

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

**A Report on the Quality of Education in**

**Rhydri Primary School  
Rudry  
Caerphilly  
CF83 3DF**

**School Number: 6762193**

**Date of Inspection: 22/10/07**

**by**

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Rhydri Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Rhydri Primary School took place between 22/10/07 and 23/10/07. An independent team of inspectors, led by Luned Eleri Betts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

|                |   |
|----------------|---|
| <b>Grade 1</b> | good with outstanding features                          |
| <b>Grade 2</b> | good features and no important shortcomings             |
| <b>Grade 3</b> | good features outweigh shortcomings                     |
| <b>Grade 4</b> | some good features, but shortcomings in important areas |
| <b>Grade 5</b> | many important shortcomings                             |

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **short** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Rhydri Primary School is situated in a rural setting in the village of Rudry which is located between Caerphilly and Newport. The LEA is Caerphilly. The school is housed in a Victorian building with a demountable classroom in the main playground and an early years demountable classroom behind the school. Discussions are taking place at present to relocate the school from its present site to a new building a little distance away.
2. There are 92 pupils on roll at present, a figure that includes the full-time equivalent of six children of nursery age. Pupils are taught in four classes. They come from a mixture of backgrounds which are neither prosperous nor disadvantaged. Many pupils are from outside the catchment area.
3. Information supplied by the school indicates that pupils represent the full range of ability. There is one pupil from an ethnic minority background but no first language Welsh speakers. Around 19.6 per cent of pupils are identified as having special educational needs (SEN), of whom five per cent have a statement of SEN. Around two per cent are eligible for free school meals, a figure significantly below that of Caerphilly and Wales. Two pupils are looked after by the local authority.
4. The school was last inspected in November 2001. It received its second Basic Skills Quality Award in March 2007. It has also renewed its Investors in People award for the second time in 2006 and has recently won a Healthy Schools award and the Eco -schools Green Banner.
5. The school's motto is: 'Gwaith Gorau Pob Dydd'/'Best Work Every Day'.

### The school's priorities and targets

#### The School's main aims are to:

- welcome and care for everyone and each other, promoting strong links between home, school and community;
- value and respect the uniqueness of each individual;
- provide a place where everyone has a right to be heard and where we listen to each other with respect;
- stretch our talents and learning skills in all our activities and recognise the talents of others;
- provide a rich and caring environment with a wide range of balanced learning opportunities, enabling all children to become independent and responsible members of society;

- provide opportunities for pupils to engage in extra-curricular activities, both cultural and sporting;
- expect high standards from everyone through perseverance and constant striving to achieve one's best; and
- provide a programme of professional training which will enable staff members to develop their skills and gain further knowledge, in order to support their needs and in turn continue to improve the quality of pupils' learning.

**The school's priorities for the year 2007-2008 are to:**

- improve skills in speaking and listening;
- explore and implement Critical Thinking skills;
- increase the use of bilingualism throughout the school;
- continue to develop and implement Foundation Phase requirements;
- improve the quality of marking throughout the school;
- improve standards of achievement, quality and provision in subject areas;
- continue to share policies and documentation to increase parents' knowledge and understanding of children's education;
- increase governors' knowledge and understanding of school life; and
- continue to improve the quality of the school's internal environment.

**Summary**

6. Rhydri Primary School is a warm, welcoming community, where pupils are provided with a broad, enriching and challenging curriculum, which successfully promotes their skills, attitudes and knowledge. As a result, they develop into confident, eloquent individuals, who demonstrate a sense of curiosity in their locality and the wider world. The school's promotion of new initiatives is an outstanding feature of the school's leadership.

**Table of grades awarded**

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

|   |  |         |
|---|--|---------|
| 7 | How efficient are leaders and managers in using resources? | Grade 2 |
|---|--|---------|

7. The inspection team has awarded the school a higher grade than it had given itself in four of the seven key questions in its self-evaluation report. They felt that that it had underestimated its achievements and that there were enough outstanding features in these questions to award a grade 1.
8. The overall quality of the provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
9. In Key Stage 1(KS1) national assessments in 2007, the number of pupils who achieved a Level 2, the level expected of seven year olds in English was higher than local and national percentages. In mathematics it was slightly higher than local percentages but lower than nationally. All pupils achieved a Level 2 in science. The Core Subject Indicator (CSI), which is when a pupil attains Level 2 in all three core subjects, was lower than local and national results. Compared to other schools who have a similar number of free school meals the school was just below the middle in English and mathematics while in science, with its 100 per cent success at Level 2, it was at the top of the upper band. The CSI was in the lowest 25 per cent.
10. In 2007 KS2 national assessments results continued the trend of high achievement in previous years. The number of pupils achieving Level 4, the level expected of eleven year olds, was higher than national and local percentages. The CSI was also higher. Compared to other schools who have a similar number of free school meals the school was around the middle in English, in the upper 25 per cent in mathematics and at the top of the group in science. The CSI was just below the upper 25 per cent. In English, 70 per cent of pupils achieved a Level 5.
11. Almost every pupil achieves their targets and their potential including those with SEN.
12. Standards in key skills for the under fives are good and often outstanding. In KS1 standards are generally good in listening, speaking, reading, writing, numeracy and the use of information and communication technology (ICT). In KS2 standards are good in listening; in speaking, reading and writing, numeracy and the use of ICT they are often outstanding.
13. The under-fives display outstanding skills in bilingualism. In KS1 standards in bilingualism and attitudes towards speaking in Welsh are generally good. In KS2, standards are good with outstanding features although the school aims to develop aspects of reading and writing at the upper end of the key stage further.
14. Pupils demonstrate good creative and problem solving skills across the school.
15. Their personal and social skills, awareness of equal opportunities and the world of work are good with outstanding features.

16. Pupils show outstanding motivation in their work and consistently keep on task. They understand what they are doing and how they are progressing, but do not always understand what they need to do to improve
17. Pupils are well behaved in and around the school. They are friendly and courteous to each other.
18. The average level of attendance for the three terms prior to the inspection is good at just under 95 per cent. Most pupils attend school regularly and punctually.

