

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

A Report on the Quality of Education in

**Gwaelod-Y-Garth Primary School
Main Road
Gwaelod-Y-Garth
Cardiff
CF15 9HJ**

School Number: 6812111

Date of Inspection: 5 March 2007

by

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Gwaelod-Y-Garth 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 Gwaelod-Y-Garth Primary School took place between 05/03/07 and 07/03/07. 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:

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

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. Ysgol Gynradd Gwaelod y Garth Primary School is a community school which provides its pupils with education through the medium of Welsh or English according to parental choice. It is situated in the village of Gwaelod y Garth, some seven miles from the centre of Cardiff. The local education authority (LEA) is Cardiff. Whilst some of the pupils come from the village itself, the majority come from the neighbouring hamlets of Taffs Well, Tongwynlais and Nantgarw. The school also has pupils from outside the catchment area, from Radyr, Morganstown, Creigiau, Caerphilly and Llandaff.
2. There are 180.5 pupils of statutory school age on role, a figure that includes 12.5 full-time equivalent children who have nursery education. One hundred and thirty one point five children receive their education through the medium of Welsh. The majority of classes are mixed age ones. According to school documentation, 9% of pupils come from homes where Welsh is the predominant language. Approximately 2% are of ethnic minority origin.
3. The school's catchment area is neither prosperous nor economically disadvantaged. Pupils represent the full range of ability. Approximately 4% are registered as entitled to free school meals (FSM). The school has identified 17 pupils with special educational needs (SEN); two have a statement of SEN. No pupils are looked after by a local authority.
4. Since the last inspection a significant rebuilding and refurbishment programme to improve the quality of accommodation was approved by the Welsh Assembly Government (WAG). Up until 2005 eight classes occupied a traditional stone building and several demountable classrooms. In 2005 a brand new early years block was completed and consequently the educational provision was extended in 2006 to include Welsh medium nursery education for the first time since 1995, the year before the school was transferred from Rhondda Cynon Tâf LEA to Cardiff LEA. The work for the refurbishment of the main school building however has not yet been completed. Thus during the week of the inspection six classes were in temporary accommodation and the headteacher's room, administrative office and staff room were housed in small, temporary demountable buildings on the playground. Resources including library books, physical education equipment and many items of furniture were also in temporary storage container buildings.
5. The school was last inspected in February 2001. It was awarded the Basic Skills Quality Mark in Spring 2005.

The school's priorities and targets

6. The school's priorities are to:
 - enable each pupil to reach his/her full potential;
 - instil a sense of pride in our nation, its language and heritage;
 - to give each pupil the opportunity to develop into a complete and individual member of society in a rapidly changing world;

- develop skills in oracy, literacy and numeracy in conjunction with a sense of curiosity, imagination and interest in all activities;
 - create in each pupil a desire for increased knowledge and experiences;
 - assist the pupils to live and work harmoniously with others;
 - develop sensitively aesthetic appreciation and leisure skills;
 - give special care to pupils with SEN including the gifted pupils; and
 - introduce ideas, skills and themes by using lively, dynamic and interesting methods.
7. The school's priorities for this year are to:
- produce a strategic review and reorganisation of accommodation following the rebuilding/refurbishment project;
 - remove barriers to learning for pupils with problems in mathematics;
 - further improve quality of provision for more able and gifted pupils;
 - plan, organise and resource a SEN group and a group teaching area in the new early years block;
 - introduce 'thinking skills' across the curriculum especially in mathematics in key stage 2;
 - review the school's vision statement/aims and objectives to reflect the needs of a new era in terms of provision and accommodation; and
 - develop approaches to education for sustainable development/global citizenship in the primary school.

Summary

8. Ysgol Gwaelod y Garth Primary School is a good school with outstanding features. It is an extremely happy community where pupils in both the Welsh and English-medium classes work and play productively together. Despite the effect the extensive building programme has had and continues to have on the life of the school, the fortitude of staff during this time has ensured that morale is high and the warm, friendly ethos of the school prevails.
9. The findings of the inspection team match the grades given by the school in its self-evaluation report in six key questions. The team gave the school a lower grade than the school had given itself in one key question.

Table of grades awarded

Key Question	Inspection grade
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 1
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

10. The overall quality of provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcome for Children's Learning.
11. In National Curriculum (NC) teacher assessments for pupils who are seven years of age in key stage 1, results over the last few years have been consistently higher than national and local levels. In 2006, 95% of pupils achieved a level 2 (the level expected of pupils who are seven years of age) in all the four core subjects of Welsh, English, mathematics and science. The core subject indicator (CSI) which is the percentage of pupils gaining at least a level 2 in three core subjects was well above the national percentage. In 2006 a significant number of pupils achieved a level 3 in all four core subjects. Figures show a continuous improvement in performance since 2002. When compared with other schools with a similar percentage of FSM the school is in the upper 50% of schools.
12. For pupils who are eleven years of age in key stage 2, results in NC and teacher assessments during the last three years show a continuous improvement in standards. In mathematics and English in 2006 all pupils achieved level 4 (the level expected of pupils who are 11 years of age) while in science and Welsh 90% achieved a level 4. The CSI was significantly higher than the national percentage. As many as 50% of pupils achieved a level 5 in mathematics and science while 30% achieved a level 5 in English and Welsh. When compared with schools in the same FSM group, the school is in the upper 25% of schools.
13. In both key stages, there is no trend regarding the performance of boys and girls. The vast majority of pupils, especially those with SEN, fully reach their potential and achieve their targets. Provision for pupils with additional learning needs is good with outstanding features.

