

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

OGMORE VALE PRIMARY SCHOOL

Aber Road
Ogmore Vale
Bridgend, CF32 7AJ

School Number: 672/2369

Date of Inspection: 17th – 20th January, 2005

MR. PHILLIP EDWARDS

REGISTERED INSPECTOR: W227/15669

4th March, 2005

UNDER ESTYN CONTRACT NUMBER: T/187/04P

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Ogmore Vale 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 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 Ogmore Vale Primary School took place between 17th and 20th January, 2005. An independent team of five 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.

Year-Groups and Key Stages

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

The term 'Reception' (R) refers to the year-group of pupils in a primary school who attain the age of five during the academic year. Year 1 refers to the year-group of pupils who attain the age of six during the academic year and so on. Year 13 is the year-group of students who attain the age of eighteen during the academic year.

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ogmore Vale Primary School, with 428 pupils aged 3 to 11 years of age, is situated in the village of Ogmore Vale in the county borough of Bridgend. The school, including the accommodation, is new due to the amalgamation of four local schools into one. The school serves the residential area of Ogmore Vale and the surrounding area. The school reports that about three-quarters of the area from which pupils are drawn is neither economically advantaged nor disadvantaged, with around a quarter disadvantaged; 22% of pupils are entitled to free meals, which is above the all-Wales average of 19%. Around 27% of pupils have special educational needs (SEN). There are two SEN classes, one of which is an observation class and the other caters for pupils with moderate learning difficulties. Around 99% of pupils' home language is English and pupils enter school at nursery age. Five pupils are looked after by a local authority and two receive teaching in English as additional language. The school has recently achieved 'Investors in People' status and gained the 'Basic Skills Quality Mark'.

The school's priorities and targets

2. Ogmore Vale Primary School sees itself very much at the heart of its community, including the wider community of the County Borough of Bridgend. It seeks to promote a welcoming and friendly ethos, achieve excellence and be accessible to the community it serves. The school mission statement is 'We all say we can and we do!'
3. The school identifies the following areas for improvement in its school strategic plan (SSP) for 2004-2005:
 - improve standards in a range of national curriculum (NC) subjects including religious education and in the provision for early years;
 - be an inclusive school, recognise individuality and encourage independent learning;
 - improve standards through a balanced, exciting and challenging curriculum;
 - improve standards in key skills and maximise pupil achievement;
 - gain the 'Basic Skills Quality Mark';
 - all pupils achieve standards in the basic skills commensurate with their ages and abilities;
 - develop a sense of self-worth;
 - develop further the role of the governing body;
 - work towards the requirements of the work load agreement;
 - enhance professional development;
 - refine performance management practice;
 - further develop extra-curricular activities.

Summary

4. Ogmore Vale is a very good primary school with outstanding features where pupils are taught well and make good progress overall. The inspection team agreed with some of the judgements made by the school in the self-evaluation report; where it disagreed, grades were judged better.

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?	2
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?	2
7. How efficient are leaders and managers in using resources?	1

Standards

6. Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	83%	3%	0%	0%

7. Pupils' standards of achievement in lessons are well above the Welsh Assembly Government's all-Wales' targets for 95% of standards to be satisfactory and 50% to be good.
8. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
9. Standards in the six areas of learning are as follows:

Areas of Learning	Nursery	Reception
Language literacy and communication skills	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 1	Grade 1

Physical development	Grade 2	Grade 2
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Subjects

10. In Key Stage (KS1) and Key Stage (KS2), in the subjects inspected, the standards of achievement are as follows:

Subject	KS1	KS2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 1	Grade 1
Welsh as a second language	Grade 2	Grade 3
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 3	Grade 3
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

11. Pupils with SEN, including those in the Moderate Learning Difficulties (MLD) and Observation classes, make very good progress overall and achieve standards in line with their abilities.
12. Early years' children make good progress overall and generally achieve the targets set for them. They make good progress in the key skills of listening, speaking, reading, writing, numeracy and using information communications technology (ICT).
13. Standards in listening in both key stages are outstanding. Standards in speaking and reading are good, but in writing, satisfactory. Pupils develop original ideas but, in cross-curricular contexts, do not always develop these in sufficient detail. Standards in numeracy and ICT are good throughout the school.
14. Pupils make outstanding progress in bilingual competences, particularly in oral work in Welsh, where pupils in KS2 achieve excellence; pupils in Y6 additionally make very good progress in spoken French.
15. The quality of personal and social skills is outstanding; pupils behave in an exemplary fashion in all contexts, and the quality of co-operative work in groups and pairs is excellent. Pupils problem-solving and creative skills are good.
16. According to teacher assessment in 2004, pupils' attainments in KS1 in the National Curriculum (NC) core subjects of English, compared with national averages for 2003, were a little above; speaking and listening were well above. Writing was above the expected level 2, but below the higher level 3. Mathematics was significantly above and science well above. The core subject indicator is significantly above the national and local averages and when compared with similar schools.
17. Test and task results in KS2 for 2004, compared with local and national averages for 2003, show pupils' attainment in English to be in line with national averages, above in mathematics and significantly above in science. The core subject

indicator is above the national and local averages and well above when compared with similar schools.

18. The majority of pupils, including those who enter school at a low baseline in the nursery, make good progress towards fulfilling their potential and moving on to the next stage of their learning. Overall in both key stages girls perform better than boys.
19. Pupils demonstrate very good attitudes to their learning and turn to their tasks willingly; this has a positive effect on the progress they make in lessons.
20. Pupils behave responsibly, show respect for others and have a clear understanding of what is expected of them in terms of good behaviour. Pupils' personal, social and moral development is nurtured well through the daily life and work of the school.
21. Throughout the school, pupils develop a good awareness of equal opportunities issues through learning about the diversity of beliefs and social and cultural traditions in the wider society; they understand and respect the personal values of others well. They have an appropriate knowledge of the world of work, including the history of mining in the local area.
22. Good links with local employers develop pupils' learning activities appropriately.
23. The average level of attendance of 92% is Grade 3 for the three terms prior to the inspection. The majority of pupils attend school regularly and are punctual at the start of the day.

The quality of education and training

24. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	80%	4%	0%	0%

25. Good and often better teaching is a notable strength of the school. The percentage of very good lessons is significantly higher than the target of WAG, of 50% of lessons, good or better.
26. In all lessons, teaching is at an appropriate level, with clearly focused and consistent aims and objectives and good planning in terms of thoroughness and detail. Lessons are very well resourced and the manner in which teachers introduce elements of accelerated learning is an outstanding feature. Teachers have excellent relationships with pupils and all promote and plan well for equal opportunities in their teaching techniques. The outstanding features include:
 - detailed explanations of the aims and objectives at the beginning of the lesson and effective review at the end;
 - an appropriate mix of teaching techniques and strategies, with particular emphasis on paired strategy;
 - high expectations;
 - challenging pace;
 - detailed knowledge and understanding of the subjects being taught;
 - purposeful deployment of accelerated learning strategies;

- excellent provision within the designated SEN classes.

27. The quality of assessment is outstanding. Although there is only a limited amount of historical data for this new school, available assessments are consistent, correct and meet statutory requirements including those for SEN. Teachers know their pupils very well and use assessment information productively to meet individual needs through well focussed planning.
28. The annual reports to parents conform to statutory requirements and provide outstanding levels of detail. They present a clear picture of pupils' achievements and skills in all subjects and provide useful comments about their social and personal development.
29. Teachers actively promote equality of opportunity and are mindful of issues of gender, race and disability. Pupils from the SEN Unit are included in appropriate lessons and activities with their mainstream peers; there are very good arrangements for meeting the needs of pupils identified with SEN and for monitoring and reviewing their progress.

