

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

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

**Abercerdin Primary School  
Kenry Street  
Evanstown  
Gilfach Goch  
CF39 8RS**

**School Number: 6722046**

**Date of Inspection: 06 October 2008**

**by**

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Abercerdin 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 Abercerdin Primary School took place between 06/10/08 and 08/10/08. An independent team of inspectors, led by Stephanie James 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. Abercerdin Primary School serves the former mining communities of Evanstown in the County Borough of Bridgend and Gilfach Goch in Rhondda Cynon Taff. The valley has 'Communities First' status because of the degree of economic and social disadvantage in the area. Out of 865 wards in Wales, it is 39<sup>th</sup> in the bottom 50 for indicators of deprivation. Although pupils come from the two villages and surrounding areas, the school is in Bridgend Local Education Authority (LEA).
2. The school caters for pupils aged three to eleven years. Children are admitted to the full-time nursery class on the day after their third birthday. Many of them have previously attended the school's 'Link Up' play group. Nursery baseline assessments show that children's attainment on entry to school is considerably below the LEA average. All pupils come from English-speaking homes and none of them speaks Welsh as a first language. There are no pupils from ethnic minority communities.
3. There are currently 158 pupils on roll, including 25 children in the nursery. Approximately 18 per cent of pupils are entitled to free schools meals, which is in line with the national average of 17 per cent and the Bridgend average of 18 per cent. Thirty-eight per cent of pupils, excluding those in the nursery, have been identified as having special educational needs (SEN), which is well above the national average of approximately 20 per cent. Three pupils have a statement of SEN.
4. There are seven classes in the school, including the nursery, and a small class for pupils with SEN in key stage 2. After four years as deputy and two terms as acting head, the head teacher was appointed in May 2007. The deputy head teacher was appointed in September 2007. The school was awarded Investors in People status in 2007 and achieved the Basic Skills quality mark for the third time in July 2008.
5. The school was last inspected in December 2002.

## The school's priorities and targets

6. The school's motto is "Together we can do it!" Its vision is for the school is to be a centre of excellence in primary education with visionary, inquisitive pupils who are hungry for knowledge. It aims to equip pupils with the skills and confidence to be healthy and successful global citizens who will lead their community into the future.

7. Main targets in the School's Development Plan for the current year are to:

**Key Question 1:** continue to improve standards in core subjects, specifically in language and for boys; improve early intervention strategies, specifically language;

**Key Question 2:** develop strategies for independent learning and personal and social education; further develop thinking skills, bilingualism and assessment procedures;

**Key Question 3:** further develop the Foundation Phase and a more theme based planning approach; continue to develop education for sustainable development and global citizenship, family learning and the world of work;

**Key Question 4:** review attendance issues; consider the feasibility of establishing a nurture class;

**Key Questions 5 and 6:** further develop the role of the governing body and school self-evaluation procedures;

**Key Question 7:** complete development of the nursery area, both indoor and outdoor.

## Summary

8. Abercerdin Primary School is a good and happy school where staff and pupils successfully fulfil its key aim of working together in order to achieve their best. Under the clear-sighted leadership of the head teacher, and with the full commitment of all members of staff, the school has made significant improvements in a number of important aspects of its provision over the last couple of years.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
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 2
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

### Standards

9. Children's attainment on entry to school is well below average, especially in communication skills. Pupils make good progress in developing their knowledge, understanding and skills as they move through the school. Many pupils attain the standards expected for their age by the end of key stage 2 and succeed regardless of their social background.
10. In the 2008 National Curriculum teachers' assessments, the performance of pupils at the end of key stage 1 was below the results of other pupils in Wales. Seventy-four per cent of pupils attained the expected level 2 in the three core subjects compared with 80 per cent in Wales. Girls outperformed boys in the three core subjects of English, mathematics and science.
11. In the 2008 National Curriculum teachers' assessments, the performance of pupils at the end of key stage 2 was broadly in line with the results of other pupils in Wales. Seventy-three per cent of pupils attained the expected level 4 in all three core subjects compared with 74 per cent in Wales. Boys outperformed girls, contrary to the national picture, but there were far more boys than girls in that particular year group.
12. The performance of pupils in National Curriculum teachers' assessments compared with other pupils in Wales must, however, be considered in the light of the high percentage (nearly double the national average) of pupils with special educational needs (SEN). This high percentage brings down the

school's overall figures for pupils attaining expected levels at the end of key stages 1 and 2. Inspection evidence shows that pupils who are capable of achieving these levels, based on their prior performance, do so. A few pupils exceed expectations.

13. Pupils with SEN make good progress commensurate with their age and ability and most of them achieve the targets set for them in their Individual Education Plans.
14. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
15. Throughout the school, the vast majority of pupils make good progress in developing the key skills of listening, speaking, reading, writing and numeracy and in their use of Information and Communications Technology (ICT). They use their developing skills competently in a wide range of activities across the curriculum and their work is well presented. Pupils also make good progress in developing their bilingual fluency.
16. Standards of behaviour are good with no important shortcomings. Pupils interact courteously and confidently with peers, adults and visitors to the school.
17. At 91.36 per cent, the average rate of attendance for the three terms prior to the inspection is in line with the national average, but below the average for the LEA and similar schools.
18. The high priority given to Personal and Social Education in lessons, assemblies, extra-curricular activities and in every other aspect of school life helps pupils develop an excellent sense of right and wrong and the importance of honesty and caring for others. They develop a secure set of values to guide them.
19. Acts of collective worship, both as a whole school and in class, contribute extremely well to pupils' spiritual, moral, social and cultural development and fully meet requirements. Opportunities for reflection are used very well to help them think about their experiences and they eagerly take responsibility in a wide range of roles. They work and play very well together.
20. Most pupils show respect for the beliefs of different faiths and appreciation of different cultural traditions. They have a good awareness of the culture and heritage of Wales.

