

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

**Pen-y-Fai Church in Wales
Voluntary Controlled Primary School
Heol Eglwys
Pen-y-Fai
Bridgend
CF31 4LY**

School Number: 672 3013

Date of Inspection: 18-21 October 2004

by

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W268/78706**

Date: 20th December 2004

Under Estyn contract number: T/95/04P

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

The inspection of Pen-y-Fai Church in Primary School took place between 18th and 21st October, 2004. An independent team of inspectors, led by Dr David Evans, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Pen-y-Fai Church-in-Wales Voluntary Controlled Primary School is situated in the village of Pen-y-Fai, which is located in a semi-rural area on the outskirts of Bridgend. There are 184 pupils in the school between the ages of four and eleven. There are no children of nursery age. The main building houses the hall and the reception classroom. All other classes are located in demountable units on the school site. Outside there is a hard surfaced playground and a playing field.
- 2 Most pupils come from homes in the parish of Pen-y-Fai, although some travel from other areas in the vicinity of Bridgend. The school reports that the area from which pupils are drawn is relatively prosperous and advantaged; about 1% of pupils are registered as eligible for free school meals, which is well below the national average. Around 15% of pupils are identified as requiring SEN support, including one with a statement. All pupils' home language is English.
- 3 The school was last inspected in 1998. The present head has been in post since January 2003. During the current inspection one class was taught by a supply teacher, due to the class teacher being on paternity leave.

The school's priorities and targets

- 4 The school's major priorities and targets for 2004-2005 include to:
 - improve the quality of provision in the early years;
 - improve links with industry and the wider community;
 - continue improving accommodation and the outdoor environment;
 - refine self-evaluation procedures;
 - raise standards in the application of mathematical skills and knowledge;
 - raise standards in scientific skills and knowledge;
 - raise standards in reading and writing;
 - improve standards in key skills;

- further develop the governors' role in self-evaluation and planning for school improvement.

SUMMARY

- 5 Pen-y-Fai is in many aspects a very effective school. There are several outstanding features within standards of achievements, the quality of teaching, training and assessment and leadership and management. However, there are major issues in relation to the accommodation.

Table of grades awarded

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

Key question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
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?	4

Standards

- 7 Overall, pupils' standards of achievement in NC subjects inspected were judged as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	26%	31%	39%	4%	0%

- 8 Pupils' standards of achievement in lessons are above the WAG's all-Wales targets (2004) for 95% of standards to be satisfactory and 50% to be good or better.

- 9 The overall quality of the educational provision for the under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children’s Learning.
- 10 In KS1 and KS2, in the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 1
Science	Grade 1	Grade 1
Welsh second language	Grade 3	Grade 4
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 1
Physical education	Grade 2	Grade 1

- 11 Standards and progress in key skills in the early years are good and in KS1 and KS2 they are very good in speaking, listening and reading and good in writing, numeracy and ICT. Standards in bilingual competence show appropriate progress in KS1, but there are shortcomings in important areas in KS2, especially in the use of incidental Welsh throughout the day.
- 12 In 2004 the standards achieved by pupils at the end of KS1 teacher assessments in English, mathematics and science were above local and national averages, especially with regard to those achieving level three. This reflects an improving trend in the core subjects over the last two years. In comparison to schools of a similar type, pupils in 2004 performed better in mathematics, about the same in science, but less well in English overall, particularly due to the achievement of boys in this subject.
- 13 In KS2 in 2004 pupils’ attainment in the core subjects was significantly higher than local and national averages, especially in English and science, as it has been for the last three years. In comparison to schools of a similar type, pupils perform better in English and science and about the same in mathematics. There are no significant differences in the performance of boys and girls, although in English and mathematics boys tend to perform slightly better than girls.
- 14 Pupils’ attitudes to their learning and the interest they display in their work are outstanding features.
- 15 Almost all pupils are very well behaved and this has a positive effect on the progress they make. Almost all are courteous and considerate in their dealings with each other and adults.
- 16 Pupils with SEN make good progress and achieve the targets set for them.

- 17 Pupils make very good progress in their personal, social and moral development. Their understanding of equal opportunities develops well and they show very good levels of respect for the beliefs and traditions of others.
- 18 The average attendance for the three terms before the inspection was 93.93%. Most pupils attend regularly and are punctual at the start of the school day.

The quality of education and training

- 19 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	61%	14%	0%	0%

- 20 The percentage of good and very good lessons is well above the current national averages.
- 21 In the best lessons there are many strengths, including clear introductions, very thorough planning, very good subject knowledge, a close match of activities to pupils' learning needs, challenging activities, and very good quality questioning techniques to extend pupils' understanding of the work.
- 22 The quality of relationships in the classroom is very good. Teachers value pupils' contributions and create a purposeful and respectful working ambience.
- 23 The quality of assessment procedures is outstanding; teachers assess and mark pupils' work accurately and thoroughly. A comprehensive whole school system of assessment tracks pupils' progress carefully over time. Annual reports to parents about their children's progress conform to statutory requirements and are of very good quality.
- 24 The school responds very well to pupils' learning needs and provides a broad, balanced and relevant curriculum with equal access for all pupils. The provision includes specific lessons in PSHE and ensures that all pupils acquire the necessary basic and key skills, so that they become proficient and independent learners able to plan and manage their own learning. This is an outstanding feature.
- 25 The curriculum is very well planned. Policies and schemes of work are in place for all subjects and are of very good quality. Medium and short term planning is thorough and regularly evaluated by teachers. Appropriate provision is made for extra-curricular activities, including sports.
- 26 Good provision is made for pupils' spiritual, moral, social and cultural development. Acts of collective worship are meaningful and reverent occasions; they fully meet statutory requirements.