Leadership and management

30. The headteacher leads and manages the school very well. His enthusiasm, encouragement and clear direction are outstanding features in establishing and developing this purposeful and well-ordered new school.
31. The deputy headteacher and school management team understand and are committed to their management role; they make a significant contribution towards promoting standards.
32. Governors and teachers are well informed and knowledgeable about all aspects of school strategic management. Self-evaluation procedures develop very well to provide a solid basis for steady improvements in important areas.
33. Curriculum leaders monitor and evaluate their areas of responsibilities well and share good practice. This steadily improves the quality of the school provision and promotes teachers' continuous professional development. The school provides a broad, varied and balanced curriculum, which motivates pupils and provides a coherent and well structured programme for learning; it continues to be developed and refined appropriately to accommodate the aspirations of the new school. Not all the planning for key skills has been integrated into schemes of work but many have been mapped appropriately on to subject matrices in readiness for full inclusion into the schemes. However, classroom delivery clearly shows that key skills are consistently developed within individual lessons.
34. The GB is well informed and meets regularly to provide good support and fulfil its regulatory and legal requirements. The governors' annual general report is informative and comprehensive, but does not fully comply with statutory requirements.
35. The school self-evaluation process is thorough and involves all leaders and managers appropriately. The effective self-evaluation report, which draws on available evidence, evaluates in detail the school's strengths and weaknesses and the areas which need improving. It informs a comprehensive SSP which identifies

focused priorities, time-related criteria and measurable outcomes to drive school improvement effectively over the school year.

36. Being a new school formed from four other schools, this is its first inspection; actions taken since its inception 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.
37. Throughout the school, pupils are very well supported by qualified and experienced teachers and learning support assistants (LSAs) who work as a close professional team in supporting and meeting the learning and social needs of learners. This is an outstanding feature.
38. Resources are very good and have been carefully chosen to enhance the quality of work in the many different areas of learning required. Accommodation inside and outside is outstanding and careful attention paid to pupils learning and daily needs. Pupils' learning is enriched effectively through the use of the local environment, the community and contributions by visitors to the school, such as the local police officer.
39. Efficient administrative procedures in carrying out daily routines and dealing with financial matters contribute significantly to the smooth running of the school. Spending decisions are very well matched to the school's priorities and targets. The school carefully plans and estimates its resource needs in the SSP. Overall, the school achieves very good value for money.

Recommendations

The school needs to:

R1: take the appropriate steps to maintain high standards across the curriculum and address the shortcomings in art, Welsh second language in KS2 and writing as a cross curricular key skill;

R2: continue to develop and refine the schemes of work in line with the timescales outlined in the SSP, with particular emphasis on integration of key skills;

R3: continue to develop and formalise current monitoring arrangements, and in doing so develop the role of subject leaders further;

R4: take appropriate steps to continue to improve levels of attendance;

R5: ensure that the governors' annual general report complies fully with statutory requirements.

Aspects of R1, 2 and 4 have already been identified in the current SSP.

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 2: Good features and no important shortcomings

40. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
41. During the inspection, the pupils' overall standards of achievement in the subjects were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	83%	3%	0%	0%

42. Pupils' standards of achievement in lessons are well above the Welsh Assembly Government's (WAG) all-Wales' targets for 95% of standards to be satisfactory or better and 50% to be good.
43. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress overall towards the Desirable Outcomes for Children's Learning.
44. Standards of achievement in both key stages are Grade 1 in science, Grade 2 in English, mathematics, design and technology, information technology, history, geography, physical education, music and religious education and Welsh as a second language in KS1. They are Grade 3 in Welsh as a second language in KS2 and in art in both key stages.
45. Pupils with SEN, including those in designated SEN classes, make good progress and achieve standards in line with their abilities.
46. Early years' children make good progress overall and generally achieve the targets set for them. They make good progress in the key skills of listening, speaking, reading, writing, numeracy and ICT.
47. Standards in listening are outstanding in both key stages; pupils give rapt attention to lesson introductions, and listen attentively to the contributions of others. In subjects such as music, they demonstrate the ability to listen critically. Standards in speaking and reading in both key stages are good, but in writing, satisfactory. Pupils develop original ideas, but in cross-curricular contexts do not always develop these in sufficient detail; the amount of extended written responses that is completed is limited at the upper end of the school, particularly in science and the humanities. Standards in numeracy and ICT are good throughout the school.
48. Pupils make outstanding progress in bilingual competences, particularly in oral work in Welsh, where pupils in KS2 achieve excellence; pupils in Y6 additionally make very good progress in spoken French by means of excellent links with the secondary school.
49. The quality of personal and social skills is outstanding. Children under five and pupils in both key stages behave in an exemplary fashion in all contexts, and the quality of co-operative work in groups and pairs is excellent.
50. Pupils' development of problem-solving and creative skills is good.

51. According to teacher assessment in 2004, pupils' attainments in KS1 in the NC core subjects of English, compared with national averages for 2003, were a little above; speaking and listening were well above. Writing was above the expected level 2, but below the higher level 3. Mathematics was significantly above and science well above. The core subject indicator is significantly above the national and local averages and when compared with similar schools.
52. Test and task results in KS2 for 2004, compared with local and national averages for 2003, show pupils' attainment in English to be in line with national averages, above in mathematics and significantly above in science. The core subject indicator is above the national and local averages and well above when compared with similar schools.
53. The majority of pupils, including those who enter school at a low baseline in the nursery, make good progress towards fulfilling their potential and moving on to the next stage of their learning. Overall in both key stages girls perform better than boys.
54. Pupils demonstrate very good attitudes to their learning and turn to their tasks willingly; this has a positive effect on the progress they make in lessons.
55. Pupils behave responsibly, show respect for others and have a clear understanding of what is expected of them. They relate well to each other and to the adults who help them learn; they are polite and helpful with visitors.
56. Pupils' personal, social and moral development is nurtured well through the daily life and work of the school and effective Personal and Social Education (PSE) programme of work. Extra-curricular activities encourage pupils to develop wider interests, and promote the development of their social skills.
57. Pupils' involvement in the life and work of the school is evident and they support each other well within their community. Pupils' personal, moral and social development is good and this is clearly seen in their attitude and behaviour in lessons and at dinnertime where they demonstrate fairness, honesty and responsibility.
58. Throughout the school, pupils develop a good awareness of equal opportunities issues through learning about the diversity of beliefs and social and cultural traditions in the wider society.
59. Within the context of their own experiences at school, pupils understand and respect the personal values of others well.
60. The average level of attendance of 92% is Grade 3 for the three terms prior to the inspection. The majority of pupils attend school regularly and are punctual at the start of the day.

The quality of education and training

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

Grade 1: Good with outstanding features

61. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2.

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	16%	80%	4%	0%	0%

62. Good and often better teaching is a notable strength of the school. The percentage of very good lessons is significantly higher than the target of WAG, of 50% of lessons, good or better.

63. In all lessons, teaching is at an appropriate level with clearly focused and consistent aims and objectives and good planning in terms of thoroughness and detail. Lessons are very well resourced and the manner in which teachers introduce elements of accelerated learning is an outstanding feature. Teachers have excellent relationships with pupils and all promote and plan well for equal opportunities in their teaching techniques. The outstanding features include:

- detailed explanations of the aims and objectives at the beginning of the lesson and effective review at the end;
- an appropriate mix of teaching techniques and strategies, with particular emphasis on paired strategy;
- high expectations;
- challenging pace;
- detailed knowledge and understanding of the subjects being taught;
- purposeful deployment of accelerated learning strategies;
- excellent provision within the designated SEN classes.

64. Teachers use effective and varied skills to strengthen and consolidate pupils' bilingual competences. Informal, incidental Welsh is used consistently by all members of staff and expectations are high in terms of accurate responses. The manner in which conversational French is developed in Y6 is also outstanding and pupils show marked confidence in this respect.

65. Teachers mark pupils' work regularly, providing positive commentary and appreciation as well as suggestions for improvement, which, in the best practice, is expressed as specific targets. An agreed marking policy was implemented in October 2004, and is beginning to influence provision and standards positively, but has not yet had sufficient time to achieve its full potential.

66. The quality of assessment is outstanding. Although there is only a limited amount of historical data for this new school, available assessments are consistent, correct and meet statutory requirements including those for SEN. Teachers know their

pupils very well and use assessment information productively to meet individual needs through well-focussed planning.

67. Very efficient and purposeful systems exist to ensure that pupils' progress is recorded appropriately. Portfolios of levelled work are in the process of development for several subjects to serve as a moderating tool to aid consistency.
68. The annual reports to parents conform to statutory requirements and provide outstanding levels of detail. They present a clear picture of pupils' achievements and skills in all subjects and provide useful comments about their social and personal development. The constructive comments give clear direction for improving the work, expressed concisely in the form of specific targets at the end of the report.
69. Teachers actively promote equality of opportunity and are mindful of issues of gender, race and disability. Pupils from the SEN Unit are included in appropriate lessons and activities with their mainstream peers.
70. There are very good arrangements for meeting the needs of pupils identified with SEN in mainstream and for monitoring and reviewing their progress.