14. In the key skills of literacy, provision and standards are good with outstanding features in listening, speaking, reading and writing. In numeracy provision and skills are good; in information and communication technology (ICT) they are good, but pupils' use of computers across subjects in lessons is limited and inhibits further development of skills. Levels in bilingual competence across the school are good with many outstanding features.
15. Pupils' behaviour and motivation to learn are outstanding features of the school. Respect for one another, adults and visitors permeates school life.
16. Standards in personal and social development are outstanding with pupils having positive attitudes about themselves and their community. Their awareness of the importance of equality of opportunity and an understanding of diversity within society is an outstanding feature.
17. The attendance level at just over 95% for the last three terms is good. The present school access problem is accentuating a punctuality problem that already exists, as a number of pupils who arrive by car are a few minutes late at the start of the school day.

The quality of education and training

18. The quality of teaching in lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	57%	7%	-	-

19. The school's teaching staff is well established, and there is a good blend of youth and experience in the team. Teachers and support staff succeed in fostering excellent relationships with pupils and there is a strong ethos of care and courtesy in classrooms. Planning is detailed but pupils' use of ICT is not always an integral part of learning across the curriculum and there is insufficient challenge at times for more able and gifted pupils.
20. The school's assessment, recording and reporting policy is clear and comprehensive and procedures are effective. The tracking of individual pupils' progress is well documented. Annual reports to parents conform to statutory requirements.
21. The curriculum provided is broad and balanced and fulfils statutory requirements. For the under-fives, provision includes exciting opportunities for role-play, investigative skills and activities that promote children's ability to keep on task. Schemes of work for curricular subjects and religious education are detailed and show progression in provision.
22. Provision for the *Cwricwlwm Cymreig* is an outstanding feature and provision for bilingualism is good and often outstanding.
23. Provision for spiritual, moral and social development is also an outstanding feature. Pupils have an appropriate understanding of the need for ensuring that the world is a greener place.
24. A homework policy provides appropriate guidelines for ensuring that pupils receive homework that complements the taught curriculum.
25. Partnerships with parents and the community, other schools and institutions have outstanding features. The school is the hub of the community.

26. Extra-curriculum experiences in sport and music complement the taught curriculum very effectively in key stage 2.
27. Pupils are guided and supported very well in a happy and secure environment. Teachers' care for pupils has been put to the test during the last few months when building work has been in progress around them. The school has dealt well with the potentially dangerous position with regard to the parking and turning of cars at busy times of the day.
28. Induction arrangements for under-fives are carefully planned and implemented. There are well-established arrangements also with the receiving three comprehensive schools.

Leadership and management

29. The headteacher's clear vision and high expectations have been instrumental in promoting the high standards achieved by the school. He is approachable to both pupils and parents and is highly supportive and appreciative of his staff. He leads by example. The deputy headteacher is highly effective in his role.
30. The school has an appropriate set of long standing aims which clearly reflect the quality of school life. The school management team (SMT) is effective in deciding the school's priorities and procedures.
31. Staff professional development is of high quality. The school readily takes on board new initiatives to help maintain and improve standards. The school improvement plan (SIP) prioritises effectively.
32. The governing body is highly effective and fulfils statutory requirements.
33. Self-evaluation is robust and has been long established in the school as part of its normal routines. The headteacher, staff and governing body know the school well. Progress since the last inspection has been good overall. An outstanding feature has been the progress made in improving the accommodation which will be fully occupied within a few weeks of the date of the inspection.
34. There is an outstanding ratio of teachers to pupils. Support staff make an outstanding contribution.
35. The newly erected block for under-fives which is already occupied, is an outstanding provision. The majority of remaining classes and administrative offices are accommodated in temporary classrooms. This arrangement severely impacts temporarily on the activities pupils can do at play and lunch times. The building that will be completed shortly is an outstanding provision that has been well planned to give maximum teaching space.
36. The recent activities related to the school's building programme have served to highlight further an existing significant safety issue. Although the school has done its utmost to ensure that pupils are safely conducted through the yard, the situation caused by moving and parked cars is a potential hazard. During the inspection the team instigated a meeting on site with the LEA to witness the cause for their concern; with increasing numbers, it is foreseen that, even when the building work is completed, this situation will remain unacceptable.
37. From the limited evidence available, the inspection team felt that all subjects are generally well resourced, and the quality is good. An outstanding feature is the

effort staff have made to ensure that resources are well organised and as accessible as possible in the present situation.

38. The school budget is very well managed by the headteacher and governing body. The school provides very good value for money in producing well-balanced pupils with good academic and collaborative skills to equip them for the next stage in their learning.

Recommendations

In order to move the school forward, staff and governing body need to:

- R1 continue to improve pupils' use of ICT across the curriculum by integrating ICT consistently into teaching sessions and respond to other minor shortcomings identified in the report;
- R2 work closely with the LEA to find an immediate solution to the extremely inappropriate and dangerous use of the school yard by traffic transporting pupils at the start and end of the school day; and
- R3 improve punctuality at the start of the day when transport difficulties have been resolved.

