

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

A Report on the Quality of Education in

**Cefn Fforest Primary School
Cefn Fforest Avenue
Blackwood
Caerphilly
NP12 1JX**

School Number: 6762377

Date of Inspection: 16 June 2008

by

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Cefn Fforest 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 Fforest Primary School took place between 16/06/08 and 19/06/08. An independent team of inspectors, led by Dr Jim Hewitt undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** 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 Fforest Primary School was formed in 2000 following the amalgamation of the Cefn Fforest Junior and Infant schools. It caters for pupils aged between three and eleven years of age across a split-site campus. The buildings vary in age, structure and design and are physically separated by a main road running through the middle of the site.
2. The original Junior School, which houses the majority of key stage 2 pupils, was built in 1920. Additionally, it hosts two Local Authority [LA] resource bases – a social inclusion class for pupils who are currently having difficulties in mainstream settings and a class for pupils with complex needs. The Nursery and Infant School was opened in 1974 and currently accommodates early years children and key stage 1 pupils. Additionally, the 'Infant' campus contains the administration block and resource rooms. It also accommodates community playgroups and year 5 pupils.
3. The catchment area of the school is the village of Cefn Fforest, although over a third of pupils come from Blackwood itself. The village was originally built to serve the mining community. The school attracts a wide social mix of pupils. The majority are from mixed council and private homes with just under a third from a large private estate. The school identifies ten per cent of families as suffering from social deprivation. The school qualifies for 'Objective 1' status and receives a RAISE grant from the Welsh Assembly Government [WAG]. The grant targets schools with the greatest incidence of social disadvantage to help them support its pupils more effectively in improving their performance. The school is administered by Caerphilly County Borough Council. The LA has been providing intensive input and support over the eight months preceding the inspection.
4. There are fourteen mixed-ability classes catering for pupils in each year group from reception age to year 6. There is also a nursery providing separate morning and afternoon sessions for two groups of 19 children. There are 432 pupils on roll including the 12 pupils currently attending the two LA resource bases. The overall number of pupils has remained fairly steady since the amalgamation, however, there was a drop in numbers for this academic year.
5. Attainment on entry to the nursery is mixed although 30 per cent of pupils have been identified as having social, emotional and language difficulties which is above LA averages. The intake has been on an annual basis although recently the school has begun admitting rising 3's each term. Pupil mobility (pupils leaving or admitted to the school other than in early years) is not significant. In the mixed ability classes, the number of girls in years 3, 4 and 5 outweighs that of boys.
6. There are 19 full-time equivalent teachers, and five full-time and four part-time teaching assistants at the school. Additionally, there is language support one

day per week from a visiting teacher. The school has experienced staffing difficulties in recent years. There have been several key staff changes since the previous inspection including the appointments of head teacher in 2004 and the deputy head teacher in 2005 and the retirement of four senior teachers.

7. The school identifies 85 pupils (19 per cent) as having special educational needs [SEN] which is in line with the national average; of these, eight pupils have a statement outlining their needs. The National Curriculum is not modified for any pupil and no pupils are disapplied from it. Just over a quarter of pupils (26 per cent) are entitled to free school meals, which is above LA and national averages. One pupil is 'looked after' by the LA. One pupil has been excluded over the past 12 months. English is the home language of almost all the pupils. Less than one per cent come from families of mixed ethnic origin or non-white British background. No pupils have English as an additional language and none speak Welsh as their first language.
8. The school has gained the Basic Skills Quality Mark in 2005; the Silver Award for Eco Schools 2007, and the Healthy Schools Award for the last three consecutive years.
9. The school was last inspected in July 2002.

The school's priorities and targets

10. The school's mission is "to be a secure and happy school in which our children are valued and supported to achieve their full potential."
11. The school's current priorities in its school development plan are to:
 - raise standards in literacy, numeracy, information and communications technology, science, art, Welsh and to develop the *Cwricwlwm Cymreig*;
 - raise standards in 'Teaching and Learning',
 - embed and refine assessment procedures throughout the school;
 - further develop the role of the subject leader and continue staff development;
 - further develop and embed the Foundation Phase; and
 - continue to develop an inclusive school and internal and external premises.

Summary

12. Cefn Fforest Primary School is a caring school that has improved and made good progress in recent months. All staff involved with the school during the inspection have made a significant contribution to recent developments. The school works very closely with the Local Authority to secure improvement.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 3
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 2
5 How effective are leadership and strategic management?	Grade 3
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7 How efficient are leaders and managers in using resources?	Grade 3

Standards

13. During the inspection, standards achieved by pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2%	76%	20%	2%	0%

14. These figures are an improvement on those reported during the previous inspection and match Welsh Assembly Government's all-Wales 2010 target for 98 per cent of standards of achievement to be Grade 3 or better. However, they are below the percentages published in the latest Annual Report by HMCI for 2006/7.

Grades for standards of achievement in the subjects inspected

Inspection Area	Key stage 1	Key stage 2
English	Grade 2	Grade 3
Welsh second language	Grade 3	Grade 3
History	Grade 2	Grade 3
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 2

15. Standards were not inspected in the early years, but the overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. They progress well in the key skills and in bilingualism.

16. Pupils in key stages 1 and 2 achieve good standards in the key skills of listening, reading, and creative development. Their speaking and writing skills are good at key stage 1 but inconsistent in key stage 2. At both key stages, good features outweigh shortcomings in the development of pupils' numeracy, information and communications technology, bilingual skills and in their understanding of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*.
17. End of key stage 1 assessment results for the past four years have fluctuated. The school's 2007 results are well below local and national figures in English and science and the core subject indicator [CSI] (which is the percentage of pupils attaining at least level 2 in all three subjects) but match them in mathematics. The same pattern applies when results are compared to schools with similar numbers of pupils entitled to receive free school meals.
18. During the course of the inspection, validated assessment results for 2008 became available. These are the best for four years. Results in English are similar to local and national figures (for 2007), and well above them in mathematics, science and the core subject indicator. When compared to similar schools, results are in the top 50 per cent for English and the top 25 per cent for mathematics, science and the core subject indicator. The percentage of pupils gaining the higher level is well above averages in mathematics. Over the past five years, the difference in performance between boys and girls has steadily reduced.
19. End of key stage 2 assessment results for the years 2005-7 show the school well below local and national averages in each core subject and the core subject indicator (which is the percentage of pupils attaining at least level 4 in all three subjects). When compared to similar schools in Wales, the school has been in the lowest 25 per cent. The percentage of pupils gaining the higher level 5 is well below local and national averages.
20. Key stage 2 assessment results for 2008 are a big improvement. The figures are similar to local and national averages (for 2007) in science but slightly below them in English, mathematics and the core subject indicator. In comparison to similar schools (2007 data), the school is in the upper 50 per cent for mathematics and science and the lower 50 per cent for English and the core subject indicator. The percentage of pupils gaining the higher level 5 is below national averages for English and science and just below them in mathematics. The relative performance of boys and girls has varied. However, in 2008, differences are minimal.
21. Pupils with SEN generally achieve good standards and progress well, meeting appropriate targets set in their individual educational programmes [IEPs]. Those based in specialist classes achieve standards commensurate with their abilities and progress well in their personal, social and learning skills. Pupils of above average ability, however, make variable progress as the work undertaken during lessons is not consistently challenging or developed sufficiently over time.

22. Overall, regardless of social, ethnic or linguistic background, pupils' progress in learning in individual lessons and over time has greatly improved, but still has some shortcomings. There is a clear trend towards continuous improvement in the under-fives. This generally continues through key stage 1 but, until recently, has not been sustained so effectively as pupils move further through the school. Until this academic year, trends in performance at key stage 2 have shown only modest progress. Not all pupils are familiar with their learning targets and so they are not clear what they need to do to improve their work.
23. Pupils' personal, social and learning skills are well developed. They have a positive attitude to learning and show interest in their work. They are well-motivated and most maintain concentration well. They work well with others and develop confidence to work independently.
24. Behaviour is good. Pupils are polite and courteous to each other and to adults; they know the difference between right and wrong and understand that bullying and anti-social behaviour are unacceptable. They are responsible, caring and respectful of others, regardless of gender, race, age or ability.
25. Attendance, at just below 93 per cent, in the previous year, almost meets Welsh Assembly Government's 2007 target and is higher than most schools in the LA. .