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

71. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
72. The school provides a broad, varied and balanced curriculum, which motivates pupils and provides a coherent and well-structured programme for learning. Overall, it is accessible to all pupils and meets their needs and interests; it continues to be developed and refined appropriately to accommodate the aspirations of the new school. Pupils' special needs are well catered for, whether to support underachievement, or to develop particular strengths. The arrangements for learning support and withdrawal sessions are a strong feature of the school's provision.
73. Not all the planning for key skills has been integrated into schemes of work as yet, but, within the ongoing development of the curriculum for this new school, many have been mapped appropriately on to subject matrices in readiness for full inclusion into the schemes in line with the current SSP. However, classroom delivery clearly shows that key skills are consistently developed within individual lessons, and to a considerable extent, standards reflect this.
74. The school promotes equal opportunities for all pupils to participate in out-of-school learning, including sport clubs and the school choir and all other aspects of school life. These clubs and activities raise their confidence and self-esteem and relationships with one another.
75. Collective worship and learning experiences promote appropriately the positive values taught in the school, and effectively support their spiritual, moral, social and cultural development.
76. Good relationships which benefit pupils considerably exist with external agencies and with the education officers of the LEA and other relevant bodies, such as the adjacent life centre and local community. Similar effective links have been established with the local high school and institutes of higher education with the sharing of expertise. Pupils have an appropriate knowledge of the world of work including the history of local industry. The setting up of a healthy-eating tuck shop for KS2 pupils and the raising of considerable sums of money for well-considered causes increase their awareness of business skills.
77. The school has carried out a number of initiatives which are effectively linked to education for sustainable development and citizenship which give pupils a good understanding of ownership, global citizenship and the environment around them and the care it needs. For example, they are actively involved in ECO projects regarding energy savings, litter and waste disposal.
78. The school has a good relationship with parents and carers of pupils. There is a strong and supportive "Friends of the School" Group which raises funds for the

school. Regular newsletters are produced for parents and the school actively works to improve its communication links with them.

79. Provision for bilingual competences is excellent, with additional outstanding provision of conversational French in Y6. The *Cwricwlwm Cymreig* also enjoys prominence in planning, with suitable specific examples in history, geography, music and art, as well as more general thematic strands in the core curriculum, particularly English.

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

Grade 1: Good with outstanding features
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80. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
81. There is a very good quality of care, support and guidance for pupils at the school.
82. It places and manages its care arrangements very effectively and makes good use of its support services. Pupils feel that the school and staff work hard at helping them to raise their levels of achievement, for example Learning Support Assistants (LSAs) provide good support for them in the classroom.
83. Staff and pupils have a good awareness of health and safety around the school. All staff are aware of the sound procedures for child protection and are trained appropriately.
84. The school has very effective systems for identifying pupils with SEN. The school's special education team provides outstanding support; they organize and supervise systems to withdraw children when necessary, and the observation and MLD classes in KS2 provide a caring and very encouraging atmosphere for the children who require additional help for specific needs. Procedures ensure that inclusion for pupils in these classes is appropriate to enable them to join their peers in daily curriculum sessions. Parents are kept fully informed and there are strong links with social services and the LEA to ensure that children's individual needs are met.
85. There are very effective measures to encourage the very good behaviour evident throughout the school and to eliminate all forms of harassment and bullying. Parents who attended the pre-inspection meeting and those who responded to the questionnaire gave very positive responses about school behaviour.
86. The school's ethos is one of very good support and guidance for all learners' needs. The school's procedures for dealing with inappropriate behaviour and bullying are very good. Information is used well to provide timely and practical guidance. Pupils show high levels of care and consideration, and treat each other with respect and compassion. Positive attitudes are an outstanding feature of relationships between staff and pupils, and pupils and their peers.
87. Diversity and equal opportunities are promoted positively within the school and all pupils have equal access to all aspects of school life. The ethos of the school fully embraces an inclusive environment which is outstanding.

Leadership and Management

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

Grade 1: Good with outstanding features

88. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2.
89. The headteacher leads and manages the school very well. His enthusiasm, encouragement and clear direction are outstanding features in establishing and developing this purposeful and well-ordered new school.
90. The deputy headteacher and school management team understand and are committed to their management role; they make a significant contribution towards promoting standards.
91. The school has an appropriate motto as well as aims formulated by staff and governors. Governors and teachers are well informed and knowledgeable about all aspects of school strategic management. Self-evaluation procedures develop very well to provide a solid basis for steady improvements in important areas.
92. The very good relationships based on equality of opportunity among the governors, staff, pupils and the community enable the school to take account of all their views. For example, the recently-formed school council provides a useful forum for pupils' ideas.
93. Curriculum leaders monitor and evaluate their areas of responsibilities well and share good practice. This steadily improves the quality of the school provision and promotes teachers' continuous professional development.
94. The GB meets regularly to provide good support and fulfil its regulatory and legal requirements. The governors' annual general report is informative and comprehensive, but does not fully comply with statutory requirements.

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

Grade 2: Good features and no important shortcomings

95. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
96. The school self-evaluation process is thorough and involves all leaders and managers appropriately. The effective self-evaluation report, which draws on available evidence, evaluates in detail the school's strengths and weaknesses and the areas which need improving. It informs a comprehensive SSP which identifies focused priorities, time-related criteria and measurable outcomes to drive school improvement effectively over the school year.
97. The relatively new GB oversees, and is knowledgeable about, the work of the school through detailed reports by the headteacher. It recognises developing its role as important. The GB and headteacher provide good resources to ensure objectives are met.
98. Pupils play an active part in their own assessment and have a voice on their experiences of school and the decisions that affect them through the school council. Very good tracking systems are in place to measure pupils' progress including 'initial concern' procedures, which provide early intervention for pupils who require additional support.
99. Being a new school formed from four other schools, this is its first inspection; actions taken since its inception 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.
100. The inspection team agreed with the judgments made by the school on four of the seven key questions including, in most respects, the school's identification of its strengths and areas for improvement. Where it disagreed, grades were changed 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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101. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2.
102. Throughout the school, pupils are very well supported by qualified and experienced teachers and LSAs who work as a close professional team in supporting and meeting the learning and social needs of learners. This is an outstanding feature.
103. Subject leaders, often supported by another teacher, undertake appropriate continuing professional development and continue to improve the curriculum conscientiously and effectively.
104. In this new school, resources are very good and have been carefully chosen to enhance the quality of work in the many different areas of learning required. Two timetabled ICT suites, each fitted with twenty computers, a projector and interactive whiteboard, enhance teaching and learning effectively. Pupils are also able to access their electronic files appropriately on the classroom computers. The provision of two spacious halls allows indoor physical education assemblies, drama and extra-curricular activities to be timetabled around other demands for the space such as lunchtimes.
105. Accommodation inside and outside is outstanding and careful attention paid to pupils' learning and daily needs. The acoustics in the main hall are very good and suit both its use as a dining hall and place of worship. Car-parking facilities are excellent.
106. Colourful displays of pupils' work, well-appointed classrooms and a wide range of other learning materials create a stimulating educational environment. Pupils' learning is enriched effectively through the use of the local environment, the community and contributions by visitors to the school, such as the local police officer.
107. Efficient administrative procedures in carrying out daily routines and dealing with financial matters contribute significantly to the smooth running of the school.
108. Spending decisions are very well matched to the school's priorities and targets. The school carefully plans and estimates its resource needs in the SSP. Overall, the school achieves very good value for money.

Standards achieved in subjects and areas of learning

Children under five

Grade 2: Good features and no important shortcomings

Good and outstanding features

Language, literacy and communication

109. Standards of achievement in language, literacy and communication are good in nursery and reception.
110. In the nursery, adults effectively promote the development of children's oracy. The children listen carefully and speak confidently about their experiences. They enjoy and know a range of rhymes and songs. They know that words and pictures carry meaning and are beginning to handle books correctly. They experiment with mark making, drawing and writing. Many of the children can use recognisable letters to write the beginning of their name; they can recognize their name tabs and place them on the register board.
111. Children in the reception class successfully continue to develop their speaking and listening skills. They ask questions clearly and answer confidently and respond well to adults. They make up their own sentences, enjoy retelling familiar stories from their workbooks and are proud of their achievements. Most children have good pencil control and enjoy writing. All children enjoy sharing books and listen well to stories. Children make good progress in word recognition and enjoy reading a selection of books.