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

39. The inspection team's findings match the grade given by the school in its self-evaluation report.
40. Baseline assessment of children who enter the school indicates that figures are generally above average for all cohorts in their first language, numeracy and personal and social skills.
41. The overall quality of provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcome for Children's Learning.
42. In NC teacher assessments for pupils who are seven years of age in key stage 1, results over the last few years have been consistently higher than national and local levels. In 2006, 95% of pupils achieved a level 2 (the level expected of pupils who are seven years of age) in all the four core subjects of Welsh, English, mathematics and science. The CS1, which is the percentage of pupils gaining at least a level 2 in three core subjects, was well above the national percentage. In 2006 a significant number of pupils achieved a level 3 in all four

core subjects. Figures show a continuous improvement in performance since 2002. When compared with other schools with a similar percentage of FSM the school is in the upper 50% of schools.

43. For pupils who are eleven years of age in key stage 2, results in NC and teacher assessments during the last three years show a continuous improvement in standards. In mathematics and English in 2006 all pupils achieved level 4 (the level expected of pupils who are 11 years of age) while in science and Welsh 90% achieved a level 4. The CSI was significantly higher than the national percentage. As many as 50% of pupils achieved a level 5 in mathematics and science while 30% achieved a level 5 in English and Welsh. When compared with schools in the same FSM group, the school is in the upper 25% of schools.
44. In both key stages there is no trend regarding the performance of boys and girls although in 2006 girls outperformed boys by around 8%. The small number in cohorts often makes identifying trends difficult. However, the school has recently targeted a number of boys in key stage 2 who were underachieving. In 2006 in key stage 1 targets set and actual results were almost identical. In key stage 2, though targets set were appropriate for the cohort, the staff and governing body were pleased the identification and strategies for addressing underachievement resulted in these pupils achieving higher results than the targets set in all subjects.
45. Pupils, including those with SEN, consistently reach their potential and achieve their targets. All succeed whatever their social, ethnic or linguistic background. Those who come from non-Welsh medium backgrounds, who receive their education through Welsh, quickly increase their understanding and acquire their new language quickly.
46. In the key skills of literacy, standards are good with outstanding features in listening, speaking, reading and writing. Pupils at the upper end of key stage 2 in the English section are often extremely articulate. In the Welsh section their fluency in both languages is outstanding. Reading and writing skills across the school are very well developed across a range of subjects. Numeracy skills are good in all classes; pupils handle numbers with ease and understanding in a range of situations. Pupils' skills in ICT are good but their use of computers across subjects in lessons is limited and inhibits further development of skills. Their creative and problem solving skills are well developed.
47. Levels in bilingual competence across the school are good with many outstanding features. Pupils in both language sections benefit from a setting which is naturally bilingual and acquire bilingual skills naturally throughout the day.
48. The vast majority of pupils fully reach their potential. This is especially true of pupils who have SEN.
49. Pupils in classes where lesson aims are shared clearly with pupils, fully understand what they are doing; this impacts well on standards. They respond well in all classes to support provided when doing their tasks and know how they are progressing. They do not always have such a clear view of what they need to do to improve.

50. Pupils show an outstanding motivation to learn. This is evident in the way they stay on task and work productively; even very young pupils show outstanding confidence and independence as they proceed with their tasks.
51. Standards in behaviour are an outstanding feature of the school. Respect for one another, adults and visitors permeates school life. Pupils remain respectful in all school settings, including the confined areas they play in at the present time.
52. Standards in personal and social development are outstanding with pupils having positive attitudes about themselves and their community.
53. Pupils' awareness of the importance of equality of opportunity and an understanding of diversity within society are outstanding features. Pupils show concern for inequalities in society. They develop well into well-rounded citizens who should be able to participate fully in the community and work place.
54. The attendance level at just over 95% for the last three terms is good and is above the national average, but a little below the upper 25% of schools in the same FSM group. The present school access problem is accentuating a punctuality problem that already exists, as a number of pupils who arrive by car are a few minutes late at the start of the school day. There is very little unauthorised absence.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

55. The inspection team's findings differ from the grade given by the school in its self-evaluation report, as the school graded this key question a Grade 1. The inspection team considers that although the teaching was consistently good or better with only a few shortcomings, there were insufficient outstanding features across the school to award a Grade 1.
56. The quality of teaching in lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	57%	7%	-	-

57. These figures compare very well with the national picture published in Her Majesty's Chief Inspector's Annual report for 2005-6, where overall the quality of teaching in primary school is reported to be a Grade 2 in 62% of lessons and a Grade 1 in a further 17%.
58. The school's teaching staff is well established, and there is a good blend of youth and experience in the team. The high percentage of good teaching reflects the professionalism of the staff during this difficult period.
59. Teachers demonstrate a sound knowledge of the curriculum and many teaching strategies used reflect that they keep abreast of most recent developments.
60. Teachers and support staff succeed in fostering excellent relationships with pupils and there is a strong ethos of care and courtesy in classrooms. Pupils and staff have a shared understanding of appropriate classroom behaviour and

consistent and constructive praise of pupils' good efforts has a positive effect on their learning.