### **The quality of education and training**

19. In lessons observed during the inspection the quality of teaching was judged as follows:

#### **Grades for teaching**

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 27%            | 60%            | 13%            | -              | -              |

20. These figures compare well with the national picture published in HMCI's Annual Report for 2005-6 where overall the quality of teaching in primary schools is judged to be Grade 2 in 62% of lessons and Grade 1 in a further 17%.
21. The quality of teaching generally is a strength of the school and is a key element in the progress pupils make. A high proportion of the outstanding teaching seen was in KS2.
22. All lessons have a clear focus and relevant aims and objectives and are well planned.
23. A notable feature of lessons is the quality of relationships between teachers, teaching assistants and pupils. An outstanding feature of the teaching in the under-fives' class and the Y5 and Y6 class is the use of Welsh made by teachers in their lessons.
24. In a minority of lessons there is insufficient interaction between the teacher and pupils and little opportunity is given for pupils to engage in discussion.
25. Due to the restricting nature of the building there is little opportunity to withdraw pupils with SEN from class to receive specialised teaching. Although this, at times, limits the effectiveness of support sessions for individuals and small groups, the quality of teaching for pupils with SEN in-class is good overall.
26. The quality of assessment is good. Pupils' progress and achievements are assessed methodically.

27. Pupils are involved in setting their own personal targets in language and mathematics. Their work is marked regularly. Teachers generally provide positive comments, but these do not always indicate how pupils can improve on their work.
28. Reporting procedures are good and often outstanding. Parents of pupils with SEN are kept regularly informed of their child's progress.
29. The curriculum is broad and balanced and is suitably differentiated to meet the needs of a wide range of abilities in mixed age classes and is accessible to all. It is appropriately accessed by pupils with SEN and more able pupils are presented with suitably challenging activities.
30. The school's planning for key and basic skills is outstanding. The outstanding provision for bilingualism, especially in the under-fives class and at the upper end of the school, is very effective in promoting pupils' Welsh identity.
31. The school's provision for personal and social education (PSE) has outstanding features and includes very effective provision for healthy living. The range of extra-curricular activities provided is an outstanding feature.
32. A sense of community in the school's collective worship successfully promotes pupils' spiritual and moral development.
33. Provision for cultural development is outstanding; pupils have a broad understanding of the diversity of the world. Provision for developing pupils' awareness of sustainable development is also outstanding and Eco school activities permeate school life. An excellent mini-enterprise initiative successfully introduces pupils to the world of work.
34. Links with the community are outstanding. Visits to the locality and beyond as well as visitors to the school, enrich the curriculum provision. Links with schools in the local cluster group and the receiving secondary schools are outstanding. Partnerships with parents are good.
35. Pupils are cared for in a supportive and happy environment. Their well-being receives high priority. Staff are extremely vigilant in relation to some potential health and safety risks identified during the inspection. The school has an effective policy and very clear procedures for child protection.
36. Teachers apply policies for behaviour management consistently and all adults in the school are good role models.
37. A strong feature is the effective provision for pupils with additional learning needs. The number of pupils on the SEN register has seen an increase in the past few years. This is partly due to pupils with SEN transferring to the school because of its good reputation for SEN provision. However this magnifies the restricting nature of the building because of the need for more opportunities to withdraw pupils from the larger classes to receive specialised teaching in quieter areas.

38. Pupils with SEN are well integrated in lessons; they are provided with appropriate tasks which allow them to work at their own pace and level of ability.
39. The under-fives building complies fully with the Disability Discrimination Act (DDA). The school has an appropriate accessibility plan but progress in implementing changes are slow, because of the cost entailed and the uncertainty about the future of the building.
40. Attendance and punctuality are monitored effectively. Pupils' safety when they arrive and leave the school and during playtimes is also carefully monitored.

### **Leadership and management**

41. Both the headteacher and deputy provide very efficient and effective leadership. It is their vision that ensures that standards are outstanding despite the limitations of the building and site.
42. The school's values, aims and objectives are fully understood and shared by all involved with the school. Curriculum co-ordinators are very effective in their roles despite carrying a heavy load of responsibility for subject areas and whole school aspects.
43. Performance management systems are well established. The school's setting of goals and targets is both realistic and challenging.
44. Provision for staff development is good and often outstanding. In-service education and training (INSET) is linked to priorities identified in the self-evaluation findings and the school development plan (SDP).
45. Members of the governing body (GB) carry out their responsibilities conscientiously. Statutory requirements are fully met.
46. Administrative procedures are clear and operate efficiently. The budget is well managed and financial planning is carefully monitored and matched to priorities in the SDP.
47. The action plan responding to the last inspection report provided suitable targets to implement the issues raised. This has been a core factor in the good progress the school has made since the last inspection.
48. The annual self-evaluation report reflects fully the strong culture of self-evaluation which is well established. All members of staff are fully involved in the self-evaluation process. Parents' views are sought constantly. The 'Governor of the Month' strategy ensures that members of the GB are fully involved in the school's progress. Pupils' part in the self-evaluation process is outstanding.
49. Pupils are well supported by a sufficient number of suitably qualified and experienced teaching and support staff who have the knowledge and expertise to teach all aspects of the curriculum.

50. Overall, the building is in good condition although the exterior windows are in need of painting. The main building and classrooms however are small and do not provide adequate space for the number of pupils in the school especially in light of the forthcoming Foundation Phase for younger pupils.
51. Subjects and areas of learning for the under-fives are provided with good quality resources. Purchases are matched to the school's priorities for development. The school plans effectively to ensure that all resources are fully utilised to support teaching and learning.
52. Financial management is efficient and the school provides very good value for money.

## Recommendations

In order to move the school forward the staff and GB need to:

- R1 maintain existing high standards in key skills in both the under-fives' curriculum and NC subjects across the school;
- R2 develop further the provision for the Foundation Phase by extending the existing good practice in the under-fives' class to encompass all pupils under seven years of age;
- R3 improve the quality of teachers' marking of pupils' work in both key stages by linking comments to targets set and identifying the way forward;
- R4 work with the LEA to address difficulties caused by the restricting nature of the accommodation in relation to all aspects of school life including, where necessary, fully implementing the school's accessibility plan and responding to health and safety issues identified during the inspection.