The quality of education and training

Grades for teaching

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	78%	16%	0%	0%

27. These figures are better than those published in HMCI's Annual report for 2006/7, where the overall quality of teaching in primary schools is reported to be grade 2 or better in 80 per cent of lessons.
28. The quality of teaching is a strength of the school. Although several of the teachers observed are on short-term contracts covering long-term sickness and maternity leave, they made a valuable contribution to the inspection.
29. The outstanding features of teaching include innovative planning, energetic delivery, motivating resources and appropriate challenge. The majority of lessons have clear targets and move along briskly and purposefully. Shortcomings were identified in a few lessons. These relate to lesson organisation, or insufficient development of pupils' key and bilingual skills.
30. Teachers across the school show commitment, dedication, and an eagerness to develop their skills. They employ effective strategies and communicate well with the pupils. Planning is good and is particularly supportive of pupils with

SEN. In all this, teaching assistants ably support them. However, teachers do not consistently challenge the more-able pupils.

31. Assessment, recording and reporting arrangements have good features but some shortcomings. They are particularly good in Early Years and in SEN. In key stages 1 and 2, comprehensive new policies and strategies have been introduced for the core subjects but have yet to embed fully. There is no similar structure in place for assessing foundation subjects and religious education and consequently, teachers' awareness of individual progress is less secure. The school has identified the need to extend pupils' involvement in their own self-assessment and planning of learning targets. The quality of marking is inconsistent. The school is also developing its use of individual pupil tracking systems and of pupil-friendly individual educational programmes. Documentation and procedures meet statutory requirements. However, a significant minority of parents are dissatisfied with reporting arrangements and indicate that planned meetings do not always happen.
32. The school is generally successful in meeting pupils' needs and provides a varied and balanced curriculum, which is accessible to the full range of pupils. However, there are some shortcomings. For example, the quality of curriculum planning is better in the core subjects than some of the foundation subjects, which need revision.
33. The provision to promote pupils' key skills has good features that outweigh shortcomings. Pupils are aware of key skills but their use of speaking, writing, numeracy, information and communications technology and bilingualism is not always fully developed, nor co-ordinated across the curriculum and key stages. Similarly, problem-solving and decision-making skills are not systematically planned across the curriculum to help pupils develop them for later life.
34. Overall, the school promotes pupils' personal, social and moral development well but spiritual awareness is less prominent. The quality of extra-curricular education and the provision for sustainable development and global citizenship are both good. However, the school does not sufficiently broaden older pupils range of experiences through exposure to the world of work.
35. The school's partnership with local schools and higher education institutions are good. However, there are shortcomings in the school's links with parents. A significant minority have a poor perception of the school and its work. This is not helpful to the school's future development.
36. The school plans and manages care arrangements and the contribution of support services well. Pupils feel well looked after and effectively supported. Induction to the nursery and reception, through both key stages and transition to the secondary school, is effectively managed.
37. The school's arrangements to ensure pupils well being whilst in its care are sound. Risk assessment, health and safety procedures, provision for first aid and child protection procedures are all appropriate. However, several health

and safety issues have been brought to the attention of the governing body. The school has made good progress in helping pupils develop a healthy lifestyle.

38. Overall, the quality of provision for pupils with additional learning needs is good. There are good procedures and systems for identifying and providing support for pupils with SEN or behavioural difficulties. The SEN Co-ordinator works effectively with class teachers, support staff and the nominated governor. Individual educational programmes provide very good information and targets are clear and measurable. In particular, the newly-designed pupil-friendly individual educational programmes are a very good innovation.
39. Appropriate, sensitive and effective support is provided by teachers and their assistants in the complex needs and special inclusion classes.
40. Cefn Fforest is an inclusive school that actively promotes gender equality. It successfully challenges stereotypical attitudes in the choices and resources it provides to pupils and has good systems for dealing with issues relating to bullying and harassment. It successfully integrates pupils who have had behaviour problems in other schools. The school actively celebrates diversity in many aspects of the curriculum but acknowledges it needs to do more to promote its race relations policy across the school.

Leadership and management

41. The leadership and management of the school has good features which outweigh shortcomings. The head teacher has struggled to unify the cultures of two distinct schools. With the support of the deputy head teacher, he has been successful in creating a positive inclusive ethos amongst pupils. Many long-standing staffing issues are being resolved. Furthermore, many useful initiatives, such as improved assessment and intervention procedures are being introduced. The recent improvement in standards is a positive sign that newly implemented strategies are having a positive effect.
42. The recent involvement of the LA has been crucial in the process of improvement, particularly in teaching and planning. However, the sense of whole school ownership, unity and purpose amongst all staff, governors and parents is not cohesive. Staff observed during the inspection worked well together but there is a concern about the high number of temporary or short-term contracts and its effect on the continuity of provision. Performance management has been managed well but the professional development of all staff is not driven by and closely linked to identified priorities in the school development plan. The impact of training on standards and provision is not sufficiently closely monitored.
43. The governing body ensures that the school meets all its statutory obligations but recent changes in personnel have limited its role in strategic planning. There is a clear commitment, drive and ability in its current membership to fulfil its role as critical friend to the school.

44. The self-evaluation report and the school development plan in their current forms are a big improvement on previous versions. The self-evaluation report, however, does not focus sufficiently on raising standards. It is not the product of systematic input from governors, from staff at all levels, or from parents and pupils and so does not generate a sense of ownership and collaboration. The inspection team agrees with the school's judgements in its self-evaluation report in four out of the seven key questions. The team identified shortcomings in key questions 1, 3 and 6 and has given a lower grade than the school in each of these.
45. Previous school development plans have lacked precision, accountability and ownership. All priorities identified in the current school development plan are generally appropriate but they have not been informed by the school's own self-evaluation processes. However, the school has started to analyse more rigorously the impact of its strategies on pupil achievement; for example, in English and in SEN provision, but this collaborative process does not extend to all aspects of school life and subjects.
46. Much of the progress made since the previous inspection is very recent; for example, the very recent improvement in standards, better teaching and assessment, good SEN provision, and a physical environment that feels more like 'one school.' However, many of the issues identified previously reappear as recommendations for this inspection.
47. There are a sufficient number of suitably qualified and appropriately deployed teachers to deliver the curriculum. They are ably supported by enthusiastic teaching assistants who make a valuable contribution to lessons. Non-teaching staff contribute effectively to the life of the school.
48. Despite the complex nature of the site, good use is made of the grounds and buildings to offer a varied range of learning environments. The school has a generous supply of resources and materials to support the curriculum.
49. The school's use of available resources has good features but some shortcomings in terms of the efficient management of resources. Expenditure has not, until recently, always been closely linked to raising standards. The school's performance is improving, but in previous years has not matched that of similar schools in Wales. Furthermore, key issues from the previous inspection remain. As a consequence, the value for money provided by the school has good features that outweigh shortcomings.

Recommendations

50. In order to build on recent developments, the school should:
- R1 continue to improve standards in the subjects and key skills identified as having shortcomings, and improve pupils' bilingual skills;*
 - R2 further develop the effectiveness of the head teacher, governing body, senior management team and subject leaders in the self-evaluation process, in shaping strategic planning and in managing priorities for improvement; *
 - R3 continue the strong collaboration currently existing between the LEA and the school;
 - R4 embed assessment procedures and systems to track pupils' progress through the school and ensure that information gained is used rigorously to help raise standards;*
 - R5 enhance the profile of the school in the community by improving the communication and partnership with all parents;
 - R6 address the health and safety issues identified during the inspection and reported to the governing body.

* The school has identified this as an area for improvement in its current school development plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

51. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The school graded this key question as grade 2 but the inspection team identified shortcomings in the standards achieved and so awarded the lower grade.
52. During the inspection, pupils standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2%	76%	20%	2%	0%

53. These figures are an improvement on those reported during the previous inspection and match Welsh Assembly Government's all-Wales 2010 target for 98 per cent of standards of achievement to be Grade 3 or better. However, they are below the percentages published in the latest Annual Report by HMCI 2006/7 where overall standards of achievement in primary schools in Wales are reported to be grade 2 or better in 80 per cent of lessons and grade 1 in 10 per cent.
54. There are examples of good achievement and progress in both key stages. Standards were not inspected in the early years, but the overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. By the end of the reception year, under-fives are well adjusted to school life and work enthusiastically at their activities.
55. The under-fives achieve good standards and progress well in the key skills of speaking, listening, early reading and writing. Standards and progress in the skills of numeracy, problem-solving and information and communications technology are also good. They display good creative skills. Under-fives work well together showing good development in their personal and social skills. They have a good awareness of the language and culture of Wales through *Y Cwricwlwm Cymreig* and their bilingual skills are also developing well.