61. The language needs of pupils are met very effectively in both the Welsh and English sections of the school and in teaching sessions boys and girls are treated equally.
62. Where teaching is consistently good and sometimes outstanding:
 - careful planning ensures that lesson introductions are linked to previous learning, that tasks and activities are thoughtfully organised and plenary sessions consolidate pupils' knowledge;
 - lesson objectives are shared clearly with pupils both orally and visually;
 - teacher presentations are stimulating and provide a good language model for pupils;
 - instructions given for activities are clear and concise;
 - the pace of the lesson is appropriate and ensures that pupils remain on task;
 - paired and group work is focused and well managed;
 - work is prepared which meets the needs of less able pupils and provides a suitable level of challenge to the more able and gifted;
 - intervention by teachers is well timed to extend pupils' thinking and problem solving skills;
 - resources available are well organised.
63. Where teaching shows some shortcomings;
 - lessons are not clearly structured to provide a balance between introduction, activities and plenary session;
 - planning work to meet the needs of pupils of differing abilities is confined to differentiation by outcome only;
 - structured opportunities provided for pupils' development of enquiry and investigative skills are limited;
 - pupils' use of ICT is not an integral part of learning across the curriculum and
 - there is insufficient challenge at times for more able and gifted pupils.
64. The school has already prioritised the development of ICT skills and a better level of challenge for more able pupils in its SIP.
65. The school's assessment, recording and reporting policy is clear and comprehensive and procedures are effective.
66. The school has a concise marking policy, which sets out clear principles for marking in both core and foundation subjects and recommends the use of an efficient code of symbols for correcting punctuation and spelling. Pupils' work across the school is marked thoroughly and regularly, with more detailed attention being given to core subjects. Written comments on pupils' work are for

the most part linked to specific lesson objectives. In the best practice these comments suggest how particular aspects may be improved.

67. Individual targets are recorded as a result of teacher/pupil discussion at the beginning of every term, and are reviewed at the end of term. These targets are shared with parents in open evenings. The active role of pupils in their own target setting is in its early stages, and at present pupils in Y6 of the Welsh section are piloting the use of 'traffic lights' to record their level of understanding.
68. Baseline assessment is used effectively to set individual targets for children under five, and continuous careful observation throughout the year, monitors their progress towards learning objectives.
69. In both key stages, pupils' work in the core subjects is assessed effectively and levelled according to NC indicators every half term and optional assessment materials are used for both these and end of key stage assessments. Standardised tests are given annually and the results recorded and analysed to inform short term planning. Recognised tests are given including one for mathematics from Y1 to Y6, a Welsh reading test from Y2 to Y6 and English reading tests from Y3 to Y6. In addition, regular reading and spelling tests are administered to pupils in both key stages by the support teacher, and used to inform individual education plans (IEPs).
70. Pupils' individual profiles contain samples of levelled and annotated work in core subjects, together with the results of baseline assessments and end of key stage teacher assessments, standardised tests and copies of annual reports to parents.
71. A start has been made in assembling portfolios of pupils' work in both core and foundation subjects, to ensure secure moderation of levels. The school is aware of the need to continue to develop these to support teacher assessment.
72. The tracking of individual pupils' progress is well documented by both class teachers and the school's assessment coordinator. However, the SIP identifies the need to summarise assessment information on individual progress electronically in the near future.
73. Annual reports to parents conform to statutory requirements. They provide detailed information on pupils' progress in all NC subjects and religious education and indicate priorities for the way ahead. Opportunity is given to parents to write a response on the report and to visit the school to discuss their children's progress three times a year.

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
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74. The inspection team's findings match the grade given by the school in its self-evaluation report.
75. The staff has taken great care that the upheaval caused by the building programme has not had a negative effect on curriculum provision.

76. The curriculum provided is broad and balanced and fulfils statutory requirements. An outstanding feature is the provision for equality for all pupils, irrespective of the language medium of their education; there is no stereotyping. The provision reflects very successfully national priorities for life-long learning.
77. For the under-fives, provision includes exciting opportunities for role-play, investigative skills and activities that promote children's ability to keep on task within the guidelines of the Desirable Outcomes for Children's Learning. With the developing outside provision for both nursery and reception classes, the school is providing well for the development of physical skills and is successfully introducing aspects of the curriculum for the Foundation Phase for children from three to seven years of age.
78. Schemes of work for curricular subjects and religious education are detailed and show progression in provision. The planning cycle is appropriate for a wide age-range in classes; for the Welsh section it is generally on a two-year basis while for the English section it is generally on a three-year cycle. The demands for differentiation in these mixed classes are high and the provision is generally appropriate. The school often undertakes projects for pupils across the school; this promotes an effective whole school ethos.
79. Key skills are clearly highlighted in planning and included in lesson outcomes presented to pupils. Provision for the literacy skills of listening, speaking, reading and writing is often outstanding. Provision for numeracy is consistently good. For ICT, although there are good features in classes, it is not a consistent integrated part of provision.
80. Provision for the *Cwricwlwm Cymreig* is an outstanding feature. Staff use the community of Gwaelod y Garth very well as the starting point for this, ensuring that the provision is relevant and promotes pupils' understanding. A particularly strong feature is the focus placed on local history which reflects the history and culture of Wales.
81. Provision for bilingualism is good and often outstanding. Pupils are aware of the bilingual nature of life around them; both languages are used side by side in the school yard and in school activities. This ensures that pupils' respect each other's first or preferred language. Provision for promoting pupils' awareness of diversity is good with outstanding features. Examples were seen during the inspection of pupils' awareness of the heritage of Egypt, the uniqueness of African rhythms and a range of Indian and Thai customs.
82. Provision for spiritual, moral and social development is an outstanding feature. Collective worship sessions meet statutory requirements and are occasions when moral messages and spiritual feelings are shared with pupils. Lessons learnt are put into practice by pupils; this is a consistent feature of their outstanding behaviour and attitudes to others. The school council develops in its members, a sound understanding of social responsibilities to their peers. Pupils are also provided with opportunities to understand their responsibilities as citizens of the world when collecting money for natural disasters and people less fortunate; for example, they enjoy planning for Red Nose Day. Pupils are encouraged to take on responsibilities during daily routines and provision for working in groups, promotes good social skills.