Recommendations 1,2,3 are already prioritised in the SDP. The school is also fully aware of aspects related to R4, which result from the uncertainty regarding the future of the present building.

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

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 1: Good with outstanding features

53. The findings of the inspection team do not match the Grade 2 given by the school in its self-evaluation report. The team felt that there were sufficient outstanding features to award a Grade 1 for this key question.
54. The overall quality of the provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Children on entry almost always represent the full range of ability. Their good progress is confirmed by assessments undertaken at entry and at a later date before they are five.
55. National assessment results at the end of key stages indicate that pupils almost consistently achieve higher standards than other schools both locally and nationally in the three core subjects of English, mathematics and science. Where percentages are sometimes comparable to, or lower than national and local percentages this is often caused by one pupil in a small cohort who has SEN.
56. In KS1 national assessments in 2007 the number of pupils who achieved a Level 2, the level expected of seven year olds in English, was higher than local and national percentages. In mathematics it was slightly higher than local percentages but lower than nationally. All pupils achieved a Level 2 in science. The CSI was lower than local and national results. Although girls performed better than boys in 2007 there is no gender difference generally. An excellent feature of results is the high number of pupils who attain a Level 3 in all three core subjects.
57. Compared to other schools who have the similar number of free school meals, the school was just below the middle in English and mathematics while in science, with its 100 per cent success at Level 2, it was at the top of the upper band. The CSI was in the lower 25 per cent.
58. In KS2 national assessments in 2007, results continued the trend of high achievement in previous years. The number of pupils achieving a Level 4, the level expected of eleven year olds, was higher than national and local percentages. The CSI was also higher. In 2007 boys outperformed girls but all pupils achieved a Level 4 in science. An excellent feature is the number of pupils who achieve a Level 5 in all three core subjects. In English, 70 per cent of pupils achieved a Level 5.
59. Compared to other schools who have the similar number of free school meals, the school was around the middle in English, in the upper 25 per cent in mathematics and at the top of the group in science. The CSI was just below the upper 25 per cent.

60. In 2007 in KS1 targets were exceeded by 14 per cent in English and mathematics and were the same in science. In KS2 in 2007 the school's targets were met in all subjects. Almost every pupil achieves their targets and their potential including those with SEN.
61. Standards in key skills are good and often outstanding. For the under-fives they are outstanding in literacy, numeracy and ICT. The development of key skills through play is an outstanding feature.
62. In KS1 standards in key skills are generally good in listening, speaking, reading and writing. Pupils express themselves and listen to their peers well; they read fluently and show a good understanding of the various purposes of writing. In numeracy in KS1 skills are good, with pupils handling large numbers comfortably and applying knowledge of shapes well to their work in design and technology. In ICT pupils show good progress in their skills of using the computer and the interactive whiteboard.
63. In KS2 standards in key skills are good with outstanding features. In listening they are good and in speaking, reading and writing they are often outstanding. Pupils have a good command of speech and a number are very eloquent and confident when speaking. They write for a range of purposes and show a clear understanding of the difference between informative and narrative texts and the need to vary expression accordingly when reading aloud; they produce a variety of good quality creative and factual writing.
64. In KS2 numeracy skills are good and often outstanding. Pupils' recall of mathematical terms and ability to adapt their mathematical knowledge in new situations is an outstanding feature. In KS2 skills in ICT are often outstanding with pupils using their skills successfully to organise and present ideas and information and in data handling. Pupils produce Power-Point presentations of high quality.
65. The under-fives display outstanding skills in bilingualism. Children have a wide range of vocabulary which they use to express greetings and respond to daily routines. They sing a variety of Welsh songs confidently using a range of sentence structures. In KS1 standards in bilingualism and attitudes towards speaking in Welsh are generally good. In KS2 standards are good with outstanding features although the school aims to develop aspects of reading and writing at the upper end of the key stage further. Pupils have a broad understanding of Welsh and use a range of statements, commands, questions and answers during the school day, both in class and in whole school sessions.
66. Children demonstrate good creative and problem solving skills in the under-fives class in a range of practical activities. In KS1 and KS2 creative and problem solving skills develop well through art and ICT respectively. Skills in problem solving are good in KS2 and are linked purposefully to numeracy, for example when pupils have to explain a number of ways of solving problems using the different rules of number. Pupils' creative skills develop well, for example through mini-enterprise activities.

67. Pupils' personal and social skills are often outstanding. They undertake responsibilities, such as 'Helpwr y Dydd', in turn. This develops their sense of responsibility towards others. Older pupils take their duties of looking after younger ones seriously when playing Welsh games with them during play times.
68. Pupils' awareness of equal opportunities is good and often outstanding. When asked about this, members of the school council responded positively and indicated that they were all treated equally during the school day and that they themselves, therefore, want fair play for all. They have an outstanding understanding of the diversity of beliefs, attitudes and traditions.
69. Pupils comprehend what they are doing. They show a clear understanding of the lesson outcome, which is shared with them at the start. Their attitude towards their work is consistently good, their motivation is outstanding and they consistently keep on task. Adult support and oral feedback in lessons enables them to understand how they are progressing but because teachers' marking does not always indicate this clearly, they do not always understand what they need to do to improve
70. Across the school pupils gain a good and often outstanding awareness of the world of work when local farmers, police and nurses visit. Their understanding of community activities develops well when they discuss fox hunting and controversial changes in the community.
71. Pupils are well behaved in and around the school. Good behaviour and positive attitudes and relationships are particularly evident during break and lunchtimes. Pupils are friendly and courteous to each other. They respond well to the school's reward system for good behaviour. In the pre-inspection questionnaires 99 per cent of parents agree or strongly agree that the school's values and attitudes have a positive effect on their children. No pupil has been excluded over the last 12 months.
72. The average level of attendance for the three terms prior to the inspection is good at just under 95 per cent. Most pupils attend school regularly. They are punctual at the start of the school day and for individual sessions.

## **The quality of education and training**

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

#### **Grade 2: good features and no important shortcomings**

73. The findings of the inspection team match the judgment made by the school in its self-evaluation report.

74. In lessons observed during the inspection the quality of teaching was judged as follows:

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 27%            | 60%            | 13%            | -              | -              |

75. These figures compare well with the national picture published in HMCI's Annual Report for 2005-6 where overall the quality of teaching in primary schools is judged to be Grade 2 in 62% of lessons, and Grade 1 in a further 17%.