Personal and Social Development

112. In the nursery and reception, children make very good progress in their personal and social development.
113. In the nursery, children develop very good relationships with adults and other children, showing respect and care. They know routines and are confident and eager to explore new learning situations. Children become more confident and respond appropriately to the wide range of stimuli available to them. They work independently and as part of a group and are beginning to show perseverance in their learning; they play harmoniously and are sensitive to the feelings of others. They respond to new cultural experiences and are beginning to understand and use a range of Welsh words and phrases.
114. In reception, progress is good and children are confident in carrying out their daily activities, showing respect and care. They work independently, are keen learners and are able to concentrate and persevere with their tasks. They usually take responsibility for their personal hygiene. They respond well to new cultural experiences and faiths and demonstrate concern and respect for others.

Mathematical Development

115. In the nursery and reception, children make good progress in their mathematical development.
116. In the nursery, children sing songs and rhymes and correctly join in the actions. They can count objects and recognize numbers to five and a few beyond five. A very good range of practical group activities enhances children's mathematical language and skills. They recognize and create patterns and use sorting games appropriately.
117. In the reception class, children use number as part of their daily routines. Children enjoy mathematical games and can identify numbers that are one or two more or less than others. They count confidently to 20 and sequence in even numbers to ten. They identify figures and correctly overwrite these to record their work. They recognise and name some simple shapes.

Knowledge and understanding of the world

118. In the nursery and reception, children make good progress in knowledge and understanding of the world.
119. In the nursery, children understand well that people celebrate events in different ways. They can talk knowledgeably about jobs that people do. They understand the passage of day and night and are beginning to understand the idea of the sequence of time. Work is appropriately based on children's experiences such as their homes and families. They understand the process of the journey of a letter. They develop a sound understanding of physical processes through play activities in water and sand.
120. In the reception, children confidently recall their experiences and talk about events in their past. They talk about their environment and discuss the nature of their community.
121. They can sort artefacts into old and new. The children benefit from the use of computers and show good co-ordination and control of the mouse, and can create images on screen.

Creative Development

122. Children in the nursery and reception class make very good progress in their creative development.
123. In the nursery, children can paint and print using a variety of tools. They can talk confidently about pattern and colour. They copy simple rhythm patterns and know a range of songs and can play instruments confidently. They talk confidently about the sounds instruments play and can compare them with sounds in everyday life.

124. In the reception class, children develop their skills of observation and comment on their work and that of others. They use a variety of materials and make choices about colour and medium. Children enjoy role play, use their imagination well and confidently perform events taken from first hand experience and their knowledge of the world around them. They use music to accompany their activities and play independently.

Physical Development

125. Children in the nursery and reception class make good progress in their physical development.

126. Nursery children develop their skills by using pencils, paintbrushes and small tools such as glue sticks, and scissors. They use a range of toys and equipment with increasing control and select small toys appropriately for use. They can select and dress appropriately for role-play and for wet activities. Staff guide children in correct usage and handling when tidying away.

127. Children in reception have good spatial awareness and can experiment with change of pace, level and direction in response to different stimuli during a physical education lesson. All children demonstrate good progress in fine and gross motor skills. They use a range of equipment both small and large competently and confidently.

Shortcomings

128. There are no major shortcomings.

English

KS1 - Grade 2: Good features and no important shortcomings

KS2 - Grade 2: Good features and no important shortcomings

Good features

129. In KS1, pupils develop a good understanding of English. They listen attentively, often with rapt attention when a story is read. They respond promptly to instructions, take their turn well to reply to questions and pay respectful attention to the responses of their peers. They listen well, have a good recall of plot and setting, and react quickly when directed.

130. KS1 pupils make good progress in their speaking skills and almost without exception, all are keen and eager to contribute to class discussions; a small but significant number of the most able develop their ideas in a more extended fashion, and across the key stage, pupils learn to communicate with increasing confidence.

131. Pupils in KS1 make good progress in reading skills according to age and ability. They both demonstrate and apply a good grasp of phonics to deconstruct

unfamiliar words, many of which are challenging within the context of effective phoneme awareness sessions. They demonstrate sound understanding of the conventions of books, naming both author and illustrator. The most able develop increasing fluency and expression, with a few individuals achieving very good standards, and demonstrating evident pleasure in this aspect of their work.

132. Pupils in KS1 make good and steady progress in writing work. Close attention is paid to the spelling of simple words whilst basic punctuation to demarcate sentences develops well. Across the key stage, pupils' writing shows marked development from individual words which label diagrams or adorn posters, to well-constructed sentences. Pupils sequence stories correctly and by the end of KS1 begin to develop individual and original ideas well in their work.
133. KS2 pupils listen attentively, recalling and applying previous knowledge and events in a clear and well sequenced manner. They listen carefully to their teacher and peers and consider their views in their own contributions. They respond accurately and immediately to instructions. The most able pupils develop extended responses that both inform and entertain.
134. Most pupils in KS2 read at an appropriate level for their ability; work shows good levels of accuracy, and the most able pupils voice and enunciate confidently to develop characterisation and good expression. Higher order reading skills such as scanning text are also developing well here. Younger ones in this key stage develop well in their use of dictionaries and a thesaurus, applying their knowledge of the alphabet well to increase their pace of work. Pupils at the upper end of the key stage show good understanding of texts and predict possible outcomes meaningfully. A few more able pupils précis stories accurately and effectively, with relevant reference to the main features of character, plot and setting. They recognise different genres readily and express preferences for authors and styles in a mature and confident fashion.
135. Pupils in KS2 write in a range of styles and make good progress. They appreciate the purpose and benefits of drafting their work, with subsequent attempts showing appreciable development and increased structure. In work on similes, younger pupils are quick to grasp concept, meaning and purpose, and many create imaginative and interesting examples to enliven their written work. Older pupils present diary entries, poems, dialogues and descriptive pieces which show increasing detail and originality; the work is correctly punctuated throughout and standards of spelling are generally good. The oldest learn to write persuasively in a range of formats, and clearly demonstrate that they can apply both sides of an argument; they support letters and discussions with factual knowledge, but balance this approach this with imaginative and original responses to the structure and content of sections of Shakespeare's Macbeth.

Shortcomings

136. There are no major shortcomings.

Mathematics

KS2 - Grade 2: Good features and no important shortcomings

KS2 - Grade 2: Good features and no important shortcomings

Good and outstanding features

137. Younger pupils in KS1 have a good grasp of basic number and become confident through practical activities. They count and sequence numbers from one to 20 confidently and identify odd and even numbers, including those with two figures. They understand and apply simple mathematical terms with increasing confidence when adding on in tens on a hundred square, for example, they realise the relationship between adding and taking away. They begin to realise that the difference between the big and little hand on a clock face enables them to tell the time on the hour.
138. Younger pupils measure the lengths of objects such as rulers, pens and shoes using cubes carefully and begin to understand the need for standard measures. They know the difference between short and tall, heavier and lighter. They add and take away money in pence accurately and can sort coins up to a pound.
139. Pupils in KS1 name and have a good knowledge of two and three-dimensional shapes such as triangles and pyramids. They know the number of sides in two-dimensional shapes, such as a pentagon with five sides.
140. Older pupils in KS1 respond quickly and accurately to mental arithmetic tasks and have a good recall of the properties of simple two and three-dimensional shapes. They know the difference between analogue and digital clocks and have a good concept of half past the hour. They adapt well to understand the importance of the minute hand in determining analogue time. They go on to tell the time on and past the half hour in digits and can name the months of the year.
141. Later in KS1 pupils have a good grasp of halves and quarters and apply their skills accurately to halving a tower of interlinking blocks and recording their findings in the form of a map. More able pupils can halve numbers up to 30 confidently and record their answers using numbers. They are well aware of a range of metric measures including centimetres, metres and kilometres, for example, they make reasonable estimates of short lengths and measure objects such as paper clips, pencils and books accurately in centimetres.
142. Younger pupils in KS2 are confident in adding and subtracting numbers up to 20. They add number bonds up to 100 accurately in their workbooks, with the more able counting number bonds to a 1000. Their fluency with the table facts of 2, 3 and 5 improves appropriately and their knowledge of a range of two-dimensional shapes is secure.
143. Younger pupils in KS2 construct and interpret a frequency table following a survey of pupils' favourites out of five books. They become adept at using and understanding appropriate mathematical vocabulary such as a 'tally' and

'frequency' in this context and record their results appropriately. They are conversant with words such as horizontal, vertical and parallel and name the properties of three-dimensional shapes.