- 27 Appropriate attention is given to the cwricwlwm Cymreig, sustainable development and race relations and diversity is valued and celebrated when appropriate, although the school is aware these areas could be further developed. A race equality policy is in place, but there is no action plan; this is a statutory requirement.
- 28 Links with parents, the local community, industry and other schools and institutions are generally good. Transition arrangements with the main receiving secondary schools are well developed. There is a homework policy, but this is not implemented consistently across the school.
- 29 Some essential details are missing in the school prospectus and the GB's annual report to parents in order to fulfil statutory requirements.
- 30 Governors are becoming more involved in curriculum development and some visit classes quite regularly.
- 31 The school is a very caring and supportive community, underpinned by a very positive and civilised Christian ethos. Pupils are very successfully guided in their academic and personal development and their health and welfare are given high priority.
- 32 Provision for SEN is good and meets the requirements of the CoP. A comprehensive SEN policy and appropriate support arrangements are in place, but there is a lack of facilities for the physically disabled.
- 33 The condition of the buildings, the lack of space in the hall, classrooms and main corridor pose health and safety risks and the number of steps and the size of the playground, its drainage system, railings and adjoining back wall also present safety hazards.
- 34 Various security issues in relation to the buildings and the school grounds have been discussed with the GB, who have recently given considerable consideration to this aspect.

Leadership and management

- 35 The quality of leadership shown by the head is outstanding. Her management is very supportive and purposeful and she provides a very clear sense of direction for the school. She has a clear vision and high aspirations for maintaining standards. There is a strong sense of teamwork, which is well reflected in the work of the school.
- 36 The leadership and management roles of the deputy and the SMT are well developed and whole school planning is well matched to priorities and needs.
- 37 The GB is generally supportive and helps to set strategic direction and monitor the quality of provision. Governors recognise that their role now

- needs to be developed further and that they need to play a greater part in the life and work of the school.
- 38 The head and staff are committed to improving standards and all teachers are involved in the self-evaluation process. The head purposefully leads a self-critical culture that permeates the life of the school.
- 39 The self-evaluation report produced by the school is concise, but it is not consistently analytical in its approach. The school has made good progress since the last inspection and the key issues have been well addressed.
- 40 The SDP is a very well structured document that sets realistic targets and goals.
- 41 The school is appropriately staffed and teachers are well qualified and suitably experienced. Classroom support staff are well deployed and provide good quality assistance.
- 42 Financial management is sound and money has recently been spent wisely and sensibly to meet the needs of the school. The school provides good value for money.
- 43 Resources are satisfactory overall, but there are shortages in some areas, for example, the early years, Welsh, practical mathematics and PSHE
- 44 Although staff make every effort to enhance the internal areas of the school, the current accommodation provides a poor learning environment for its pupils and staff. The main building has been allowed to deteriorate, especially in relation to its external fabric, and the classrooms, housed mainly in demountable units, lack space; cloakroom areas are small and some do not have toilets. There is a lack of storage space throughout the school and the hall is small and does not provide sufficient space for physical education lessons. There is no separate head's office and the library is housed inappropriately in the staff room. A new school is due to be built by September 2007.
- 45 Outside, the playground is small for the number of pupils on roll and the field, which has no fence along one side, can only be used when the weather is dry. There is traffic access through the middle of the school.

Recommendations

- 46 In order to improve, the school needs to:
- raise standards in Welsh second language in both key stages.
 - ensure that all statutory requirements are fully met.
 - address all the safety, security and accommodation issues highlighted in the report.

Report by Dr D G Evans
Penyfai Church in Wales Primary – October, 2004

Standards

Key question 1: How well do learners achieve?

Grade 1: Good with outstanding features

- 47 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as a Grade 2.
- 48 The inspection team observed lessons in a wide range of NC subjects and standards were judged as follows:

Pupils' Standards of Achievement

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	31%	39%	4%	0%

- 49 The overall quality of the educational provision for the under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.
- 50 In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 1
Science	Grade 1	Grade 1
Welsh second language	Grade 3	Grade 4
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 1
Physical education	Grade 2	Grade 1

- 51 Pupils with SEN make good progress and achieve the targets set for them.
- 52 Early years children make good progress in the key skills of listening, speaking, writing, reading, numeracy and using ICT.
- 53 In both KS1 and KS2, pupils' standards and progress in the key skills of listening, speaking and reading are very good and in writing, numeracy and ICT they are good. Pupils use ICT confidently to support their learning, such as to present information and communicate ideas in geography and history. Their standards in bilingual competence show appropriate progress in KS1, but there are shortcomings in important areas in KS2.

- 54 In 2004 the standards achieved by pupils at the end of KS1 teacher assessments in English, mathematics and science were above local and national averages, especially with regard to those achieving level three. This reflects an improving trend in the core subjects over the last two years. In comparison to schools of a similar type, pupils in 2004 performed better in mathematics, about the same in science, but less well in English overall, particularly due to the achievement of boys in this subject.
- 55 In KS2 in 2004 pupils' attainment in the core subjects was significantly higher than local and national averages, especially in English and science, as it has been for the last three years. In comparison to schools of a similar type, pupils perform better in English and science and about the same in mathematics. There are no significant differences in the performance of boys and girls, although in English and mathematics boys tend to perform slightly better than girls.
- 56 Pupils' attitudes to their learning, the interest they display in their work and their ability to concentrate for lengthy periods are outstanding features. Almost all pupils work very hard in lessons and by the end of KS2 they are very efficient, independent learners able to plan and manage their own learning.
- 57 Pupils behave very well and this has a positive effect on the progress they make. Despite many cramped areas in the school, they move around in an orderly manner and with a high degree of self-discipline. Almost all are very courteous and considerate. They relate very well to each other and to adults.
- 58 Pupils make very good progress in their personal, social and moral development. They are aware of the rights of others and are fair in their dealings with each other. Their understanding of equal opportunities develops well and they show very good levels of respect for the beliefs, attitudes and cultural traditions of others.
- 59 The average attendance for the three terms before the inspection was 93.93%. Most pupils attend regularly and are punctual at the start of the school day.

The quality of education and training

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

Grade 1: Good with outstanding features

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

61 In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	61%	14%	0%	0%

62 The quality of teaching is consistently high throughout the school. The number of lessons seen where the teaching was good and very good is well above the current national averages.

63 The teaching has many strengths, including very good knowledge of the subjects taught and of the learning needs of pupils. The close match of activities to pupils' needs and aptitudes make the learning accessible to all pupils.