76. The quality of teaching generally is a strength of the school and is a key element in the progress pupils make. A high proportion of outstanding teaching seen was in KS2.

77. All lessons have a clear focus, relevant aims and objectives and are planned well. Effective and imaginative use is made of resources including ICT to enrich teaching and learning. Teachers provide activities which build on previous work and ensure progression; the effectiveness of lessons is regularly evaluated.

78. A notable feature of lessons is the quality of relationships between teachers, teaching assistants and pupils. This effectively establishes a good learning environment and helps to develop pupils' self-esteem and their ability to work independently.

79. Initiatives such as 'Brain Gym' are effectively used to aid pupils' concentration. All pupils are treated equally and equal opportunities are promoted successfully.

80. An outstanding feature of the teaching in the under-fives' class and the Y5 and Y6 class is the use of Welsh made by teachers in their lessons.

81. Where teaching displays good and often outstanding features:

- learning objectives are clearly shared at the start of the lesson and reviewed effectively during the plenary session;
- teachers have well developed subject knowledge;
- effectively planned opportunities are provided for children to learn through doing and discovering;
- teachers use open-ended questions to find out what pupils know, to extend their understanding and to encourage them to participate in discussions and to develop key skills;
- teachers have high expectations of pupils, praise their efforts and develop their confidence; and
- teachers use support staff effectively.

82. In a minority of lessons there is insufficient interaction between the teacher and pupils and little opportunity is given for pupils to engage in discussion.

83. Due to the restricting nature of the building there is little opportunity to withdraw pupils with SEN from class to receive specialised teaching. Although this, at times, limits the effectiveness of support sessions for individuals and small

groups, the quality of teaching for pupils with SEN in-class is good overall. Pupils' work is closely monitored to ensure that they make good progress towards the targets in their individual education plans (IEPs).

84. Pupils' progress and achievements are assessed methodically and the results are used by teachers in planning their classroom activities. The school uses commercial tests in mathematics and a range of exemplary materials to aid assessment effectively. The system for tracking pupils' progress is efficient and data is regularly analysed. Individual record of achievement files contain records of pupils' progress in all curricular areas, with a particular focus on the core subjects. Subject portfolios are detailed and provide valuable exemplars of pupils' work at various national curriculum (NC) levels and within different strands for each subject.
85. The quality of assessment in the under-fives' class is good. As well as the baseline, the school carries out its own value-added assessment and the class teacher and learning support assistants (LSAs) keep and share observational notes on a regular basis.
86. Assessment information shared between the feeder nurseries and the under fives' class teacher and between year groups is good; appropriate information exchanged between the school and the local secondary school is also of good quality.
87. Pupils' work is marked regularly. Teachers generally provide positive comments, but these do not always indicate how pupils can improve on their work.
88. Pupils are involved in setting their own personal targets in language and mathematics which are displayed generally on the inside covers of their work books. Pupils with SEN are aware of their personal targets in their IEPs and individual behaviour plans (IBPs) and work hard to achieve them.
89. Reporting procedures are good and often outstanding. Reports to parents comply with statutory requirements and present a clear and honest picture of pupils' achievements and skills. Personal profiles and comments on pupils' social and emotional development are included and constructive comments set a clear direction for improving the work. Comprehensive reports provided for Y6 pupils when they leave school in the summer term are exemplary and display a genuine interest in the pupils and their achievements.
90. Parents have appropriate opportunities to meet with teachers to discuss their children's progress and the school's 'open door' policy allows them to discuss their children's achievements regularly. Parents of pupils with SEN are kept regularly informed of their child's progress.

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

**Grade 1: Good with outstanding features**

91. The findings of the inspection team do not match the Grade 2 given by the school in its self-evaluation report. The team awarded the school a Grade 1 for this key question because of the many outstanding features they identified. Pupils are provided with an enriching and challenging curriculum, which successfully promotes a sense of interest and curiosity in their locality and the wider world.
92. The areas of learning for children under five and NC subjects and religious education in KS1 and KS2 fully meet statutory requirements.
93. For the under-fives the curriculum is appropriately based on the Desirable Outcomes for Children's Learning and is successfully addressing the forthcoming Foundation Phase. The emphasis on experiential learning, both inside and outside the classroom is an outstanding feature.
94. In KS1 and KS2 the curriculum is broad and balanced. All subjects are given appropriate time and attention; this is reflected in class timetables. Links between subject areas are good and contribute extensively to the effectiveness of pupils' learning. Homework is effective in extending pupils' understanding and is a good extension of their learning.
95. Schemes of work over a two year cycle and teachers' short term planning are detailed and display continuity and progression in learning across the school. The curriculum is suitably differentiated to meet the needs of a wide range of abilities in mixed age classes and is accessible to all. It is suitably accessed by pupils with SEN and more able pupils are presented with suitably challenging activities. Provision ensures that the school does not encourage gender stereotyping.
96. The school's planning for key and basic skills is outstanding. Opportunities for prioritising literacy, numeracy and ICT skills in individual sessions are clearly identified; this has a significant effect on the standards achieved. Teachers effectively track the development of these skills across each year group.
97. The range of extra-curricular activities provided is an outstanding feature. Each member of staff co-ordinates an after school club. They include gardening and science activities, a range of sporting clubs, music, art and computer clubs. These impact significantly on children's personal and social development and enrich the quality of their learning. Pupils are also provided with appropriate opportunities to learn to play musical instruments under the guidance of peripatetic teachers.
98. The school's provision for PSE has outstanding features. Pupils discuss feelings such as loneliness; those discussions are open and honest. They often relate their ideas to topics they study in curriculum areas, as when reflecting on the loneliness of a soldier in World War 2. The prominence given in school collective worship to such issues as making good choices is a notable feature of the provision. These occasions, often led effectively by pupils, convey messages in a very simple and sensitive manner.