Grades for standards in subjects inspected

Inspection Area	Key stage 1	Key stage 2
English	Grade 2	Grade 3
Welsh second language	Grade 3	Grade 3
History	Grade 2	Grade 3
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 2

56. The majority of subject grades are similar to those given in the last inspection. However, in this inspection, higher grades were awarded to music and physical education at key stage 2. Lower grades were awarded to key stage 2 English, Welsh second language and history.
57. In both key stage 1 and key stage 2, good features outweigh shortcomings in the standards achieved by pupils in the acquisition of key and basic skills. Pupils' listening and reading skills are generally good across the school and speaking skills are good in key stage 1. However, in key stage 2, speaking skills are not practised sufficiently in lessons other than English and Welsh and so pupils frequently fail to articulate ideas clearly at an age-appropriate level. For similar reasons, writing skills are less well developed towards the end of key stage 2.
58. Pupils' numeracy skills and their information communications technology skills have good features that outweigh shortcomings, but there is limited evidence of the consistent and effective application of these skills across all subjects. However, creative skills are well developed throughout the school. Further, pupils work very well in-groups; in particular, one class in year 4 showed exceptional organisational skills in this area.
59. At both key stages, good features outweigh shortcomings in the development of pupils' bilingual skills and in their understanding of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*. Pupils listen to and follow instructions in Welsh and use the language briefly at the start of the day, but rarely use it spontaneously in situations other than Welsh lessons.
60. End of key stage 1 assessment results for 2007 are similar to local and national averages in mathematics but below them in English, science, and the core subject indicator, which is the percentage of pupils attaining at least level 2 in all three subjects in combination. The percentage of pupils gaining the higher level 3 is below local and national averages in English and mathematics but well above them in science.
61. In comparison to schools of a similar type in Wales, (those with similar numbers of pupils entitled to receive free school meals) data shows the school improving from the lower 50 per cent in 2005 to the upper 50 per cent in 2006. However, data for 2007 shows the school in lowest 25 per cent for English and science, the lower 50 per cent for the core subject indicator and the upper 50 per cent for mathematics.
62. During the course of the inspection, validated assessment results for 2008 became available. These indicate an improved picture with a return to the higher levels of 2006. In key stage 1, results in English are similar to the local and national figures (for 2007), and well above them in mathematics, science and the core subject indicator. When compared to similar schools, results are in the upper 50 per cent for English and the upper 25 per cent for mathematics, science and the core subject indicator. The percentage of pupils gaining the higher level 3 is below national figures in science, matches them in English but is well above them in mathematics. Over the past five

years, the difference in performance between boys and girls has steadily reduced. In 2008, there are no significant gender issues, although boys outperform girls at the higher level 3. School targets were narrowly missed in English but were exceeded in mathematics, science and the core subject indicator.

63. End of key stage 2 assessment results for 2005-2007 show the school well below local and national averages in each core subject and the core subject indicator, which is the percentage of pupils attaining at least level 4 in all three subjects in combination. When compared to similar schools over this period, the school has been in the lowest 25 percent in all three subjects and the core subject indicator each year. The one exception being mathematics in 2005 where it was in the lower 50 per cent. The percentage of pupils gaining the higher level 5 in 2007 is well below local and national averages. The school reports that the data submitted for 2007 is insecure; but, even with amended data, the pattern above still applies.
64. The assessment results for 2008 show improvement. Figures are similar to local and national averages (for 2007) in science but slightly below them in English and mathematics and the core subject indicator. When results are compared to those of similar schools (2007 data) the school is in the upper 50 per cent for mathematics and science and the lower 25 per cent for English and the core subject indicator. The percentage of pupils gaining the higher level 5 is below national averages for English and science but only slightly below them in mathematics. There has been a fluctuating pattern in the relative performance of boys and girls over the preceding years. However, in 2008, the differences are minimal. Overall, girls outperform the boys in obtaining at least a level 4, but the boys outperform the girls in obtaining a level 5. School targets were missed in all but mathematics.
65. Pupils with additional learning needs generally achieve good standards and progress well taking account of their varying needs. Those based in specialist classes achieve standards commensurate with their abilities. Pupils based in the social inclusion class develop skills enabling them to perform well when they reintegrate into mainstream classes or return to their mainstream schools. Those with more complex needs enjoy their lessons, understand their need for support and comment positively on their progress.
66. Pupils with SEN or potential behavioural problems in mainstream classes make good progress towards the appropriate targets set for them in their individual educational programmes. Pupils of above average ability, however, make variable progress because the work undertaken during lessons is not consistently challenging or developed sufficiently over time.
67. Lesson observation and scrutiny of current work, together with the improved end of key stage assessment results, show that, regardless of their social, ethnic or linguistic background, the rate at which pupils' progress in learning is now increasing. However, this improvement is not yet consistent and some shortcomings remain. There is a clear trend towards continuous improvement in the under-fives, where many children, including those who start from a low

baseline, work productively, develop their ideas and increase their understanding, knowledge and skills well. This improvement continues in key stage 1 where progress is generally good. However, progress is uneven and is not sustained so effectively as pupils move further through the school. Most now make steady progress but, until 2008, trends in performance at key stage 2 have revealed only modest progress.

68. Pupils' awareness of how well they are doing has good features that outweigh shortcomings. In some classes, pupils are given targets for improvement and they are aware of these but this is not consistent throughout the school. As a result, their ability to say where they need to improve their work and how to do this is more limited.
69. The development of pupils' personal, social and learning skills is good overall. Nearly all pupils have good attitudes to learning. They are interested, often excited by their work, and show a good degree of perseverance with their tasks.
70. Almost all pupils are enthusiastic workers. They enjoy activities because, in most lessons, they are taught to observe carefully, to think for themselves, to discuss and solve problems independently and to investigate new learning in a methodical way.
71. Nearly all pupils listen attentively to their teachers and settle quickly to their work. Occasionally, when teachers talk for too long, or activities are not challenging enough, some pupils drift off task and become restless.
72. A small percentage of younger pupils find it hard to concentrate when working independently in-groups. However, this improves as pupils move up through the school, because teachers are effective in developing these skills. Older pupils say they are good at going to the library or using information and communications technology to research information, but few examples of this were observed during the inspection.
73. Pupils behave responsibly, showing respect and care for each other. Some are particularly considerate to those who have additional learning needs. They have a good sense of fair play. They are conscious that "buddy" roles and "Worry Boxes" play a big part in helping some pupils to join in and make friends. Pupils' report there is occasional bullying, sometimes in school, but mainly outside the school gate. Pupils say they understand what to do if it does happen and report it appropriately.
74. During break times, boys and girls play productively together and the playgrounds and canteens are orderly places. A clear code of conduct ensures that most pupils understand what is expected of them. There has been one recent temporary exclusion. Pupils move sensibly from building to building. They are courteous, helpful and polite towards each other and visitors.

75. Pupils demonstrate a good awareness of equal opportunity issues and respect for diversity within society. Older pupils are becoming good global citizens, with a growing knowledge of sustainable development. They show positive attitudes to different cultural traditions, values and beliefs evident in the wider society. They show a sense of belonging and a growing understanding of the heritage of Wales through *Y Cwricwlwm Cymreig*.
76. Older pupils talk knowledgeably and maturely about their roles and responsibilities in school. They feel that becoming prefects has helped them to deal with problems around the school and reading with younger pupils has been beneficial to all. They enjoy participating in the decision making of the School Council and Eco Committee.
77. Pupils talk knowledgeably about working with a charity to produce painted collages for the nursery fencing and occasions such as a visit to a nearby water treatment works, but, on the whole, entrepreneurial skills are less well developed and learners are not sufficiently well prepared for effective participation in the workplace.
78. The level of attendance has increased since the time of the last inspection and, while just below the Welsh Assembly Government target of 93 per cent and above, is higher than many similar schools locally and nationally. The school has identified a few pupils with punctuality problems but, during the inspection, there was little disruption to lessons.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

80. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	78%	16%	0%	0%

81. The figures exceed the Welsh Assembly Government's all-Wales 2010 target for 80 per cent of teaching to be grade 2 or better. They are also better than those published in HMCI's Annual report for 2006/7, where the overall quality of teaching in primary schools is reported to be grade 2 or better in 80 per cent of lessons.

