

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

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

**Cefn Cribwr Primary School  
Cefn Road  
Cefn Cribwr  
Bridgend  
CF32 0AW**

**School Number: 6722103**

**Date of Inspection: 28/01/08**

**by**

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Cefn Cribwr 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 Cefn Cribwr Primary School took place between 28/01/08 and 30/01/08. An independent team of inspectors, led by Michael T. Ridout 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 **full** 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 Cefn Cribwr School is a community primary for boys and girls aged three to eleven years. There are five mainstream classes: a mixed nursery and reception class and four mixed age classes across the key stages. There are three small special classes, across the three to eleven age range, provided by the Local Education Authority (LEA), catering for pupils with a range of special educational needs (SEN). The two classes for younger pupils are observation classes and in Key stage 2 (KS2) the provision is for pupils with moderate learning difficulties (MLD). In total, there are 144 full-time equivalent (fte) pupils on roll. The average class size is 24 (not including the three specialist classes). There are nine teachers, including the head teacher and six qualified learning support officers (LSOs).
- 2 The school is situated in the village of Cefn Cribwr, near Bridgend. Most pupils attending the school live in the village but those attending the three special classes live further afield. The village retains much of its original character, being a former mining village. Housing comprises a mixture of older homes and more modern houses with both privately owned and rented properties. The school describes the area as neither economically advantaged nor disadvantaged. Around twenty-three per cent of pupils are entitled to free school meals; this is above national and local averages. Few pupils are from ethnic minorities. There are a small number of 'looked after pupils' on roll. No pupils come from homes where Welsh is the first language. English is the predominant language spoken and the school teaches Welsh as a second language.
- 3 Baseline assessments indicate that children's attainment on entry to reception reflects the full range of abilities and is broadly in line with local averages. Around 37 per cent of pupils in the school are identified as having SEN. This is a much higher proportion than is found in most primary schools. One pupil has a statement of SEN.
- 4 The school was previously inspected in March 2002. Since that time, the number on roll has declined and both the number and organisation of classes has changed. The school holds the Basic Skills Quality Mark and Investors in People accreditation.

### The school's priorities and targets

- 5 The school prospectus states: 'Our vision is to have a happy, caring school where learning is fun and children achieve.' This goal is supported by ten clear aims.
- 6 The school development plan (SDP) identifies a range of priorities, including to:
  - continue to raise overall standards;
  - develop the 'Talk project' and support for reading;
  - extend pupils' learning experiences in foundation subjects including history and religious education; and
  - plan for the Foundation Phase and continue to develop the role of governors and the school council.

## Summary

- 7 The inclusive ethos of Cefn Cribwr Primary School, which is very well led and managed, is an outstanding feature. Improvements in learning and teaching since the last inspection in 2002 are reflected in the good overall standards achieved. The school continues to improve its provision, but in a few areas shortcomings remain.

### 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 3          |
| 4 How well are learners cared for, guided and supported?   | Grade 1          |
| 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          |

- 8 The inspection team agrees with the school's judgements in key questions one, two, four and five but in contrast it awards a lower grade in key question three, six and seven. In key question three some shortcomings were identified and key questions six and seven were judged to have good rather than outstanding features.

### Standards

- 9 In the thirty-seven lessons or parts of lessons observed standards of achievement were judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 11%     | 65%     | 21%     | 3%      | -       |

- 10 These figures represent an improvement compared with the last inspection. The figures are close to the 2010 Welsh Assembly Government (WAG) target, that the quality of learning assessed by Estyn be Grade 3 or better in 98 per cent of lessons and are similar to figures published in Her Majesty's Chief Inspector's (HMCI) Annual Report 2006-2007, where standards in primary schools in Wales were reported to be Grade 2 in 70 per cent of lessons and Grade 1 in 10 per cent.

- 11 The overall quality of educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's learning.
- 12 The standards achieved in the areas of learning for the under-fives are judged as follows:

| <b>Area of learning</b>                     | <b>Nursery</b> | <b>Reception</b> |
|---|----------------|------------------|
| Language, literacy and communication skills | Grade 2        | Grade 2          |
| Personal and social development             | Grade 2        | Grade 2          |
| Mathematical development                    | Grade 2        | Grade 2          |
| Knowledge and understanding of the world    | Grade 2        | Grade 2          |
| Physical development                        | Grade 2        | Grade 2          |
| Creative development                        | Grade 3        | Grade 3          |

- 13 Children under-five make a sound start in acquiring basic and key skills in communication, numeracy and information and communications technology (ICT) and they steadily acquire appropriate bilingual skills.
- 14 The standards achieved in subjects in both key stages were judged as follows:

| <b>Inspection Area</b> | <b>Key stage 1</b> | <b>Key stage 2</b> |
|------------------------|--------------------|--------------------|
| English                | Grade 2            | Grade 2            |
| Welsh second language  | Grade 1            | Grade 1            |
| Mathematics            | Grade 2            | Grade 2            |
| Science                | Grade 2            | Grade 2            |
| Information technology | Grade 2            | Grade 2            |
| Design and technology  | Grade 3            | Grade 3            |
| History                | Grade 3            | Grade 2            |
| Geography              | Grade 2            | Grade 2            |
| Art                    | Grade 3            | Grade 3            |
| Music                  | Grade 2            | Grade 2            |
| Physical education     | Grade 2            | Grade 2            |
| Religious education    | Grade 2            | Grade 2            |

- 15 Standards in Welsh second language are outstanding. Taken overall, standards of achievement are good and the grades in the table above represent a significant improvement since the last inspection. This is a credit to the school.
- 16 Although standards in speaking, listening, reading, writing, numeracy and ICT are good overall the use of these key skills in cross-curricular contexts is not always maximised. Pupils achieve well in the acquisition of bilingual skills.
- 17 The school's National Curriculum (NC) results include figures for a significant minority of pupils with SEN.
- 18 The results of the 2007 NC teacher assessments in KS1 and KS2 indicate standards for the school in both key stages were below the national average in English, mathematics and science. In comparison with similar schools having more than 16 per cent but less than 24 per cent free school meals, standards were well below

average in all three subjects. However, the results of mainstream pupils only, in both key stages, were above average compared with both national figures and those for similar schools.

- 19 Pupils with SEN make generally good progress towards the targets set for them in individual education plans (IEPs). Pupils of average and above average ability also make good progress where tasks are appropriately challenging.
- 20 The overall development of pupils' personal, social and learning skills is good. The majority are well behaved, keen to learn, courteous and show respect.
- 21 Overall attendance has improved since the last inspection and nearly all pupils arrive on time.
- 22 Pupils have the capacity to work with appropriate independence and to develop good learning skills, but they seldom develop creative, problem solving and research skills fully.
- 23 Pupils make good progress in their personal, social, moral and wider development. This is a strong feature of the school's provision.
- 24 Pupils have a good understanding of equal opportunities and they take an active role in their community. Their awareness of diversity is developing well but their understanding of the work place is more limited.

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

- 25 In the thirty-nine lessons or parts of lessons observed 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> |
|----------------|----------------|----------------|----------------|----------------|
| 5%             | 69%            | 23%            | 3%             | -              |

- 26 These figures are better than the last inspection but they are below the WAG target for teaching to be grade 2 or better in 80 per cent of lessons by 2010 and the national picture as reported by HMCI in her annual report 2006 – 2007. Nationally, the quality of teaching is reported to be good in 66 per cent of lessons, with 14 per cent having outstanding features.
- 27 Teachers establish good working relationships with pupils and LSOs make a positive contribution to learning and teaching.
- 28 The good teaching in KS2, including the MLD class, is a particularly strong feature and there is good emphasis on teaching basic skills in literacy and numeracy across the school.
- 29 Teachers have particular strengths in different subjects but their effectiveness in developing key skills and bilingual competence across the curriculum is variable.

- 30 Clear objectives are established for most lessons but there is some variation in the effectiveness and rigour of planning and the use of day-to-day assessments.
- 31 Arrangements for assessing and recording pupils' progress are good. Pupils are effectively involved in planning their own improvement and they help to set individual targets. The quality of reporting to parents is good.
- 32 Good features outweigh shortcomings in the curricular provision to meet the range of pupils' needs and interests.
- 33 The range of first hand experiences provided for the under fives is good and in the two observation classes and the MLD class in KS2, a suitably broad curriculum is provided.
- 34 Curricular planning in both key stages provides a good basis to ensure a broad and balanced curriculum, but the full range of knowledge and skills included is not always developed fully, especially in some foundation subjects.
- 35 The school successfully enriches pupils' learning experiences through a wide range of visits to places of educational interest and the provision of a good range of extra-curricular activities throughout the year.
- 36 The provision for pupils' personal development, including spiritual, moral, social and cultural aspects, is good.
- 37 The way in which the school enriches its pupils' learning experiences, by developing effective partnerships with parents, the community and other educational establishments, is an outstanding feature.
- 38 Good features outweigh shortcomings in the extent to which learning experiences respond to the needs of employers and the wider community.
- 39 The school is developing its provision to promote understanding of the importance of sustainable development and issues of global citizenship.
- 40 The provision to promote inclusion is an outstanding feature. The duty of care is central to the school's philosophy and ethos and it does much to ensure the well-being of pupils.
- 41 The quality of the school's partnership with parents and carers is outstanding.
- 42 The quality of provision for pupils' additional learning needs, including those with SEN, is good in all classes.
- 43 The overall provision for ensuring equal opportunities has outstanding features. This is evident for example, in the provision to promote gender equality.