99. PSE is also promoted well through members of the school council who take on responsibilities such as finding ways of helping younger and more vulnerable peers. Lunch and breakfast clubs are very effective social occasions where pupils talk and socialise happily with their friends.
100. A sense of community in the school's collective worship successfully promotes pupils' spiritual and moral development. Pupils understand the need to conform on collective occasions and realise the importance of respect and the joy of celebrating success. The simplicity of these occasions is very effective in promoting spiritual development and enables pupils to think beyond themselves.
101. Provision for cultural understanding is outstanding. Pupils have a broad understanding of the diversity of the world. Through links with the secondary school, pupils have a sound knowledge of life in Botswana. They have had opportunities to meet representatives from a number of countries and they take part in a multicultural day annually. Subjects such as geography and religious education contribute well to their understanding of how others live and worship. Older pupils are provided with opportunities to learn French. These activities successfully promote understanding of global citizenship.
102. The outstanding provision for bilingualism, especially in the under-fives' class and at the upper end of the school, is very effective in promoting pupils' Welsh identity and a sense of belonging. Pupils see and hear Welsh around them constantly. They are aware of emblems associated with Wales; in the school's provision for the Cwricwlwm Cymreig older ones are made aware of the importance of the translation of the Bible into Welsh and the composing of the National Anthem. They also see images of contemporary Wales when visiting Cardiff Bay and are aware of Welsh sportsmen and artists who have made a name for themselves.
103. The school's provision for developing pupils' awareness of sustainable development is outstanding. Eco school activities permeate school life. The school garden and pond establish an awareness of the need to care and respect forest and outdoor life. Older pupils' appreciate that managing waste locally contributes to the future of the global environment. All take part in paper recycling, composting and activities to conserve energy and water. The school has been involved in an Eco Challenge and Tidy Wales Week. Good links with the Forest Rangers and the local Bio diversity Group promote pupils' understanding of the need to care for the environment further.
104. Visits to the community and beyond as well as visitors to the school enrich the curriculum provision. Visitors include media celebrities, story-tellers, the local police, clergy and senior citizens. Visits to Llancaiach Fawr, the Senedd building in Cardiff Bay and to industries, factories and supermarkets extend pupils' experiences.
105. Links with parents are good. The Parent Teacher Association (PTA) is a good source of funding and parents are involved in many activities and occasions. Many come in to read with pupils and help in the gardening club. There is good

daily informal contact and regular newsletters keep parents well informed about school.

106. Links with the community are outstanding. Pupils play a very full part in the community by taking part in musical events and local shows. They regularly compete successfully in the Caerphilly in Bloom competition. Links with the local church and village hall are a very enriching element of community partnerships.
107. Links with other schools are outstanding. Schools in the cluster group share INSET opportunities and work together to create effective subject portfolios which help with the assessment of subjects. Links with the secondary school include curriculum links, sporting activities and pupil placements.
108. Links with a local teacher training college are good; pupils benefit from the placement of trainee teachers at the school and from events they attend at the college.
109. The school's good links with industry include effective links with the Woodland Trust. A member of staff has been on a placement with Dŵr Cymru through the Educational Business Partnership (EBP).
110. An outstanding mini-enterprise initiative where pupils form their own company, promotes pupils' social development as well as successfully introducing them to the world of work within industry and commerce. They decide on a product to make, form a company, apply for posts and attend interviews and discuss the marketing. This as well as products they sell at local fairs and shows, develops pupils' understanding of entrepreneurship, the world of work, problem solving and creativity and prepares them well for lifelong learning.

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

##### **Grade 2: good features and no important shortcomings**

111. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
112. Pupils are cared for in a supportive and happy environment. The school has a very positive ethos and every pupil is valued and included; the calm and caring atmosphere ensures they feel safe and comfortable. Members of staff have positive relationships and freely give of their own time for the benefit of the pupils. When required, the school seeks the help and guidance of external agencies and ensures that parents and carers are fully involved in discussions about the care of their children. Staff are extremely vigilant in relation to some potential health and safety risks identified during the inspection. The well-being of pupils receives high priority.
113. Induction arrangements for the under-fives are carefully planned and implemented. Effective procedures are in place to support pupils who join the school at a later stage. All pupils quickly learn routines and settle well into

school life. Procedures for transferring pupils to the secondary school are very effective.

114. The very effective personal and social education (PSE) policy and programme of work are integrated into all aspects of the school's activities. Healthy living is promoted through initiatives such as fruit snack times, drinking water and healthy food and drink served at lunch times. Physical exercise is also prioritised and pupils are encouraged to participate in physical activity during break time. There is good provision for health education and suitable attention is given to sex education and drugs awareness.
115. Teachers apply policies for behaviour management consistently and all adults in the school are good role models. Rules are regularly reinforced. Strategies are in place to reward pupils for good behaviour such as 'Golden Rules', 'Golden Time' and 'Traffic Lights'. Pupils are encouraged from an early age to respect each other, for example through initiatives such as 'Caring and Sharing' in the under-fives' class and the 'Cup of Kindness'. Pupils indicate incidents of bullying are not tolerated and teachers will deal with concerns very quickly. There are very effective policies and arrangements to deal with racism, bullying and harassment. The school works closely with the Behaviour Support Service and other outside agencies to provide good support for pupils.
116. Pupils have responsibilities as 'Helpwr Heddiw' and the school council meets regularly to discuss issues such as the school environment and friendships. The school's 'buddy scheme' involves older pupils looking after and guiding younger pupils. Pupils play together happily during break time and the recently introduced 'friendship bench' has proved very successful.
117. Pupils are involved in evaluating their needs as learners and teachers use the results of a survey, which assesses pupils' self-esteem, to inform their planning.
118. All adults in the school are well aware of the procedures to be taken in the event of accidents and emergencies. All members of staff are appropriately qualified in First Aid. There is a comprehensive health and safety policy, risk assessments are systematic and all staff are alert to issues relating to pupils' welfare. Staff are extremely vigilant in relation to some potential health and safety risks identified during the inspection.
119. The school has an effective policy and very clear procedures for child protection. The head teacher is the nominated person with responsibility for child protection and there is a named link governor. Teachers and support staff are fully aware of procedures and their responsibilities.
120. Pupils receive good care and guidance in the very successful after school and lunch time clubs, as well as in the well-attended breakfast club.
121. A strong feature is the effective provision for pupils with additional learning needs. The diagnosis of individual learning needs is an outstanding feature. The number of pupils on the SEN register has seen an increase in the past few years. This is partly due to pupils with SEN transferring to the school because of

its good reputation for SEN provision. However this magnifies the restricting nature of the building because of the need for more opportunities to withdraw pupils from the larger classes to receive specialised teaching in quieter areas. Despite this, the quality of provision for pupils with SEN is good and complies with the requirements of the Code of Practice (CoP) and the Welsh Assembly Government (WAG) framework for inclusive education.

