupils are taught well and make good progress. The inspection team agreed with six of the seven judgements made by the school in the self-evaluation report. Where it disagreed, it raised the judgment from Grade 2 to Grade 1.

Table of grades awarded

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

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

Standards

3. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the desirable outcomes for learning. Through their active involvement in relevant first-hand experiences, children under five are learning to explore, experiment and solve problems confidently; they are very enthusiastic about their learning opportunities.

4. Pupils with SEN make good progress and achieve the targets set for them.

5. Children under five make Grade 1 progress in the key skill of listening and Grade 2 progress in speaking, reading, writing, numeracy and information and communications technology.

6. In both key stages, pupils' make Grade 1 progress in the key skill of listening and Grade 2 progress in speaking, reading, writing, numeracy and information and communications technology. The standard of listening throughout the school is an outstanding feature. Pupils' bilingual competence is good overall, with pupils often using Welsh as a second language naturally at appropriate moments.

7. At the end of KS1 in 2004, pupils' attainments in the national curriculum (NC) core subjects of English and science were assessed by the school as better than

local and national averages, with mathematics below. The core indicator is in line with local and national averages. When compared with similar schools across Wales, standards are in the medium quartile.

8. In KS2 in 2004, pupils' attainments in the NC core subjects of English, mathematics and science were above LEA and national averages. When compared with similar schools, standards are in the medium to upper quartile.

9. In both key stages in 2004, there was a significant improvement in the performance of boys, although girls still outperformed them in both key stages.

10. Pupils' creative skills development is good throughout the school.

11. An outstanding feature is pupils' positive attitude to their learning and the progress they make in fulfilling their potential and moving on to the next stage of learning. In particular, they develop skills for lifelong learning including the capacity to work independently and set themselves personal targets.

12. Behaviour of pupils is good and this has a positive impact on learning and the quality of life in school. They progress very well in their personal, social, moral and wider development; for example, they are considerate and courteous to teaching staff, each other and visitors.

13. Pupils appreciate the values of others and are aware of equal opportunities' issues; they recognise and show respect for the diversity and cultural traditions within a pluralistic society and the local community.

14. Average attendance for the three terms immediately preceding the inspection was just under 92% which is Grade 3. The absence of a small, but significant minority of children during the course of the year prevents the school from reaching its target of 95% attendance.

15. The school has clear aims and objectives which include promoting continuity, balance, individuality, a variety of experiences, skills, attitudes, concepts and knowledge in the school curriculum.

16. Links with businesses and the local community develop pupils' economic and industrial awareness and increase their knowledge of the world of work.

17. They progress very well in their personal, social, moral and wider development.

The quality of education and training

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	43%	57%	0%	0%	0%

18. The consistently high quality of teaching is an outstanding strength of the school and is a major contribution to the standards achieved by pupils of all ages

and abilities. The percentage of good lessons is significantly higher than the target of the Welsh Assembly Government (WAG) of 50% of lessons good or better.

19. The good and better teachings include:

- very good relationships with pupils, who respond positively to the way teachers and support staff stimulate and encourage them to achieve their best;
- high expectations and a wide range of teaching methods and resources, which secure the active engagement of pupils in their learning and extend their understanding;
- clear introductions, plenaries and skilled questioning, which ensure challenging pace to lessons;
- well-planned lessons with clear learning objectives shared with children;
- effective links with the SENCO to support pupils with SEN.

20. The quality of assessment is very good; it is used effectively to inform planning and target setting. Annual reports to parents conform to statutory requirements and are of good quality.

21. The school offers a very well-planned, broad, balanced and relevant curriculum that sufficiently challenges pupils and caters well for the whole range of their needs.

22. There is good provision to ensure that all pupils acquire the necessary basic and key skills. However, planning for opportunities to develop these skills in lessons across the curriculum is at an early stage of development.

23. Good emphasis is placed on the promotion of pupils' bilingual skills and on helping them to appreciate the heritage and culture of Wales.

24. Learners are well cared for and guided. Support programmes are carefully integrated into the school's work to meet the needs of learners, ensure equality of opportunity and promote good race relations.

25. Excellent links have been formed with parents, whose views are sought on a regular basis and who are kept well informed of their children's work and progress.

26. Full account is taken of statutory requirements in the recording of attendance, absence and lateness. Procedures to monitor and promote high attendance are efficient and effective.

27. The safety and well-being of pupils is a priority in the school. Provision for SEN is good and meets the requirements of the Code of Practice.

28. There are very effective measures to promote good behaviour and discourage bullying discrimination, harassment or other forms of unacceptable conduct; parents report that any difficulties are acted upon quickly and effectively.

29. The school has good systems in place to support children with disabilities and ensure that there are equal opportunities for all pupils regardless of gender, race or ability. Good role models in the school help pupils to recognise and respect diversity.

Leadership and management

30. The school is very well led and managed by the head, who is ably supported by the deputy and school management team (SMT). Very good relationships and teamwork based on equality of opportunity among the governors, staff, pupils and the community enable the school to function efficiently and effectively. These are outstanding features. Curriculum leaders monitor and evaluate their areas of responsibilities well and share good practice.

31. The governing body (GB) meets regularly and fulfils all its regulatory and legal requirements. It is well informed and provides good support. It monitors the quality of the school's provision very well. Sound administrative and financial procedures contribute significantly to the smooth running of the school, as confirmed by the school's recent independent financial audit.

32. Arrangements are in place to carry out effective self-evaluation. The school's self-evaluation report is comprehensive, clear, systematic and based on first-hand evidence to enable strengths to be identified as well as areas where improvements need to be made. Important and relevant improvements are made by considering the views of all stakeholders, which is outstanding. In planning for improvement, the self-evaluation report identifies clear priorities and informs the comprehensive and clearly laid out SDP which is evaluated appropriately at the end of the year.

33. The governing body oversees, and is knowledgeable about, the work of the school. Actions taken by the school leaders and managers as a result of self-evaluation add value to the provision to maintain and improve overall standards in pupils' achievement. The school has made good progress in all key issues identified in the last inspection.

34. The school has adequate resources for all age ranges and subjects. An outstanding feature is the way the school ensures it is a warm and welcoming place through creative and efficient use of space. The imaginative use of display of pupils' work and other learning materials creates a stimulating educational environment. Good use is made of the local environment for educational visits and inviting visitors to the school to broaden the curriculum available to pupils.

35. The headteacher and governors review and evaluate resource needs and spending decisions to deliver a broad, balanced and varied curriculum for pupils and achieve very good value for money.

RECOMMENDATIONS

36. The school needs to:
- R1. maintain the very good standards achieved in the key questions judged to be Grade 1;
 - R2. continue to refine and develop the curriculum in line with targets set in the SDP including planning for the development of key skills across the curriculum, particularly in short term planning;
 - R3. improve attendance figures in line with school targets.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within forty-five 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.

Acknowledgment

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