64 In almost all lessons the work is very well planned with specific learning objectives, which are shared with pupils. There are clear introductions, challenging activities and well structured plenary sessions at the end of lessons to consolidate the learning objectives. Teachers use very good quality questioning techniques to extend pupils' understanding of the work.

65 The quality of relationships in the classroom is very good. Teachers value pupils' contributions and create a purposeful and respectful working ambience. Lessons always move at a brisk pace and teachers deploy a range of very stimulating strategies to capture pupils' interest and attention.

66 The quality of the school's assessment procedures is outstanding. Teachers assess pupils' work accurately and thoroughly in English, mathematics and science and in most other subjects. A comprehensive whole school system of assessment tracks pupils' progress carefully over time. This process includes using results from a range of national and standardised tests. The information is used very effectively to promote higher standards of achievement and teachers keep very detailed records of pupils' attainments.

67 The standard of marking is very good; it is clear, detailed and accurate. Comments about pupils' work include encouraging advice and clear indications for improvement. These comments, in turn, are used to develop the precise targets that are given to each pupil.

- 68 Annual reports to parents about their children's progress conform to statutory requirements and are of very good quality. They contain evaluative comments on pupils' achievements and skills in every subject, as well as on their personal and social development. They outline clear targets for improvement.

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

- 69 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 70 The school responds very well to pupils' learning needs and provides a broad, balanced and relevant curriculum with equal access for all pupils.
- 71 The provision ensures that all pupils acquire the necessary basic and key skills, so that they become proficient learners, working together very effectively and tackling problem solving and creative activities confidently. By the end of KS2 they are very efficient independent learners able to plan and manage their own learning. This is an outstanding feature.
- 72 The curriculum is very well planned. Relevant policies and comprehensive schemes of work are in place for all subjects; they are of very good quality, contain appropriate references to key skills, the cwricwlwm Cymreig, assessment and resources and ensure continuity and progression through the school. Medium and short term planning is thorough; learning objectives and activities are clearly outlined and appropriate attention is given to differentiation. Plans are regularly evaluated by teachers and commented upon by the head.
- 73 In order to maintain class sizes under 30, some classes inevitably contain mixed age ranges and vary in composition from year to year. Where there are split year groups, pupils are allocated to a class by ability. Within these complex arrangements, the school is aware of the need to ensure parity of experience and to match the schemes of work, which are written by year group, to the age and ability range of each class.
- 74 Good provision is made for pupils' spiritual, moral, social and cultural development. Acts of collective worship are meaningful and reverent occasions, involving praise, prayer and exposition; they fully meet statutory requirements.
- 75 Pupils take on responsibilities willingly and enthusiastically and have a very good sense of truth and justice. They regularly support charities and show empathy for those less fortunate than themselves. They establish very good relationships with their peers and adults and take pride in their school and

- its environment. Older ones effectively act as prefects and members of the school council and look after those younger than themselves.
- 76 Appropriate attention is given to the cwricwlwm Cymreig, sustainable development and race relations within the curriculum and diversity is valued and celebrated when appropriate, although the school is aware that these areas could be further developed. A race equality policy is in place, but there is no action plan; this is a statutory requirement.
- 77 There is a policy and scheme of work for PSHE, which in each class is delivered discretely and on a cross-curricular basis; due attention is given to the ACCAC guidelines, health education and alcohol and drug abuse. Sex education is taught specifically in Y6; the school nurse is involved and parents are informed of the content and their approval is sought.
- 78 The promotion of pupils' bilingual skills is less successful; although there are displays of Welsh words and phrases in each classroom and around the school, there is insufficient use of incidental Welsh by staff throughout the day.
- 79 There is a homework policy, but this is not implemented consistently across the school.
- 80 The organisation of the school day is appropriate and curriculum time exceeds that recommended by WAG for each key stage.
- 81 Appropriate provision is made for extra-curricular activities, involving field visits, a lunch time chess club and after school sports and clubs in art and science one day a week.
- 82 The partnership with parents is generally good and the school works hard to improve relations by seeking their views and assistance. They receive regular newsletters and are invited to various school events. They meet teachers each term to discuss their child's progress and help, for example, with field trips and sports days; a few help in classes, but not with after school clubs. There is an active PTA, which has recently raised considerable funds for school resources.
- 83 Some essential details are missing in the school prospectus and the GB's annual report to parents in order to fulfil statutory requirements.
- 84 Although some parents are concerned that they have insufficient information about what their children study, they are provided with curriculum details at the beginning of each term and are invited to attend a meeting about the work to be covered at the start of the school year.
- 85 Links with the local community and industry involve mainly the parish church, local councillors and residents, who attend various school events. There are regular visits from the police and fire service and pupils sing in the local supermarket. There are also links with the EBP, the Welsh Rugby

Union and Cardiff City Football Club, and the deputy has attended an entrepreneurship workshop. Groups within the village, such as the Women's Institute, use the school in the evenings for their meetings. The school is considering how it might extend its work with the community.

- 86 Links with other schools and institutions are generally good. Transition arrangements with the two secondary schools, to which most pupils transfer, are well developed and include various curriculum links and visits by pupils to their relevant comprehensive and by secondary teachers to Pen-y-fai. Every effort is made to ensure pupils and parents are well informed. The school is in partnership with a local teacher training university and a further education college, which send students to the school on placement.
- 87 Governors are becoming more involved in curriculum development and each one has an area of interest covering most subjects; some visit classes regularly.
- 88 The school has relevant policies in relation to equal opportunities and inclusion, which reflect its strong commitment to equal opportunity for all. These policies are very evidently implemented in practice within the curriculum and school routines; for example, work groups and games consistently involve boys and girls working together.