82. During this inspection a significant number of teachers were fairly new to the school, covering for sickness, maternity leave, and long term absence. In key stage 2, this accounted for approximately 50 per cent of the teaching staff. The temporary teachers made a positive contribution to the quality of teaching during the inspection and the standards of achievement of the pupils.

83. Where lessons have outstanding features, these include:

- exciting, innovative planning that has the right level of challenge for all abilities;
- energetic delivery and achievement of learning objectives;
- very good questioning that encourages pupils to think for themselves, to discuss and solve problems independently and investigate new learning in a methodical way; and
- an exceptionally wide range of interesting resources and contexts to excite and motivate pupils.

84. In the vast majority of lessons where teaching is good, teachers:

- introduce lessons briskly and purposefully, ensuring that pupils are quite clear about what they have to do and the purpose of the lesson;
- make effective use of artefacts, and other resources to stimulate imagination and reinforce concepts; and
- move lessons on at a good pace to ensure that no learning time is wasted.

85. In those lessons which have some shortcomings, teachers:

- fail to use incidental Welsh sufficiently to help boost pupils' bilingual skills;
- spend insufficient time developing pupils' key skills across the subjects,
- spend too long on the lesson introduction, thereby leaving insufficient time for practical, independent work; as a result, a few pupils to lose interest, and
- occasionally, teachers rely too heavily upon worksheets.

86. Teaching in the nursery and reception classes is stimulating and consistently good, ensuring children have a positive start to their school life. Preparation for the new Foundation Phase is well advanced. In particular, teachers are very good at developing purposeful and well-resourced role-play situations.
87. Teachers across the school show commitment and dedication. They are keen to adopt new initiatives and embrace professional development enthusiastically. They display good subject knowledge, which they communicate effectively to pupils.
88. Teachers know their pupils well and have established reassuring, warm and supportive relationships with them. They skilfully encourage and guide pupils into new learning. Teachers and support staff work closely together to plan and deliver lessons that are interesting and fun for the pupils. Pupils say they enjoy their lessons and like coming to school.
89. Teachers employ a good range of strategies, which helps boost the learning of pupils who could fall behind. Good provision is made, whatever pupils' race, gender or background. Pupils with SEN are well supported, both in class and in withdrawal sessions, and are encouraged to play an active part in the life and work of the school. However, as the school recognises, although teachers are generally successful in challenging pupils to deepen their knowledge and understanding, further planning is required to cater for the needs of all more-able pupils.
90. Time is generally utilised well, the pace of lessons is good, and behaviour is well managed. Instructions are clear and simple and pupils are encouraged to draw on their previous knowledge and understanding. Most teachers use time really well in plenary sessions at the end of lessons to check what pupils have achieved, enabling them to evaluate their own progress and consolidate new learning.
91. Arrangements for assessment, recording and reporting have good features that outweigh shortcomings. The school has formulated a comprehensive assessment policy which enables staff to identify pupils' strengths and weaknesses and to highlight areas to be developed. However, the policy is in its infancy and has yet to make its full impact on pupils' learning. The quality of assessment undertaken in the nursery class and the baseline assessment undertaken after children start full-time education is good and used effectively to meet children's needs.
92. Core subjects are assessed termly and at the end of a unit of work. This ensures that the school has a clear picture of each pupil's achievements. However, there is no similar structure in place for assessing foundation subjects and religious education and consequently, teachers' awareness of individual progress is less secure.
93. Analysis of a range of national and standardised tests is used to identify pupils' strengths and weaknesses. However, the information provided is not consistently utilised to shape learning and to meet the needs of individual

pupils. The school is in the process of developing a pupil tracking system which will provide additional information on pupils' performance as they progress through the key stages. It is also strengthening teacher assessment through the use of moderation and standardisation in the core subjects at key stage 2. These systems are in the early stages of development and have yet to make a full impact on pupils' learning.

94. The arrangements and procedures for assessing and recording the achievements of pupils with additional learning needs are good and pupils are set realistic yet challenging targets in their individual educational programmes. Pupils' progress against these objectives is regularly reviewed and changes made to them as appropriate.
95. The school has identified the need to embed its assessment procedures to include the active engagement of pupils and guide them in the initial stages of assessing and evaluating their own work. However, although the school has started to set individual targets for pupils, a significant number are unsure of the real purpose of assessment and of what they need to do to improve their work. Pupils' work is marked regularly and, in the best practice, teachers give guidance on how work can be improved. However, this is not consistent across the school. Similarly, the setting of appropriate homework is inconsistent.
96. The school has formulated subject portfolios of pupils' work in the core and several foundation subjects of the National Curriculum. These documents are valuable tools that facilitate the process of moderating judgements and raising standards. However, currently, their impact and effectiveness in guiding teacher assessments is limited.
97. Annual reports to parents comply with statutory requirements. They provide useful information on standards achieved and indicate how improvements can be made. Parents are formally invited to two annual meetings to review their child's progress and are welcomed informally at any time. However, a significant minority of parents voiced their dissatisfaction with the school's reporting arrangements in practice, at the pre-inspection meeting and in the parental questionnaires.

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

98. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The school graded this key question as grade 2 but the inspection team identified shortcomings in provision and so awarded the lower grade.
99. The school provides an appropriate broad and balanced curriculum that meets the statutory requirements of the National Curriculum and the locally agreed

syllabus for religious education. There are appropriate arrangements to serve the needs and abilities of the full range of pupils and to give equal access for all.

100. The overall quality of educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. They receive a wide range of learning experiences both indoors and outdoors and these develop their interests well. Activities are integrated effectively into daily provision. The school is well prepared for the introduction of the Foundation Phase.
101. Policy documentation and schemes of work meet requirements. The quality of curriculum planning is better in the core subjects than some of the foundation subjects, which lack consistency in building systematically on pupils' existing knowledge, understanding and skills and measuring individual progress. Several schemes are a collection of local and commercial programmes which have not been fully adapted and made relevant to the needs of the school or the varying needs and abilities of pupils.
102. While teachers are aware of the need to include key and basic skills in their short-term curricular planning and discuss them at the beginning of lessons with pupils, there is no means of ensuring the development of these skills across the curriculum in a systematic and meaningful way. Similarly, the school does not plan for the systematic development of pupils' bilingual skills.
103. The school provides a good range of extra-curricular and out-of-school activities, which are accessible for pupils. These enrich pupils' experiences and raise self-esteem. After-school clubs such as Eco, Drama, Safe Cycling, Football and Netball provide pupils with opportunities to improve and extend their talents and knowledge. Visitors from the community such as police officers, the fire service and representatives from local churches make pupils aware of community life and civic responsibilities. The school benefits from the cluster of primary groups to which it belongs and its links with the local secondary school. The school is in partnership with College Gwent and regularly hosts NVQ students and trainee teaching assistants as part of their training. There are currently no links with initial teacher training institutions. Very strong links exist between the school and the LA.
104. The school has a supportive *Parents and Friends Association*, which raises funds through a variety of community and locally based activities. These have been used to develop the immediate environment and the school grounds. However, the school has failed to engage a significant and vocal minority of parents who, through the pre- inspection meeting and the questionnaires, have voiced concerns about various aspects of school life relating to standards, provision and the leadership and management of the school. These concerns have been considered seriously as part of the inspection process and, where substantiated, have been identified as shortcomings or recommendations in the inspection report. The school has yet to address this situation or to engage with parents in celebration of its burgeoning development and improvement.