83. Provision ensures that pupils have an appropriate understanding of the need for ensuring that the world is a greener place. They understand the importance of recycling and conserving energy. Good strategies such as Eco reward cards for acts such as turning off lights, promote understanding in the nursery class.
84. Provision for healthy eating is good; it is well presented through science lessons and practical activities and well understood by pupils.
85. Provision for personal and social education (PSE) is good and presented appropriately through circle time. The importance of relationships, prevention of bullying and telling the truth are matters that are well received by pupils.
86. A homework policy provides appropriate guidelines for ensuring that pupils receive homework that complements the taught curriculum. Reading homework provided shows progression and the school also focuses on some curricular aspects in line with learning priorities.
87. Partnerships with parents and the community, other schools and institutions have outstanding features. The school is the hub of the community and takes part in a range of community links. Adults from the community volunteer help for hearing pupils read for example. The school has established outstanding links with parents who are fully supportive of the home-school agreement. An active Parent Teacher Association (PTA) supports the school with fundraising and social activities and parents also are encouraged to help with class activities.
88. Partnerships with other primary schools and the secondary schools served by the school impact positively on curriculum provision. Productive links with a teacher-training institution have been temporarily suspended due to the present building programme.
89. Links with industry and the world of work are good overall. A local restaurant, supermarket and rugby club have donated money and the school has links with Careers Wales. Pupils' awareness of the world of work has been well promoted by the school's use of the building work around them to make pupils understand the roles of planners, plumbers and electricians. Although pupils have some experiences in entrepreneurship by selling things for profit, this aspect is not fully developed.
90. Extra-curriculum experiences in sport and music complement the taught curriculum very effectively in key stage 2. Aerobics, Dragon Sport sessions, Urdd activities and a French club, for example, are popular with pupils; cultural and musical events and performances enrich the curriculum. Older pupils experience a residential visit to Llangrannog. Visitors to school and organised visits off site enrich the curriculum. These include going to an aquarium, a castle and a mountain railway. A series of visits by Welsh Children's Poets and illustrators stimulate pupils' learning.

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

Grade 1: Good with outstanding features

91. The inspection team's findings match the grade given by the school in its self-evaluation report.
92. Pupils are guided and supported very well in a happy and secure environment. The nurturing ethos of the school ensures that every pupil is a valued member of the school community. Teachers' care for pupils has been put to the test during the last few months when building work has been in progress around them. They have been extremely visible on the yard during playtimes to ensure that pupils are not in danger. The school has dealt well with the potentially dangerous position with regard to the inappropriate parking and turning of cars in the school yard at busy times of the day.
93. Regular letters keep parents informed of events and incidents. For example, they have been contacted by letter from the headteacher to draw their attention to the potential danger from parked cars. There is good daily informal contact as well as an effective appointments system for parents to discuss any concerns they may have. Parents' responses to the pre-inspection questionnaire and in the pre-inspection meeting were very positive about the school; they praised the genuine care given to their children.
94. Induction arrangements for the reception classes until 2006, and this year for the Welsh nursery class, are carefully planned and implemented. Parents are given the opportunity to visit the class on a number of occasions, to find out about the daily routines and activities in which their children will be engaged. They become aware of teaching and learning strategies for under-fives and are able to help their children settle in very quickly. Pupils who have joined the school at a later stage have no difficulty in settling in to school life and those for whom English is an additional language are well supported in a sensitive and creative way.
95. There are well-established arrangements with the receiving three comprehensive schools; they ensure a smooth transition for pupils from key stage 2 to key stage 3. Information about SEN is provided to Y7 tutors, or SENCOs.
96. There are effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. Although punctuality is very carefully monitored, and letters are sent to parents of pupils who persistently arrive late for school, the school is aware that little more can be done until the traffic congestion problem in the yard at the beginning of the school day is resolved with the help of the LEA.
97. The carefully structured PSE programme includes input on drug and alcohol abuse.
98. Sex education is provided through science, with support from outside speakers and visitors. Healthy living is promoted through a wide range of extra-curricular sports and aerobics.

99. Members of the school council express the opinion that all pupils would be happy to approach any member of staff if they had a concern, and that the 'Friendship Stop' in the schoolyard ensures nobody is lonely at play-time.
100. Adults in the school are well aware of pupils with particular needs, and know what to do in the event of accidents and emergencies. Most members of teaching and support staff have received first aid training. A good level of support is provided for pupils with autistic or physical difficulties.
101. There is a comprehensive health and safety policy, and regular risk assessments are made by the headteacher and chair of governing body to ensure pupils' safety. Fire drills are held once a term, and detailed arrangements are made for the evacuation of pupils from the six teaching blocks.
102. The school has an effective policy and procedures for child protection. The headteacher and SENCo are the nominated officers, and all teachers and support staff are fully aware of their responsibilities.
103. The provision for pupils with additional learning needs is good with outstanding features. The SENCo is very experienced and manages the provision very effectively. All documentation on SEN conforms to statutory requirements.
104. All pupils are integrated in mainstream classes, and are withdrawn for support either individually or in small groups. Work is effectively planned and organised by the part time support teacher in conjunction with class teachers, to consolidate learning in class and to develop literacy skills, particularly reading and spelling. A learning support assistant (LSA) withdraws pupils on a regular basis under the guidance of the support teacher and another LSA helps those pupils who have mild reading problems. The school is aware of the need to develop a similar level of support for those pupils who experience difficulties in acquiring numeracy skills, and the removal of barriers to learning for pupils with problems in mathematics is an important priority in the SIP for 2006-7.
105. The school has effective measures to identify pupils with SEN at an early stage. Dialogue between teachers and parents is encouraged in the nursery and reception classes to discuss possible concerns. With the guidance of the SENCo and support teacher, class teachers ensure that pupils with SEN make good progress through careful monitoring and the provision of IEPs, which are integrated into short term planning. In the IEPs, targets are set and reviewed three times a year against detailed success criteria, and parents are both kept informed of progress, and given guidance and strategies to help their children at home.
106. Data provided by baseline assessment and the programme of teacher/support teacher assessments and standardised tests given to pupils from nursery/reception to Y6, are analysed to continually inform the planning of provision for SEN pupils. Pupils make good progress through the school, and are frequently removed from the SEN Register because they no longer need extra help.
107. School provision is enhanced by a range of outside agencies, which include the educational psychologist and the learning support services. The link governor for SEN takes an active interest, and is happy to come into school to discuss issues with the SENCo.