## **Leadership and management**

- 44 Since the last inspection leadership has successfully improved provision and raised standards. The head teacher provides effective leadership in pastoral and educational aspects and skilfully creates the conditions for teachers to develop their expertise, roles and responsibilities.
- 45 An inclusive approach helps to ensure that all members of staff understand the school's policies and priorities. This is especially evident in the way PSE permeates the life and work of the school.
- 46 The governing body (GB) meets its responsibilities, including its statutory obligations, well.
- 47 Good procedures for self-evaluation and planning for improvement are established, but the sharp focus on standards evident in the core subjects is not as evident in foundation subjects.
- 48 The effectiveness of planning for improvement is good and taken overall, resources are matched well to the school's priorities for improvement.
- 49 There are many good features in the use of resources, but there are a few shortcomings. For example, the timetabling of specialist teaching, together with the use and organisation of lesson time, sometimes limits the range of learning experiences in both mainstream and special classes.
- 50 This inspection finds an overall improvement in achievement across subjects since the last inspection and the leadership and management of the school has had a positive impact on the effectiveness of the school. The school provides good value for money.

## Recommendations

The school and the GB, together with the support of appropriate agencies, should work to:

- R1 improve achievement in design and technology and art in both key stages, in history in KS1 and in creative development for the under-fives;
- R2 promote consistently the development of key skills, the full range of study skills, including research, creative and problem solving skills, and promote greater independence in learning;
- R3 improve the effectiveness of lesson planning and implementation, including the use of assessments to adapt learning;
- R4 ensure a consistent focus on standards in the school's monitoring arrangements.

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

- 51 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 52 In the thirty-seven lessons or parts of lessons observed standards of achievement were judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 11%     | 65%     | 21%     | 3%      | -       |

- 53 These figures represent an improvement compared with the last inspection. The figures are close to the 2010 WAG target, that the quality of learning assessed by Estyn be Grade 3 or better in 98 per cent of lessons and are similar to figures published in HMCI's Annual Report 2006-2007, where standards in primary schools in Wales were reported to be Grade 2 in 70 per cent of lessons and Grade 1 in 10 per cent.
- 54 The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's learning.
- 55 The standards achieved in the areas of learning for under-fives are judged as follows:

| Area of learning                            | Nursery | Reception |
|---|---------|-----------|
| Language, literacy and communication skills | Grade 2 | Grade 2   |
| Personal and social development             | Grade 2 | Grade 2   |
| Mathematical development                    | Grade 2 | Grade 2   |
| Knowledge and understanding of the world    | Grade 2 | Grade 2   |
| Creative development                        | Grade 3 | Grade 3   |
| Physical development                        | Grade 2 | Grade 2   |

- 56 Children under-five make a sound start in acquiring basic and key skills in communication, numeracy and ICT and they steadily acquire appropriate bilingual skills.
- 57 The standards achieved in subjects in both key stages were judged as follows:

| Inspection Area        | Key stage 1 | Key stage 2 |
|------------------------|-------------|-------------|
| English                | Grade 2     | Grade 2     |
| Welsh second language  | Grade 1     | Grade 1     |
| Mathematics            | Grade 2     | Grade 2     |
| Science                | Grade 2     | Grade 2     |
| Information technology | Grade 2     | Grade 2     |

|                       |         |         |
|-----------------------|---------|---------|
| Design and technology | Grade 3 | Grade 3 |
| History               | Grade 3 | Grade 2 |
| Geography             | Grade 2 | Grade 2 |
| Art                   | Grade 3 | Grade 3 |
| Music                 | Grade 2 | Grade 2 |
| Physical education    | Grade 2 | Grade 2 |
| Religious education   | Grade 2 | Grade 2 |

- 58 The standards in Welsh second language are outstanding. Taken overall, standards of achievement are good and the grades in the table above represent a significant improvement since the last inspection. There is improvement in all subjects in KS2, except design and technology and art. This is a credit to the school.
- 59 Pupils in mainstream classes are overall successful in achieving expected standards in most subjects. They generally meet, or in some cases exceed, the targets set for them at the end of both key stages.
- 60 Standards in speaking, listening, reading, writing and ICT are good overall. However, use of these key skills in cross-curricular contexts is not always maximised. In numeracy pupils have good written computational skills but many lack sufficient competence in thinking mathematically. Standards in bilingual skills develop steadily across the school.
- 61 Pupils achieve similar standards irrespective of their social, ethnic or linguistic background.
- 62 The school's NC results include figures for a significant minority of pupils with SEN.
- 63 The results of the 2007 NC teacher assessments in KS1 and KS2 indicate standards for the school in both key stages were below the national average in English, mathematics and science. In comparison with similar schools having more than 16 per cent but less than 24 per cent free school meals, standards were well below average in all three subjects.
- 64 However, the results of mainstream pupils only were above average compared with both national figures and those for similar schools. The proportion in KS1 attaining at least the expected level 2 in English, mathematics and science was 87 per cent and in KS2 the proportion attaining at least the expected level four in all three subjects was 93 per cent.
- 65 Taking the school's 2001 NC results as a baseline there is an overall trend of improvement in both key stages. In KS2 results dipped in 2005, but there is an upward trend in the results for the following two years.
- 66 Analysis of the schools' results indicates that girls outperform boys by a similar margin to that found nationally. The school is proactive in tackling this issue.
- 67 Pupils with SEN make generally good progress towards the targets set for them in IEPs. Pupils of average and above average ability also make good progress overall,

and especially in the acquisition of knowledge and understanding where tasks are appropriately challenging.

- 68 Through the use of target setting with individual pupils, the majority have a good understanding of what they are doing well and of what they need to do to improve.
- 69 By the end of Y6 the majority of pupils make good progress towards fulfilling their potential and they are well prepared for the next stage of their education.
- 70 The overall development of pupils' personal, social and learning skills is good. They show good levels of interest and motivation and generally work hard.
- 71 Most pupils are very well behaved throughout the school day. They are attentive in assemblies and move around the school in an orderly manner. Behaviour in most lessons is good, but on occasions some become restless when they are not fully engaged by the learning. The majority show respect for one another and are courteous to adults.
- 72 Overall attendance has increased since the last inspection, it is higher than that of similar schools and meets the WAG target of seven per cent absence. Nearly all pupils arrive on time in the morning and lessons start promptly.
- 73 Although pupils have the capacity to work with appropriate independence and to develop a range of learning skills, including creativity, research and problem solving, they seldom develop such skills to the full.
- 74 Pupils make good progress in their personal, social, moral and wider development. This is a strong feature of the school's provision. Pupils develop a clear understanding of the principles of honesty and fairness and they generally work and play co-operatively. Older pupils benefit from many opportunities to take responsibility and this raises their self-confidence and self-esteem particularly well.
- 75 Pupils are aware of the differences between individuals within their own school community and the wider world. They show an appreciation of the diversity in social, ethnic and religious backgrounds, while recognising that everyone has the right to be treated equally.
- 76 Pupils have a good understanding of equal opportunities issues, they are prepared appropriately to take an active role in their community and their awareness of diversity develops well. The school is at the heart of a vibrant village community. As a result, its pupils develop an early awareness of what it takes to make an effective contribution to the world around them. It also has some good links with local small businesses and with larger organisations through the Education Business Partnership (EBP). However, pupils' insights into the workplace are generally limited.

## The quality of education and training

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

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

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

78 In the thirty-nine lessons or parts of lessons observed the quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 5%      | 69%     | 23%     | 3%      | -       |

79 These figures are better than the last inspection but they are below the WAG target for teaching to be grade 2 or better in 80 per cent of lessons by 2010 and the national picture as reported by HMCI in her annual report 2006 – 2007. Nationally, the quality of teaching is reported to be good in 66 per cent of lessons, with 14 per cent having outstanding features.

80 Throughout the school teachers establish good working relationships with pupils and LSOs make a positive contribution to learning and teaching. There is good emphasis on teaching basic skills in literacy and numeracy.

81 The specialist teaching of Welsh second language is especially effective and the good teaching in KS2, including the MLD class, is a particularly strong feature. Furthermore, where teaching and support are well focused in the observation classes the impact is good.

82 Taken overall, teachers have appropriate subject knowledge. They have individual strengths in different areas, but generally their expertise in developing key skills and promoting research, problem solving and creative skills in cross-curricular contexts, is limited to some degree.

83 Clear objectives are established for most lessons and planning is appropriate. However, there is some variation in the effectiveness and rigour of planning and its implementation. Learning objectives and content are not always developed fully and the range of teaching styles is sometimes limited.

84 Where teaching is most effective a range of strategies and organisational approaches are used well to engage pupils' interest. This is evident in some lessons in English and mathematics in KS2 where the teachers respond well to pupils' differing learning needs.

85 Teaching successfully promotes equality of opportunity through an ethos of inclusion. Issues of gender, race and disability equality are addressed appropriately.

86 Although the language needs of pupils are well met in English and Welsh lessons, there is a lack of consistency in promoting bilingual skills throughout the school day.