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

Grade 2: Good features and no important shortcomings

- 89 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 90 The school is a very caring and supportive community, underpinned by a very positive and civilised Christian ethos. Pupils are very successfully guided in their academic and personal development and their health and welfare are given a high priority; they feel valued and respected.
- 91 Provision for pupils with SEN is good and meets the requirements of the CoP. Around 15% of pupils from Y2 to Y6 are currently on the SEN register, of whom six are on School Action and 22 on School Action Plus; the majority have general learning difficulties. One other pupil, who attends the school for two days a week and is supported by a care assistant, has recently been statemented. Younger pupils with difficulties are identified and tracked, but there is no formal list of those giving cause for concern, who are not on the official register.
- 92 Good support is provided by a peripatetic language support teacher, who withdraws groups of children from Y2 to Y6 twice a week, and from an

- outreach teacher for dyslexia, who assists one pupil each week. LSAs and class teachers generally provide good in-class support.
- 93 There is a comprehensive SEN policy, which clearly defines roles and responsibilities, of which staff are well aware. Pupils on the register are regularly monitored and assessed and appropriate IEPs are in place; progress is reviewed twice a year with parents and pupils move on and off the register according to their needs. The SENCO, who oversees the process, meets each week with class teachers and regularly with the head, the language support teacher and outside agencies, as well as with the SEN link governor.
- 94 The school has recently received notification that one pupil is to receive EAL support.
- 95 The school is very aware of equal opportunities legislation and is currently drawing up an accessibility plan; it makes every effort to meet the needs of all pupils with disabilities, but there is a lack of facilities, particularly for those with physical impairments or who are wheelchair users.
- 96 The school positively promotes gender and racial equality and has an anti-bullying policy; any incidents of anti-social or discriminatory behaviour or harassment are dealt with promptly and effectively by staff. School and classroom rules are positive in nature and are closely observed by pupils, who show tolerance and respect for each other.
- 97 Due attention is given to health and safety. There is a relevant health and safety policy, which gives guidelines, for example, on accident procedures, the dispensing of medicines, the supervision of pupils and traffic dangers. Risk assessments are undertaken in line with the school's policy and legal requirements.
- 98 When incidents occur they are dealt with promptly and effectively. Any accidents are properly recorded. However, there is no specific medical room or facilities.
- 99 Although the school takes necessary precautions to ensure pupils' safety through, for example, close supervision and raising pupils' awareness, the condition of the buildings and the lack of space in the hall, classrooms and main corridor pose health and safety risks. The number of steps around the school, which become icy in winter, and the size of the playground, its drainage system, railings and adjoining back wall, which is cracked, also present safety hazards.
- 100 Fire drills are undertaken regularly and all fire appliances and records are up to date.
- 101 All staff have attended an appropriate first aid course and keep their certificates up to date; the designated first aid co-ordinator has further

- qualifications. There is a first aid box outside the staffroom/library, but there is none in any other parts of the school.
- 102 There is a comprehensive child protection policy, which outlines procedures to be followed. The head is the designated child protection officer.
- 103 Various security issues in relation to the buildings and the school grounds have been discussed with the GB, who have recently given considerable consideration to this aspect.
- 104 Registration periods are efficiently administered and attendance and punctuality are carefully monitored.
- 105 Appropriate induction programmes are in place for new pupils and parents. New entrants of all ages settle in quickly and adjust well to their new environment.

Leadership and management

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

Grade 1: Good with outstanding features

- 106 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2.
- 107 The quality of leadership shown by the head is outstanding. Her management is purposeful, very supportive and sensitive and she provides a very clear sense of direction for the school. There is a strong sense of shared teamwork, which is well reflected in the work of the school. The head has a clear vision and high aspirations for maintaining standards and a determination to develop them still further.
- 108 The leadership and management roles of the deputy and the SMT are well developed. They act as very effective channels of communication between the head and staff and they provide sound advice and critical challenge when appropriate.
- 109 The school takes good account of national priorities and local partnerships. Recent initiatives, such as the development of new ICT resources, are enabling more pupils to achieve higher standards.
- 110 Self-evaluation and target setting are well developed throughout the school. Subjects are monitored and evaluated and findings are shared with colleagues.

- 111 The performance management system has a good impact on the school and promotes teachers' continuous professional development; courses undertaken by staff have a beneficial effect on provision and standards.
- 112 Day to day administrative procedures and routines are very effective.
- 113 The GB is generally supportive and helps to set strategic direction and to monitor the quality of provision. Governors recognise that their role now needs to be developed further and that they need to play a greater part in the life and work of the school.

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

Grade 2: Good with no important shortcomings

- 114 Overall, the findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 115 The head and staff are committed to improving standards. The head purposefully leads a self-critical culture that permeates the life of the school. All teachers are involved in the self-evaluation process and the school is planning to include support staff in the future. In some areas the views of pupils and parents are also taken into account.
- 116 Subject leaders' role in monitoring and evaluating work is well developed and clearly defined. They evaluate standards and quality of provision in their subjects effectively and are well aware of the good features and shortcomings in the teaching of their subjects.
- 117 The long-term SDP is a very comprehensive and well structured planning tool, which clearly sets out the school's major and minor priorities and provides realistic goals and targets, which are carefully matched to the school's needs. The plan is carefully costed and includes time schedules and success criteria. There are close links between the SDP, self-evaluation arrangements and performance management.
- 118 The school rigorously analyses a range of assessment test results and makes good use of its findings to improve teaching and learning.
- 119 The self-evaluation report, produced by the school before the inspection, is concise and helpful. It identifies strengths and areas for improvement, but it is not consistently analytical in its approach. In most respects, the inspection team agrees with the school's assessment of its strengths and areas for improvement.
- 120 The school has made good progress since the last inspection and the key issues have been well addressed.

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

Grade 4: Some good features, but shortcomings in important areas

- 121 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 3.
- 122 The school is appropriately staffed and teachers are well qualified and suitably experienced. Although there have been a few changes in staffing over the last two years, there is currently a good balance between younger and more experienced practitioners. All have undertaken relevant INSET and are well informed about recent educational developments.
- 123 Classroom support staff are well deployed and provide good quality assistance, especially for pupils with SEN and those who need further challenges. Lunch time supervisors undertake their duties responsibly and effectively and make a valuable contribution to the school and its ethos. All support staff have opportunities to attend courses and meetings for their continuing professional development.
- 124 Induction procedures for new and supply staff are generally good and generous amounts of non-contact time are provided for teachers to monitor their subjects and to produce schemes of work.
- 125 The school is generally kept clean and tidy. Day to day administrative routines operate effectively and efficiently. The school clerk undertakes her responsibilities conscientiously and provides good support for the head.
- 126 Financial management is sound and money has recently been spent wisely and sensibly to meet the needs of the school. The latest auditor's report notes that financial administration is now much improved. Consequently, the school provides good value for money.
- 127 Resources for the various subjects are satisfactory overall, especially due to substantial recent donations from the PTA, but there are some shortages, for example, in the early years, Welsh second language, practical mathematics and PSHE. Recent spending has been appropriately matched to the school's priorities.
- 128 Although staff make every effort to enhance the internal areas of the school through attractive displays, the current accommodation provides a poor learning environment for its pupils and staff; few improvements have been made in recent years and the main building has been allowed to deteriorate, especially in relation to its external fabric, mainly because a new school is due to be built by September 2007.