144. KS2 pupils can read the points of a compass and have a sound awareness of position and direction using two-figure co-ordinates to enable them, for example, to read a pirate map to discover treasure.
145. KS2 pupils use and apply mathematics when looking for patterns to form solutions, such as how many ways a snowman can be dressed using different colours.
146. Older pupils in KS2 explore ways to add numbers in hundreds; they devise useful mental strategies to enable them to add accurately several numbers together; they use a range of effective strategies to double numbers.
147. Older pupils in KS2 know the properties of triangles and measure area in square centimetres. They understand simple fractions, mixed numbers and equivalence of fractions; they calculate fractions of quantities with increasing accuracy.
148. The oldest pupils in KS2 approximate and compare parts of their bodies to metric and imperial measures of length including centimetres, metres, inches, and yards. They make sensible estimates to use them in everyday situations and consolidate their learning effectively by measuring lengths of string using the different measures.
149. Towards the end of KS2, pupils add money in pounds and pence and are very familiar with the four rules of number with large figures up to a million. They round numbers to the nearest 10,000 and 1000. They work out the equivalent decimal fraction from the common fractions. Their mental agility with and understanding of multiplication and division facts is sound.
150. The patience and perseverance of pupils in the SEN classes ensure they make good progress in line with their abilities, for example, they can tell the difference between analogue and digital time and recognise pattern and sequence in number.

Shortcomings

151. There are no major shortcomings.

Science

KS1 Grade 1: Good with outstanding features

KS2 Grade 1: Good with outstanding features

Good and outstanding features

152. The quality and detail of pupils' investigative skill development through the school is outstanding. In both key stages, they are able to recall their knowledge and explain their understanding of living things, materials and physical processes

confidently. Their skill-based approach is very well developed across the whole school and they practise these skills methodically and recognise them as experimental, exploratory and investigative.

153. The youngest pupils in KS1 have considerable in-depth knowledge about materials and their properties. Through a series of thorough investigations, they discover many of the features of wood, metal, plastic, paper, fabric and ceramics. They are very well aware of the various materials that a house is made from and they have identified polythene, through their investigations, as the best material for “Teddy’s umbrella”.
154. Pupils in KS1 are able to differentiate clearly between appliances that use batteries and those that rely on mains electricity. They explain with very good understanding that there are various shapes and sizes of batteries and that the size usually reflects their power and application. They are well aware that all batteries have negative and positive terminals and that a meter can be used to test their condition. They understand clearly the health and safety issues pertinent to the areas of the science curriculum being studied.
155. Pupils across the school are able to interpret sets of results and understand the importance of fair testing confidently. Younger pupils in KS2 are well aware that when looking at shadows, either the object size or the distance from the light source should remain constant in order to achieve useful results. The oldest ones are able to restrict the variable factors appropriately during investigative work on solubility.
156. In KS2, older pupils’ science skills develop considerably during a “Science Week” when they make different and exciting fairground rides and respond very well to a challenge to make an emergency vehicle.
157. The oldest pupils in KS2 are aware of the problems of anomalies in results and the implications these can have when interpreting investigative data. They use appropriate scientific vocabulary confidently across both key stages.
158. The oldest pupils in KS2 use a spreadsheet efficiently to record the results of a solubility investigation to produce an informative graph; calculators are used effectively to find averages and help identify unlikely results. Pupils are able to engage actively in scientific research using an Internet website. They are very confident when using word processing and tables for recording their findings.
159. Pupils in both key stages use ICT effectively to support their science work.

Shortcomings

160. There are no shortcomings.

Welsh second language

KS1 Grade 2: Good features and no important shortcomings

KS2 Grade 3: Good features outweigh shortcomings

Good features

161. Pupils in KS1 enunciate with increasing clarity and confidence, using an appropriate range of language patterns. They listen well to their teachers and to their peers, and follow simple instructions in Welsh carefully. They use greetings enthusiastically, and respond naturally with accuracy to simple questions about topics such as the weather and their likes and dislikes. Many are able to hold simple dialogues with a partner.
162. Pupils in KS1 make good progress in their reading skills, attempting simple texts with increasing confidence. They have appropriate strategies to deconstruct unfamiliar words, and show good comprehension of both their own written sentences and published material.
163. KS1 pupils write simple, single sentences well, using the present tense of the verb correctly. They label drawings accurately and repeat patterns well for consolidation and practice.
164. In KS2, pupils achieve excellence in oral work; they speak confidently and with considerable enthusiasm in a range of appropriate contexts, and many offer extended responses that show a variety of simple but effective connective phrases. They understand that there are different constructions for responding both positively and negatively, and consistently choose the correct format according to the manner in which the question is posed.
165. Pupils in KS2 persevere well in reading work, and a minority make good progress, developing some fluency, and an ability to discuss the text in a simple fashion within the Welsh language.
166. In KS2, pupils make good progress in many aspects of written work. They collect data in a simple fashion and order this correctly in tables which they subsequently discuss and explain. They develop appropriate vocabulary and deploy this within well-constructed sentences which maintain good levels of accuracy in both spelling and punctuation.

Shortcomings

167. In KS2, a significant number of pupils read in a laboured fashion, and have difficulty in maintaining appropriate pace. In some classes, certain letters are consistently mispronounced and not all show sufficient comprehension of the texts which they attempt.
168. There is insufficient evidence of pupils' extended writing in KS2.

Design and technology

KS1 Grade 2: Good features and no important shortcomings

KS2 Grade 2: Good features and no important shortcomings

Good and outstanding features

169. Pupils in both key stages use a variety of materials to make a range of products. They are well aware of health and safety considerations and of the need for food hygiene. They regularly plan their work and are able to evaluate their products both orally and in writing.
170. Younger pupils in KS1 explore house construction methodically and are able to identify materials such as slate, wood and fabrics. They use good cutting skills to cut out the required shapes to make a paper house. They also design, make and evaluate an attractive pop-up Christmas card.
171. Following observing and sketching gargoyles in a local Church, older pupils in KS1 design and make interesting gargoyle characters from salt dough. They paint and mount them on a frame made from sugar paper and wood and add a calendar. Pupils finally make clear critical evaluations of the completed product.
172. Younger pupils in KS2 develop good design and making skills through their research of the designs of eye-catching logos, cheques and identity cards in a bank project. They use ICT effectively to produce attractive and professional-looking products, which are then subjected to careful evaluation. They also use construction kits to design and make a wide variety of vehicles.
173. Older pupils in KS2 research in detail the development of puppet design and making on the Internet. They are able to blend their research effectively with their own ideas and plan their designs for shadow puppets and marionettes based on Harry Potter and Macbeth characters, and reference appropriately the tools and materials required. They use a variety of materials and wooden rods in the construction and employ glue and split pins carefully as fastening devices. Good written evaluations include their ideas for further modification and improvements.

Shortcomings

174. There are no important shortcomings, but pupils' understanding of control technology is at an early stage of development.

Information technology

KS1 Grade 2: Good features with no important shortcomings

KS2 Grade 2: Good features with no important shortcomings

Good and outstanding features

175. Pupils throughout the school use information technology equipment confidently in the context of their wider curriculum. They are competent at using both the

classroom-based computers and the two well-resourced information technology suites. They work well independently and collaboratively and are able to recall their experiences and demonstrate the skills that they have gained.

176. There is secure evidence of good skills development by learners through the school and these skills are applied well across a range of applications. KS1 pupils can use the mouse and keyboard well and select tools required such as pens, colours and rubbers. Pupils in KS2 are well practised in drag and drop techniques, font and colour selection, selecting appropriate backgrounds, spellchecker use and applying animation and music sequences.
177. Communication and handling information are good features in both key stages and there is much evidence of pupils' expertise and development in these areas. KS1 pupils use art, music and text software effectively in a number of contexts. Younger KS2 pupils are able to create a branching database of musical instruments that responds to yes/no questions, and older ones can compile a database of monarchs which links directly to their history curriculum. The oldest are able to produce a good multi-media presentation including text, attractive graphics and animation.
178. When pupils are using the information technology suites, they are able to log on to the system and access and save their work confidently. They have due regard for and appreciation of health and safety issues as well as Internet rules and protocols.
179. Pupils across both key stages are able to access and use the Internet for research and supportive curriculum resources. They are able to simulate e-mail activity well using specific software.