- 87 There are good arrangements to monitor and review pupils' progress, but the planning of subsequent work is not always precise enough in adapting learning to pupils' differing needs, in particular the more able.
- 88 Arrangements for assessing, recording and reporting are good and in line with statutory requirements. The school administers its own baseline assessment shortly after entry to the nursery and the LEA baseline is administered early in reception and at the end of the reception year. Data are well used to inform provision.
- 89 The whole school tracking record monitors pupils' progress systematically against their individual targets. It is informed by data obtained from standardised assessments administered in reading, spelling and mathematics and is also well informed by teachers' assessments of pupils' written work, undertaken twice a term in the core subjects. Arrangements for assessment of the foundation subjects are not as well developed. Portfolios of assessed and levelled work are in place for every subject and these are well used by teachers to inform their assessments.
- 90 Pupils' targets are rigorous, appropriate for their learning needs and regularly monitored to review progress. Pupils are effectively involved in planning their own improvement and they help to set their own targets. A particularly good feature is the target ladders used in KS1 that give a clear picture of pupils' progress in relation to their targets. The marking of pupils' work provides constructive feedback and pupils know what to do in order to improve their performance.
- 91 The quality of reporting to parents is good. Detailed information about pupils' progress in the core subjects is provided, but the comments about foundation subjects are less detailed. Additional information is included about pupils' personal and social development and targets for further improvement are stated. Parents receive sufficient opportunities to discuss their children's progress and the school works well with them.

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

**Grade 3: Good features outweigh shortcomings**

- 92 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question to be Grade 2. There are a number of particularly strong features in curricular provision but there are also some shortcomings that limit progress in some aspects of learning.
- 93 Taken overall, good features outweigh shortcomings in the provision to meet the range of pupils' needs and interests. Good features include the range of first hand experiences provided for the under-fives; these are relevant and often actively involve the children. Participation in the Forest Schools Initiative promotes valuable opportunities for outdoor learning experiences that impact well on both the children's personal and learning skills. However, the provision of opportunities for outdoor learning is not yet fully integrated into daily provision. The school is well placed to implement the Foundation Phase curriculum in the Autumn Term 2008.

- 94 Across both key stages appropriate schemes of work in all subjects and a whole school framework of curricular planning provide a good basis to ensure a broad and balanced curriculum that fully meets the needs of the range of pupils.
- 95 Although there is appropriate flexibility in implementing schemes of work the range of knowledge and skills set out in the programmes of study is not always developed fully. This is evident in some foundation subjects, including history and design and technology, where a lack of coherence and progression sometimes results in both the content of learning and the development of research, problem solving and creative skills.
- 96 In the three classes, catering for a wide range of SEN, pupils have access to a broad curriculum covering the six areas of learning and the subjects of the NC. However, planning does not consistently exploit opportunities to maximise progress towards individual learning targets in a sufficient range of stimulating contexts. Some opportunities are taken to integrate pupils for activities with their mainstream peers where this is appropriate. Effective examples of integrated activities involving the under-fives were observed.
- 97 The provision to promote basic skills in literacy and numeracy is good. The provision of initiatives to raise standards in literacy, include regular sessions for most classes to improve reading skills through learning phonics and implementing the 'Catch-up' programme with identified pupils, impacts well on standards.
- 98 Although the school has adopted a framework to promote key skills in literacy, numeracy and ICT, and opportunities to promote these skills are identified in planning, their development across the subjects is inconsistent. In particular, opportunities for extended writing and to use ICT in cross-curricular contexts are seldom developed fully.
- 99 The school successfully enriches pupils' learning experiences through a good range of extra-curricular activities throughout the year. Numerous visitors and relevant educational visits contribute well to learning and after school activities, including choir, hand bells, cycling, environment club, a sports club for younger pupils, a girls' computer club, rugby training and other seasonal games, are well attended. Older pupils attend a residential course every year at Llangrannog that adds a valuable dimension to their learning and enhances their personal development.
- 100 Visits to a wide range of places of historical, geographical and cultural interest, both locally and further afield, such as The Museum of Welsh Life, the river Ogmore, Porthcawl, Cardiff Bay, Bryn Garw Park and Bedford Park, and use of a local history trail and the former iron works extend pupils learning well.
- 101 The provision for pupils' personal development is good and reflects well the school's personal and social education (PSE) framework and it is evident in pupils' positive attitudes and behaviour. Circle time is used well to promote pupils' personal and spiritual development, which is also well developed through opportunities to reflect, for example in art lessons. Pupils of all ages have many opportunities to develop their social skills; older pupils are encouraged to look after the younger ones and all are encouraged to take responsibility for their actions.

- 102 Provision for pupils' moral development is good. The school encourages pupils to be self-disciplined and to demonstrate considerate behaviour at all times; this ethos is evident throughout the life and work of the school. Adults provide good role models and consistently promote positive attitudes, based on courtesy, respect, honesty and a sense of fairness. All learners have a good understanding of right and wrong and apply reasoning effectively when discussing moral issues.
- 103 Daily assemblies incorporate a broadly Christian act of collective worship that meets statutory requirements and provides good opportunities for guided reflection, prayer, praise and thanksgiving. Pupils learn to respect Christian stories and teachings and are also made aware of other religious teachings. They learn to value being part of a community, for example by celebrating achievements.
- 104 Pupils' cultural awareness is appropriately promoted through the study of life in other countries and learning about the religious traditions and customs of the Hindu, Jewish and Islamic faiths.
- 105 The way in which the school enriches its pupils' learning experiences, by developing effective partnerships with parents, the community and other educational establishments, is an outstanding feature. A home-school agreement is implemented and the school is proactive in encouraging parents to contribute to their children's learning through the regular provision of appropriate homework tasks. A high number of parents returned the pre-inspection questionnaire and attended the pre-inspection parents' meeting. The very positive nature of their responses shows the very high regard they have for the school. Many help within the school and they also provide valuable financial support through their support of Parent Teacher Association (PTA) activities.
- 106 Links with local schools and colleges also make a significant contribution to pupils' learning. An excellent relationship has been developed with the main receiving secondary school and other primary schools within the cluster. This is evident in innovative joint projects that greatly improve pupils' transition from primary to secondary education. For example, there are frequent visits by staff from the secondary school who come to teach science, Spanish and French. A link with a local college has also seen the introduction of a very successful family learning programme that has involved parents and children learning together in school.
- 107 The school's curricular provision meets statutory requirements. No pupils are disapplied from elements of the statutory curriculum.
- 108 Good features outweigh shortcomings in the extent to which learning experiences respond to the needs of employers and the wider community. The school has developed some useful links with employers but these have not been fully exploited to support staff development or enhance pupils' learning through work related projects. The school has identified this as an area for development.
- 109 The promotion of pupils' bilingual skills lacks consistency. It varies from outstanding to inadequate. As a consequence many pupils lack sufficient competence in using bilingual skills within the daily life of the school.

- 110 There is appropriate emphasis on promoting the Cwricwlwm Cymreig. Pupils appreciate Welsh legends, such as the story of Gelert, and enthusiastically celebrate St David's Day. However, their awareness of Welsh artists, musicians and of important figures in Welsh history is less well developed.
- 111 All pupils are given equal access to all subjects and to after-school clubs. They readily take advantage of this and participate on equal terms. The school actively challenges stereotyping. For example, it is participating in a WAG initiative to raise the involvement of girls in computer-based learning.
- 112 The school has undertaken various initiatives to promote the awareness and understanding of the importance of sustainable development to preserve the environment. However, these are not part of a co-ordinated programme and many pupils do not have a firm grasp of the issues faced and how they might be addressed. The school has identified this as an area for development.
- 113 Pupils have good opportunities to develop the entrepreneurial skills essential to them in later life. Every class runs a stall at the Christmas toy fair, while pupils in Y5 and Y6 undertake an enterprise, for example the making and selling of biscuits. The school council raises its own funds and decides how they are spent. For example, it was fully involved with the creation of the outdoor 'soft play' area. Members visited other schools and spoke to their pupils, before they developed their own design in conjunction with the manufacturer. They then had to make amendments to ensure the overall budget was met.
- 114 The school does much to reflect national priorities for lifelong learning through initiatives, such as the 'talk project', which is raising standards in literacy as well as through the transitional arrangements with its receiving secondary school and the family learning programme. Furthermore, the school's involvement in the Bro Cynffig Chronicles local history project, with the development of a local history trail leaflet, is a good example of support for the regeneration of the community.

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

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| <b>Grade 1: Good with outstanding features</b> |
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- 115 The findings of the inspection team match the judgement made by the school in its self-evaluation report. In particular the provision to promote inclusion is an outstanding feature. The duty of care is central to the school's philosophy and ethos.
- 116 The school plans and manages care arrangements and ensures the appropriate involvement of support services effectively. The overall quality of pastoral care, support and guidance is outstanding. Pupils benefit from a very happy school environment, where members of staff know pupils well and are sensitive to their needs.
- 117 The quality of the school's partnership with parents and carers is outstanding. This was clearly exemplified in the very positive views expressed by parents at the pre-inspection meeting and through the large number of questionnaires returned. Parents expressed high regard for the school and its head teacher and almost all

respondents indicated through the questionnaire that they are satisfied with the help and guidance their children receive at the school.