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

21. 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>
18.75%	62.5%	18.75%	0%	0%

22. The quality of teaching in Abercerdin compares well with the national picture described in Her Majesty's Chief Inspector's Report for 2006-2007, where 80 per cent of lessons in schools inspected in Wales achieved a grade 2 or better, with 14 per cent of them having outstanding features. The quality of teaching has improved markedly since the last inspection.
23. Throughout the school, teachers use a good range of teaching methods and approaches and make lessons interesting. There are good working relationships in every classroom and teaching and support staff treat pupils equally and fairly.
24. Outstanding features observed in key stage 2 include high expectations of what pupils can achieve, excellent use of time and pace, a lively sense of humour and a precise match between pupils' abilities and the level of challenge in tasks presented to them.
25. Teachers' planning is detailed and usually caters effectively for the range of abilities in the class. In lessons where there are shortcomings, however, teachers' assessment of pupils' responses to activities is not used effectively enough to plan further for their individual needs. There is also an over-use of worksheets in the reception and key stage 1 classes.
26. The school's overall response to learners' needs and interests is good with no important shortcomings. It effectively caters for pupils by providing equal access to a broad and balanced curriculum, which offers a wide range of relevant learning experiences. The curriculum complies with legal requirements.
27. The recommended approaches to the curriculum for children in the Foundation Phase are well established in the nursery and are beginning to be implemented effectively in the reception, year 1 and year 2 classes.
28. Pupils are cared for, guided and supported well in a secure and happy environment. The school has a very positive ethos where every pupil is valued and included. Its provision contributes effectively to pupils' well-being. The arrangements for children's induction into school and transition to the local secondary school are extremely good.
29. Provision for pupils with SEN is good with no important shortcomings. The learning support policy provides well co-ordinated and clearly documented provision in accordance with the SEN Code of Practice.
30. There is an effective policy and sound procedures for child protection and the school follows LEA guidelines. The head teacher and his deputy are nominated officers and the chair is the named link governor. All members of staff are trained in first aid procedures and are alert to issues relating to the well-being of pupils.
31. The school has well planned and documented procedures for ensuring equal opportunities. There are effective policies for areas such as race equality,

diversity, bullying, harassment, disability, pastoral care, inclusion and Internet use.

### **Leadership and management**

32. The head teacher has an extremely clear vision for the school and leads it with commitment and diligence. This is an outstanding feature in the quality of the leadership of the school. A positive team spirit and a common sense of purpose are clearly apparent. "Together we can do it", the school's motto, is amply reflected in its day-to-day work. Pupils understand this motto and work hard to achieve their targets with the help of their peers, teaching and support staff.
33. The deputy head teacher is extremely effective and the Senior Management Team provides clear and purposeful direction to maintain and improve overall standards. Subject leaders are playing an increasingly effective role in managing the areas for which they are responsible. The governing body is a knowledgeable, positive force for improvement.
34. The school's self-evaluation process is comprehensive and very accurately identifies its strengths and weaknesses. The quality of planning for improvement is well focused and has resulted in measurable improvements in key aspects of the school's provision.
35. There are an appropriate number of teachers who are suitably qualified. The school has sufficient resources to meet its needs in all curriculum areas and makes very good use of the available accommodation. The school caretaker takes great pride in his work and the school is well maintained and clean. All available resources are effectively managed so that the school achieves good value for money.
36. Good progress has been made in relation to all the key issues identified in the previous inspection.

## Recommendations

37. In order to improve, the school should:
- R1 Further extend the good practice in the nursery to support the effective implementation of the Foundation Phase in Reception, years 1 and year 2.
  - R2 Develop greater consistency, throughout the school, in the accuracy and use of assessment information to plan effectively for the individual needs of all learners.
  - R3 Continue to take measures to improve attendance.

**Note:** The school has already identified all three of these recommendations as priorities for improvement in its current School Development Plan.

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 2: good features and no important shortcomings

38. The inspection team's findings match the school's self-evaluation of this key question.
39. Baseline assessment profiles show that children's attainment on entry to school is well below average, especially in communication skills. From this low baseline, pupils make good progress in developing their knowledge, understanding and skills as they move through the school. Many of them achieve the standards expected for their age by the end of key stage 2 and they succeed regardless of their social background.
40. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
41. Pupils with special educational needs (SEN) make good progress commensurate with their age and ability. Most pupils with SEN achieve the targets set for them in their Individual Education Plans.
42. In National Curriculum assessments in 2008, there were 19 pupils in year 2 and 22 pupils in year 6. This means that data on pupils' performance in Abercerdin Primary, in comparison with that of other schools in Wales, needs to be treated with caution. One pupil is the equivalent of approximately 5 per cent with regard to the statistics. Furthermore, imbalances in the number of boys to girls often skew the figures. In addition, the high percentage (nearly double the national average) of pupils with SEN disproportionately affects the overall percentage of pupils attaining expected levels in the core subjects of English, mathematics and science.
43. Bearing in mind the reservations above, in the 2008 National Curriculum teachers' assessments the performance of pupils at the end of key stage 1 was below the results of other pupils in Wales. Seventy-four per cent of pupils attained the expected level 2 in the three core subjects compared with 80 per cent in Wales. Girls outperformed boys in all three core subjects.
44. All pupils who were predicted to achieve the expected level 2 at the end of key stage 1, based on their levels of attainment on entry to school, did so. A few exceeded expectations. Fifty percent of pupils were predicted to attain level 2 in all three subjects. In fact, 69 per cent did so, representing greater than expected progress for a few learners.
45. In the 2008 National Curriculum teachers' assessments, the performance of pupils at the end of key stage 2 was broadly in line with the results of other pupils in Wales. Seventy-three per cent of pupils attained the expected level 4

in all three core subjects compared with 74 per cent in Wales. Boys outperformed girls, contrary to the national picture. However, there were only eight girls in a class of 22, two of whom had SEN.