105. Overall, the provision for pupils' moral, social and cultural development is good. In particular, the school is successful in creating a calm, caring and supportive environment where pupils feel respected and respect others.
106. Arrangement for pupils' personal and social education meets statutory requirements and includes health education, sex education, substance awareness, and regular opportunities for pupils to discuss issues openly. However, although there is a school policy, there is currently no co-ordinator and no scheme of work to guide pupils' increasingly sophisticated awareness and understanding of these and related issues.
107. Pupils' spiritual development is underdeveloped. Acts of worship are broadly Christian in nature but play a limited part in raising pupils' spiritual awareness. School assemblies are happy occasions and offer guidance on moral and cultural issues and pupils respond positively to these experiences but they lack the spiritual dimension.
108. '*Y Cwricwlwm Cymreig*' is included in some aspects of the school's provision for cultural development; for example, in lessons where pupils study famous Welsh artists and poets or go on residential trips to Snowdonia but this is not formally structured. Good awareness of the values and beliefs of past and present cultures is developed through formal lessons in English, geography, history and religious education.
109. The school does little to enable its pupils' educational experiences to be broadened through exposure to the world of work. There is the occasional visitor and some links with commercial organisations, but there is no planned approach to using such connections to enhance the learning of pupils.
110. The head teacher is fully committed to ensuring all pupils have equal access to every aspect of school life, irrespective of their social background or gender. This is supported by a charging policy that ensures no pupil is disadvantaged in participating in extra-curricular activities. Both parents and pupils are strongly supportive of the school in this regard.
111. The school is very involved in the promotion of ESDGC [Education for Sustainable Development and Global Citizenship]. Its Eco Schools committee meets regularly and follows an action plan covering recycling, energy saving, the environment and healthy living. A garden area has been developed in each key stage and an Eco Club meets weekly, primarily to ensure their upkeep. The school is now working towards the prestigious 'Green Flag' to acknowledge its achievements, but has yet to fully embed ESDGC across all subjects.
112. The school is introducing skills such as problem solving and decision making. However, there is no planned approach for systematically developing these skills or others appropriate to the development of the 'entrepreneurial' awareness pupils will need in later life.

113. The school adopts national initiatives aimed at promoting lifelong learning and enabling its pupils to become contributory members of the local and wider communities. However, several of these, such as bilingualism and the development of key skills, are underdeveloped.

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

Grade 2: Good features and no important shortcomings

114. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
115. The head teacher is highly committed to ensuring that all pupils receive the highest level of personal care, support and guidance during their time at the school. All teaching and support staff are involved in this and outside agencies are involved where appropriate. Pupils with SEN are given personalised support programmes aimed at achieving targets in their individual educational programmes and pupils feel confident of being able share concerns with an adult. Nearly all pupils, who were spoken to during the inspection, felt they received good personal support from the school.
116. The school works closely with parents and carers of those pupils who are receiving specific support, either in response to their concerns or on the initiative of the school. Most parents are appreciative of the way this is handled. Most pupils join the school from the independent playgroup, which shares the same site. Consequently, there is a close relationship with the school that ensures a smooth transition (for children and their families) to the nursery. The move between key stage 1 and key stage 2 is also handled well and there is a good procedure for enabling pupils arriving during the school year to settle in quickly.
117. Teachers and their assistants get to know their pupils as individuals, identifying their personal strengths and weaknesses. They seek to address any difficulties and ensure relevant information is passed on to staff in the receiving class at the end of the school year. There are good arrangements to give pupils a voice on school matters, which directly affect them through its well-established and effective School Council.
118. There is a good system for monitoring, and working with, those pupils who demonstrate poor levels of attendance and punctuality. However, there is less evaluation of those whose attendance is around 90 per cent. Action taken, such as raising the profile of attendance in school and providing a range of incentives to raise the level does not have a high profile.
119. There is a clear system for managing pupils' behaviour that is well implemented throughout the school. Consequently, challenging behaviour rarely disrupts lessons and exclusions are very rare occurrences. Generally performance is well monitored in the core subjects, but is less rigorous in the rest of the curriculum.

120. There are detailed procedures for ensuring risk assessments of all activities, visits and situations that might prove hazardous. There are also protocols for dealing with specific incidents and training provided for staff. While the head teacher and caretaker survey the buildings and grounds on a daily basis, there is no regular, detailed health and safety audit carried out by someone not involved in the school on a daily basis. Several health and safety concerns were brought to the attention of the head teacher and governing body during the inspection. The provision for first aid is appropriate. The school has made good progress in introducing the importance of developing a healthy lifestyle for pupils but there is no co-ordinated approach adopted across the school.
121. The head teacher is the designated person for child protection. He has a suitably qualified deputy. He oversees a system in accordance with the All Wales Child Protection Procedures. All members of staff receive 'awareness' training and are subject to CRB [Criminal Record Bureau] checks.
122. The provision for pupils with additional learning needs is good. The school has good procedures and systems for identifying pupils with SEN and assessing their progress from an early age. Learning difficulties are identified very clearly and with good assessment and tracking procedures in place, pupils' performance is monitored and reviewed on a regular basis. Good links have been established with all relevant outside agencies.
123. The SEN policy is comprehensive and complies fully with requirements. The SEN co-ordinator works effectively with class teachers, support staff and nominated governor. The SEN register is reviewed regularly and parents are informed and involved in supporting their child. The individual educational programmes provide very good information and targets are stated in observable, measurable terms that can be clearly monitored and reviewed. The newly designed pupil-friendly individual educational programmes are a very good innovation but not yet comprehensively established throughout the school.
124. Teaching assistants make a significant contribution both in class and by withdrawal. They provide good support, focussing on identified targets for improvement of individual pupils and groups of pupils. Liaison between the SEN co-ordinator, class teachers and support staff is very good and provides many opportunities for the inclusion of pupils with SEN in the life and work of the school.
125. Provision and support for more-able and talented pupils is less well defined. Work provided for them in lessons is sometimes insufficiently challenging. The recent appointment of a co-ordinator and subsequent re-evaluation of this area has resulted in a focussed policy and detailed action plan to move the school forward.
126. The two LA resourced special needs bases provide valuable support for two specific groups of pupils. Pupils in the complex needs class receive sensitive support in well-organised lessons and follow carefully graded access to the national curriculum at a level appropriate to their abilities. The teacher and

her assistant, although new to this field, engage well with the pupils. Good support is provided from the LEA, although the effectiveness of the provision would be enhanced even further through focussed, specialised professional staff development.

127. Pupils accessing the short-term provision in the Social Inclusion class are either dual-registered with other mainstream schools or are placed in regular classes at Cefn Fforest. The teacher and her assistant provide very appropriate support for pupils from years 3 and 4 who are disengaged from the education process. Activities focus around the development of self-esteem, socialisation and learning how to be in a learning environment. However, sometimes the mix of pupils in this facility has adversely affected their progress.
128. The school provides effective and constructive support for those pupils whose behaviour may be disruptive. The positive behaviour strategies and anti-bullying policies help promote an ethos of respect and consideration for others. In those instances where pupils have individual educational programmes, the targets are suitably focussed on personal and social development.
129. The quality of provision for equal opportunities is good: the school is an inclusive community. Gender equality is promoted well and, in the wider curriculum, the school is careful to challenge stereotypes in the choices and resources that it provides for pupils. Pupils report that boys and girls have equal access to all the facilities that the school provides.
130. The school has effective policies in place to help eliminate bullying and other forms of harassment and oppressive behaviour. It responds to any incidents promptly, enabling it to function as a harmonious community.
131. Staff and pupils recognise, respect, and regularly celebrate diversity. However, the school acknowledges that it needs to do more to promote its race relations policy across all areas of activity.
132. The school is pro-active in securing equal treatment for disabled learners and has worked systematically to address such issues. Real efforts are made to ensure that such pupils benefit from equally favourable treatment. The school's Disability Action Plan clearly indicates current arrangements and future planned improvements for ensuring full access to the curriculum, physical access and the provision of information.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

133. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
134. School leadership has many good features. However, there have until recently, been shortcomings in terms of the school's focus on raising standards. In trying to achieve the school's stated values and aims, the head teacher has struggled to unify the cultures of two separate schools. With strong support from the deputy head teacher, the head teacher has been successful in creating a supportive, purposeful and inclusive ethos on each site. The life and work of the school successfully fosters equality, tolerance, understanding and respect for diversity amongst the pupils. These are strong distinctive features that reflect good leadership. However, the sense of whole school ownership, unity and purpose amongst all staff, governors and parents is less well developed.
135. With the strong support and collaboration of the LA, this situation is being remedied. There have been real improvements in key areas such as the development of whole school assessment and intervention strategies and the setting of suitably challenging attainment targets for individual and groups of pupils. This, together with the recent effective involvement of the LA in improving the quality of teaching and planning particularly at key stage 2, is starting to unify the school.
136. Staff observed during the inspection work well together. They have a strong sense of purpose to sustain the recent improvements in pupils' standards. They are working as a team to develop new approaches to planning the curriculum and assessing pupils' progress and are creating a real sense of achievement. However, several members of staff observed are on short-term or temporary contracts and this is a concern in terms of continuity and quality of provision.
137. Overall the school takes good account of national and local priorities; for example, in its preparation for the Foundation Phase, in its recent initiatives to improve literacy and numeracy, and its involvement in out-of-hours learning, education for sustainable development, healthy schools initiatives and beneficial links with local primary and secondary schools and with the LA. However, school's initiatives relating to the development of key skills and bilingual skills are under-developed.
138. The arrangements for teachers' performance management and for workforce remodelling are in line with statutory requirements. Additionally, through discussions, the head teacher appraises the professional needs of staff and uses the information gathered to help shape provision to promote their

professional development. However, the overall effectiveness of subsequent professional development in improving the quality of provision is not effectively evaluated. The role and function of senior managers in matching the training needs of teachers and teaching assistants to the identified priorities and monitoring the impact on standards needs clarification and development.

139. The governing body has experienced a period of upheaval during the last year that has consumed much of its energies. As a consequence, it has not fully fulfilled its role of setting a strategic direction for the school. However, the pre-inspection meeting with governors and discussions with the new chairperson indicate that it is now much more proactive in this role.
140. Governors are aware of the issues that affect the performance of the school and are taking an increasing part in influencing it by, for example, adopting roles as link governors for specific subjects. As their confidence has increased, they are beginning to act as a 'critical friend' to the school and develop increased accountability for its actions. They ensure the school meets its statutory obligations and satisfies its legal requirements.

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

Grade 3: Good features outweigh shortcomings

141. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The school graded this key question as grade 2. However, the inspection team identified shortcomings in the self-evaluation processes and so awarded a lower grade.
142. The school's systems of self-review and strategic planning have, until this academic year, lacked rigour and sufficient detail. Members of the senior management team, subject leaders and class teachers have not been sufficiently involved in deciding or addressing the school's priorities. However, formal self-evaluation processes have recently been started and form a good basis for further development. Nevertheless, currently, stakeholders (governors, all staff, parents and pupils) are not fully involved in the process of evaluating how goals and priorities each year are identified and met. As a consequence, leadership cannot ensure that priorities are based upon a full broad picture or that a sense of unity, collaboration and ownership is established in the school.
143. The inspection team agrees with the school's judgements in its self-evaluation report in four out of the seven key questions. The team identified shortcomings in key questions 1, 3 and 6 and has given a lower grade than the school in each of these.
144. The self-evaluation report prepared for the inspection correctly identifies many strengths and areas for development and cites its evidence base. It is a vast improvement on previous self-evaluation. However, despite this significant

improvement the report fails to focus systematically on pupils' standards and progress. Formal analysis, for example, of the continued poor performance in the core subjects at key stage 2, of pupils' progress in the foundation subjects, of pupils' standards in key skills and bilingual competence and the effectiveness of identified measures to address these are barely mentioned.

145. The head teacher and the deputy head teacher, in collaboration with the LA, have recently introduced good strategies to improve the quality of teaching and assessment and to develop their knowledge of what they need to do to secure further improvement. They regularly monitor teachers' planning, undertake critical classroom observation, review the quality of pupils' work and subsequently provide constructive feedback. However, the senior management team and subject leaders are not fully involved in the self-evaluation process.
146. Nevertheless, some good practice is evident; in English for example, the two subject leaders have produced a subject portfolio, moderated pupils' work and developed relevant action plans for their subject but this is not normal practice in foundation subjects. The SENCo has conducted a very thorough analysis of standards and provision in SEN and this provides a very clear picture of priorities for development. Self-evaluation in these areas has effectively informed the current development plan.
147. The most recent school development plan is a good document containing measurable targets and identifying appropriate strategies to raise standards. These have appropriate success criteria, costings and timescales. The school has collaborated closely with the LA in producing this. The areas identified in this closely match several of the recommendations made in this report.
148. Previous development plans have concentrated, in the main, on areas other than raising standards and have not rigorously analysed the effectiveness of any measures undertaken nor been informed by thorough and rigorous self evaluation. As with the self-evaluation process, stakeholders in the school do not have sufficient ownership of this key document.
149. Much of the school's progress since the previous inspection is recent. Many key issues identified then continue: improving standards, developing the role of subject leaders and the SMT, developing a culture of self-evaluation and forward planning. The school has faced many difficulties; including the restructuring of staffing and the physical difficulties caused by the split-site location. However, the school has introduced some good initiatives, which have been reinforced and supported by the LA. As a result, standards and teaching have improved recently, pupils' behaviour and attitudes are good, appropriate systems are being put in place for assessment, self-evaluation, planning and moderation. These are important improvements.

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

Grade 3: Good features outweigh shortcomings

150. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
151. There has been considerable instability in terms of staffing. However, despite this, there are a sufficient number of qualified and experienced teachers and support staff to meet the requirements of the National Curriculum. They are appropriately deployed and work well together as a team. The school makes good use of specialist teaching in areas such as music and physical education, with the headteacher shouldering some teaching responsibilities.
152. A good number of support staff are employed by the school. They are used effectively within classrooms, have clear roles and make a significant contribution to classroom activities, particularly when supporting pupils with SEN. The school secretaries help ensure the smooth running of the day-to-day life of the school and the ancillary staff, including the caretaker, supervisors and cleaners undertake their duties effectively and efficiently.
153. All members of staff have job descriptions which provide an overview of their duties and responsibilities. However, a significant number are outdated and in need of review. Teachers and ancillary staff regularly attend a range of in-service courses to improve their skills and enhance their professional development. A number of teachers have received funding from the General Teaching Council to undertake projects which promote teaching and learning at the school and their commitment to this element of their work is evident. However, although teachers' individual training needs are addressed through the performance management process the present provision is not systematically linked to the school's key priorities for improvement. Opportunities for other staff members to discuss their professional development and training needs are limited. Newly-qualified teachers receive effective guidance and support from mentors and other staff members.
154. Effective arrangements have been made to fulfil the requirements of the teachers' workload agreement. Planning, preparation, and assessment time is appropriately and effectively used by teachers to raise standards and is carefully monitored by the head teacher. The deployment of teachers with subject specialisms during non-contact time contributes well to the development of pupils' skills in Welsh, music and art.
155. The school has a generous supply of resources and materials to support the curriculum. Resources have been purchased to support the school's priorities and the investment since the last inspection, particularly in areas such as the school library, information and communications technology and play equipment for the under-fives provides pupils with appropriate experiences. The provision of interactive whiteboards in the majority of classrooms and the use of the computer suite considerably enhance many aspects of learning.

The staff make effective use of the local environment, the community and educational sites to enrich pupils' learning.

156. The school makes effective use of the range of buildings made available by the amalgamation. The accommodation is appropriate for the number of pupils on roll and provides a well-appointed learning environment. The computer suite is well equipped and all classrooms have access to other computers. This provision offers good opportunities to vary teaching strategies and accommodate pupils' different learning styles.
157. The provision for outdoor learning for the under fives is both safe and secure with a good range of stimulating play equipment. Several other outdoor learning environments are presently being developed and these areas have a positive effect on pupils' learning experiences.
158. Good quality displays in classrooms and corridors highlight pupils' work and celebrate their achievements. Good use is made of photographs to reflect on visits and experiences. Books and artefacts associated with class themes are attractive and help to reinforce and extend pupils' learning.
159. Good features outweigh shortcomings in the efficient management of resources. Current planning clearly matches key resources to the main priorities for improvement in the school development plan and monitoring by the headteacher with regard to these priorities is a suitable tool in judging the cost-efficiency of all expenditure. However, although the headteacher strives hard to use current human and teaching resources to best advantage, the school's recent standards of achievement do not always reflect these efforts. Furthermore, issues identified in the previous inspection, relating to self-evaluation and the effectiveness of the senior management team remain. As a consequence, the value for money provided by the school has good features that outweigh shortcomings.