- 118 Parents receive a high standard of information about the school and what is happening; they indicate that arrangements to discuss their children's progress are effective; they feel that the school takes account of their views and many parents willingly contribute to school life in a voluntary capacity.
- 119 The school council is effective in enabling pupils to express their views. Members take part in decisions that affect them and, as a result they feel that they make a difference to school life. The school council undertakes fund raising, manages its own budget and contributes to improvements that enhance the quality of school life for pupils.
- 120 The school's induction procedures are good. The under-fives settle well and receive good support. Meetings are held to welcome parents of new children at the beginning of every year. The school implements a language and play programme for parents of children in the term before they attend school; this provides a very secure introduction, so that children are familiar with the early years classroom and the members of staff before their admission.
- 121 Arrangements for the transfer of pupils to secondary school are very thorough with highly effective pastoral, administrative and curriculum links developed over the last few years.
- 122 The school provides high quality personal support and guidance for pupils through its well structured PSE programme. Circle-time is an established feature that promotes positive values, self-esteem and supports pupils in considering important issues such as bullying, keeping safe and drugs awareness. A number of other professionals, including the police and health workers, contribute well to this provision.
- 123 There is a good system for monitoring pupils' attendance and punctuality. Those with less than 90 per cent attendance are identified and the school works closely with families, in conjunction with the educational welfare officer (EWO), to improve attendance. The systems to promote good behaviour are consistently implemented and they are effective. Pupils and parents value these arrangements and regard them as fair.
- 124 The school has appropriate security systems in place and good arrangements to conduct and record safety audits, and risk assessments, to ensure safety within the school and during educational visits. It is proactive in promoting healthy lifestyles through dietary and health education and a range of extra-curricular sporting activities. The school participates in the Healthy Schools Scheme and has been awarded three 'leaves'.
- 125 The arrangements for the protection of children are systematic. The head teacher is the trained and designated person for child protection. He administers the LEA's procedures in line with the All Wales Child Protection Policy. The SEN co-ordinator (SENCo) is also trained and all staff receive awareness training provided by the LEA.

Any adult who works in the school is subject to a Criminal Record Board (CRB) check.

- 126 The quality of provision for pupils' additional learning needs, including those with SEN, is good in both the mainstream and the three special classes. There are effective arrangements, including the use of structured assessments within the school and the involvement of specialist agencies where appropriate to diagnose individual learning needs.
- 127 The arrangements to provide pupils with additional support to meet individual needs are very well managed by the SENCo. The procedures are in line with the recommendations of the SEN Code of Practice and all pupils identified have appropriate IEPs with suitable targets that reflect individual needs. In mainstream classes, some pupils receive appropriate focused support in small groups, for example when following particular support programmes. This has a positive impact on progress, but too little account is sometimes taken of IEP targets when planning tasks and adapting the work to match individual needs in whole class lessons.
- 128 In the three special classes IEPs are developed to provide suitably detailed learning programmes. These are closely tailored to pupils' needs and capabilities; however, targets are not always sufficiently rigorous in maximising progress in relation to small steps in learning that build on different contexts across the subjects and areas of learning. This sometimes hampers progress.
- 129 Across the school the arrangements to involve parents in the regular review of progress towards IEP targets are effective and several parents confirm that they feel well informed and appropriately involved in supporting their children's learning. Where appropriate, professionals from the relevant supporting agencies contribute to review meetings. The SENCo efficiently and effectively manages the aspects of case management and she is diligent in ensuring that pupils are placed appropriately and supported in line with their needs in the most appropriate setting. To this end the school maintains an effective working partnership with the LEA that funds the three special classes.
- 130 The school successfully provides good levels of support for learners whose behaviour may impede their progress and that of others. Where appropriate an individual behaviour plan (IBP) is implemented and the school draws on advice from specialists in behaviour management and counselling.
- 131 The overall provision for ensuring equal opportunities has outstanding features. This is most evident in the ethos of inclusion that permeates the life and work of the school, so that it is successful in supporting and guiding pupils to engage in learning, irrespective of their social, educational, ethnic or linguistic background.
- 132 A further outstanding feature is the strong emphasis given to promoting gender equality and sensitively challenging stereotypes in pupils' choices and expectations. For example, this aspect is addressed appropriately through the PSE programme and very good provision is made for addressing differences in boys' and girls' skills in reading, writing and ICT.

- 133 The school has an appropriate policy and plan of action to promote good race relations and eliminate all forms of harassment.
- 134 The school demonstrates particular strengths in eliminating oppressive behaviour. There are robust policies in place to safeguard pupils from bullying and some pupils in Y6 are trained as 'Peacemakers' to mediate in playground disputes. This programme is an effective and well regarded feature of school life.
- 135 The school has an appropriate disability equality scheme. No pupils with significant physical disabilities attend the school at present. An appropriate disability access audit has been implemented and a suitable accessibility plan that takes account of the school site and buildings has been drawn up.
- 136 Pupils are positively encouraged to recognise, value and respect diversity. They value differences within the school community and have good opportunities to learn about the diversity of cultures that contribute to modern day society.

## Leadership and management

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

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

- 137 The findings of the inspection team match the judgement made by the school in its self-evaluation report. Since the last inspection leadership has successfully improved provision and raised overall standards.
- 138 The head teacher provides effective leadership in pastoral and educational aspects. The school's positive ethos and its commitment to raise pupils' aspirations, enhance professional practice and promote teamwork among members of staff, reflects good features in leadership and management.
- 139 Leadership ensures clear direction for the school's work through positive values, clear aims, objectives and targets. An inclusive approach helps to ensure that all members of staff understand the school's policies and priorities. This is especially evident in the way PSE permeates the life and work of the school.
- 140 There is strong commitment to promoting equality for all. An ethos of inclusion is evident throughout the school. Irrespective of background or ability pupils have equal access to the full range of activities provided.
- 141 The school takes good account of national priorities and local initiatives. The drive to raise standards has positive results. The school works successfully in partnership with public bodies to counteract social disadvantage and to promote community regeneration, and it works closely with the comprehensive school to improve transition.
- 142 The system of target setting for end of key stage attainment is well established. The school sets realistic and achievable targets and is generally successful in meeting and in some cases exceeding its targets. The setting of goals through the SDP has a positive impact on the quality of provision.
- 143 Leadership skilfully creates the conditions for teachers to develop their expertise, roles and responsibilities. This is particularly evident in the good work of subject co-ordinators, where a stronger focus on the monitoring of standards is being developed.
- 144 The arrangements for the performance management of teachers are in line with statutory requirements and the information gained is used well to promote further improvement. The arrangements to review and promote the professional development of staff are effective and appropriate plans to restructure teachers' roles, through teaching and learning responsibilities, are to be implemented.
- 145 The GB meets its responsibilities, including its statutory obligations, well. It provides strong support for the school and an effective critical partner.

146 Governors undertake link roles with the school; these help to inform them about aspects of provision and they are kept well informed through regular reports from the head teacher. However, the role of governors in monitoring the quality of provision is at an early stage of development.

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

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| <b>Grade 2: Good features and no important shortcomings</b> |
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147 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question to be Grade 1. Although good procedures for self-evaluation and planning for improvement are established, the sharp focus on standards evident in the core subjects is not as evident in foundation subjects.

148 Subject co-ordinators are well informed about the areas for which they are responsible. Self-evaluation is suitably based on first hand evidence; it includes classroom observations by the head teacher and the coordinators of core subjects, as well as the review of pupils' work and learning resources. The rigour of the head teacher's monitoring reports, together with effective monitoring of the recommendations made, is an exemplar of good practice.

149 The head teacher undertakes lesson monitoring in foundation subjects. The co-ordinators gather evidence by assessing pupils' work, talking to them and by scrutinising teachers' planning. This information is used well to compile annual subject reports that, in turn, inform the SDP.

150 The whole staff conducts an analysis of the school's strengths and weaknesses in order to identify aspects for development. The evidence gathered is used appropriately to set targets for improvement in the SDP. However, there is insufficient focus on raising standards further, such as through setting quantifiable targets.

151 The procedures for self-evaluation are well established and build well on the systems and strategies provided by a published model. As a result arrangements for self-review are comprehensive and systematic, and include the rigorous analysis of data.

152 The quality of the self-evaluation report is generally good and it clearly identifies areas for further improvement in some important areas. The inspection team agrees with the school's judgements in key questions one, two, four and five, but in contrast it awards a lower grade in key questions three, six and seven. In key question three some shortcomings were identified and key questions six and seven were judged to have good rather than outstanding features.

153 The school has an inclusive approach to self-evaluation and takes good account of the views of staff, pupils, parents and governors. Parents are regularly consulted through questionnaires. Very effective features include the way in which pupils' views are sought through comprehensive questionnaires and the school council. In response to pupils' concerns and suggestions some aspects of provision have been improved.

- 154 The GB works well with the head teacher and staff in the process of self-evaluation. Governors discuss the issues raised, including progress towards existing targets, and they are appropriately involved in agreeing targets and goals for the SDP.
- 155 The effectiveness of planning for improvement is good. Through comprehensive development plans the head teacher and staff clearly identify relevant priorities and broad areas for improvement. These plans include appropriate details of success criteria and costs, but, although progress against the school's targets is regularly reviewed, the absence of quantifiable targets makes it more difficult to demonstrate measurable improvement.
- 156 The school's priorities are well supported through the effective allocation of resources. Examples include the considerable investment in resources to support learning and teaching and in staff training, for example to promote the development of pupils' thinking skills.
- 157 Taking the last inspection in 2002 as a baseline the school demonstrates a good measure of improvement in standards and in the quality of education it provides. It has made good progress in relation to the key issues raised in the last inspection. In particular, it has raised overall standards, improved the quality of learning and teaching through the provision of effective training opportunities for members of staff and implemented effective arrangements for assessment.