Shortcomings

180. There are no major shortcomings, but pupils' modelling skills are at an early stage of development.

History

KS1 Grade 2: Good features with no important shortcomings

KS2 Grade 2: Good features with no important shortcomings

Good and outstanding features

181. In KS1, pupils are aware of several sources which they can investigate to glean historical information, including the use of books, the Internet, photographs and family members.
182. Pupils in KS1 undertake frequent sequencing activities to develop their understanding of chronology, and discuss examples of such work with evident understanding; as a result, they develop appropriate historical vocabulary, which they use accurately and with confidence.

183. Older pupils in KS1 sequence pictures of different castles; the more able ones begin to apply specific vocabulary to describe the different kinds of architecture in preparation for the forthcoming visit to Caerphilly castle.
184. KS1 pupils know of a number of characters in Welsh history, such as the maid Jane Pritchard, and discuss her duties and the conditions under which she worked; they recall their visit to Llancaiach Fawr in clear detail when discussing this aspect of the work.
185. Pupils in the lower end of KS2 have sound recall of their studies of the Second World War, including some of the major events and characters which were of significance during this period. They are able to empathise appropriately with evacuated children and the conditions under which they lived and show increasing awareness of cause and effect in this respect.
186. Younger pupils in KS2 demonstrate good levels of knowledge of events and personalities of the Tudor period. They know the relevant Welsh connections of the Royal Family during this time and speak in clear detail about the life and wives of Henry the Eighth.
187. Older pupils in KS2 have a thorough knowledge of the Victorian era. They identify the importance of Welsh raw materials to the architecture of the period, and have detailed knowledge of significant inventors and inventions of the time. They also recall the biography of Queen Victoria well.
188. KS2 pupils have detailed knowledge of local history, particularly the valley coalfields, and make skilful use of the colliery memorial situated in the school hall. They empathise well with the difficult conditions faced by children down the mines, recognise the dangers that they faced and identify the impact which the industry continues to have on the local community in terms of health and safety issues.
189. By the end of KS2, pupils develop good historical investigation skills and use a variety of primary and secondary sources well to glean information. Their recall of the programmes of studies is consistently good.

Shortcomings

190. There are no major shortcomings.

Geography

KS1 Grade 2: Good features with no important shortcomings

KS2 Grade 2: Good features with no important shortcomings

Good and outstanding features

191. Pupils' knowledge and work in KS1 is based firmly on the local environment. They talk about where they live, describe their observations of their local area

confidently and are knowledgeable about local shops and landmarks through visits and listening to people working in the local community.

192. Pupils' mapping skills in KS1 develop well in drawing simple maps and plans of the locality. Older pupils can locate Wales and Great Britain on maps and globes confidently and correctly.
193. Pupils in KS1 use Venn diagrams and computers appropriately to sort information on their locality.
194. Local studies by KS2 pupils are extended to the nearby locality of Porthcawl and they show a wide range of geographical skills and techniques, with maps, photographs and word processing to provide information brochures to support their knowledge.
195. Through their study of a contrasting locality, Chembakolli in India, pupils in upper KS2 show good standards in their ability to discuss, compare and contrast their own environment with that of Chembakolli. They are able to access information from the Internet and use atlases, globes and photographs effectively to support group presentations of work.
196. In their study of the world's climate, pupils recognize the impact of the physical environment on human activity. They are able to talk confidently about Arctic and desert conditions and of the more recent effects of the tsunami in the Indian Ocean.
197. Pupils in KS2 use a range of skills including ICT, mind mapping and graphical representation well to support their knowledge in geography.

Shortcomings

198. There are no major shortcomings, although pupils' ability to write at length about geography is limited.

Art

KS1 Grade 3: Good features outweigh shortcomings

KS2 Grade 3: Good features outweigh shortcoming.

Good features

199. Younger pupils in KS1 explore and experiment appropriately with colour, line and shape using pastels to make a picture, through observation, of daffodils and tulips. They discuss sensibly the various colours and shapes of the petals. They are well aware of the importance of careful observation to ensure they draw what they actually see and enhance their pictures by using darker and lighter shades. Some use their paint skills well on a computer paint program. They begin to develop confidence in evaluating their own and others' work.

200. Pupils in KS1 paint observational drawings of faces of pupils in their class and become more aware of the appropriate position of features, such as the nose and eyes on a child's face. They apply their collage skills well to illustrate aspects of the wider curriculum, for example younger pupils make a display of Newton Beach for geography and older pupils.
201. Older pupils in KS1 observe a collection of images to design and draw colourful heraldic shields. They consider carefully and realise that a medieval knight's shield reflects his personality or something important or special to him. They use their sketch books effectively to try out a range of ideas and skills, then select an appropriate medium of their choice to design and colour their shield, such as collage or pastels. They demonstrate a good control with pastels and gluing skills with collage. They explain their design and evaluate what they like about the shields and make valid suggestions to improve their work further. Some pupils select appropriate images to design their shield on the computer.
202. Pupils take inspiration from the impressionist artist Jackson Pollock to make a display of Treasure Island, for example they create interesting rolling sea effects through texture painting.
203. Younger pupils in KS2 research on the Internet and experiment with methods used by the artist Van Gogh, such as 'Room at Arles', to create images in his style on fabric using wax crayons/pastels. Some use the option to wash their work with watered down paint. Others use Van Gogh's style of mark making with oil and chalk pastels on paper to draw still life flowers. They discuss from their observations and experience how some of their pictures tell a story or how they feel.
204. Older pupils in KS2 spray leaves with brown paint and mount them effectively on black paper to create an autumn collage. They make three-dimensional masks to illustrate how people looked down the ages in a history topic.

Shortcomings

205. In both key stages, pupils seldom find different ways of representing shape, form and space to make a sculpture, for example out of clay.
206. The development of pupils' artistic skills in both key stages in a variety of media is generally limited and work is often prescribed and lacking in imagination and adventure.
207. Pupils across the school have limited knowledge of using made recycled materials in art, for example to create 'big art' structures.

Music

KS1 Grade 2: Good features with no important shortcomings

KS2 Grade 2: Good features with no important shortcomings

Good and outstanding features

208. The quality of singing is good in both key stages. Pupils demonstrate clear diction and the vast majority maintain pitch well. They produce good levels of volume, breathing in a logical and disciplined fashion to give proper meaning to the lyrics. Pupils at the upper end of KS2 sing Call and Response structures accurately, maintaining both pitch and pulse; they also make good progress in two-part singing with appropriate descant and alto parts.
209. In KS1, pupils compose a variety of compositions to create different moods such as weather sounds. They suggest suitable instruments for specific sounds and control these appropriately in performance; body and vocal effects are also included to increase the complexity and variety of the textures created. Within groups, pupils are developing well in their ability to take responsibility for individual lines or timbres within the overall texture.
210. Pupils in KS1 are familiar with a number of musical elements and apply previous knowledge as they discuss these in a variety of contexts. In appraisal, they discuss broad distinctions in dynamics, pitch and pace well, and as they compose, they recognise the value of silence as a means to structure their work and create a striking aural effect.
211. Younger pupils in KS2 commence a long-term project by learning a train song; they gather further ideas for composition by listening to a jazz-blues piece on a similar theme, before reading a train poem, as the basis for improvisation. Following suitable rehearsal, the various strands of the different ideas and styles are brought together in a tasteful composition.
212. At the upper end of KS2, pupils develop sound musical skills and are confident in keeping a steady beat in rhythmic work. They recall increasingly complex rhythms and use a broad range of physical and instrumental sounds in their work. They develop and control vocal and instrumental ostinati and drone skilfully as a basis for a simple accompaniment, and succeed in creating increasingly challenging textures.
213. Pupils in KS2 benefit from a broad musical diet and as such are conversant with, and confidently identify characteristic features and elements of diverse genres such as Welsh folk songs, calypso rhythms and African drumming patterns. When listening to music from the Western Classical Tradition, they identify increasingly complex structures and label these accurately.