- 129 The classrooms, housed mainly in demountable units, lack space and become hot in summer and cold in winter; cloakroom areas are small and some do not have toilet facilities, so that pupils have to walk across continually to the main building.
- 130 There is no separate head's office and the library is housed inappropriately in the staff room.
- 131 The hall is small and does not provide sufficient space for physical education lessons, especially for older pupils.
- 132 There is a lack of storage space throughout the school and, as result, some classrooms and public areas of the school, such as the hall, appear cluttered.
- 133 Outside, the playground is small for the number of pupils on roll and the field can only be used when the weather is dry. There is no fence along one side of the school and its field, thus allowing free access for small animals and opportunities for pupils to hide or leave the premises without being noticed.
- 134 Due to supervision issues, the newly created separate early years play area is not used by the under-fives as a natural part of their physical development nor at playtimes to relieve the main playground. The school is currently investigating how these difficulties might be overcome.
- 135 There is traffic access through the middle of the school and, although vehicles are normally prevented from entering the school grounds during the school day, the entrance gate is currently broken and left open.
- 136 The school and grounds are free from litter and vandalism.

Standards achieved in subjects and areas of learning

Mathematics

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

Key Stage 2- Grade 1: Good with outstanding features

Good and outstanding features

- 137 Pupils of all ages make good consistent progress through the school in all aspects of mathematics, especially in KS2. The large majority produce a good quality and quantity of work.

- 138 Pupils in both key stages have regular experiences in using and applying their mathematical knowledge and skills through a range of challenging practical tasks and problem solving activities. They use calculators appropriately and make sensible estimates. Older ones in KS2, in particular, display very good abilities in working independently and co-operatively.
- 139 In KS1 most pupils are familiar with odd and even numbers and counting, doubling and sequencing to 100. By the end of Y2 they know about place value and can apply the four rules; the most able can add and subtract within 100 and multiply and divide numbers by 10.
- 140 In KS1 pupils know the names and properties of simple two and three dimensional shapes and recognise common coins. They are familiar with the calendar and older ones can tell the time to half and quarter past the hour and some to quarter to. They can measure using standard units of length, weight and capacity.
- 141 Younger pupils in KS2 recognise three digit numbers and can add several numbers together; they can count in 25s and 50s and round figures up and down. The more able can calculate using short multiplication and division, including the use of remainders. They understand the concept of negative numbers while studying temperature and are familiar with basic fractions by the end of Y3.
- 142 In Y3 and Y4 pupils learn to tell the time in minutes and to measure using a range of standard units. They know about different types of triangles and regular and irregular polygons. They recognise a right angle and understand about degrees, symmetry, directions and the use of co-ordinates; they are familiar with the concepts of frequency, axes and scales. They record results using bar graphs.
- 143 Older pupils in KS2 can calculate using long multiplication and division and can apply the four rules to decimal numbers. They are familiar with factors, multiples, squared roots and prime numbers, as well as ways of finding the mean, median and mode. By Y6 the most able can convert percentages to decimals and to fractions. They can work out equivalent fractions and those of whole numbers and convert proper to improper fractions and vice versa.
- 144 By the end of KS2 pupils know the language of shape, including that of a circle. They can work out the degrees of angles and use a protractor to draw and measure these. They know how to keep tally charts and to convert these to various types of graphs. They are familiar with the conversion tables for all major units of measurement and can work out the areas of shapes; they understand about the concept of proportion. They can tell the time in both analogue and digital time using the 24 hour clock.
- 145 Pupils generally have well developed mental mathematics abilities and justify their responses using valid mathematical reasoning. By the end of KS1 they answer questions promptly and accurately and the most able use alternative strategies to reach solutions quickly. By the end of KS2 many

have an impressive array of mathematical techniques for arriving at answers. They know multiplication tables up to 12 thoroughly and respond rapidly to random questions on these.

- 146 Pupils in both key stages use relevant mathematical vocabulary confidently and securely.

Shortcomings

- 147 In KS1 older pupils' knowledge of simple multiplication tables is insecure.
- 148 There is inconsistency between classes in the way pupils undertake corrections.

Science

Key Stage 1 - Grade 1: Good with outstanding features
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Key Stage 2 – Grade 1: Good with outstanding features
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Good and outstanding features

- 149 Pupils in both key stages undertake a wide range of investigative work and develop very good skills of enquiry through challenging practical work. They make systematic observations and measurements. By the end of KS2 they are able to set their own aims and plan, carry out, present and evaluate their experiments independently, drawing rational conclusions. This is an outstanding feature of the work.
- 150 Pupils in both key stages show interest and enthusiasm for the subject and follow sound scientific principles in their investigations; they predict outcomes rationally, use appropriate methods and carefully assess their findings. They repeat experiments, when necessary, to check their results.
- 151 Pupils in both key stages are familiar with the concept of a fair test by deciding which variables to change or keep constant, in order to ensure accuracy in their results.
- 152 Pupils communicate their findings effectively using a variety of means; by the end of KS2 they are able to devise their own recording methods appropriate to the task.
- 153 Pupils have a very good knowledge across each AT of the NC; they study all aspects every year, building upon their previous experience. They recall prior learning well and produce a good range of quality work. They use relevant scientific terminology well.
- 154 In KS1 pupils understand about physical processes by devising simple circuits and using magnets; they realise that forces such as electricity can be dangerous. They study different natural and man made materials and