Standards achieved in subjects and areas of learning

English

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

160. Nearly all pupils across the school develop their listening skills well. In key stage 1, they listen attentively and purposefully, recall what they have been told and present their ideas clearly to the class. They respond well to instructions in lessons, and interact well with each other and with their teacher. Pupils in key stage 2 listen respectfully to their teachers and to others. In lessons, they remain focussed for a sustained time and respond appropriately.
161. Many more-able pupils, in both key stages, use appropriate and specific language to express themselves confidently in a variety of contexts and to evaluate their own and others' work effectively. In both key stages, pupils language skills develop well through good use of drama, 'hot seating', working and playing in pairs and groups, and using resources such as puppets, walkie-talkies and telephones.
162. Standards in reading are good in both key stages. Pupils' competence improves as they progress through an appropriate range of texts. In key stage 1, they read from 'Big Books' with their teacher and successfully use phonic strategies to help them with new words and to establish meaning. They gain in confidence and skill and learn to apply spelling patterns and punctuation correctly. They identify features of books and distinguish between fact and fiction with confidence.
163. In key stage 2, pupils extend their range of reading strategies and texts and older and more-able pupils learn how to use the library for pleasure and to locate information. Pupils with SEN and those who are weaker in their reading make good progress as a result of specialised input from teachers and teaching assistants who effectively use remedial schemes such as 'Catch Up'.
164. In key stage 1, year 1 pupils speak clearly in simple sentences and are beginning to use increasingly adventurous vocabulary with growing confidence. They use key words and sentences appropriately to describe artefacts. Pupils make good progress in their writing skills and are beginning to communicate meaning in sentences for an increasing number of purposes. Their sentences show increasing sophistication and clarity. Early grammatical skills are developing well. Everyday words are, in the main, spelt correctly and individual letters are clearly-shaped and oriented.
165. Year 2 pupils explain clearly the purpose of capital letters and full stops and, in a class poem exploring Summer through the five senses, they make good use of adjectives. Pupils identify clearly the contents of a non-fiction book; such as the glossary, headings, instructions, text etc. More-able pupils understand the

difference between headings and sub-headings. In year 2, pupils are beginning to write more imaginative descriptions and to record activities in more detail. They write short stories with structure and recount familiar stories accurately.

166. In key stage 2, year 3 pupils plan their ideas and write for real purpose across a wide range of genre: play-scripts, poetry, narrative and report. Pupils appropriately use their reading to develop their writing. Year 3 pupils accurately identify features of a formal letter, and most write independently and fluently using grammar, punctuation or spelling appropriately for their age. Some work is beautifully presented.
167. Year 4 pupils enjoy engaging in paired discussion and show an increasing facility to explore and communicate ideas. They explain clearly the purpose and style of a diary. Based upon their dramatic experiences in class, pupils effectively develop a sense of character in their writing. More-able pupils use paragraphs and the full range of punctuation in longer, more complex pieces of writing. Pupils show real enthusiasm for writing.
168. In year 5, more-able pupils can explain clearly the difference between a dictionary and a thesaurus. They make good use of adjectives and adverbs and demonstrate imagination and creativity in describing Harry Potter's wand. Pupils write for a range of different purposes and audiences. They redraft their work effectively to arrive at a 'finished' product. Some pupils make reference to their writing targets during and after writing to help them evaluate their work.
169. In discussion, pupils in year 6 accurately define words like 'illustrator', 'publisher' and, with differing levels of skill, evaluate the characteristics and qualities of a poem and compare it with a similar one by the same author. They cover a wide range of writing genre: news report, poetry, descriptive and persuasive writing and seek to vary sentence types using more complex sentences to extend meaning. Some more-able pupils attempt to engage the reader by adding detail and similes for specific effect.
170. Pupils generally take pride in their work and lay out is considered to good effect.
171. Pupils in the specialist classes engage enthusiastically in their lessons making interesting and relevant observations, answering questions and interacting appropriately with the staff and others in the class. They enjoy sharing books and readily engage in role play and in creative activities based upon these. Through their progress in communication, they develop skills in socialisation and extend their understanding of worlds beyond their immediate experience.

Shortcomings

172. The quality of speaking in key stage 2 is inconsistent. In particular, a minority of older pupils in key stage 2 lack confidence and are un-adventurous in their vocabulary choices; their use of Standard English is underdeveloped.

173. Similarly, in key stage 2, a minority of pupils are unimaginative in their written word choices. Their spelling, punctuation and grammatical skills are below the level expected for their age and ability.

Welsh second language

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

174. In key stage 1, year 1 pupils appropriately use simple greetings such as '*bore da*' and '*prynhawn da*' and simple questions such as '*Sut wyt ti?*' They recognise and respond well to a range of commands and instructions. Year 2 pupils use relevant sentence patterns to make simple statements about themselves. They correctly use a developing vocabulary to write shopping lists for objects in the seaside shop, to buy clothing, or to order snacks. Many count up to 10 accurately and without teacher support.
175. In key stage 2, year 3 pupils effectively build on previous work by repeating and extending set phrases about their hobbies, weather and their food preferences.
176. Pupils in year 4 correctly use familiar language patterns when role-playing in a cafe, expressing what they would like to eat. They respond positively when in pairs, writing a simple dialogue based on the role-play situation.
177. Pupils in year 6 develop their oracy skills further by describing the weather in the present and past tenses. The more-able pupils reinforce their oral skills by completing accurate written tasks. They compose realistic dialogues and diaries, and describe themselves and their families in some detail. Most pupils perform the '*Helpwr Heddiw*' duties as monitors conscientiously. They exchange greetings, describe their feelings and give commands appropriately.

Shortcomings

178. In both key stages, pupils' reading and writing skills are under developed.
179. In key stage 2, many of the language patterns used by most pupils are too repetitive. Pupils do not effectively consolidate and extend what they have learned in key stage 1.

History

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

180. In both key stages, most pupils use a suitable historical vocabulary to demonstrate their awareness of change over time. Many pupils have an accurate recall of the periods that they have studied. Investigative work, role-

play and diary writing are a strong feature in some classes, enhancing pupils' standards of work well.

181. In key stage 1, year 1 pupils carefully observe and handle old tools and toys, and compare them with those used today. They give sensible reasons for classifying them into old or new.
182. Year 2 pupils show a good understanding of what life was like in Wales in the past. They are entranced when enacting a lesson in a Victorian classroom. They enjoy working creatively when dressing as poor children of the time, and empathise clearly through their understanding of how fearful a place the classroom could be.
183. Younger pupils in key stage 2 accurately record many of the main features and events linked to the Roman invasion and settlement of Britain, and the effect on the lives of the Celts.
184. When year 4 pupils use a variety of historical sources to find out about life in the past, they are good at looking for clues. They see themselves as "Indiana Jones" characters, sifting evidence, investigating various sources, solving historical problems, and collaborating in their groups to identify ways in which the past is represented. They use lots of different types of evidence methodically, independently and confidently to answer the research questions they have been set.
185. Pupils in year 5 begin to understand the key features of Victorian Wales as they research secondary sources and use them to discuss the effect of the mines on family life. Many come to understand that towns were custom built to service the mines and, later, enthusiastically take on the roles of "town planners" confronting some of the issues faced by poor Victorians. They demonstrate good thinking skills and solve problems together, beginning to make decisions about how to develop a mining town.
186. When pupils in year 6 use a computer search engine to find out information about Martin Luther King, nearly all display good understanding of terms such as "segregation" and "discrimination", and quickly compile a list of suitable questions to ask about his life and work. A majority extract relevant information and sequence events accurately on a time line, enabling them to answer these questions well.

Shortcomings

187. Occasionally, pupils in key stage 2 do not express their own ideas and views in their recorded work thereby limiting standards. This was a shortcoming at the previous inspection.
188. Sometimes, key stage 2 pupils fail to use a sufficiently wide range of historical evidence to support their exploration. Their knowledge base is under-developed.

189. When using computer programs to investigate life in the past, older pupils sometimes have problems accessing the websites, and valuable learning time is wasted.