46. All pupils who were expected to attain level 4 in 2008, based on their performance at the end of key stage 1 in the three core subjects of English, mathematics and science, did so. Sixty-four per cent of those assessed at the end of key stage 1 were predicted to attain level 4 in all subjects. In fact, 73 per cent attained the expected level. Given the high percentage of pupils with SEN, pupils achieved well to attain the level expected for their age.
47. Those pupils who were predicted to achieve the higher level 3 at the end of key stage 1, and level 5 at the end of key stage 2, as indicated by their prior performance, did so. The percentage of pupils actually attaining these higher levels fluctuates from year to year according to the nature of each year group, but in line with the school's predictions. There is some evidence, however, that more-able and talented pupils could achieve more with greater consistency in the level of challenge offered to them throughout the school.
48. In key stage 1, trends in pupils' performance over time show a steady improvement in English and science. Boys have made a marked improvement in English, from 44 per cent attaining level 2 in 2006 to 71 per cent attaining this level in 2008. However, there has been a downward trend in mathematics. This may be due to inaccuracy in teachers' assessment of pupils' attainment in mathematics two years ago, when 100 per cent of pupils attained level 2, making figures in the last two years appear less positive than they actually are. Evidence from the inspection indicates that pupils in key stage 1 are making good progress in their numeracy skills.
49. In comparison with similar schools (those with 16 to 24 per cent of pupils eligible for free school meals), pupils' performance at the end of key stage 1 has been consistently well below average. However, the proportion of pupils with SEN in each year group and the relatively small numbers involved has a negative impact on the overall figures.
50. In key stage 2, there has been a steady upward trend in pupils' performance in the three core subjects over the last three years, despite the high numbers of pupils with SEN. In comparison with similar schools, pupils' performance has generally been below average from 2005 to 2007. However, provisional data for 2008 shows that the school has improved its performance in relation to other schools and is now above average.
51. Pupils make good, and sometimes outstanding, progress in developing their speaking and listening skills. A significant minority of children in the nursery and reception classes have limited language skills and find it difficult to engage in sustained conversations. By the end of key stage 1, they converse confidently with adults and during key stage 2 they become skilled at discussing issues with their peers and adults. For example, pupils in year 4/5 enjoy heated debates on subjects such as fox hunting.

52. Pupils make good progress in using their reading skills for a wide range of purposes, both for pleasure and to find information. Children under five and pupils in key stage 1 enjoy books and have a positive attitude to reading. In key stage 2, most pupils read competently to support their work across the curriculum, but their skills in finding information in the library are underdeveloped, partly because they are not yet familiar with the new library.
53. Nursery children enjoy a range of early writing experiences and make good progress in understanding the purpose of print. Many children in reception and key stage 1 develop good pencil control, but a few are sometimes constrained by worksheets and lack of space to experiment freely with mark making. However, as they move through key stages 1 and 2, pupils write for an increasingly wide range of purposes. By year 6, pupils of all abilities show good control of a range of forms of writing and use a widening vocabulary. Throughout the school, standards of presentation in pupils' written work are good.
54. Standards in pupils' numeracy and Information and Communications Technology (ICT) skills are good with no important shortcomings. Children under five and pupils in both key stages use number in a good range of situations across the curriculum, though in reception and key stage 1 there is some over dependence on worksheets. In both key stages, pupils combine their numeracy and ICT skills well to construct graphs and frequency tables. For example, they create clear information tables in their work in geography.
55. Children under five are becoming familiar with a range of ICT equipment and confidently use different programs. Pupils in key stage 1 develop good keyboard skills and use them well to produce written text and construct graphs. They use the interactive whiteboard well to support their learning. By key stage 2, pupils competently send e-mails from one class to the other. However, due to technical problems, pupils' experiences in using e-mail and accessing material on the Internet are limited.
56. Pupils make good progress in developing their bilingual fluency. The youngest children cope well with the language and are happy to respond to commands, instructions and questions in Welsh. During key stage 2, pupils make good progress in developing their skills in reading and writing Welsh.
57. All pupils effectively acquire new knowledge and skills and learn how to apply them in unfamiliar situations. Pupils in upper key stage 2, for example, display very creative thinking skills during practical activities.
58. Pupils are developing a good understanding of what they are doing and what they need to do to improve. They understand the objectives of most lessons and what they are trying to achieve. Most pupils know their targets for improvement in the core subjects and are well prepared for the next stage in their learning.
59. Throughout the school, pupils have very positive attitudes to learning, are well motivated and interested in the work they do. For example, on a 'bear hunt' in

the nursery, the youngest children excitedly looked for clues to the bear's whereabouts, simultaneously developing their speaking, listening and early reading skills.

60. Standards of behaviour are good with no important shortcomings. Pupils' good behaviour contributes well to the standards they achieve. They interact courteously and confidently with peers, adults and visitors to the school. They cite peer mediators as being very effective in helping to settle any quarrels that occur in the playground. The school is a very friendly and happy community where all pupils are valued and respected.
61. At 91.36 per cent, the average rate of attendance for the three terms prior to the inspection is in line with the national average, but below the average for the Local Education Authority (LEA) and similar schools. Absences are caused mainly by illness but holidays in term time adversely affect the overall rate. The school suffered an epidemic of chickenpox in the summer term which had a further negative impact on attendance rates.
62. Three boys in key stage 2 were subject to fixed term exclusions for disruptive and aggressive behaviour in the last twelve months. The school followed the appropriate procedures.
63. Most pupils attend school regularly and arrive on time at the start of the school day. The school works closely with the Education Welfare Officer and the small number of families that give concern regarding lateness and attendance.
64. Pupils are developing the skills to work independently and to take responsibility for their own learning. They work extremely well together in pairs and groups, taking on different roles in order to organise activities fairly and effectively.
65. The high priority given to Personal and Social Education in lessons, assemblies, extra-curricular activities and in every other aspect of school life helps pupils develop an excellent sense of right and wrong and the importance of honesty and caring for others. Opportunities for reflection are used very well to help them think about their experiences. Their personal, social, moral and wider development is outstanding and gives pupils a secure set of values to guide them.
66. Learners have a good awareness of equal opportunity issues. They show respect for the beliefs of different faiths and appreciation of other cultural traditions, such as the music and art of Africa. They are becoming increasingly aware of issues surrounding fair trade. Girls enjoy opportunities to play football and rugby and boys have a sense of achievement when they learn to skip properly.
67. Pupils are well prepared for their future roles in the community and workplace. They participate in many community events and are learning about practices in the workplace, such as interviewing procedures, through the 'Meaningful Work' programme.