- understand about healthy eating, how plants grow and the conditions needed for life.
- 155 In KS2 younger pupils successfully study the solar system, shadows and how light travels through certain materials. They comprehend about forces, such as friction, and the need for lubricants. They realise how certain materials change state through melting, freezing or dissolving and how some changes are reversible or irreversible. They have good knowledge about the properties of materials and whether they are conductors or insulators of electricity. They know about the structure of the body and the functions of bones and muscles.
- 156 In KS2 older pupils have a good knowledge of light and sound by studying, for example, vibrations and reflections. They begin to understand about gravity, compression and upthrust and measure forces accurately. They realise the need for streamlining to improve performance in movement. They know about solids, liquids and gases, evaporation, condensation, filtration and distillation, as well as about solutions and suspensions. They are familiar with parts of plants and pollination, micro-organisms, food chains, nutrition and how foods are classified. They also study pollutants and fertilizers in relation to sustainable development.
- 157 In both key stages pupils' scientific knowledge and understanding are enhanced by after school British Association of Young Scientist clubs; participants work towards First Investigators' certificates in KS1 and Young Investigators' bronze and silver awards in KS2.
- 158 **Shortcomings**
- 159 There are no discernible shortcomings.

Welsh

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 4: Some good features, but shortcomings in important areas

Good features

- 160 Pupils in KS1 make sound progress in their skills of listening and speaking. Across the key stage they develop an appropriate range of sentence patterns, which they use with reasonable confidence when they talk about the weather and parts of the body.
- 161 Pupils in KS1 can count in Welsh, name some colours, exchange simple greetings and respond to simple requests.

- 162 Some of the older pupils in KS2 enjoy participating in question- and- answer sessions during their lessons.

Shortcomings

- 163 Pupils throughout the school, and especially in KS2, have a limited vocabulary and a poor understanding of simple words and phrases. Their response to spoken phrases and sentences is unsatisfactory, as is their pronunciation.
- 164 Older pupils in KS2 lack confidence and basic fluency in the language and are reluctant to engage in conversation for any length of time.
- 165 In KS2 pupils' independent reading skills using a range of texts are underdeveloped
- 166 Pupils in KS2 do not write in a sufficiently extended manner.

Information Technology

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

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

Good Features

- 167 Pupils in both key stages use computers and other electronic equipment confidently. They can start, operate and navigate through a number of programs efficiently and independently, relative to their age group. They work well together in pairs and small groups.
- 168 Pupils in both key stages display good control of the mouse and keyboard and they have a good understanding of a range of functions on screen, such as saving and deleting their work. Older pupils in KS2 display a range of more advanced skills.
- 169 Older pupils in KS2 prepare effective multi-media presentations using PowerPoint. They search the internet and CD-ROMs for information and download it to use as part of their research in various subjects.
- 170 Pupils in both key stages have regular opportunities to word process their work and in KS2 they produce text using different colours, type sizes and fonts.

Shortcomings

- 171 Pupils' understanding and use of e-mail is less well developed.

History

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

Key Stage 2 - Grade 1: Good with outstanding features

Good and outstanding features

1. Pupils in KS1 have a good knowledge and understanding of life in the past. They make good comparisons between life now and some time ago. They compare various events through the ages.
- 172 In KS2 the youngest pupils develop chronological skills well. They are able to sequence events and stories accurately. They have a good understanding of the concept of change over time.
- 173 In both key stages pupils have a good awareness of local history and of factors, which have influenced the development of the area.
- 174 Pupils throughout KS2 have a very detailed knowledge of the Celts and the impact of the Roman invasion of Britain. They produce very attractive displays of work on the Celts in their classrooms.
- 175 Pupils in KS2 undertake comprehensive and thorough investigations of life in the 1950s and 1960s. They make perceptive and vivid comparisons between their own experiences and many aspects of life half a century ago.
- 176 Older pupils acquire an impressive understanding of the effects of the Second World War on the lives of ordinary people. Their research projects are very well presented, maturely structured and replete with many original findings.

Shortcomings

- 177 There are no discernible shortcomings.

Physical Education

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

Key Stage 2 – Grade 1: Good with outstanding features

Good and outstanding features

- 178 Pupils in both key stages enjoy physical education lessons; they show very positive attitudes, concentrate well and participate fully; they work hard to succeed and are proud of their achievements.
- 179 Pupils undertake activities across the range of the NC confidently and competently. Despite the limited amount of room in the hall and playground, they use space well and display increasing control over their bodies. They work together effectively in pairs and small groups and show a clear understanding of the instructions given.
- 180 Pupils in all lessons exploit the good opportunities they have to practise and refine their skills. Most display good dexterity and co-ordination, as well as originality and individuality in their movements. They show good skills of anticipation and of passing and receiving a ball.
- 181 Older pupils in KS2 enthusiastically plan out their own warm-up activities and games, devise rules and act as team leaders. They display very good self-responsibility and independence and organise their peers very effectively. This is an outstanding feature of the work.
- 182 Pupils demonstrate confidently in front of their peers and provide sensible evaluations when observing the performance of others to effect improvements; they display good judgement and communication skills.
- 183 Pupils show a good knowledge and understanding of what happens to their bodies during physical exercise. They warm up and cool down appropriately and realise the importance of exercise to their health and well-being.
- 184 Boys and girls participate on an equal basis in all lessons and work together well. The less physically able are well integrated in all activities. Those who are unable to take part in lessons directly, for example due to injury, are given appropriate tasks and roles.
- 185 Pupils and teachers are suitably attired for lessons and due attention is given to safety.
- 186 KS2 pupils participate in extra-curricular football and netball in winter and cricket and rounders in summer. In Y5/Y6 they go on a biennial residential outdoor pursuits visit. There is an annual sports day and matches are at times played against other schools. All of these activities enhance pupils' skills and abilities.

Shortcomings

187 There are no discernible shortcomings.

School's response to the inspection

The inspection findings recognise that we have made good progress since our last inspection and the key issues have been well addressed. We have improved standards in the early years and in subjects such as information technology and science.