108. There have been no exclusions in the year before the inspection and any incidents of bullying or unacceptable behaviour are dealt with effectively. The care displayed by pupils for one another is a major strength of the school. Pupils know they will be treated fairly. This is an outstanding feature.
109. Pupils with physical difficulties are integrated well into the life of the school, and enjoy the same broad, balanced curriculum, and after school activities. The new accommodation responds fully to the needs of disabled pupils. Every opportunity is taken in the geography, religious education and PSE curriculum to encourage pupils to understand the importance of respecting diversity in language, culture, religion and traditions.

Leadership and management

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

Grade 1: Good with outstanding features

110. The inspection team's findings match the grades given by the school in its self-evaluation report.
111. The headteacher's clear vision and high expectations have been instrumental in promoting the high standards achieved by the school. His leadership, in a demanding setting where pupils are taught either through the medium of English or Welsh, is outstanding. He is approachable to both pupils and parents and is highly supportive and appreciative of his staff. He has curriculum responsibilities and leads by example.
112. The deputy headteacher is highly effective in his role and leads appropriately on many curricular and staff development matters. During the long term absence of the headteacher, he was successful in ensuring that standards were maintained and continued to improve. His expertise is well used within the school.
113. The school has an appropriate set of long standing aims which clearly reflect the quality of school life. The school is aware that these need updating to reflect the advantages and possibilities that the newly furnished accommodation can provide.
114. The SMT, which includes senior members of staff representing both Welsh and English sections, is effective in deciding the school's priorities and procedures.
115. All adults at the school have clear job descriptions. Curriculum coordinators have a sound awareness of their roles in the management of their subjects. They work well to these guidelines and carry out their responsibilities effectively. Links between them and Subject Link Governors are effective.
116. Lines of communication throughout the school are clear. The school day proceeds briskly with no time wasted; all procedures are carried out effectively and efficiently. Staff meetings are instrumental in establishing a whole-school approach to issues.
117. The school has a range of effective management policies which are regularly updated and shared by all. The headteacher has produced many innovative documents that have promoted the school's provision. Documentation conforms to statutory requirements.

118. Target setting for yearly cohorts is well established. The school's experience and confidence in this aspect lead to the setting of both realistic and challenging targets. Financial resources are used and managed wisely to support these targets.
119. Staff professional development is of high quality and is recorded very effectively. The school accurately identifies individual staff needs and priorities wisely in order to establish training needs. This has a positive impact on maintaining and improving standards on the quality of provision.
120. The SIP effectively prioritises responsibilities and time scales for action and financial implications are clearly identified.
121. The process of performance management is well established and has been refined and adapted appropriately to include new requirements. Arrangements for planning, preparation and assessment (PPA) for teachers has been successfully implemented and managed.
122. The school readily takes on board new initiatives to help maintain and improve standards. An 'On Task' project as well as 'Dyfal Donc' and 'Catch Up' are initiatives that impact on standards. Many other initiatives contribute effectively to school provision.
123. The GB is a highly effective body where members' experiences and expertise are used well on a range of committees such as finance, school development, staffing and building. The governing body meets statutory requirements. Surgeries organised by governors is an outstanding feature of the school's leadership and management.

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

Grade 1: Good with outstanding features
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124. The findings of the inspection team match the grades given by the school in its self-evaluation report.
125. In six of the seven key questions the findings in the report match the grades given by the school in its self-evaluation report.
126. Self -evaluation is robust and has been long established in the school as part of its normal routines. Strategies and procedures in the self -evaluation process are outstanding. The headteacher, staff and GB know the school well.
127. The Action Plan drawn up in response to the key issues identified in the last inspection report was detailed and effective. It provided sound foundations for moving the school forward. As a result, progress since the last inspection has been good overall. It has ensured that the school has responded well to all three key issues. An outstanding feature has been the progress made in improving the accommodation which will be fully occupied within a few weeks of the date of the inspection The new building already occupied and which mainly houses the under-fives classes, has enabled the school to provide Welsh medium nursery education; this is already impacting on standards. The key issue of maintaining and improving standards has been very successfully