Shortcomings

214. There are no major shortcomings.

Physical education

KS1 Grade 2: Good features with no important shortcomings

KS2 Grade 2: Good features with no important shortcomings

Good and outstanding features

215. In both key stages, pupils are well aware of the need for rules and safety procedures. Throughout the school they understand the purpose of warm-up sessions and appreciate their effect on muscles in different parts of the body.
216. Pupils in KS1 approach their lessons confidently. They show good awareness of space and are efficient in adapting their movements. Pupils work purposefully in running, hopping in alternating directions and follow instructions clearly.
217. Pupils in KS1 respond well to a range of stimuli in dance; they perform with increasing control and a good sense of rhythm. They listen intently to interpret instructions very well.
218. Pupils in KS2 build effectively on the skills they learn in KS1. They refine basic actions and plan, perform, link and improve movements in routines well.
219. In gymnastics, KS2 pupils contribute meaningfully to questioning and discussions and work well with each other to extend and refine their skills.
220. Pupils' participation in a wide range of sporting activities in school time and in after-school clubs such as rugby, football, netball, basketball, rounders and cross-country running significantly improves overall standards in physical education.
221. By the end of KS2, pupils are able to describe the benefits of regular exercise, and use appropriate vocabulary to describe the effects of exercise on their bodies.
222. Although no swimming lessons were observed during the inspection, evidence indicates that pupils make appropriate progress to achieve expected standards.

Shortcomings

223. There are no major shortcomings.

Religious education

KS1 Grade 2: Good features with no important shortcomings.

KS2 Grade 2: Good features with no important shortcomings.

Good features

224. Younger pupils in KS1 comprehend well what it means to belong to a community, such as the family, school and local community. They explore one in depth and volunteer ideas which the teacher records. The majority are able to make mind maps, some up to three branches. They discuss emotions linked to their families sensibly in circle-time, such as sadness when they are upset.

225. Older pupils in KS1 use a children's Bible to research information. They understand that the Bible is important to Christians and that William Morgan's translation of it into Welsh made its teachings widely available to the then majority of Welsh-speaking people who could not understand English. They recognise the difference between the children's and adults' Bibles and are able to research information about the Old Testament using the contents page confidently.
226. In KS2 pupils know that Christians try to live in the way Jesus taught and write good, well-meaning and considered prayers.
227. Pupils in KS2 investigate aspects of Judaism such as the Bar Mitzvah in relation to growing up. They appreciate the use and importance of artefacts as reminders of God in Judaism and other faiths.
228. Later in KS2 pupils achieve a very good insight into the way Muslims worship through a very effective 'hot seat' session with a Muslim boy in the class. They appreciate very well the importance of the Qua'ran to Islam and realise clearly through investigation that it is written in Arabic from right to left. They realise, through appropriate investigation, that Mohammed could not read or write and through a game of 'Chinese Whispers' appreciate that his religious texts needed to be written carefully by others in order to preserve their accuracy.
229. Later in KS2 pupils label the outside features of a mosque. They know the significance of prayer and that Muslims can worship anywhere, but their spiritual place is a Mosque. They recognise the inside features of a Mosque and develop a good knowledge and understanding of the rituals of the religion. They use artefacts effectively to gain a better understanding of the meaning and significance of Ramadan to Muslims and reinforce its importance through informed discussion and by designing and making Eid colourful cards, including using information technology.
230. Pupils in the SEN classes identify special days and discuss celebrations such as their birthdays. They are well aware of when their birthdays are and know the traditional ways they will celebrate them with parties and presents. They explore their feelings about giving and receiving presents effectively through a pass-the-parcel game where they experience the excitement of expectancy.

Shortcomings

231. There are no major shortcomings, but pupils' development is sometimes constrained by their overuse of worksheets and copying text.

School's response to the inspection

232. Bringing together four different school communities has demanded a considerable amount of hard work, commitment, patience and understanding on the part of all of the staff and children involved. As a new school only opened for four terms, we are absolutely delighted with the recognition that this inspection has given to our efforts. Much has been achieved in a short space of time, already recognised through the external assessment and the awarding of the Basic Skills Quality Mark and Investors in People.
233. The report celebrates the high standards of learning and teaching. 97% of learning was judged to be good or good with outstanding features which encourages us towards our quest for excellence and is reinforced by the fact that 96% of the teaching was judged similarly. The inclusive nature of the school, the excellent provision for children with SEN and the school's ethos were also recognised as outstanding features. It states that Ogmore Vale Primary School is a very good school which gives very good value for money.
234. The staff at Ogmore Vale have succeeded in creating a culture of teamwork, collaboration and a supportive network mirrored in the way that Governors and parents support the school extensively. The report recognises that this has had a significant impact in establishing the school within its community.
235. The report's recommendations will be addressed in the Post Inspection Action Plan and will feature in the next School Strategic Plan. A copy of the school's action plan in response to these recommendations will be sent to all stakeholders. The governors' annual report to parents will report on the progress that we are making with these recommendations.

Appendix A

Basic information about the school

Name of school	Ogmore Vale
School type	Community Primary
Age-range of pupils	3 – 11 years
Address of school	Aber Road Ogmore Vale Bridgend
Post-code	CF32 7AJ
Telephone number	0156 842654

Headteacher	Mr Paul S Booth
Date of appointment	January 2003
Chair of governors	Mr O Sendell
Reporting inspector	Mr Phillip Edwards
Dates of inspection	17 th – 20 th January 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	53	46	48	59	49	49	66	58	423

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	18	0	18

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25
Pupil: adult (fte) ratio in nursery classes	13.25
Pupil: adult (fte) ratio in special classes	60:1
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	Nursery	Reception	Whole School
Spring 2004	89.7	92.7	93.4
Summer 2004	92.9	89.8	92.5
Autumn 2004	87.5	87.8	91.5

Percentage of pupils entitled to free school meals	22
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:				46
Percentage of pupils at each level							
			D	W	1	2	3
English	Teacher Assessment	School	0	2	11	43	43
		National	0	4	14	63	20
English: speaking and listening	Teacher Assessment	School	0	0	2	30	67
		National	0	3	12	63	22
English: reading	Teacher Assessment	School	0	4	11	41	43
		National	0	4	14	55	27
English: writing	Teacher Assessment	School	0	4	9	83	4
		National	0	5	14	69	11
Mathematics	Teacher Assessment	School	0	0	2	41	57
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	0	43	57
		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:	87%	In Wales:	79%

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									58
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	0	17	59	24	
		National	0	0	0	0	1	6	16	45	31	
	Test/Task	School	0	2	9	0	0	0	9	47	33	
		National	0	2	1	0	0	5	12	38	40	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	19	65	17	
		National	0	0	0	0	0	4	19	46	30	
	Test/Task	School	0	0	0	0	0	0	11	61	24	
		National	0	2	1	0	0	4	18	42	33	
Science	Teacher assessment	School	0	0	0	0	0	0	4	54	43	
		National	0	0	0	0	0	2	13	49	35	
	Test/Task	School	0	0	0	0	0	0	2	46	50	
		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:	77%	In the School:	77%
In Wales:	70%	In Wales:	71%

- D Pupils who are exempted 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 five inspectors, who were present at the school for 18 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.

Fifty-eight questionnaires responses were completed by parents and analysed carefully; 91% were positive.

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

School documentation and samples of pupils' work were examined.

One hundred and nineteen 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 council about the life of the school.

Pupils' behaviour was observed during break periods, at lunchtime 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 Members	Key Questions	Subjects
Phillip Edwards, Rgl	Question 1.1 – 1.6 Question 4.16 Question 5.1 – 5.9 Question 6.1 – 6.7	Mathematics Art Religious education
Meurug Thomas, Team	Question 1.7 – 1.9 Question 2.1 – 2.8 Question 2.9 – 2.12	English Welsh Second Language History Music
Glyn Scott, Team	Question 3.1 – 3.7 Question 4.10 – 4.14 Question 4.17 – 4.18	Early years, Geography Physical education
Rob Wilsher, Team	Question 1.10 – 1.11 Question 1.13 – 1.15 Question 4.13 – 4.15 Question 7.1 – 7.7	Science Design and technology Information technology
Stewart Hammond, Lay	Question 1.12 Question 1.16 Question 3.8 – 3.14 Question 4.1 – 4.9	

Name and address of contractor:

E.G.I.S
Brynheulog
Brockweir
Chepstow
Gwent
NP16 7NQ

Acknowledgement

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

OGMORE VALE PRIMARY SCHOOL
BRIDGEND

INSPECTION

17th – 20th January, 2005

SUMMARY REPORT FOR PARENTS

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

Inspection under Section 10 of
School Inspections Act, 1996

4th March, 2005

Ogmore Vale 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 Ogmore Vale Primary Junior School took place between 17th and 20th January, 2005. An independent team of five 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

- Ogmore Vale is a very good primary school with outstanding features where pupils are taught well and make good progress overall. The inspection team agreed with some of the judgements made by the school in the self-evaluation report; where it disagreed, grades were judged better.