We are very pleased that the inspectors found the quality of our assessment procedures to be outstanding and our policies and schemes of work for all subjects to be of a very good quality. It is clear from the inspection findings that the subject leader role in our school is now well developed.

We are pleased that the inspectors found that pupils' attitudes to their learning, the interest they display in their work and their ability to concentrate for lengthy periods are outstanding features. In addition, our school was found to be a caring and supportive community with a very positive and civilised Christian ethos. It is extremely pleasing that the inspectors found our pupils to be very successfully guided in their academic and personal development. Also that their health and welfare are given a high priority.

Most importantly, the report confirms that we are achieving our aim to make our school a very effective school even though there are major issues in relation to the accommodation.

An action plan will be put in place to address the recommendations in the report. Raising standards in Welsh second language in both key stages, ensuring that all statutory requirements are fully met and addressing the safety, security and accommodation issues highlighted in the report are aspects that we can confidently address.

Where it is possible to do so, staff and governors will address the recommendations before the end of the academic year. Raising standards in Welsh second language will continue to be a major priority for us and will be included in our next school development plan too.

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

Appendix A

Basic information about the school

Name of school	Pen-y-Fai Church in Wales
School type	Voluntary Controlled
Age-range of pupils	4-11 years
Address of school	Heol Eglwys Pen-y-Fai Bridgend
Post-code	CF31 4LY
Telephone number	01656 720376

Headteacher	Mrs Christina Bach
Date of appointment	6 th January 2003
Chair of governors/ Appropriate authority	Mr Kevin Pascoe
Registered inspector	Dr David Evans
Dates of inspection	18 th -21 st October, 2004

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		19	21	21	31	35	19	38	184

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	0	7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:26
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1:7

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003	96.3%	94.8%	94.6%	94.8%
Spring 2004	93.5%	96%	94%	94.7%
Summer 2004	94.9%	93.7%	91.75	92.3%

Percentage of pupils entitled to free school meals	1%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of		31			
			pupils in Y2:					
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	10	58	32	0
		National	0	4	14	62	20	0
En: reading	Teacher Assessment	School	0	0	10	54	36	0
		National	0	4	14	55	27	0
En: writing	Teacher Assessment	School	0	0	10	74	16	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	3	61	36	0
		National	0	3	12	63	22	0
Mathematics	Teacher Assessment	School	0	0	0	61	39	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	3	61	36	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	90.3%	In Wales	79

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

**National Curriculum Assessment Results
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2004			Number of pupils in Y6		26							
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	8	50	42	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	4	0	0	0	4	42	50	0
		National	0	1	1	0	0	5	12	38	40	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	11	50	39	0
		National	1	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	4	0	0	0	0	11	54	31	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	0	0	46	54	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	0	50	50	0
		National	0	2	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	92%	In the school	85%
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

Appendix D

Evidence base of the inspection

- A team of three inspectors, who were present at the school for nine inspector days, carried out the inspection.
- Pre-inspection meetings were held with parents and the GB to discuss the life and work of the school.
- 55 questionnaires were completed by parents and carefully analysed; around 90% of responses were positive.
- Discussions were held with the head and staff with responsibilities, and support staff.
- School documentation and samples of pupils' work were examined.
- 36 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 reading.

- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break times, 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 GB.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities	Subjects /areas of learning
Dr David Evans Registered Inspector	Context Summary Recommendations Key Questions 1, 2, 5 and 6	Welsh Information technology History
Mr Gwilym Davies Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7	
Dr David Ellis	Key Questions 3, 4 and 7	Mathematics Science Physical education

Acknowledgement

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

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

**Pen-y-Fai Church in Wales
Voluntary Controlled Primary School
Heol Eglwys
Pen-y-Fai
Bridgend
CF31 4LY**

A SUMMARY REPORT FOR PARENTS

Date of Inspection: 18-21 October 2004

by

**Dr David Evans
Registered Inspector
W268/78706**

Date: 20th December 2004

Under Estyn contract number: T/95/04P

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

The inspection of Pen-y-Fai Church in Primary School took place between 18th and 21st October, 2004. An independent team of inspectors, led by Dr David Evans, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

Context

The nature of the provider

Pen-y-Fai Church-in-Wales Voluntary Controlled Primary School is situated in the village of Pen-y-Fai, which is located in a semi-rural area on the outskirts of Bridgend. There are 184 pupils in the school between the ages of four and eleven. There are no children of nursery age. The main building houses the hall and the reception classroom. All other classes are located in demountable units on the school site. Outside there is a hard surfaced playground and a playing field.

Most pupils come from homes in the parish of Pen-y-Fai, although some travel from other areas in the vicinity of Bridgend. The school reports that the area from which pupils are drawn is relatively prosperous and advantaged; about 1% of pupils are registered as eligible for free school meals, which is well below the national average. Around 15% of pupils are identified as requiring SEN support, including one with a statement. All pupils' home language is English.

The school was last inspected in 1998. The present head has been in post since January 2003. During the current inspection one class was taught by a supply teacher, due to the class teacher being on paternity leave.

The school's priorities and targets

The school's major priorities and targets for 2004-2005 include to:

- improve the quality of provision in the early years;
- improve links with industry and the wider community;
- continue improving accommodation and the outdoor environment;
- refine self-evaluation procedures;
- raise standards in the application of mathematical skills and knowledge;
- raise standards in scientific skills and knowledge;
- raise standards in reading and writing;
- improve standards in key skills;
- further develop the governors' role in self-evaluation and planning for school improvement.

SUMMARY

Pen-y-Fai is in many aspects a very effective school. There are several outstanding features within standards of achievements, the quality of teaching, training and assessment and leadership and management. However, there are major issues in relation to the accommodation.

Table of grades awarded

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

Key question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
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?	4

Standards

Overall, pupils' standards of achievement in NC subjects inspected were judged as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	26%	31%	39%	4%	0%

Pupils' standards of achievement in lessons are above the WAG's all-Wales targets (2004) for 95% of standards to be satisfactory and 50% to be good or better.

The overall quality of the educational provision for the under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.