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

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| <b>Grade 2: Good features and no important shortcomings</b> |
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- 158 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question to be Grade 1. Whilst there are many good features in the use of resources, there are some shortcomings that reduce standards and progress.
- 159 The school has an adequate number of experienced and suitably qualified teachers and LSOs to meet the requirements of the curriculum, including the needs of pupils in the special classes. The use made of teaching and LSOs is generally appropriate. The specialist teaching in music, information technology and physical education has had a positive impact on raising standards.
- 160 Teachers regularly attend professional training sessions, which are matched well to the needs, requirements and priorities of the school and linked closely to the individual needs identified in their performance management outcomes. The arrangements to provide teachers with the required time for planning, preparation and assessment tasks (PPA), during the teaching day, are well organised and effective.
- 161 All members of staff are managed and developed appropriately. However, in some respects their deployment for some specialist teaching limits the overall impact of teaching in promoting bilingual, research, problem solving, creative and key skills.
- 162 The LSOs make a valuable contribution to the quality of learning. They provide effective support through individual learning programmes in the special classes and

in guiding learning, for example through literacy programmes and focused group work, in mainstream classes. The LSOs benefit from training opportunities and the school's investment in training impacts well on standards.

- 163 The school secretary, catering staff, caretaker and cleaners carry out their duties efficiently and effectively; this contributes well to the smooth and efficient routines of the school.
- 164 The quality and range of learning resources is generally good. They are accessible for pupils' use and are appropriately matched to the needs of the curriculum. However, access to outdoor learning opportunities is limited for the under-fives and the resources available in the two observation classes, for under-fives and for pupils in KS1, are not always sufficiently stimulating.
- 165 Taken overall, the accommodation provides a good setting for effective learning and teaching. The buildings are well kept, clean and tidy. Classrooms are of adequate size and throughout the school pupils' work is celebrated in attractive and informative displays. These make a considerable contribution to creating a stimulating environment for learning.
- 166 In general, efficient and effective use is made of resources although the timetabling of specialist teaching, together with the use and organisation of lesson time, sometimes limits the range of learning experiences in some foundation subjects for all classes.
- 167 Taken overall, resources are matched well to the school's priorities for improvement.
- 168 Standards on the basis of teacher assessments have improved well since the previous inspection. This inspection finds an overall improvement in achievement across subjects and the leadership and management of the school has had a positive impact on the effectiveness of the school. The school provides good value for money.

## **Standards achieved in subjects and areas of learning**

### **Under-fives**

#### **Language, literacy and communication skills**

**Nursery: Grade 2: Good features and no important shortcomings**

**Reception: Grade 2: Good features and no important shortcomings**

#### **Good features**

- 169 Children in nursery and reception develop good skills in language and express themselves confidently. They have good listening skills and possess a growing and varied vocabulary that they use well to speak about their experiences and feelings. They express themselves effectively when responding to questions and they use descriptive vocabulary well, for example to describe dough as 'gooey,' 'squelchy' and 'squashy.' Children who have just joined the nursery speak confidently and are eager to converse with peers and adults. Older children use elaborated and extended language patterns well in order to express themselves.
- 170 All children enjoy mark making and in reception they have a growing awareness of letters. They develop an understanding of the purposes of writing through activities, such as writing a letter to the post woman to ask her to visit them and to tell them about what she does. All children develop their use of Welsh vocabulary well and older ones confidently describe the weather using full sentences. All know and enjoy saying a range of rhymes in both English and Welsh and they listen attentively and with enjoyment to stories.

#### **Shortcomings**

- 171 There are no important shortcomings, but in reception children's experience of mark making requires further development before they engage in formal writing.

### **Personal and social development**

**Nursery: Grade 2: Good features and no important shortcomings**

**Reception: Grade 2: Good features and no important shortcomings**

#### **Good features**

- 172 Older children become independent learners and those who entered the nursery recently quickly learn to take responsibility for their actions; they demonstrate a high level of confidence and independence when engaging in activities such as making dough. All ask for information when necessary and the majority dress themselves in coats, hats and gloves without help. They show concern for one another, for example they help to do up their friends' zips. All children wash and dry their hands before

eating and socialise very well with their friends. The majority attempt to cut their food themselves when eating lunch and all handle cutlery competently, displaying good table manners and good behaviour in the dining room.

- 173 All children enjoy new experiences and participate with confidence and enthusiasm. They like and value one another and behave with courtesy and respect. The youngest ones persevere with tasks that capture their interest and they maintain their concentration well for extended periods.

### **Shortcomings**

- 174 There are no important shortcomings.

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| <b>Mathematical development</b> |
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| <b>Nursery: Grade 2: Good features and no important shortcomings</b> |
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| <b>Reception: Grade 2: Good features and no important shortcomings</b> |
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### **Good features**

- 175 All children know well a range of mathematical rhymes and songs that they accompany with appropriate actions. For example, they hold up the correct number of fingers to demonstrate their understanding. Nursery children count to five and many identify numbers to five when using shaped pastry cutters. Older children count to 10 in Welsh and to 30 in English. They know that 28 follows 27 and precedes 29 and that the numbers 2 and 8 are needed to form 28.
- 176 Older children possess good comparative vocabulary and their concepts of size, length, number and capacity develop well. They know the names of several common two dimensional shapes and they confidently make repeating patterns with shapes. All develop well the concept of time in the context of their daily lives.

### **Shortcomings**

- 177 There are no important shortcomings but children's experience of different ways of recording through mark making before they engage in formal calculations using mathematical symbols is underdeveloped.

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| <b>Knowledge and understanding of the world</b> |
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| <b>Nursery: Grade 2: Good features and no important shortcomings</b> |
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| <b>Reception: Grade 2: Good features and no important shortcomings</b> |
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### **Good features**

- 178 All children know the days of the week, the date and the month and when their birthday is. They describe the weather accurately, in both Welsh and English, and have a good

understanding of the seasons and their characteristics; their knowledge is developed well by investigating the effects of the seasons on the woods that they visit at Bryn Garw Park.

- 179 Children are often actively involved in their learning tasks and can resolve problems well with appropriate adult support. All enjoy growing sunflowers from seeds and show good interest in and awareness of the natural world, for example when a day old lamb is brought into school for them to see and touch. They enjoy cooking and make bread and blackberry crumble at Harvest time. From their observations of the weather during the frost and through cooking activities they begin to understand that materials change in certain conditions.

### **Shortcomings**

- 180 There are no important shortcomings but children's investigative and problem solving skills are not always fully developed.

### **Physical development**

**Nursery: Grade 2: Good features and no important shortcomings**

**Reception: Grade 2: Good features and no important shortcomings**

### **Good features**

- 181 Older and younger children demonstrate good control and co-ordination when using the toys in the outdoor playground. Their fine manipulative skills develop well through cooking, drawing, cutting, gluing, painting and printing. They have a good understanding of positional language and respond accurately to positional instructions.
- 182 Older children handle both large and small equipment with confidence. They develop good ball skills and know well the difference between walking, running, skipping and hopping. They demonstrate confidence and good balance in movement.

### **Shortcomings**

- 183 There are no important shortcomings but children do not develop sufficiently the full range of physical skills.

**Creative development**

**Nursery: Grade 3: Good features outweigh shortcomings**

**Reception: Grade 3: Good features outweigh shortcomings**

### **Good features**

- 184 Older children are able to maintain a steady beat. All enjoy singing rhymes and songs that they perform well. They enjoy drawing, painting and printing and they make bold

use of colour when producing effective presentations of fish, for example. They handle equipment confidently and make choices about which materials to use. They unselfconsciously engage in dance and enjoy participating in role play with an adult.

### **Shortcomings**

- 185 Children seldom engage in a sufficient range of indoor and outdoor role play situations, including musical experiences and opportunities to extend their use of Welsh. Children's ability to create representational images and to make choices about colour and media is also underdeveloped.

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| <b>English</b> |
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| <b>Key stage 1: Grade 2: Good features and no important shortcomings</b> |
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| <b>Key stage 2: Grade 2: Good features and no important shortcomings</b> |
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### **Good features**

- 186 Throughout the school standards in listening are good. The majority of pupils listen attentively in class to their teachers and to their peers. They recall accurately what has been said to them and respond enthusiastically when listening to a story, for example.
- 187 Across both key stages pupils make good progress in their speaking skills. They contribute confidently when discussing their reading and writing activities. They succeed in describing and explaining their work effectively and they ask pertinent questions about different texts. They express opinions clearly, discuss ideas with enthusiasm and readily participate in role play or engage with a 'talking partner' to develop a story setting, for example.
- 188 In KS1 the majority of pupils read well according to their age and ability. More able pupils read with fluency and demonstrate good understanding of the text. They use a good range of strategies to decode unfamiliar words. Many older pupils identify the author and illustrator of a book and know how to use the contents and index in non-fiction texts.
- 189 Many pupils in KS2 read accurately, fluently and with expression. They have a clear understanding of what they read. They read and respond well to a wide range of fiction and non-fiction texts. Older pupils acquire sound library skills and more able pupils express preferences for particular authors or genres.
- 190 In KS1 pupils write in a range of formats. They develop a good understanding of sentence structure and older ones use capital letters and basic punctuation well. More able pupils identify nouns, verbs and adjectives in their writing.
- 191 Pupils' writing in KS2 is of good quality and their spelling and handwriting skills develop well. They acquire a good knowledge of punctuation. For example, in Y4 and Y5, they accurately identify and demarcate spoken words in complex sentences

and in Y6 they use paragraphs and indicate meaning within sentences clearly through the use of commas.

- 192 Older pupils in KS2 have a good knowledge of myths, legends and fables and develop their own writing based on these forms. They also write well structured recounts, play scripts, instructional texts and letters.
- 193 Pupils with SEN, in the special classes, make good progress in relation to their capabilities in oracy and writing.

### **Shortcomings**

- 194 There are no important shortcomings.