Table of grades awarded

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

Key question	Inspection grade
1. How well do learners achieve?	2
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?	2
7. How efficient are leaders and managers in using resources?	1

Standards

- Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	83%	3%	0%	0%

- Pupils' standards of achievement in lessons are well above the Welsh Assembly Government's all-Wales' targets for 95% of standards to be satisfactory and 50% to be good.
- The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
- Standards in the six areas of learning are as follows:

Areas of Learning	Nursery	Reception
Language literacy and communication skills	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Creative development	Grade 1	Grade 1
Physical development	Grade 2	Grade 2

Subjects

7. In Key Stage (KS1) and Key Stage (KS2), in the subjects inspected, the standards of achievement are as follows:

Subject	KS1	KS2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 1	Grade 1
Welsh as a second language	Grade 2	Grade 3
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 3	Grade 3
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

8. Pupils with SEN, including those in the Moderate Learning Difficulties (MLD) and Observation classes, make very good progress overall and achieve standards in line with their abilities.
9. Early years' children make good progress overall and generally achieve the targets set for them. They make good progress in the key skills of listening, speaking, reading, writing, numeracy and using information communications technology (ICT).
10. Standards in listening in both key stages are outstanding. Standards in speaking and reading are good, but in writing, satisfactory. Pupils develop original ideas but, in cross-curricular contexts, do not always develop these in sufficient detail. Standards in numeracy and ICT are good throughout the school.
11. Pupils make outstanding progress in bilingual competences, particularly in oral work in Welsh, where pupils in KS2 achieve excellence; pupils in Y6 additionally make very good progress in spoken French.
12. The quality of personal and social skills is outstanding; pupils behave in an exemplary fashion in all contexts, and the quality of co-operative work in groups and pairs is excellent. Pupils problem-solving and creative skills are good.
13. According to teacher assessment in 2004, pupils' attainments in KS1 in the National Curriculum (NC) core subjects of English, compared with national averages for 2003, were a little above; speaking and listening were well above. Writing was above the expected level 2, but below the higher level 3. Mathematics was significantly above and science well above. The core subject indicator is significantly above the national and local averages and when compared with similar schools.
14. Test and task results in KS2 for 2004, compared with local and national averages for 2003, show pupils' attainment in English to be in line with national averages, above in mathematics and significantly above in science. The core subject indicator is above the national and local averages and well above when compared with similar schools.

15. The majority of pupils, including those who enter school at a low baseline in the nursery, make good progress towards fulfilling their potential and moving on to the next stage of their learning. Overall in both key stages girls perform better than boys.
16. Pupils demonstrate very good attitudes to their learning and turn to their tasks willingly; this has a positive effect on the progress they make in lessons.
17. Pupils behave responsibly, show respect for others and have a clear understanding of what is expected of them in terms of good behaviour. Pupils' personal, social and moral development is nurtured well through the daily life and work of the school.
18. Throughout the school, pupils develop a good awareness of equal opportunities issues through learning about the diversity of beliefs and social and cultural traditions in the wider society; they understand and respect the personal values of others well. They have an appropriate knowledge of the world of work, including the history of mining in the local area.
19. Good links with local employers develop pupils' learning activities appropriately.
20. The average level of attendance of 92% is Grade 3 for the three terms prior to the inspection. The majority of pupils attend school regularly and are punctual at the start of the day.

The quality of education and training

21. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	80%	4%	0%	0%

22. Good and often better teaching is a notable strength of the school. The percentage of very good lessons is significantly higher than the target of WAG, of 50% of lessons, good or better.
23. In all lessons, teaching is at an appropriate level, with clearly focused and consistent aims and objectives and good planning in terms of thoroughness and detail. Lessons are very well resourced and the manner in which teachers introduce elements of accelerated learning is an outstanding feature. Teachers have excellent relationships with pupils and all promote and plan well for equal opportunities in their teaching techniques. The outstanding features include:
 - detailed explanations of the aims and objectives at the beginning of the lesson and effective review at the end;
 - an appropriate mix of teaching techniques and strategies, with particular emphasis on paired strategy;
 - high expectations;
 - challenging pace;
 - detailed knowledge and understanding of the subjects being taught;
 - purposeful deployment of accelerated learning strategies;
 - excellent provision within the designated SEN classes.

24. The quality of assessment is outstanding. Although there is only a limited amount of historical data for this new school, available assessments are consistent, correct and meet statutory requirements including those for SEN. Teachers know their pupils very well and use assessment information productively to meet individual needs through well focussed planning.
25. The annual reports to parents conform to statutory requirements and provide outstanding levels of detail. They present a clear picture of pupils' achievements and skills in all subjects and provide useful comments about their social and personal development.
26. Teachers actively promote equality of opportunity and are mindful of issues of gender, race and disability. Pupils from the SEN Unit are included in appropriate lessons and activities with their mainstream peers; there are very good arrangements for meeting the needs of pupils identified with SEN and for monitoring and reviewing their progress.

Leadership and management

27. The headteacher leads and manages the school very well. His enthusiasm, encouragement and clear direction are outstanding features in establishing and developing this purposeful and well-ordered new school.
28. The deputy headteacher and school management team understand and are committed to their management role; they make a significant contribution towards promoting standards.
29. Governors and teachers are well informed and knowledgeable about all aspects of school strategic management. Self-evaluation procedures develop very well to provide a solid basis for steady improvements in important areas.
30. Curriculum leaders monitor and evaluate their areas of responsibilities well and share good practice. This steadily improves the quality of the school provision and promotes teachers' continuous professional development. The school provides a broad, varied and balanced curriculum, which motivates pupils and provides a coherent and well structured programme for learning; it continues to be developed and refined appropriately to accommodate the aspirations of the new school. Not all the planning for key skills has been integrated into schemes of work but many have been mapped appropriately on to subject matrices in readiness for full inclusion into the schemes. However, classroom delivery clearly shows that key skills are consistently developed within individual lessons.
31. The GB is well informed and meets regularly to provide good support and fulfil its regulatory and legal requirements. The governors' annual general report is informative and comprehensive, but does not fully comply with statutory requirements.
32. The school self-evaluation process is thorough and involves all leaders and managers appropriately. The effective self-evaluation report, which draws on available evidence, evaluates in detail the school's strengths and weaknesses and the areas which need improving. It informs a comprehensive SSP which identifies focused priorities, time-related criteria and measurable outcomes to drive school improvement effectively over the school year.

33. Being a new school formed from four other schools, this is its first inspection; actions taken since its inception 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.
34. Throughout the school, pupils are very well supported by qualified and experienced teachers and learning support assistants (LSAs) who work as a close professional team in supporting and meeting the learning and social needs of learners. This is an outstanding feature.
35. Resources are very good and have been carefully chosen to enhance the quality of work in the many different areas of learning required. Accommodation inside and outside is outstanding and careful attention paid to pupils learning and daily needs. Pupils' learning is enriched effectively through the use of the local environment, the community and contributions by visitors to the school, such as the local police officer.
36. Efficient administrative procedures in carrying out daily routines and dealing with financial matters contribute significantly to the smooth running of the school. Spending decisions are very well matched to the school's priorities and targets. The school carefully plans and estimates its resource needs in the SSP. Overall, the school achieves very good value for money.

Recommendations

The school needs to:

R1: take the appropriate steps to maintain high standards across the curriculum and address the shortcomings in art, Welsh second language in KS2 and writing as a cross curricular key skill;

R2: continue to develop and refine the schemes of work in line with the timescales outlined in the SSP, with particular emphasis on integration of key skills;

R3: continue to develop and formalise current monitoring arrangements, and in doing so develop the role of subject leaders further;

R4: take appropriate steps to continue to improve levels of attendance;

R5: ensure that the governors' annual general report complies fully with statutory requirements.

Aspects of R1, 2 and 4 have already been identified in the current SSP.

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 Ogmere Vale Primary School for their co-operation, hospitality and courtesy throughout the inspection.