In KS1 and KS2, in the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 1
Science	Grade 1	Grade 1
Welsh second language	Grade 3	Grade 4
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 1
Physical education	Grade 2	Grade 1

Standards and progress in key skills in the early years are good and in KS1 and KS2 they are very good in speaking, listening and reading and good in writing, numeracy and ICT. Standards in bilingual competence show appropriate progress in KS1, but there are shortcomings in important areas in KS2, especially in the use of incidental Welsh throughout the day.

In 2004 the standards achieved by pupils at the end of KS1 teacher assessments in English, mathematics and science were above local and national averages, especially with regard to those achieving level three. This reflects an improving trend in the core subjects over the last two years. In comparison to schools of a similar type, pupils in 2004 performed better in mathematics, about the same in science, but less well in English overall, particularly due to the achievement of boys in this subject.

In KS2 in 2004 pupils' attainment in the core subjects was significantly higher than local and national averages, especially in English and science, as it has been for the last three years. In comparison to schools of a similar type, pupils perform better in English and science and about the same in mathematics. There are no significant differences in the performance of boys and girls, although in English and mathematics boys tend to perform slightly better than girls.

Pupils' attitudes to their learning and the interest they display in their work are outstanding features.

Almost all pupils are very well behaved and this has a positive effect on the progress they make. Almost all are courteous and considerate in their dealings with each other and adults.

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

Pupils make very good progress in their personal, social and moral development. Their understanding of equal opportunities develops well and they show very good levels of respect for the beliefs and traditions of others.

The average attendance for the three terms before the inspection was 93.93%. Most pupils attend regularly and are punctual at the start of the school day.

The quality of education and training

The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	61%	14%	0%	0%

The percentage of good and very good lessons is well above the current national averages.

In the best lessons there are many strengths, including clear introductions, very thorough planning, very good subject knowledge, a close match of activities to pupils' learning needs, challenging activities, and very good quality questioning techniques to extend pupils' understanding of the work.

The quality of relationships in the classroom is very good. Teachers value pupils' contributions and create a purposeful and respectful working ambience.

The quality of assessment procedures is outstanding; teachers assess and mark pupils' work accurately and thoroughly. A comprehensive whole school system of assessment tracks pupils' progress carefully over time. Annual reports to parents about their children's progress conform to statutory requirements and are of very good quality.

The school responds very well to pupils' learning needs and provides a broad, balanced and relevant curriculum with equal access for all pupils. The provision includes specific lessons in PSHE and ensures that all pupils acquire the necessary basic and key skills, so that they become proficient and independent learners able to plan and manage their own learning. This is an outstanding feature.

The curriculum is very well planned. Policies and schemes of work are in place for all subjects and are of very good quality. Medium and short term planning is thorough and regularly evaluated by teachers. Appropriate provision is made for extra-curricular activities, including sports.

Good provision is made for pupils' spiritual, moral, social and cultural development. Acts of collective worship are meaningful and reverent occasions; they fully meet statutory requirements.

Appropriate attention is given to the cwricwlwm Cymreig, sustainable development and race relations and diversity is valued and celebrated when appropriate, although the school is aware these areas could be further developed. A race equality policy is in place, but there is no action plan; this is a statutory requirement.

Links with parents, the local community, industry and other schools and institutions are generally good. Transition arrangements with the main receiving secondary schools are well developed. There is a homework policy, but this is not implemented consistently across the school.

Some essential details are missing in the school prospectus and the GB's annual report to parents in order to fulfil statutory requirements.

Governors are becoming more involved in curriculum development and some visit classes quite regularly.

The school is a very caring and supportive community, underpinned by a very positive and civilised Christian ethos. Pupils are very successfully guided in their academic and personal development and their health and welfare are given high priority.

Provision for SEN is good and meets the requirements of the CoP. A comprehensive SEN policy and appropriate support arrangements are in place, but there is a lack of facilities for the physically disabled.

The condition of the buildings, the lack of space in the hall, classrooms and main corridor pose health and safety risks and the number of steps and the size of the playground, its drainage system, railings and adjoining back wall also present safety hazards.

Various security issues in relation to the buildings and the school grounds have been discussed with the GB, who have recently given considerable consideration to this aspect.

Leadership and management

The quality of leadership shown by the head is outstanding. Her management is very supportive and purposeful and she provides a very clear sense of direction for the school. She has a clear vision and high aspirations for maintaining standards. There is a strong sense of teamwork, which is well reflected in the work of the school.

The leadership and management roles of the deputy and the SMT are well developed and whole school planning is well matched to priorities and needs.

The GB is generally supportive and helps to set strategic direction and monitor the quality of provision. Governors recognise that their role now needs to be developed further and that they need to play a greater part in the life and work of the school.

The head and staff are committed to improving standards and all teachers are involved in the self-evaluation process. The head purposefully leads a self-critical culture that permeates the life of the school.

The self-evaluation report produced by the school is concise, but it is not consistently analytical in its approach. The school has made good progress since the last inspection and the key issues have been well addressed.

The SDP is a very well structured document that sets realistic targets and goals.

The school is appropriately staffed and teachers are well qualified and suitably experienced. Classroom support staff are well deployed and provide good quality assistance.

Financial management is sound and money has recently been spent wisely and sensibly to meet the needs of the school. The school provides good value for money.

Resources are satisfactory overall, but there are shortages in some areas, for example, the early years, Welsh, practical mathematics and PSHE

Although staff make every effort to enhance the internal areas of the school, the current accommodation provides a poor learning environment for its pupils and staff. The main building has been allowed to deteriorate, especially in relation to its external fabric, and the classrooms, housed mainly in demountable units, lack space; cloakroom areas are small and some do not have toilets. There is a lack of storage space throughout the school and the hall is small and does not provide sufficient space for physical education lessons. There is no separate head's office and the library is housed inappropriately in the staff room. A new school is due to be built by September 2007.

Outside, the playground is small for the number of pupils on roll and the field, which has no fence along one side, can only be used when the weather is dry. There is traffic access through the middle of the school.

Recommendations

In order to improve, the school needs to:

- raise standards in Welsh second language in both key stages.
- ensure that all statutory requirements are fully met.
- address all the safety, security and accommodation issues highlighted in the report.

Acknowledgement

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