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| <b>Welsh second language</b> |
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| <b>Key stage 1: Grade 1: Good with outstanding features</b> |
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| <b>Key stage 2: Grade 1: Good with outstanding features</b> |
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### **Outstanding features**

- 195 An outstanding feature is the way in which pupils sustain a simple conversation whilst engaged in role play. They take on the roles of shopkeeper and customer confidently in the shop demonstrating secure knowledge of vocabulary and the appropriate sentence patterns namely 'Sut wyt ti?', 'Ga i .... plis?'
- 196 All pupils enjoy listening to a wide variety of stimuli, including songs and stories, and they respond with laughter to the humour in stories, demonstrating an outstanding ability to appreciate the nuances of a story. Pupils develop personal preferences, for example, for certain songs and stories.
- 197 Pupils in both key stages use a wide and secure vocabulary in order to describe their likes and dislikes. Older ones build well on their skills and knowledge and make very good progress in using the language to express themselves. They confidently use a range of extended sentence patterns in response to questions. They also ask questions confidently in Welsh, demonstrating an outstanding range of vocabulary and sentence patterns and mutation that they use accurately.

### **Good features**

- 198 Pupils in both key stages have a growing and secure awareness of the language and speak clearly and with confidence and accuracy for a wide range of purposes to a variety of audiences. They enjoy speaking Welsh and demonstrate enthusiasm when so doing.
- 199 Older pupils know their colours and can count from 0-20. They understand and answer with a full sentence the questions 'Pwy wyt ti? Ble rwyd ti'n byw?' and are

able to respond to these outside the context of the lesson, demonstrating a very secure knowledge of sentence patterns.

- 200 Across the school pupils respond accurately and enthusiastically to incidental Welsh when greeting teachers, answering the register and discussing the weather. They use full sentences well, for example, 'Sut mae'r tywydd heddiw?' and 'Mae hi'n gymylog.' Pupils have a very secure knowledge of the negative construct and use confidently 'Dwi'n ...' and 'Dwi ddim...', thinking carefully before they phrase their response.
- 201 Pupils in KS2 have a secure knowledge of sentence patterns, phrases and vocabulary. They respond accurately to questions using full sentences commencing with 'Oes?' and 'Wyt ti?', and they confidently participate in short conversations. They enjoy speaking Welsh and use it throughout the day from time to time. They read Welsh sentences containing familiar vocabulary well.
- 202 Pupils write accurately sentences based on familiar patterns in KS1 and continue to make good progress with their writing throughout KS2. Their writing demonstrates a wide range of vocabulary; secure sentence patterns and an awareness of mutation. The oldest pupils produce individual and neatly presented extended pieces of writing based on the subject of the lesson.

### **Shortcomings**

- 203 There are no important shortcomings.

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| <b>Mathematics</b> |
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| <b>Key stage 1: Grade 2: Good features and no important shortcomings</b> |
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| <b>Key stage 2: Grade 2: Good features and no important shortcomings</b> |
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### **Good features**

- 204 In KS1 younger pupils confidently count to 60 in fives and order numbers to 20. They sort everyday items using appropriate criteria and record their findings pictorially, for example in pictograms, bar charts and block graphs. They interpret these representations accurately.
- 205 Older pupils in KS1 quickly recall number bonds to ten and many demonstrate a secure understanding of addition and subtraction.
- 206 Previous work indicates that pupils in Y2 have a good knowledge of the names of many common two-dimensional shapes and have appropriate knowledge of units of length. They demonstrate their increasing understanding of place value by partitioning two-digit numbers in the context of money.
- 207 In lower KS2 pupils identify a range of two dimensional shapes and use the correct mathematical terms to describe and classify them. Older ones demonstrate a secure

knowledge and understanding of place value of three digit numbers, partitioning accurately and identifying the value of each digit. They confidently extend number sequences by identifying the pattern.

- 208 In Y4 pupils develop good skills in written computation using the methods of addition, subtraction, multiplication and division, sometimes in combination when solving number based questions. They successfully convert millimetres to centimetres and centimetres to metres, and develop a good understanding of place value and of the function of the decimal point.
- 209 In Y5 and Y6 pupils' knowledge of place value, including decimals, is secure. Their skills in computation develop well, for example they successfully use the method of multiplication, in calculations involving numbers having three digits.
- 210 Previous work demonstrates pupils identify a wide range of three dimensional shapes, describing their geometrical properties and using this information to classify them. They collect mathematical information and present the data collected in a variety of tables, graphs and diagrams that they interpret well.
- 211 In the special classes, younger pupils make appropriate progress in numeracy and older ones build up their understanding of number well. For example, they order four digit numbers and count in 2s, 3s and 10s with increasing confidence. They have a developing knowledge of the properties of shapes.

### **Shortcomings**

- 212 There are no important shortcomings.

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| <b>Science</b> |
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| <b>Key stage 1: Grade 2: Good features and no important shortcomings</b> |
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| <b>Key stage 2: Grade 2: Good features and no important shortcomings</b> |
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### **Good features**

- 213 Throughout the school pupils undertake a range of practical and investigatory work; they understand and follow the scientific process of planning, experimenting and evaluating and at times use relevant templates to record their work. They make appropriate predictions and observations and have a good recall of previous work. They answer questions knowledgeably and produce accurate answers based on what they have previously learnt.
- 214 Scrutiny of pupils' work indicates that they develop an increasing knowledge across the areas of science studied; by the end of KS2 they have a good understanding of aspects of life processes and living things, materials and their properties and physical processes.
- 215 In KS1 pupils understand simple reversible and irreversible changes, for example when materials are cooled, mixed or heated. They successfully investigate a range

of materials and their properties and learn about a variety of living things and their environment.

- 216 Younger pupils develop their knowledge of light sources and sound. They increase their understanding of forces well, for example when investigating how far toy cars travel down a slope. Older pupils understand that a battery is a power source and know how to make a simple circuit. They investigate light and shadows and know the meaning of the terms transparent and opaque.
- 217 In KS2 pupils understand the need for a balanced diet and know how to keep different parts of their body, for example their teeth, healthy. They learn about forces, including gravity, and extend their learning through investigating parachutes.
- 218 Younger pupils understand how simple circuits work, including components such as switches and why some materials are conductors of electricity and heat while others are insulators. Older pupils have a good knowledge of the properties of solids, liquids and gases and confidently explain why evaporation and condensation occur. They further their understanding of forces such as magnetism and have a developing understanding of the impact of the sun and the moon on the earth.
- 219 Most pupils in KS2 use and understand appropriate scientific terminology confidently.

### **Shortcomings**

- 220 There are no important shortcomings.

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| <b>Information technology</b> |
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| <b>Key stage 1: Grade 2: Good features and no important shortcomings</b> |
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| <b>Key stage 2: Grade 2: Good features and no important shortcomings</b> |
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### **Good features**

- 221 In KS1 pupils confidently use the mouse and keyboard to control events on the computer screen. They 'drag and drop' graphics and click on appropriate icons, for example to create particular effects, when using on screen tools to draw and paint.
- 222 Older pupils in KS1 demonstrate well developed skills when using a graphics program and they have good skills in word processing.
- 223 Previous work indicates that pupils in KS1 steadily develop competence in word processing. They amend their work and save and print the results with help. They enter information on a simple database and successfully experiment with simulation programs.
- 224 In KS2 pupils make good overall progress. Younger ones demonstrate good keyboard and mouse control skills, for example when selecting graphics and framing questions to sort animals using a branching database program.

- 225 Discussion with pupils in KS2 confirms that they have good skills in combining text and graphics and good levels of competence in using editing tools. They confidently 'log on' and the majority know how to locate programs, access the internet and download information.
- 226 A portfolio of previous work indicates that pupils in KS2 acquire appropriate editing skills in word processing and that they use a range of tools to good effect when using graphics packages and spreadsheets. They also develop appropriate skills in using simulations, multimedia and databases.

### **Shortcomings**

- 227 There are no important shortcomings. However, pupils in both key stages seldom communicate their ideas using ICT in a wide enough range of contexts.

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| <b>Design and technology</b> |
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| <b>Key stage 1: Grade 3: Good features outweigh shortcomings</b> |
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| <b>Key stage 2: Grade 3: Good features outweigh shortcomings</b> |
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### **Good features**

- 228 In KS1 pupils understand that they need to draw up a plan before making a product. They successfully use basic tools safely to cut and join their materials.
- 229 Younger pupils in KS1 design and make faces with moving eyes and older pupils develop the skills of cutting, gluing and painting appropriately when making wooden photograph frames.
- 230 Older pupils In KS1 develop their knowledge of healthy eating and food hygiene to design fruit smoothies and healthy sandwiches, for example. They select ingredients, consider how to make the food items, taste their products and make simple oral evaluations.
- 231 In KS2 pupils become increasingly adept at using a range of tools and their work shows progression in the methods used to join materials and to incorporate moving parts and circuits.
- 232 Younger pupils in KS2 produce labelled sketches and designs to guide their work, for example when designing torches incorporating electrical circuits.
- 233 Older pupils in KS2 successfully research their designs for musical instruments using ICT. They apply practical skills well; they extend their understanding of the design brief, including methods of making, and begin to evaluate their products constructively with some suggesting ways of improving them.

### **Shortcomings**

- 234 In KS1 pupils do not develop sufficiently the skills of investigation and evaluation in a wide enough range of contexts. Furthermore, the aspects of planning, following instructions, selecting materials and producing original designs and products are underdeveloped.
- 235 In KS2 pupils' knowledge of materials, including textiles, and of the designing and making process and using evaluations to assess fitness for purpose are underdeveloped. They seldom produce original designs and have limited understanding of structures and mechanisms.
- 236 Pupils in both key stages have a limited understanding of the place of design and technology in meeting the needs of society; their skills in using control technology are at an early stage.