## The quality of education and training

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

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

68. The inspection team's findings match the school's self-evaluation of this key question.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18.75%	62.5%	18.75%	0%	0%

70. The quality of teaching compares well with the national picture described in Her Majesty's Chief Inspector's most recent report. In 2006-2007, 80 per cent of lessons in schools inspected in Wales achieved a grade 2 or better, with 14 per cent of them having outstanding features. In Abercerdin Primary School, over 81 per cent of the teaching was awarded a grade 2 or better, with nearly 19 per cent of lessons having outstanding features.

71. Throughout the school, teachers use a good range of teaching methods and approaches and make lessons interesting. There are good working relationships in every classroom and teachers and support staff treat pupils equally and fairly.

72. Teachers successfully use a wide variety of resources that stimulate pupils' interest and curiosity and help them learn. In many classrooms, the interactive whiteboard is used particularly well to illustrate key points and help pupils' understanding.

73. In most classes, teachers give pupils good opportunities to develop independence in their learning and to record their activities in a wide variety of forms. There is, however, an over-use of worksheets in Reception and key stage 1, which sometimes detracts from pupils' ability to work individually and independently.

74. Outstanding features observed in the best lessons in key stage 2 include:

- high expectations of what pupils can achieve, including the use of sophisticated words and expressions;
- excellent use of time and pace, and changes of activity throughout the lesson, so that pupils' interest is maintained and remains focused;
- a lively sense of humour and appreciation of pupils' efforts, particularly those with SEN, which makes them feel valued and encourages them to do their best; and
- a precise match between individual pupils' abilities and the level of challenge in the tasks presented to them.

75. In all classes, teachers are very effectively implementing the school's focus on developing pupils' thinking and speaking skills. They give pupils many purposeful opportunities to work in groups, collaborate and gain confidence in expressing their ideas. They very skilfully develop pupils' personal and social skills in many ways throughout the day. This is another outstanding feature.
76. Support officers are deployed very effectively and play a very important role in supporting and extending pupils' learning. They work closely with class teachers and are involved in assessing and planning activities for the pupils with whom they work.
77. Teachers' planning is detailed, usually builds well on pupils' previous learning and caters effectively for the range of abilities in the class. In the minority of lessons where there are shortcomings, however, teachers' assessment of pupils' responses to activities is not used effectively enough to plan further for their individual needs. For example, children are sometimes expected to do things for which they are not yet ready.
78. The school successfully recognises the language needs of the learners in a community where few, if any, people speak Welsh. One of the school's strengths is the promotion of incidental Welsh; all members of staff use the language frequently during the day. Many teachers use Welsh as a medium of instruction with positive results.
79. Whole school assessment procedures are well established and meet statutory requirements for assessing, recording and reporting on pupils' achievements.
80. Good arrangements have been established to standardise and moderate teachers' assessments at the end of each key stage. The school is involved in two clusters of local schools where staff meet to consider assessment issues, sometimes with the assistance of an officer from the LEA. Portfolios of samples of pupils' work have been developed, or are nearing completion, to show examples of work at different National Curriculum levels in order to aid the clarity and accuracy of teacher assessment.
81. A computerised whole-school tracking system monitors the progress of individual pupils and helps identify those who are not progressing as expected. The school uses this information very effectively to provide well focused additional support where necessary. It is at an earlier stage of identifying and catering for the needs of more-able and talented pupils throughout the school.
82. Overall, the school has made good progress in developing the use of assessment to decide what pupils know, understand and can do and what the next steps in their learning should be. In the nursery, for example, members of staff make informative, brief notes of their observations of children's learning which include good pointers for how the activity needs to be adapted for them next time. However, this good practice is not yet consistently applied in all classes. Pupils are increasingly involved in evaluating their own progress and also undertake peer assessment.

83. A clear, agreed marking policy has recently been established, but the quality of teachers' written feedback to pupils is inconsistent. There are some good examples in upper key stage 2 where, for example, the teacher describes the good features in a piece of writing and clearly indicates what the pupil should try to improve. There are other instances, however, where pupils' work is regularly marked with ticks and a brief comment, but little diagnostic feedback is given.
84. Reports to parents are very detailed and clearly identify pupils' strengths and weaknesses in all subjects and areas of learning. A particularly good feature is the inclusion of comments about the skills pupils are developing, such as, their capacity to work independently. Clear targets for improvement in each subject help parents understand how to support their children at home. Parents much appreciate the opportunities the school gives them to discuss their child's progress at any time.

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

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

85. The inspection team's findings match the school's self-evaluation of this key question.
86. The school's overall response to learners' needs and interests is good with no important shortcomings. It effectively caters for pupils by providing equal access to a broad and balanced curriculum, which offers a wide range of relevant learning experiences. The curriculum complies with legal requirements.
87. The recommended approaches to the curriculum for children in the Foundation Phase are well established in the nursery and are beginning to be implemented in the Reception class. There is a good balance between child-initiated and adult-directed activities. The school is in a good position to build on the good practice in the nursery as the Foundation Phase is extended through reception, year 1 and year 2 over the next three years.
88. The ethos and vision of the school is reflected in effective curriculum planning which builds systematically on pupils' existing knowledge and understanding. Appropriate opportunities are planned to ensure that pupils gain basic and key skills. The school has been awarded the Basic Skills Quality Mark for literacy and numeracy on three occasions.
89. A good range of extra curricula activities are provided for pupils through after school activities and lunchtime clubs. The school caters well for pupils' different interests and talents through, for example, sports activities, choir, art, cooking and ICT clubs.