- achieved. The school has invested considerably in order to make progress in ICT but temporary accommodation has inhibited plans for further progress.
128. The SIPs over the last few years indicate clearly how the school has mapped out its progress in achieving targets and priorities. Annual reports very effectively evaluate progress made in identifying priorities.
129. The school's effective pupil tracking system is well managed and enables the school to analyse pupils' performance at the end of key stage 1 and set an agenda for improving results in key stage 2.
130. The quality of the Self-Evaluation Report presented to the inspection team is outstanding. It gives a clear overview of the school and reflects the effectiveness of the self-evaluation process and culture. As well as matching closely the grades given by the inspection team, evaluative comments on aspects of key questions are confirmed in this report.
131. The school has devised a three-year cycle for monitoring and evaluating teaching and learning. The headteacher keeps detailed field notes that reflect his sound overview of standards, teaching and learning and provision.
132. Staff monitoring processes have been effectively implemented. A range of strategies such as team teaching, observations and questionnaires are recorded in subject co-ordinators' annual reviews. These documents show a sound knowledge of their subjects. Their formats are based appropriately on Estyn key questions and feed effectively into the SIPs and the Self- Evaluation reports.
133. The school has worked particularly effectively with the LEA since the last inspection. The link adviser input to the self-evaluation process has been constructive and effective.
134. The school uses questionnaires effectively as part of its self-evaluation process. Staff members complete confidential questionnaires and can discuss concerns identified with the headteacher. Parents and governing body have also been given opportunities through questionnaires to voice their opinions on all aspects of school life. Governor surgeries where views are expressed and opinions given are effective additions to the self-evaluation process.
135. The School Council is a firmly established part of the self-evaluation process. Pupil representatives appreciate the fact that they are able to contribute towards school improvement and the quality of school life.

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

Grade 2: Good with no important shortcomings

136. Because the inspection was conducted at a very difficult time for both the school and the inspection team, it proved extremely difficult to come to a judgment on this key question. In view of the difficulties in evaluating the accommodation and its use, it was decided to base the judgement mainly on the use of staffing and use made of resources that were available to staff during the inspection. Therefore although there were shortcomings with the accommodation and problems caused by the building programme, the inspection team was of the opinion that these were outside the jurisdiction of the school. The team felt that

the manner in which the school had dealt with the situation was outstanding and that the shortcomings were no reflection on how efficient leaders and managers use resources. The team therefore agree with the grade given by the school in its self-evaluation report.

137. There is an outstanding ratio of teachers to pupils and teachers are suitably qualified to teach every aspect of the curriculum. The effective In Service Educational Training (INSET) programme includes providing Welsh lessons weekly for those members of staff who are not Welsh speaking. The staff commitment to continuous professional development is closely linked to the performance management cycle and to priorities in the SIP.
138. Responsibilities for co-ordinating subjects are well thought through and are divided fairly amongst the staff, with the co-ordinators being 'shadowed' by other members of staff. Every effort is made to ensure that the Welsh and English sections carry equal responsibility.
139. Teachers are released regularly from their classes for PPA time, and supply cover is provided by a part-time teacher and by part-time input from the nursery teacher in afternoon sessions; they maintain the good standards of teaching displayed by permanent members of the teaching staff. The headteacher does not have responsibility for a class.
140. Support staff, such as nursery nurses and LSAs make an outstanding contribution to children and pupils' learning. They work well with teachers in planning, teaching and assessing pupils' progress, and display a high level of patience and care in their dealings with pupils.
141. The school secretary and those who serve dinners and supervise pupils at lunch times, have a positive influence on the smooth running of the school from day to day. The hard work of the caretaker, who lives on site, ensures that standards of cleanliness throughout the school are good.
142. The newly erected building is enabling the school to prepare effectively for the Foundation Phase for children between the ages of three to seven years of age. The outside soft play area and developing gardens are attractive and stimulating.
143. At present, the only other permanent building available to the school is the hall, which is used for physical education, providing lunch and the school library. Although limited in size, it is used appropriately and is adequate for these activities.
144. The remaining classes are accommodated in double and single demountable classrooms. One double demountable occupies a play area normally used by pupils. This severely impacts temporarily on the activities pupils can do at play and lunch times. Within the confines of this area pupils are safe.
145. The school office and staff room, during the building programme, have occupied a portable building placed on the main yard in front of the school. This has again impacted temporarily on the space where pupils can play.
146. The recent activities related to the school's building programme have served to highlight further an existing significant safety issue. Over the last few years, a potentially dangerous situation has emerged, relating to the transport of pupils by bus and car at the start and end of the school day. Congestion on the main

- road means that cars and buses inappropriately drive onto the school yard to drop and pick up pupils. Although the school has done its utmost to ensure that pupils are safely conducted through the yard, the situation caused by moving and parked cars is a potential hazard. During the inspection the team instigated a meeting on site with the LEA to witness the cause for their concern. Even though the school has constantly reminded parents of a potential accident the situation remains unchanged; with increasing numbers it is foreseen that, even when the building work is completed, this situation will remain unacceptable.
147. The building that will be completed shortly is an outstanding provision that has been well planned to give maximum teaching space.
148. From the limited evidence available, the inspection team felt that all subjects are generally well resourced, and the quality is good. Few new resources have been purchased over the last few months because of storage problems and because it is not clear what the priorities will be for resources when the new building is fully occupied. Many of the school's resources will be unusable because of dampness. The school is aware that resources in a number of subjects will have to be reviewed and updated, and will be allocating a budget for their replenishment and reorganisation, as a matter of priority in the SIP, when the building programme is complete. An outstanding feature is the effort the staff has made to ensure that resources are well organised and as accessible as possible in the present situation. They are used regularly and effectively in all classrooms.
149. Interactive whiteboards in two classrooms have contributed significantly to the development of ICT in teaching strategies, but their use by pupils is limited. It has not been possible to extend the provision in the present situation. The room designated as a library is at present used as a temporary classroom. The school is aware that fiction and non-fiction resources will need to be replenished, when the library is relocated and reorganised.
150. Displays of pupils' work are of a high standard. They are a good teaching resource and contribute to the attractive environment of the classrooms.
151. The school budget is very well managed by the headteacher and governing body, and the governing body takes its responsibility for monitoring spending regularly very seriously.
152. The school provides very good value for money in producing well-balanced pupils with good academic and collaborative skills to equip them for the next stage in their learning.