122. The SEN Co-ordinators (SENCOs) work closely with teachers and parents to ensure good quality support for pupils and achievable targets. Initial concerns are recorded in detail by teachers and discussed with the SENCOs and the results of baseline and value added assessments are used to identify learning needs and to provide the appropriate support.
123. Record keeping for pupils with SEN is well organised and systems for assessing and identifying the learning and behavioural needs of pupils are very sound. IEPs are written by the class teacher and appropriate weekly meetings are held between class teachers and LSAs to discuss SEN progress and procedures. Parents are regularly informed of their children's progress. The SENCOs regularly attend courses and carry out research on various aspects of SEN; this is an outstanding feature.
124. Support by LSAs is good. Pupils with SEN are well integrated in lessons; they are provided with appropriate tasks which allow them to work at their own pace and level of ability. A good range of resources facilitates their learning and pupils make appropriate use of ICT. Carefully structured language support is provided through various speaking, reading and writing programmes, such as 'Catch Up' and 'Word Shark'. Pupils make good progress according to their ability in acquiring skills through these strategies.
125. The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. All pupils are encouraged and enabled to take part in the activities provided. Racial equality and tolerance is promoted in school activities such as whole school collective worship and in the PSE programme of study where respect is encouraged. The under-fives' building complies fully with the DDA. The school has an appropriate accessibility plan and disability equality scheme in place but progress in implementing changes are slow because of the cost entailed and the uncertainty about the future of the building.
126. Attendance and punctuality are monitored effectively. Pupils' safety when they arrive and leave the school and during playtimes is also carefully monitored.

## **Leadership and management**

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

**Grade 1: Good with outstanding features**

127. The findings of the inspection team do not match the Grade 2 given by the school in its self-evaluation report. Inspectors felt that the leadership and management of the school display many outstanding features.
128. Both the headteacher and deputy provide very efficient and effective leadership. It is their vision that ensures that standards are outstanding despite the limitations of the building and site. They undertake their managerial duties conscientiously and are good role models.
129. The school's values, aims and objectives are fully understood and shared by all involved with the school. Team work is a notable strength; all staff share a sense of purpose in sustaining improvement and promoting high expectations which are shared with pupils. This is an outstanding feature.
130. Communication between staff is very effective. Staff meetings are held weekly; agendas and minutes of meetings show that these are a good forum for discussion, for sharing views and deciding strategies. Half-termly meetings for all other adults who work at the school, successfully promote communication with the wider school population.
131. Curriculum co-ordinators are very effective in their roles, despite carrying a heavy load of responsibility for subject areas and whole school aspects. Responsibilities match expertise and interests and staff provide colleagues with support and advice in their subjects. They keep very effective records in their co-ordinator files.
132. Performance management systems are well established. The school's setting of goals and targets is both realistic and challenging.
133. Provision for staff development is good and often outstanding. INSET is linked to priorities identified in the self-evaluation findings and the SDP. The school makes outstanding use of LEA advisers to support teachers with training. A grant from the General Teaching Council for Wales (GTCW) helped finance the development of the geography curriculum. Staff professional development is a key factor in the quality of provision and high standards.
134. The school makes good use of data, which feeds effectively into the SDP; this is a very effective tool for moving the school forward.
135. Good decisions have been made in relation to providing cover for the headteacher's management time; cover for preparation, planning and assessment time (PPA) under the new workload agreements for teachers has resulted in very effective use of expertise in music and religious education.
136. The school's response to new initiatives is outstanding. The developing of pupils' awareness of sustainable development and mini enterprise activities have been very well thought through. Management of changes and preparations for the forthcoming Foundation Phase are very effective and the role played by the deputy in developing bilingualism is outstanding.

137. Appropriate management decisions have been made in relation to the smooth running of the school day. Play times have been staggered in order to make the best use of the limited play areas and lunch time provision has been well structured in order to minimise disruption within the building. The school day runs smoothly with little time wasted.
138. Members of the GB carry out their responsibilities conscientiously. They are committed to the school and its future and perform their monitoring roles and curriculum responsibilities efficiently and oversee documentation effectively. The GB fully meets statutory requirements.
139. Administrative procedures are clear and operate efficiently. Recommendations in the last auditors' report have been fully implemented. The school complies with statutory requirements in relation to policies and procedures.
140. The budget is well managed. Financial planning is carefully monitored and matched to priorities in the SDP. The present overspend has been caused by unexpected problems linked to the age of the building. The uncertainty about the future of the building also makes spending decisions difficult, particularly in relation to adaptations to the building in relation to the school's accessibility plan.

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

**Grade 1: Good with outstanding features**

141. The findings of the inspection team do not match the Grade 2 given by the school in its self- evaluation report. The team felt that all stake holders, particularly pupils, have ownership of this school and all are very effectively involved in the self-evaluation process.
142. The inspection team have awarded the school a higher grade than it had given itself in four out of seven key questions in the self-evaluation report. They felt that the school's underestimation of its achievements was not a shortcoming and that the self-evaluation process has many outstanding features. However, the inspection team agree fully on the accuracy of the school's findings and priorities to be developed which completely match the recommendations in this report.
143. The action plan responding to the last inspection report provided suitable targets to implement the issues raised. It indicated clearly who was responsible for actions needed, procedures for monitoring and evaluating progress, financial implications and time scales for completion. This has been a core factor in the good progress the school has made since the last inspection.
144. The school has consequently made outstanding progress in the provision and standards for bilingualism and in planning for the under-fives and foundation subjects to ensure continuity and progression in pupils' learning. Good progress has also been made in improving standards in geography, art and religious

education in KS1. The percentage of good quality teaching has also improved indicating that the sharing of good practice in learning and teaching has been successful. The school and LEA have also responded to the shortcomings indicated in the last report in relation to the building by providing a new demountable classroom in the school yard and by making purposeful improvements to the grounds surrounding the under-fives' classroom in preparation for the Foundation Phase. However the limitations of the accommodation continue to feature strongly in this inspection report.