## History

### Key stage 1: Grade 3: Good features outweigh shortcomings

### Key stage 2: Grade 2: Good features and no important shortcomings

#### Good features

- 237 In KS1 pupils develop appropriate awareness of chronology through comparing houses and homes today with homes around 1900. They observe buildings in the village and sequence them by age. They further their understanding of change over time by comparing different forms of transport and successfully distinguish between photographs of different means of transport, both now and in the past.
- 238 Through first-hand experience pupils in KS1 compare a modern car and a pony and trap and ask appropriate questions about each.
- 239 In KS2 discussion with pupils and scrutiny of their previous work indicates that they develop greater knowledge of change over time through observing old and new buildings in the village and studying life in Roman times, for example. They use both primary and secondary sources well to further their understanding of life in the past and speak knowledgeably of changes in the locality.
- 240 Older pupils in KS2 investigate the differences between the lives of rich and poor people and enthusiastically recall their studies of the Second World War naming the principal leaders, describing aspects of life at the time and expressing understanding of the lives of evacuees and the impact of wartime on daily life.

#### Shortcomings

- 241 In KS1, pupils' knowledge of historical events, particularly in the history of Wales, and the reasons why people in the past acted as they did, is underdeveloped.
- 242 There are no important shortcomings in KS2 in pupils' knowledge of the periods they study, although their skills in the interpretation, organisation and communication of historical information are seldom fully developed.

## Geography

### Key stage 1: Grade 2: Good features and no important shortcomings

### Key stage 2: Grade 2: Good features and no important shortcomings

#### Good features

- 243 Pupils in KS1 have a good knowledge of where they live and speak confidently about their locality. They describe quiet and noisy places in Cefn Cribwr and identify its main features such, as the post office, the old iron works, the church, the chapel and the shops.
- 244 In KS1 pupils' geographical enquiry skills are developing well. For example, they make observations about the school and the village, identifying which features they consider to be attractive and those that they dislike and wish to improve. They describe accurately the effects, such as an increase in population and the number of pupils at the school, as a result of the new road and houses that have been built.
- 245 Pupils in KS1 have a good knowledge of the seaside town of Porthcawl. They observe and collect information in the field and confidently describe the main features of this contrasting area, using terms such as 'sea', 'rocks' and 'beach'. They identify differences between Porthcawl and Cefn Cribwr well. They also record the weather over a period of time using symbols correctly, and interpret their graphs well.
- 246 In KS2 younger pupils demonstrate good mapping skills. For example, they indicate Cefn Cribwr, Cardiff and Bridgend on a map of Wales and identify Wales, India, Australia, Europe, Africa and the United States accurately on a globe. They indicate by means of a key the main physical and human features of India, such as rivers, desert, mountains, rainfall, settlements and communications. They have a good understanding of the differences between India and Wales.
- 247 In KS2 older pupils further develop their geographical skills very well and enhance their studies through fieldwork. They plot the course of the river Ogmore on a map, calculate its length using scale, measure its speed and depth at different places and study the debris it carries. They explain geographical terms well, including source, middle course, tributaries, deposition, erosion, meanders, confluence, mouth and estuary.
- 248 Throughout the key stage pupils demonstrate increasing awareness of the negative effects of human behaviour on the environment. For example, they investigate the detrimental effects of litter and develop strategies to reduce the amount of litter in the school, in order to improve their environment.
- 249 Following a visit to Cardiff Bay, pupils know the barrage was built to prevent flooding. They speak knowledgeably about its cost and its positive influence on tourism. They make good use of primary and secondary sources, including ICT and

interviews with people as well as reference books, to support their interpretation of the effectiveness of the barrage.

### **Shortcomings**

250 There are no important shortcomings.

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| <b>Art</b> |
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| <b>Key stage 1: Grade 3: Good features outweigh shortcomings</b> |
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| <b>Key stage 2: Grade 3: Good features outweigh shortcomings</b> |
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### **Good features**

- 251 In KS1 pupils develop appropriate observational skills and begin to experiment with colour, line and tone to produce drawings and paintings, including effective self-portraits, bold pictures of an imaginary haunted house and good drawings of leaves.
- 252 Older pupils in KS1 experiment successfully with the elements of line, tone, colour and form. For example, they use a wax resist technique when combining wax and paint to produce attractive and very striking pictures of people and they experiment with chalk pastels to produce colourful and attractive illustrations for the story of 'James and the Giant Peach.'
- 253 Pupils in KS2 develop further their skills in the use of line and tone. For example, they produce striking sketches of Picasso's Spanish Grandee, experiment with colour mixing to produce attractive paintings in the style of Van Gogh, and in response to studying the work of Paul Klee, they make bold use of colour to produce attractive abstract paintings using his techniques.
- 254 Pupils in KS2 experiment with different media and techniques, namely painting, printing, collage and textiles and produce a range of work, which is often of a good standard. They explore form appropriately when making three dimensional models of fish and return to their work in order to refine it.
- 255 Pupils in both key stages have opportunities to extend their skills and to work together on art projects, and they have for example, produced an attractive mosaic of the school.

### **Shortcomings**

- 256 In KS1 pupils' skills in colour mixing are underdeveloped.
- 257 In both key stages, the use of templates limits the development of pupils' creative skills and as a result their skills in three dimensional work, in particular sculpture, are underdeveloped,

- 258 In both key stages pupils' knowledge and understanding of the work of Welsh artists is underdeveloped.
- 259 In KS2 pupils do not sufficiently develop their observational and drawing skills, for example through the use of sketchbooks to record from observation.

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| <b>Music</b> |
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| <b>Key stage 1: Grade 2: Good features and no important shortcomings</b> |
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| <b>Key stage 2: Grade 2: Good features and no important shortcomings</b> |
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**Good features**

- 260 Pupils in KS1 sing tunefully demonstrating a good awareness of posture, breathing, diction, rhythm and pitch. They enjoy performing and do so with confidence. They explain well the term 'beat' and demonstrate what it is. They know that some pieces of music do not have a regular beat and they distinguish between pieces that do and those that do not. They keep a steady beat, such as by tapping their feet or clapping to a piece of music.
- 261 Older pupils in KS1 competently use a range of tuned and untuned percussion instruments to create an expressive accompaniment to a song. They follow accurately the teacher's hand signals and baton. They appraise their own and others' performance sensitively and make insightful comments about the feelings pieces of music evoke.
- 262 In KS2 pupils understand and explain well what a pentatonic scale is and name the notes it contains. They replicate musical patterns well and enjoy listening to and playing for their friends. They follow simple notation accurately when playing glockenspiels and beat in time with the accompaniment.
- 263 Pupils in KS2 understand the term 'appraising' and offer detailed and well conceived suggestions as to how their peers could improve their music. They enhance well a composition they have created by adding more percussion instruments and a piece of dance to accompany the music.
- 264 Older pupils in KS2 sing tunefully in two part harmony. They demonstrate good pitch, rhythm, clear diction and good attention to breathing and phrasing and perform with evident enjoyment. They collaboratively develop musical ideas to produce compositions that show good understanding and effective use of the musical elements.
- 265 Older pupils in KS2 understand tempo, dynamics, texture and timbre and explain well their effects. They create an effective ostinato using untuned percussion instruments and thoughtfully suggest which musical elements to incorporate in order to enhance their composition. They perform their compositions, based for example on porpoises swimming in the sea, very competently and with evident attention to detail including effective musical links between each section.

## Shortcomings

266 There are no important shortcomings.

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| <b>Physical education</b> |
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| <b>Key stage 1: Grade 2: Good features and no important shortcomings</b> |
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| <b>Key stage 2: Grade 2: Good features and no important shortcomings</b> |
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## Good features

- 267 Pupils of all ages understand the importance of a warm-up and cool-down routine before and after energetic physical exercise. They wear appropriate clothing for physical education lessons and observe safe routines for setting out equipment.
- 268 Pupils in KS1 clearly describe the effect of exercise on their bodies and in KS2 they are well aware of the benefit of regular exercise and its contribution to a healthy lifestyle.
- 269 In KS1 pupils demonstrate good spatial awareness and have increasing control of a range of movements including running, skipping and jumping. They build well on prior learning to improve their gymnastic skills. They make a range of well formed body shapes including 'star,' 'straddle' and 'pike' when working as individuals and transfer these skills well to different levels when using apparatus.
- 270 In KS2 pupils develop dance skills well. During warm up activities they demonstrate good control of a range of movements. Younger ones show good development of skills when performing the dance 'Circassion Circle' and older ones perform slip and skip steps with good balance and poise when learning the patterns of a folk dance.
- 271 A range of secondary evidence indicates that pupils achieve sound standards in all aspects of physical education. The majority learn to swim at least 25 metres by the age of 11 and participation in club activities and competitive games raises standards. The school's provision is enhanced by outside agencies and this has a positive impact on the standards achieved.