90. The Personal and Social Education programme is an outstanding feature of the provision. It permeates all aspects of the curriculum throughout the school and has an obvious, positive impact on pupils' learning and attitudes. Through a range of curricular activities, assemblies and the School Council, pupils receive many opportunities to practise their skills and discuss issues of importance to them. These experiences make a significant contribution to improving their levels of achievement.
91. Acts of collective worship, both as a whole school and in class, contribute extremely well to pupils' spiritual, moral, social and cultural development and fulfil statutory requirements.
92. Social and moral development receives high priority so that pupils are taught right from wrong and the importance of honesty and caring for those less fortunate than themselves. There are many opportunities for pupils to exercise responsibility and show initiative, for example, as monitors, prefects, book and assembly buddies and recycling monitors.
93. Pupils are effectively introduced to other cultures through their work in a range of subjects and from opportunities to work with artists, performers and writers.
94. The school has many valuable links with the community and benefits considerably from the 'Communities First' programme. Pupils make very regular contributions to local events and institutions. There are also very strong links with the local secondary school where staff and pupils share expertise. The school provides placements for students training to be teaching assistants, in partnership with the secondary school.
95. The school is developing a constructive partnership with industry. A number of educational visits to workplaces, as well as visitors from the community, help to raise pupils' awareness of the world of work both past and present. For example, all pupils in the school, including children in the nursery, visit the neighbouring construction site. They are involved in school-based workshops through the school's links with the Education Business Partnership.
96. Pupils in key stage 2 have good opportunities to learn about the job-seeking process through the school's 'Meaningful Work' programme. They make formal applications and are interviewed for advertised jobs such as environmental care officers, play leaders and playground peace makers.
97. A teacher has recently taken on the role of business co-ordinator to develop and maintain links, but staff have not yet benefited from industrial placements to enhance their professional development and support their teaching and management skills.
98. The effective promotion of bilingual opportunities allows pupils to make good progress in their competence in Welsh, with many pupils applying previous knowledge very well. The school has numerous displays and notices in Welsh that reinforce the use of the language.

99. The school effectively promotes *Y Cwricwlwm Cymreig*, the Welsh dimension to the curriculum, through planning that reinforces pupils' knowledge and understanding of Welsh culture and heritage. Local history is explored in many ways and pupils study the work of local artists. The school visits the *Urdd* camp at Llangrannog once a year and many other visits to places of significance to Welsh culture add to pupils' knowledge and appreciation of Wales.
100. The school promotes equal opportunities very well. Pupils, irrespective of their social background, gender, disability or ethnicity are positively included in all school activities, including out of hours provision. The school makes every effort to tackle the social disadvantage of its pupils to good effect.
101. Pupils develop a good understanding of sustainable development and conservation issues. The school is working towards Green Flag and Fair Trade status. The well established Eco Committee includes the 'Communities First' Officer and governors. Projects such as recycling, gardening and the weekly Fair Trade shop, further develop pupils' understanding of their role as global citizens and involve members of the community. The school acts in a sustainable way. Pupils are very aware of the effects of litter and pollution on the environment.
102. Opportunities for pupils to develop skills required to support economic development are good. Children under five develop their entrepreneurial skills through role play activities. Older pupils develop these skills through selling produce from the school garden and managing their own budget. All pupils have the opportunity to take responsibility by undertaking monitor roles. They all help to raise money for good causes.
103. The School Council and Eco Committee make sound spending decisions such as the purchase of outdoor play equipment, gardening tools and materials. The school has valuable resources, such as the 'Dynamo Project', further to develop pupils' skills but members of staff have not yet received the appropriate training.
104. The school attends very well to national priorities for lifelong learning and community regeneration. It works very closely with the 'Communities First' and the Evanstown Voluntary Organisation (EVO) to improve the area. 'Family Learning' sessions and the 'Link Up' group are well attended and, as a result, parents develop confidence in supporting their children. Several individuals have accessed further training, gained qualifications and work as volunteers in the school.

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

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

105. The inspection team's findings do not match the school's self-evaluation of grade 1 for this key question. This is because the team did not identify

enough outstanding features in the quality of care, guidance and support to justify an overall grade 1.

106. Pupils are cared for, guided and supported well in a secure, supportive and happy environment. There is a very positive ethos and every pupil is valued and included. The school works very effectively with health professionals and external agencies.
107. The school has a good partnership with parents. Their views are sought through newsletters and questionnaires. Parent governors and the 'Friends of Abercerdin' provide valuable channels of information. The school responds positively to parents' suggestions and requests.
108. The School Council and Eco Committee provide pupils with a real voice in the school and the community. Representatives from year 2 to year 6 develop team building and negotiating skills that support their work in other areas and further strengthen the school's links with the community. For example, they are involved in feasibility studies on the development of the unused youth club as well as environmental issues in the community.
109. Induction programmes are good with outstanding features. Arrangements for children starting school are very carefully planned and implemented. As a result of the 'Link Up' group and the phased intake, nursery children become familiar with the school and staff from a very early age. They quickly learn the routines and settle very happily into school life. There are very good procedures to support pupils when they move between classes and key stages or join the school at a later stage.
110. Transition arrangements from the primary to the receiving secondary school are comprehensive. The school participates fully in the cluster transition plan. Teachers from the secondary school teach the core subjects to year 6 pupils alongside their key stage 2 colleagues. As a result, they know the quality and level of work pupils achieve. Year 6 pupils undertake 'cross phase' projects in the core subjects, Welsh and technology and there are informal links with the modern foreign languages department. Both schools are involved in the PE and School Sports (PESS) project that is considered a model of good practice.
111. There are effective policies and procedures to monitor pupils' attendance and punctuality, behaviour and performance. The school works closely with the Education Welfare Officer and operates a first day response to absence for those pupils who give concern. It sets targets and works with the EWO on initiatives to address issues such as lateness through the 'Late at the Gate' project to improve punctuality. Pupils are keen to be in the best class for attendance each month and attendance levels do sometimes reach the target of 94 per cent. Holidays in term time are discouraged. Parents are reminded of the importance of regular, punctual attendance through newsletters and other means.
112. Teachers and support staff, apply policies for behaviour management consistently. Arrangements to encourage pupils to behave well are extremely