145. The annual self-evaluation report reflects a strong culture of self-evaluation which is well established. Evidence provided in the report prepared for the inspection was comprehensive and indicated that self-evaluation is an integral part of school life.
146. LEA documentation and advice from its advisers have been used well to contribute to the school's very effective self-evaluation procedures. Analysis of assessment results when children start school and at the end of both key stages feeds effectively into the self-evaluation process and enable the school to reflect how well pupils are achieving against local and national percentages.
147. All members of staff are fully involved in the self-evaluation process. Teachers evaluate their lesson plans and the effectiveness of their implementation on a regular basis. The monitoring of curriculum areas is very effective. The headteacher and curriculum leaders observe teaching in their subject areas and provide verbal and written reports for staff. They indicate areas to be developed and guide and support teachers in making the necessary subject improvements. This information feeds appropriately into the SDP which identifies manageable actions with clear success criteria and impacts appropriately on school finance and staff training. The SDP contains a very effective review of the previous year's targets.
148. Parents' views are sought constantly. They are given questionnaires where they can voice a range of opinions about the school. Their responses are very positive and contribute to the confidence staff feel about their self-evaluation systems. They indicated in the pre-inspection meeting and questionnaires that suggestions they have made, such as the need for better communication and an awareness of certain policies, have been implemented.
149. The 'Governor of the Month' strategy ensures that members of the GB are fully involved in the school's progress. They visit the school in a monitoring role for their subjects and receive reports from teachers. In the pre inspection meeting they displayed a sound knowledge of the school and were extremely aware of the difficulties presented by the limitations of the accommodation.
150. Pupils' part in the self-evaluation process is outstanding. All pupils are asked how they think they have done, what sort of learner they think they are, how they feel their learning can be better and how the school can be improved. The school council plays a significant part in school improvement. Members put forward ideas to improve the quality of life at the school and reflect on and evaluate maturely the success of their more recent initiatives, such as the

timetabling of the football pitch for all classes and the setting up of a 'friendship bench'.

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

#### **Grade 2: good features and no important shortcomings**

151. The findings of the inspection team match the judgment made by the school in its self-evaluation report. Although the present building is inadequate for the needs of its pupils and the curriculum, outstanding use is made of the accommodation available. Staff and managers of the school ensure that the inadequacies of the building do not prevent the school achieving outstanding standards. The judgment for this question therefore does not match the Grade 1 given both for key question 1 and key question 5.
152. Pupils are well supported by a sufficient number of suitably qualified and experienced teaching and support staff who have the knowledge and expertise to teach all aspects of the curriculum. Support staff are effectively deployed. All members of staff have clearly identified responsibilities, which ensures good working relationships.
153. The organisation of teachers' PPA time is good and well established. Effective use is made of the expertise of teachers employed to cover for colleagues during these sessions; this arrangement impacts positively on pupils' education.
154. Strong emphasis is placed on the continuous professional development of staff. Teachers update their teaching skills and knowledge by attending INSET sessions both within and outside the school. These sessions often appropriately organised by the local cluster of schools are well matched to the needs, requirements and priorities of the school and to the personal development of individual members of staff.
155. The administrative officer works very efficiently and effectively to ensure that the day-to-day running of the school is of a high order.
156. The caretaker/cleaner, lunchtime supervisors and canteen staff are valued members of the school community and ensure that daily routines are smooth and efficient. The school is clean and tidy at all times.
157. Play areas are limited for the number of pupils on roll but are used well. Benches and tables placed in the main yard allow pupils time to sit and enjoy in a relaxed manner. The under fives' play area is separate and secure and provides children with a very good range of experiences.
158. The garden is often used as a stimulating learning resource and provides outstanding opportunities to develop pupils' knowledge and understanding of wildlife and has enabled the school to achieve a number of awards for its outstanding provision.

159. Overall, the building is in good condition although the exterior windows are in need of painting. The main building and classrooms however are small and do not provide adequate space for the number of pupils in the school. The one room available to staff is used as a staff room, administrative office and head teachers' office. There is no place where staff can conduct their PPA tasks.
160. The demountable classroom for the under-fives and its outside area have been imaginatively resourced. These areas provide sufficient space for a range of exciting activities. The school has been able to prepare well for the forthcoming Foundation Phase in this classroom.
161. The present KS1 classroom within the main building is small and is used as a thoroughfare to a class next door. It is too small to ensure consistent opportunities for pupils to undertake creative tasks and to prepare for the Foundation Phase.
162. Both classrooms in the main building are used for eating lunch by staff and pupils. Outstanding organisation ensures that this does not affect the teaching both before and after lunch. The demountable classroom offers insufficient accommodation for the large Y5 and 6 class and limits the number of adults for pupils with SEN.
163. The hall is small and provides insufficient space for lessons in physical education. Many physical activities are held off site and the school has very effective strategies to teach smaller groups of pupils in this subject.
164. Colourful displays within all areas of the school make a considerable contribution to creating a stimulating environment for learning and to celebrate pupils' work.
165. Although a number of health and safety issues were identified during the inspection, classrooms are secure and safe throughout the day
166. Subjects and areas of learning for the under-fives are provided with good quality resources. They are matched to the school's priorities for development and are regularly reviewed by subject coordinators. Although storage areas are limited, resources are stored in an orderly manner in individual classrooms, in the under fives' store room and in the school hall; they are accessible to all. Every pupil, including those with SEN, uses resources which reflect their needs. Every class has an interactive whiteboard and these are used to good effect and enhance the quality of teaching and learning.
167. The school plans effectively to ensure that all resources are fully utilised to support teaching and learning. Priorities for further development are identified in line with the objectives outlined in the SDP and careful consideration is given to costs and benefits for the school.
168. Financial management is efficient. The present overspend has been caused by unforeseen repairs to toilets resulting from the age of the building. Spending decisions are well matched to the school's priorities as identified in the SDP.