## Shortcomings

272 There are no important shortcomings.

**Religious education**

**Key stage 1: Grade 2: Good features and no important shortcomings**

**Key stage 2: Grade 2: Good features and no important shortcomings**

**Good features**

- 273 In both key stages pupils develop a sound knowledge and understanding of the beliefs and practices of Christianity and of the Jewish and Muslim faiths.
- 274 In KS1 pupils have a developing knowledge of creation stories and recall the main elements of the Biblical story. They have a sound knowledge of religious festivals, including Succoth, the Jewish autumn thanksgiving, and the Christian festivals of Easter and Christmas.
- 275 In the mixed Y2 and Y3 class pupils learn about religious teachings; they know about Christian and Islamic tenets and consider issues of morality and fairness. In Y4 and Y5 they have a good knowledge of the features of places of worship based on their local studies. They compare the features of churches, chapels and the Jewish synagogue and have a developing understanding of the role of religious leaders and the characteristics of worship. Older pupils know stories from the Old Testament, such as the plagues and the Passover, and begin to understand the links between Christianity and Judaism.
- 276 Older pupils further their understanding of religious practices through studying artefacts from the Jewish, Muslim and Christian faiths. They begin to understand terms such as baptism, commandments and barmitziah and design prayer mats following a visit from a practising Muslim. They demonstrate a good understanding of the function and purpose of religious buildings and use this knowledge well to design a questionnaire for younger pupils to use during a visit to a local chapel.
- 277 Some pupils enthusiastically recall taking the principal roles when participating in a wedding ceremony held at a local church and conducted by a member of the clergy. This demonstrates the positive impact of first hand experiences as pupils retain a good understanding of the roles and responsibilities of people and the significance of the wedding ceremony in a religious context.

**Shortcomings**

- 278 There are no important shortcomings.

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

- 281 The head teacher, staff and governors would like to thank the inspection team for their professional, thorough and rigorous approach to the inspection process. The inspection has been a positive, informative experience that has enabled the school to celebrate its strengths and to confirm its plans for further development in order to improve standards further in all areas of education.
- 282 We are pleased that the inspectors have identified our inclusive ethos as being an outstanding feature, along with our links with parents and the community. The behaviour, respect and attitude to learning of our children, also gaining particular praise.
- 283 We are pleased that the inspection has identified the many improvements and good progress made since the last inspection. In particular, our quality of teaching and overall standards being judged as good with some outstanding features in Welsh second language.
- 284 As a school we recognise that the positive inspection report has been achieved by the hard work and commitment of all school staff, a well informed and effective governing body, well supported by enthusiastic parents and a caring community, who have worked together to enable the school to move forward and make improvements and good progress in all areas.
- 285 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      | Cefn Cribwr Primary School           |
| School type         | Nursery and Primary                  |
| Age-range of pupils | 3 – 11 years                         |
| Address of school   | Cefn Road<br>Cefn Cribwr<br>Bridgend |
| Postcode            | CF32 0AW                             |
| Telephone number    | 01656 740293                         |

|   |                      |
|---|----------------------|
| Head teacher                              | Mr Barrie Lewis      |
| Date of appointment                       | May 2002             |
| Chair of governors/ Appropriate authority | Mrs Andrea Beckett   |
| Registered inspector                      | Mr Michael T. Ridout |
| Dates of inspection                       | 28/01/08 – 30/01/08  |

## 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                    | 13      | 19 | 18 | 18 | 17 | 19 | 14 | 26 | 144   |

| Total number of teachers |           |           |                            |
|--------------------------|-----------|-----------|----------------------------|
|                          | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers       | 9         | 0         | 9.0                        |

| Staffing information   |          |
|--|----------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 19.8 : 1 |
| Pupil: adult (fte) ratio in nursery classes                        | n/a      |
| Pupil: adult (fte) ratio in special classes                        | 6 : 1    |
| Average class size, excluding nursery and special classes          | 23.8     |
| Teacher (fte): class ratio   | 1.13 : 1 |

| Percentage attendance for three complete terms prior to inspection |      |      |                |
|--|------|------|----------------|
| Term   | N    | R    | Rest of school |
| Spring 2007  | 91.5 | 91.1 | 93.4           |
| Summer 2007  | 90.2 | 94.1 | 92.9           |
| Autumn 2007  | 94.9 | 93.9 | 93.6           |

|  |      |
|--|------|
| Percentage of pupils entitled to free school meals             | 23.4 |
| 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 2007 |                    |          | Number of pupils in Y2: |    |    |    |    | 22 |
|---|--------------------|----------|-------------------------|----|----|----|----|----|
| Percentage of pupils at each level              |                    |          |                         |    |    |    |    |    |
|   |                    |          | D                       | W  | 1  | 2  | 3  |    |
| English:  | Teacher assessment | School   | 0                       | 19 | 10 | 52 | 19 |    |
|   |                    | National | 0                       | 3  | 14 | 63 | 20 |    |
| En: reading                                     | Teacher assessment | School   | 0                       | 19 | 10 | 52 | 19 |    |
|   |                    | National | 0                       | 4  | 15 | 55 | 26 |    |
| En: writing                                     | Teacher assessment | School   | 0                       | 19 | 10 | 52 | 19 |    |
|   |                    | National | 0                       | 5  | 16 | 68 | 11 |    |
| En: speaking and listening                      | Teacher assessment | School   | 0                       | 19 | 10 | 43 | 28 |    |
|   |                    | National | 0                       | 2  | 11 | 64 | 23 |    |
| Mathematics                                     | Teacher assessment | School   | 0                       | 19 | 10 | 43 | 28 |    |
|   |                    | National | 0                       | 2  | 11 | 65 | 22 |    |
| Science   | Teacher assessment | School   | 0                       | 19 | 5  | 57 | 19 |    |
|   |                    | National | 0                       | 1  | 9  | 66 | 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   | 71 | In Wales | 80.1 |

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

The school's performance figures include the results of a number of pupils attending the SEN observation class. The summary results for the pupils attending mainstream classes are shown below:

| Percentage of pupils in mainstream classes attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment |    |          |      |
|---|----|----------|------|
| In the school   | 87 | In Wales | 80.1 |

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

| National Curriculum Assessment KS2 Results 2007 |                    |          |   |   |   | Number of pupils in Y6: |   |    |    |    | 19 |
|---|--------------------|----------|---|---|---|-------------------------|---|----|----|----|----|
|   |                    |          | D | A | W | 1                       | 2 | 3  | 4  | 5  |    |
| English   | Teacher assessment | School   | 0 | 0 | 0 | 0                       | 5 | 26 | 32 | 37 |    |
|   |                    | National | 0 | 0 | 0 | 1                       | 4 | 16 | 50 | 29 |    |
| Mathematics                                     | Teacher assessment | School   | 0 | 0 | 0 | 0                       | 0 | 32 | 42 | 26 |    |
|   |                    | National | 0 | 0 | 0 | 1                       | 3 | 15 | 50 | 30 |    |
| Science   | Teacher assessment | School   | 0 | 0 | 0 | 0                       | 0 | 26 | 26 | 48 |    |
|   |                    | National | 0 | 0 | 0 | 0                       | 2 | 12 | 53 | 32 |    |

| Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment |    |          |      |
|---|----|----------|------|
| In the school   | 69 | In Wales | 74.1 |

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
W Pupils who are working towards level 1

The school's performance figures include the results of a number of pupils with MLD. The summary results for the pupils attending mainstream classes are shown below:

| Percentage of pupils in mainstream classes attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment |    |          |      |
|---|----|----------|------|
| In the school   | 93 | In Wales | 74.1 |

## Appendix 4

### Evidence base of the inspection

- The inspection team consisted of four inspectors who worked for nine inspector days (over three days) gathering first-hand evidence. In total, 39 lessons or parts of lessons were observed, in which standards and teaching were graded. Inspectors also evaluated the pupils' work.
- The head teacher took the role of nominee, ensuring effective communication with the inspection team. The nominee attended meetings with inspectors and contributed fully to the discussion of inspection evidence.
- Inspectors observed registration sessions, school assemblies and break-times. All teachers present were observed teaching. Discussions were held with members of the teaching and non-teaching staff, representatives of the GB, parents and others, both during the initial inspection visit and during the inspection.
- All the available work and records of a representative sample of pupils from all year groups were scrutinised. Inspectors sought the views of a number of pupils in discussions with them.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by 22 parents before the inspection and considered 83 parents' responses to a questionnaire. More than 95 per cent of responses to the questionnaire were positive.
- At the end of the inspection the main findings were discussed with the nominee. A short time after the inspection, meetings were held with the head teacher and deputy head teacher, members of staff and the governors to report the findings of the inspection. A representative of the LEA attended the latter meeting.

## Appendix 5

### Composition and responsibilities of the inspection team

| Team member                                   | Responsibilities  |
|---|---|
| Mr. Michael T. Ridout<br>Registered Inspector | Context<br>Summary<br>Recommendations<br>Key question 1: How well do learners achieve?<br>Key question 2: How effective are teaching, training and assessment?<br>Key question 5: How effective are leadership and strategic management?<br>Key question 7: How efficient are leaders and managers in using resources?<br>Additional learning needs aspect of KQ4; Mathematics, information technology, history and physical education. |
| Mrs. Branwen Llewelyn-Jones<br>Team inspector | Assessment aspect of KQ2.<br>Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?<br>Key question 6: How well do leaders and managers evaluate and improve quality and standards?<br>Under-fives, Welsh second language, geography, music, and art.   |
| Mr. Paul Fisher<br>Team inspector             | Key question 4: How well are learners cared for, guided and supported?<br>Resources aspect of KQ7.<br>English, science, design and technology and religious education.  |
| Mr. Ted Tipper<br>Lay inspector               | Aspects of Key Questions: 1, 3 and 4.   |
| Mr. Barrie Lewis<br>Head teacher and nominee  | Liaison with inspectors, contributions to team discussions and the school's response.   |

### Acknowledgement:

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.

The Contractor for this inspection was:

**E.L.L.I.S. (Cymru) Limited.**

Willastones

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