School's response to the inspection

The inspection findings recognise that, in most respects, we have maintained high standards since our last inspection in numeracy and improved standards even further in subjects such as literacy. Information and communication technology has improved since the last inspection but more progress in this area needs to be maintained, and improved upon when the new buildings have been completed and all teachers have been relocated to their classrooms. We are pleased the inspectors found the pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration as outstanding features. In addition, the care and support systems we have in place and that underpin our curricular provision are recognised as appropriate and effective. The skill and dedication of teachers and the care and talent of support staff are duly acknowledged. Most importantly, the inspection report makes clear the elements that make our school what it is. In particular, the report confirms that we are achieving our aim to make our school a happy and secure place in which pupils grow in confidence and independence.

An action plan will be put in place to address the recommendations in the report. Improving our information technology provision and making wider use of ICT across the curriculum are aspects that we believe we can confidently address, especially since both new buildings have recently been completed. The Cardiff LEA need to look into the health and safety issues highlighted in the report before we can start to address the punctuality of pupils attending the school in the mornings.

Where possible, staff and governors will address the recommendations before the end of the school year. Raising pupils' standard of achievement in information technology will be a major priority for us. We will make sure that this subject is given financial support and a high priority in our SIP. In addition, we will provide more opportunities for staff to improve their knowledge and skills in ICT so that they can use these skills in their teaching as well as help pupils achieve higher standards in this subject. Pleasingly, inspectors identified many elements and procedures in the school that will help us address these areas, namely our "self review process", by sharing good practice and expertise that we have amongst the staff more widely.

Due to the bilingual nature of the school, the fact that the inspectors found bilingual provision as good and often outstanding was important. It was also pleasing to note that personal, social, spiritual and moral development, and partnerships with parents and the community, other schools and institutions as well as pupils' behaviour and motivation to learn were identified as an outstanding feature of the school.

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 1

Basic information about the school

Name of school	Gwaelod-Y-Garth Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Main Road Gwaelod-y-Garth Cardiff
Postcode	CF15 9HJ
Telephone number	02920810489

Headteacher	Mr Gerwyn Williams
Date of appointment	January 1992
Chair of governors	Mr Peter Hammett
Registered inspector	Mrs Eleri Betts
Dates of inspection	March 5 - 7

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	12.5	24	20	24	30	27	13	30	180.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	9.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	6:1
Pupil: adult (fte) ratio in special classes	NA
Average class size, excluding nursery and special classes	21.1:1
Teacher (fte): class ratio	9:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2006	NA	93.3%	94.7%
Summer 2006	NA	95.3%	95.5%
Autumn 2006	96.9%	94.2%	95.3%

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:					29
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	0	33	67	
		National	0	4	12	64	20	
En: oracy	Teacher assessment	School	0	0	0	33	67	
		National	0	2	11	64	23	
En: reading	Teacher assessment	School	0	0	11	11	78	
		National	0	4	14	56	26	
En: writing	Teacher assessment	School	0	0	0	89	11	
		National	0	5	14	69	12	
Welsh	Teacher assessment	School	0	0	5	65	30	
		National	0	2	8	64	26	
Welsh: oracy	Teacher assessment	School	0	0	5	65	30	
		National	0	1	10	64	25	
Welsh: reading	Teacher assessment	School	0	0	5	65	30	
		National	0	2	15	60	22	
Welsh: writing	Teacher assessment	School	0	0	5	80	15	
		National	0	2	18	66	13	
Mathematics	Teacher assessment	School	0	0	3	69	28	
		National	0	2	10	63	24	
Science	Teacher assessment	School	0	0	3	59	38	
		National	0	2	9	65	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	96.5%	In Wales	80.9%

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
W Pupils who are working towards level 1

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		23						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	0	65	35
		National	0	1	0	0	1	4	15	47	33
Welsh	Teacher assessment	School	0	0	0	0	0	0	6	61	33
		National	1	0	0	0	1	4	17	50	26
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	48	52
		National	1	1	0	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	4	43	52
		National	1	0	0	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	95.65%	In Wales	74.3%

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 4

Evidence base of the inspection

- The inspection was carried out by a team of three inspectors who were present at the school for two and a half days. The headteacher was the nominee and a peer assessor was also part of the team.
- Pre-inspection meetings were held with parents and the governing body 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.
- Seventy six questionnaires were completed by parents; these were analysed in detail and 97% of responses were positive.
- School documentation was scrutinised.
- Twenty eight teaching sessions were observed.
- A range of children's work and activities were inspected.
- Children's behaviour in sessions was inspected.
- Post inspection meetings were held with staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Registered Inspector Eleri Betts	Summary Report Recommendations Responsible for Key Questions 1/3/5/6
Lay Inspector Marian Donovan	Contributions to Key Questions 1/3/4/7
Team Inspector Rhiannon Harries	Responsible for Key Questions 2/4/7
Nominee Gerwyn Williams Headteacher	Providing information and attending team meetings.
Peer Assessor Gwenda Roberts	Visiting classes and attending team meetings

Acknowledgement

The Inspection Team would like to thank the headteacher, staff, parents, governors and pupils for their courtesy, co-operation and assistance throughout the inspection period.

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