The headteacher, subject co-ordinators and the GB carefully monitor the impact of spending decisions.

169. The school provides very good value for money.

### **School's response to the inspection**

170. The Governing Body, Headteacher and staff welcome the findings of the inspection team, in particular the many outstanding features identified which reflect the success and achievements of our small rural primary school.

171. It is rewarding to be acknowledged as a warm and welcoming community, providing a broad, enriching and challenging curriculum.

172. We were pleased that the Inspectors recognised that the quality of teaching, generally, was a strength of the school, and that it is a key element in the progress pupils make.

173. We celebrate the inspection findings that the school has made outstanding progress in the provision and standards for bilingualism, and in the planning for the under fives and foundation subjects to ensure continuity and progression in pupils' learning.

174. We are proud to have acknowledgement in the report that our pupils are cared for in a supportive and happy environment, and that their well being receives high priority.

175. The school self-evaluation report had awarded grade 2 in all of the Key Questions. Four of these were upgraded by the inspection team. We believe that this reflects the ethos of the school – the staff is always searching for new initiatives to improve and enhance teaching and learning. We have a self critical but supportive ethos.

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

177. The Governing Body, headteacher and staff would like to thank the Inspection Team for its professional, friendly and courteous manner during the inspection.

## Appendix 1

### Basic information about the school

|                     |                       |
|---------------------|-----------------------|
| Name of school      | Rhydri Primary School |
| School type         | Nursery and Primary   |
| Age-range of pupils | 3-11                  |
| Address of school   | Rudry<br>Caerphilly.  |
| Postcode            | CF83 3DF              |
| Telephone number    | 0 29 2085 2525        |

|   |                     |
|---|---------------------|
| Headteacher                               | Mrs Janice Thompson |
| Date of appointment                       | 1995                |
| Chair of governors/ Appropriate authority | Mrs Alison Cleeve   |
| Registered inspector                      | Mrs Eleri Betts     |
| Dates of inspection                       | October 22-23 2007  |

## Appendix 2

### School data and indicators

| Number of pupils in each year group |         |    |    |    |    |    |    |    |       |
|-------------------------------------|---------|----|----|----|----|----|----|----|-------|
| Year group                          | N (fte) | R  | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils                    | 6       | 13 | 16 | 10 | 6  | 11 | 18 | 12 | 92    |

| Total number of teachers |           |           |                            |
|--------------------------|-----------|-----------|----------------------------|
|                          | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers       | 4         | 1         | 4.4                        |

| Staffing information   |        |
|--|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 19.5:1 |
| Average class size, excluding nursery and special classes          | 21.5:1 |
| Teacher (fte): class ratio   | 1.1    |

| Term        | N     | Rest of school |
|-------------|-------|----------------|
| Autumn 2006 | 93%   | 96.2%          |
| Spring 2007 | 96.7% | 95.1%          |
| Summer 2007 | 93.6% | 93.5%          |

|  |     |
|--|-----|
| Percentage of pupils entitled to free school meals             | 2%  |
| Number of pupils excluded during 12 months prior to inspection | Nil |

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

|   |                        |   |
|---|------------------------|---|
| <b>National Curriculum Assessment KS1 Results 2007<br/>(compared to 2006 national results)</b>  | Number of pupils in Y2 | 7 |
| As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included |                        |   |

|   |       |          |       |
|---|-------|----------|-------|
| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment |       |          |       |
| In the school   | 71.5% | In Wales | 80.1% |

### National Curriculum Assessment Results End of key stage 2:

|  |                        |    |
|--|------------------------|----|
| <b>National Curriculum Assessment KS2 Results 2007<br/>(compared to 2006 national results)</b> | Number of pupils in Y6 | 10 |
|  |                        |    |

|             |                    |          | D   | A   | W   | 1   | 2   | 3    | 4    | 5    |
|-------------|--------------------|----------|-----|-----|-----|-----|-----|------|------|------|
| English     | Teacher assessment | School   | 0   | 0   | 0   | 0   | 0   | 10.0 | 20.0 | 70.0 |
|             |                    | National | 0.3 | 0.1 | 0.5 | 0.6 | 3.9 | 15.9 | 48.2 | 30.4 |
| Mathematics | Teacher assessment | School   | 0   | 0   | 0   | 0   | 0   | 10.0 | 70.0 | 20.0 |
|             |                    | National | 0.3 | 0.1 | 0.5 | 0.5 | 3.2 | 14.4 | 47.5 | 33.4 |
| Science     | Teacher assessment | School   | 0   | 0   | 0   | 0   | 0   | 0    | 70.0 | 30.0 |
|             |                    | National | 0.3 | 0.1 | 0.5 | 0.3 | 1.8 | 11.5 | 51.8 | 33.8 |

|   |       |  |
|---|-------|--|
| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) |       |  |
| by teacher assessment   |       |  |
| In the school   | 90%   |  |
| In Wales  | 74.0% |  |

- 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  
W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

- The inspection was carried out by a team of three inspectors who were present at the school for seven inspector days. The headteacher was the nominee;
- pre-inspection meetings were held with parents and the GB to discuss the life and work of the school;
- a self-evaluation report was received from the school which formed the basis for pre-inspection discussions;
- 17 questionnaires were completed by parents. These were analysed in detail and of the responses 99.7 per cent were positive;
- school documentation was scrutinised;
- 15 teaching sessions were observed;
- a range of pupils' work and activities were inspected;
- pupils' behaviour in sessions was inspected;
- post-inspection meetings were held with staff and the GB.

## Appendix 5

### Composition and responsibilities of the inspection team

| <b>Team member</b>                     | <b>Responsibilities</b>   |
|--|---|
| Eleri Betts<br>Registered Inspector    | Summary Report<br>Context of the School<br>Recommendations<br>Key Questions 1/3/5/6         |
| Stewart Hammond<br>Lay inspector       | Contributions to Key Questions 1/3/4/7  |
| Nia Richards<br>Team Inspector         | Key Questions 2/4/7   |
| Janice Thompson<br>Headteacher Nominee | Attending team inspection meetings<br>providing information and writing<br>school response. |

The Inspectors would like to thank pupils, staff, parents and governors for their cooperation before and during the inspection.

#### **Contractor**

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