effective. This is evident in the good standards of pupils' behaviour. Midday supervisors understand their role in the reward system and their handbook provides useful guidance on behaviour management strategies. Peer mediators and play leaders have an important role in maintaining good behaviour and pupils say that they are very effective in helping everyone to play happily together.

113. The school has an effective food and fitness policy and is in its second year of the Healthy Schools initiative. It effectively promotes health and fitness for pupils through a wide range of extra-curricular activities including the PE and School Sports and Dragon Sports initiatives, year 5/6 residential visit to an outdoor pursuit centre and a very good range of outdoor play equipment.
114. Children in the early years and key stage 1 pupils have fruit every day. Year 6 pupils run the daily fruit tuck shop and all pupils have access to water throughout the day. Pupils understand the need for exercise and a balanced diet. They appreciate the outdoor play equipment as well as the sports, cooking and gardening clubs. The school does not have cooking facilities, but works closely with the catering department to ensure that meals cooked at another primary school are suitable for transportation and arrive at school in good condition. A salad bar and fruit are always available.
115. All adults in the school, including the canteen staff, are aware of pupils with particular needs and understand procedures in the event of accidents and emergencies such as how to help pupils with identified medical conditions and allergies.
116. The school's Community Police Officer and Community Nurse support the school's personal and social education through the All Wales School liaison Core Programme.
117. There is a comprehensive health and safety policy and risk assessments are systematic. All members of staff are trained in first aid procedures and are alert to issues relating to the well-being of pupils.
118. There is an effective policy and sound procedures for child protection and the school follows LEA guidelines. The head teacher and his deputy are nominated officers and the chair is the named link governor. Members of staff, including midday supervisors, are fully aware of their responsibilities. All teachers and support staff, ancillary staff and volunteers have had appropriate police checks.
119. Provision for pupils with SEN is good with no important shortcomings. The learning support policy provides well co-ordinated and clearly documented provision in accordance with the SEN Code of Practice. Careful consideration is given to the needs of the pupils and the school effectively implements procedures for early identification and subsequent monitoring of pupils experiencing difficulties in their learning.

120. The school is sensitive to issues of inclusion and takes good account of the statutory framework for inclusive education. This enables learning support assistants to assist staff in providing good quality support for pupils with SEN and, in so doing, allow them full access to the curriculum.
121. Good emphasis is placed on home/school links in reviewing specific needs and in enabling pupils to make good progress within a positive and encouraging learning environment. The review of Individual Education Plans is regular, with updates in accordance with pupils' progress and consultation with parents. The use of external agencies is good and provides further appropriate support for the school and pupils.
122. The school's behavioural management programme is well organised and effective. It is based on the positive recognition of pupils' achievements and successes. All members of staff are well trained in the use of positive behaviour management strategies. Pupils who have been temporarily excluded are re-integrated and well supported when they return to school.
123. Good emphasis is placed on nurturing good quality language across the curriculum and there are effective arrangements for providing additional support and resources for pupils whose attainment levels are below average.
124. The more-able and talented pupils are generally given appropriate challenges in their learning. The school's system for monitoring the academic progress of pupils checks that these pupils are making the progress expected of them. However, its current policy does not yet so effectively identify specific talents and abilities that need to be nurtured and extended.
125. The school has well planned and documented procedures for ensuring equal opportunities. There are effective policies for areas such as race equality, diversity, bullying, harassment, disability, pastoral care, inclusion and Internet use. All pupils are encouraged and enabled to take part in all the activities provided by the school.
126. A suitable Disability Equality Scheme has been established. There are no pupils with mobility problems currently attending the school but appropriate action plans that take account of the school site and buildings are in place, should the need arise.
127. The school effectively promotes pupils' appreciation of diversity. A good range of experiences are provided through Personal and Social Education, religious education, assemblies and through themes such as the whole-school project on Africa.

## Leadership and management

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

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

128. The inspection team's findings match the school's self-evaluation of this key question.
129. The head teacher has an extremely clear vision for the school and leads it with commitment and diligence. In a relatively short time, he has gained the trust and confidence of the staff, empowered them, and successfully initiated a number of important improvements in the quality of the provision and standards pupils achieve. This is an outstanding feature in the quality of the leadership of the school.
130. A positive team spirit is clearly apparent and the school is a happy environment for staff and pupils alike. Members of staff share a common sense of purpose and are increasingly contributing to the achievement of shared goals. The school's motto, "Together we can do it" is amply reflected in its day to day work in classrooms and around the school. Pupils understand this motto and work hard to achieve their targets with the help of their peers, teachers and other adults.
131. The deputy head teacher is extremely effective and an excellent role model as a class teacher. She complements the head teacher's role very well. The Senior Management Team provides clear and purposeful direction to maintain and improve overall standards. The role of subject leaders is well established and they are playing an increasing part in managing the subjects and areas for which they are responsible.
132. Central to the school's ethos is that pupils always come first. This is reflected in the overall good quality of teaching and the positive relationships within the school. All required policies and guidelines are in place to direct its development. The views of those with an interest in the school, including pupils and parents, are seriously considered and equality of opportunity is evident in the school's work.
133. Full consideration is given to national priorities, local partnerships and developments within the cluster of schools, such as transition arrangements, sporting activities and promoting healthy schools. The school has made a good start in establishing the Foundation Phase in the nursery and is beginning to spread these approaches through the early years and key stage 1.
134. The School Development Plan is an effective document, which takes very good account of school and LEA priorities. The links between development planning and the professional development of staff are clear.

135. All who work at the school are aware of school procedures and lines of communication are clear. Members of staff meet regularly to share information and discuss strategies and the school day proceeds in an efficient manner. The school clerk is very experienced and carries out her duties efficiently.
136. Systems to support, develop and improve the performance of staff are very well developed. Performance management procedures are embedded in the life of the school and targets set have had a positive influence on school improvement. All members of the teaching and non-teaching staff have the opportunity to discuss their performance and training requirements with the head teacher. This has impacted greatly on the quality and responsibilities given to support staff and the positive contribution they make to the quality of teaching and learning.
137. The governing body is a knowledgeable, positive force for improvement. Many governors are experienced in their understanding of the traditions of the community served by the school. Governors are well informed on all aspects of school life and help the head teacher effectively in setting the school's strategic direction. Many improvements have recently been made to its role, particularly the monitoring of the school's provision.
138. Governors are effectively informed of results in National Curriculum assessments at the end of both key stages and of targets for attainment at the end of years 2 and 6 so that they can monitor standards across the school.
139. The governing body helps to shape the aims, vision and strategic direction of the school with appropriate targets for development in the school's School Development Plan. Financial resources are carefully managed and monitored in order to implement these priorities. The governing body fulfils all its statutory and legal requirements.

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

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

140. The inspection team's findings match the school's self-evaluation of this key question.
141. A positive culture of self-evaluation has been established so that members of staff actively seek advice and value one another's expertise and strengths. The head teacher has been instrumental in developing the confidence of staff in taking responsibility, at all levels, for evaluating how well the school is doing and planning for improvement.
142. There is a regular, well focused Monitor, Evaluate, Review (MER) timetable for appraising the quality of planning, teaching and pupils' work. Phase leaders also analyse performance trends and the progress pupils make from their

entry to school in order to ensure the maintenance and improvement of good standards.

143. The monitoring programme is closely tied to priorities in the School Development Plan. Subject leaders are becoming increasingly involved in monitoring the performance of subjects and areas for which they are responsible. The deputy head, as English subject leader, is an excellent role model of how to provide helpful, constructive feedback to her colleagues about their lessons with clear indications of ways in which they could improve their performance.
144. The overall results of subject leaders' monitoring activities are inserted as targets in the School Development Plan in order effectively to aid whole-school improvement. Significant strategies have been implemented to improve pupils' performance in key areas. For example, the school's strong emphasis on raising standards in pupils' speaking and listening skills is clearly resulting in pupils communicating with much greater confidence as they move from the early years to the end of key stage 2.
145. Good account is taken of the views of everyone who has an interest in the school's work. Members of staff listen to pupils' suggestions informally, as well as through formal channels of communication such as the School Council, and respond with improvements such as the provision of more toys at play times.
146. The school's self-evaluation process is comprehensive and very accurately identifies its strengths and weaknesses. All the main areas for improvement identified by the inspection team have already been identified by the school in its School Development Plan.
147. The Self-Evaluation Report that the school produced prior to the inspection is a very thorough, informative document which the head teacher wrote, but to which all relevant parties contributed. The overall judgements of the Self-Evaluation Report match those of the inspection team in six out of the seven key questions. The single mismatch is in key question 4, where there is only one grade difference between the school's and inspection team's grade.
148. The school has a very good sense of where improvements are needed. Appropriate priorities are highlighted in the School Development Plan and supported through adequate allocation of resources by the governing body. The quality of planning for improvement is good and well focused and has already resulted in measurable improvements in key aspects of the school's provision.
149. The quality of teaching has improved markedly since the last inspection in 2002. Then, 37 per cent of the teaching was judged to be good or better, 7 per cent was unsatisfactory and 5 per cent was poor. Now, 81 per cent of teaching was judged to be good or better and there were no important shortcomings. This represents outstanding progress in improving the quality of teaching since the last inspection.

150. All the key issues for improvement identified in the last inspection report that were a focus in the current inspection have been very effectively addressed. The school has therefore made good progress since the last inspection.

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

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

151. The inspection team's findings match the school's self-evaluation of this key question.
152. The school has an appropriate number of teachers who are suitably qualified. They have a good range of expertise and experience which is used well both in lessons and in the provision of extra-curricular experiences.
153. The quality of pupil support given by dedicated teaching assistants is a strength of the school. They are deployed well and their quality has enabled the school to plan effective support strategies.
154. A range of training opportunities and visits ensures that teachers and classroom assistants' needs and school priorities are met. All staff benefit from appropriate training that improves their expertise in different curriculum areas and has a positive impact on standards. In addition, whole-school training addresses priorities indicated in the School Development Plan.
155. All members of staff have clear job descriptions. Induction of new staff is effectively provided by an experienced member of staff. There is good supervision at meal times, with staff aware of strategies relating to unacceptable behaviour and emergencies.
156. Periods for teachers to have time for planning, preparation and assessment are covered very effectively. Close liaison between the teacher who covers most lessons and class teachers ensures that pupils benefit from her interests and expertise and that there is continuity in the provision and maintenance of good standards. The school has effectively allocated and used resources for workforce remodelling.
157. The school caretaker takes great pride in his work and the school is well maintained and clean. The caretaker supports the ethos of the school by making extra resources, such as the attractive carved table in the nursery around a pillar that might otherwise have been a safety hazard.
158. The school has appropriate resources to meet its needs in all curriculum areas and makes very good use of the available accommodation, which is generally in a good state of repair. However, rain can filter in through the main outer wall of the nursery and other south-facing walls damaging plaster, paintwork and displays of pupils' work.

159. Recently, the school has spent a considerable amount of money on re-housing and restructuring the nursery. Good use is being made of the resources and space available and it is becoming a stimulating environment for the youngest children. However, the outdoor area has only just been established and is not yet ideal for children in the Foundation Phase. The school is fully aware of this shortcoming and has highlighted the need further to develop the outdoor area as a priority in its School Development Plan.
160. The school's library had also recently been relocated and re-organised. It is an attractive area and has good potential for supporting pupils' learning. The computer suite is spacious and there is sufficient equipment for pupils to work in pairs. The school is currently waiting for a filtering system to be installed in order to facilitate safe access to the Internet.
161. The internal accommodation is adequate in terms of space and each classroom has an interactive whiteboard. Classrooms, hall and work areas are well used. The school benefits from access to an excellent sports hall, which is close to the main building.
162. Financial management is rigorous and the school remains on course to meet its financial commitments this financial year. Priorities are set by the head teacher and the governing body's finance committee. Sound financial protocols have enabled the head to manage the financial implications of maintaining a good level of staffing and updating equipment to meet the requirements of the Foundation Phase.
163. All available resources are effectively managed so that the school achieves good value for money.

## School's response to the inspection

The head teacher, staff, pupils and governors would like to thank the inspection team for their professional, thorough and rigorous approach to the inspection process and for their courtesy and sensitivity whilst with us. The inspection has been a positive, and helpful, experience that has enabled the school to celebrate its many strengths and to confirm its plans for further development in order to improve standards further.

We are pleased that the inspectors have identified that the personal, social, moral and wider development of our pupils is an outstanding feature and that our pupils work and play very well together.

We are pleased that standards of behaviour were identified as good and that pupils were seen to interact courteously and confidently with peers, adults and visitors.

We are pleased that the inspection recognises the good progress pupils make with their key skills and their bilingual fluency.

We are pleased that the inspection has identified the positive working relationships amongst all staff and that the school has made significant improvements in a number of important aspects of its provision in recent years.

This positive inspection report has been achieved by the hard work and commitment of all school staff, a well informed, enthusiastic and effective governing body, well supported by parents and the community, who have worked together to enable the school to move forward and make improvements and good progress in all areas.

The school's post inspection action plan will be drawn up by the staff and governing body and will address all issues and recommendations from the report. This plan will be shared with all parents and carers.



## Appendix 1

### Basic information about the school

Name of school	Abercerdin Primary School
School type	Nursery and Primary
Age-range of pupils	3 to 11
Address of school	Kenry Street Evanstown Gilfach Goch
Postcode	CF39 8RS
Telephone number	01443 672262

Head teacher	Mr Adrian Mills
Date of appointment	May 2007
Chair of governors/ Appropriate authority	Mr David Lindley
Registered inspector	Ms Stephanie James
Dates of inspection	06/10/08 to 08/10/08

## 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	(25)	17	18	19	19	22	21	17	133 (158)

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	1 (ppa)	8.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:2
Pupil: adult (fte) ratio in nursery classes	6:25
Pupil: adult (fte) ratio in special classes	12:1
Average class size, excluding nursery and special classes	22.2
Teacher (fte): class ratio	1:1

Term	N	R	Rest of School
Autumn 2007	88.9%	89.0%	92.4%
Spring 2008	90.4%	90.1%	92.5%
Summer 2008	83.3%	86.0%	89.2%

Percentage of pupils entitled to free school meals	17.5%
Number of pupils excluded during 12 months prior to inspection	3

## Appendix 3

### National Curriculum Assessment Results of Pupils in the School (2008) and Nationally (2007) at the end of Key Stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Year 2			19		
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher Assessment	School			26	58	16	
		National		3	14	63	20	
En: reading	Teacher Assessment	School			47	37	16	
		National		4	15	55	26	
En: writing	Teacher Assessment	School			37	63	0	
		National		5	16	67	11	
En: speaking and listening	Teacher Assessment	School			26	58	16	
		National		3	14	63	20	
Mathematics	Teacher Assessment	School			26	68	5	
		National		2	11	65	22	
Science	Teacher Assessment	School			16	58	26	
		National		1	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English by teacher assessment			
In the school	74	In Wales	80

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

### National Curriculum Assessment Results of Pupils in the School (2008) and Nationally (2007) at the end of Key Stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Year 6			22				
Percentage of pupils at each level										
			D	N	W	1	2	3	4	5
English	Teacher assessment	School						18	73	9
		National				1	4	16	50	29
Mathematics	Teacher assessment	School						14	77	9
		National				1	3	15	50	30
Science	Teacher assessment	School						9	77	14
		National					2	12	52	32

Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment			
In the school	73	In Wales	74

- D Pupils who are excepted or disapplied under statutory arrangements from part or all of the National Curriculum  
N Pupils who failed to register a level for reasons other than absence  
W Pupils working towards level 1

## Appendix 4

### Evidence base of the inspection

Three inspectors spent the equivalent of six inspector days in the school. The nominee from the school was the head teacher. The inspectors and nominee met as a team before the inspection.

Inspectors visited:

- sixteen lessons or part lessons;
- registrations, assemblies and acts of collective worship and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils;
- the school council and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- twelve responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work and
- samples of pupils' reports.

After the inspection, the team held meetings with the head teacher, staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Stephanie James Registered Inspector	Key questions 1, 2 and 6
Enir Morgan Team Inspector	Key questions 3, 5 and 7 Contributions to key questions 1, 2, 3 and 4
Caterina Lewis Lay Inspector	Key question 4 Contributions to key questions 1 and 3
Adrian Mills Head teacher and nominee from the school	Provision of information and contributions to team meetings
Peer Assessor	There was no peer assessor on this inspection

#### **The contractor was:**

Evenlode Education Ltd  
Little Garth  
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#### **Acknowledgement**

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.