Art

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

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

Good features

190. Pupils in both key stages carefully observe features such as colour, shape, form, line and tone, and use them effectively in their work. They use a variety of media and techniques to produce lively work of a good standard.
191. Key stage 1 pupils have a good understanding of the effect that mixing paint has on colours. They experiment enthusiastically when creating pictures depicting different weather patterns and display a good knowledge of pattern and line as they produce interesting self-portraits. Year 2 pupils use paint effectively in their study of daffodils.
192. Pupils observe patterns and objects in the environment to good effect and use a range of materials to create effective and realistic images such as stained glass windows based on those observed at St. Thomas' Church. The more-able discuss their work confidently displaying appropriate vocabulary to describe their finished products.
193. In key stage 1, pupils have an appropriate understanding of perspective and show a mature appreciation of how objects appear to reduce in size. Following their visit to the Museum of Welsh Life at St. Ffagan's, pupils develop good observational skills and successfully produce images based on a wide range of artefacts.
194. Pupils in key stage 2 develop their skills in using a range of media to produce pictures, capturing colour, shape and texture effectively. Pupils in years 3 and 4 develop good skills when completing observational drawings based on the theme of 'movement' and effectively observe patterns and objects in the environment which have a distinctive 'blue' hue.
195. Pupils in key stage 2 have a good understanding of art from different cultures and traditions, such as those from Africa, Australia and Egypt. Year 4 pupils independently experiment with colour and texture to make and decorate interesting collars based on Egyptian hieroglyphics. Pupils in year 6 successfully combine paint and collage techniques to design and make attractive African tribal masks. They effectively describe the techniques they use in their modelling, using appropriate vocabulary.
196. Pupils in year 6 are very familiar with the work of the Welsh artist, Kyffin Williams. In their work on landscapes, they make good attempts to capture

the essence, mood and techniques of his style in their own work, discussing their efforts with good understanding.

197. Pupils' drawing skills develop well. They make good use of their sketchbooks to plan, record ideas and experiment with a range of media before embarking on the final piece of work. They produce detailed drawings of a range of natural and man-made objects depicting aspects of the environment. Pupils' sketches, prints and paintings show clear progression by the end of the key stage.
198. A wide range of pupils' artistic achievements and finished products are attractively displayed and celebrated throughout the school.

Shortcomings

199. Although there are no important shortcomings, in both key stages, pupils' knowledge and understanding of the work of famous world artists, including those from Wales is underdeveloped.

Music

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

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

Good features

200. The quality of singing, in English and Welsh, in unison and in two parts, is good right across the school. Pupils are keen music makers because they are well taught.
201. Younger pupils in key stage 1 energetically use suitable body actions to tap out the rhythm and beat of catchy tunes. They sing tunefully, and accurately identify, name and play a good range of non-tuned and tuned instruments.
202. Pupils in year 2 understand and can identify the difference between beat and rhythm. They sing and repeat the teacher's rhythmic pattern, paying good attention to pitch, dynamics and beat. They enthusiastically choose and use instruments to accompany songs. They listen attentively to each other's compositions, identifying loud and soft sounds.
203. After listening attentively to the music of the "Hungry Caterpillar", some younger pupils in key stage 2 produce interesting body shapes in response to the stimulus. Others demonstrate the ability to perform confidently when singing, using expression, and changing styles appropriately.
204. Pupils build well on the skills of composing learned earlier. When exploring a range of sound sources, they select and combine sounds effectively. They layer their musical compositions, producing outcomes, which are musically interesting. They evaluate their own work and that of others appropriately and, in their groups, make changes to improve their compositions.

205. When pupils in year 6 create a musical accompaniment to a silent movie nearly all are engrossed in their work. They recognise that a musical accompaniment has to reflect the film and the choice of accompaniment affects the meaning of the final piece. They explain sensitively how they tried to improvise to create a “romantic sound” by choosing “softer” percussion.
206. A number of pupils benefit from the instrumental tuition the school offers. Pupils also enjoy music making on special occasions in school, and out in the community. Visiting musicians, such as a Celtic band and a Samba band, all help to engage learners in practical music making, enhancing their standards of achievement.

Shortcomings

207. Occasionally, insufficient time is given at both key stages to enabling pupils to evaluate and to improve their own and others’ work.

Physical education

Key stage 1: Grade 3: Good features outweigh shortcomings

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

Good features

208. Across both key stages, pupils’ understand of the importance of the warm-up and cool-down process before and after energetic physical activities. They accurately describe the effects and benefits of regular exercise and its contribution to a healthy lifestyle. Pupils wear appropriate clothing and footwear for physical education lessons and appreciate the importance of respecting health and safety routines.
209. Pupils in key stage 1 are developing good body control during gymnastics. They travel confidently at different levels, create a series of movements and hold a well-balanced finishing position. In addition to completing basic shapes, the more-able create patterns of different steps, turns and jumps by varying shape, direction and tension. They move at different speeds and with appropriate balance and control.
210. Pupils in year 2 throw, catch and pass a ball with increasing precision. They demonstrate appropriate hand/eye co-ordination skills and appreciate the value of maintaining good concentration and perseverance during the activity. The majority enjoy participating in team games and the more-able develop effective self-evaluation skills.
211. In key stage 2, pupils make good use of evaluation to find ways of improving their own performance and the performance of others. By the end of the key stage, the majority of pupils demonstrate independence of action and accept more responsibility for their learning.
212. In year 3, pupils have good hand-eye co-ordination skills as they manoeuvre a puck during uni-hoc sessions. More-able pupils are developing good

techniques as they travel, keeping the puck under close control. They fully understand and appreciate the importance of maintaining a good hand grip whilst simultaneously moving their feet in order to improve balance and positional awareness. They listen enthusiastically and respond positively to the advice given by their teacher.

213. Pupils in year 5 develop effective swimming skills. They jump into the water confidently, maintain a good balance and respond well to the given instructions. They swim across a section of the pool with the aid of a float, demonstrating good body techniques. They understand the importance of maintaining a regular breathing pattern. More-able pupils are developing very effective swimming skills as they improve their front and back crawl techniques. They demonstrate good streamlined positions whilst maintaining a steady rhythm, emphasising strong leg actions, as they confidently swim a distance of 25 metres.
214. Pupils in year 6 develop good skills in running, jumping and throwing during athletic activities. They make good use of space as they successfully negotiate a series of jumps, hurdles and cones. The majority display good hand-eye co-ordination and technique as they propel a bean bag over a fixed position. More-able pupils develop good body posture and balance as they attempt a standing jump from a low base with arms outstretched to ensure a safe and correct landing.

Shortcomings

215. In key stage 1, pupils' skills in catching and throwing are underdeveloped.
216. In key stage 1, pupils do not evaluate their own performance and that of others sufficiently to refine and increase control of their movements.
217. In key stage 2, a minority of pupils do not sustain their efforts, nor evaluate their own and peers' performance to improve and make progress.

School's response to the inspection

Staff were reassured by the thoroughly professional manner in which the Inspection was conducted. The team were approachable, considerate and gave appropriate feedback.

The findings of the team were arrived at through extremely rigorous discussion which drew on a wide and secure evidence base. Staff and Governors were in agreement of judgements made. The feedback process was conducted with an open and positive tone that further reinforced confidence in the process.

The recommendations were found by staff and Governors to be appropriate and very useful in shaping the future direction of the school. As Head Teacher and Nominee I would like to thank the team and the Lead Inspector for their measured and pragmatic approach to our Inspection.

Appendix 1

Basic information about the school

Name of school	Cefn Fforest Primary School
School type	Nursery and Primary
Age-range of pupils	3 to 11
Address of school	Cefn Fforest Avenue, Cefn Fforest, Blackwood, Caerphilly
Postcode	NP12 1JX
Telephone number	01443 830449

Head teacher	Mr Nick Gannon
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Mrs Karen Richards
Registered inspector	Dr Jim Hewitt
Dates of inspection	16 – 19 June 2008

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	19	46	48	52	60	62	59	67	413

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	18	2	19

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	7:2
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	81.2	90.8	91.6
Autumn 2007	87.9	92.1	93.5
Spring 2008	85.9	89.7	92.5

Percentage of pupils entitled to free school meals	26
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:				55
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	20	11	56	13
		National	0	3	14	63	20
En: reading	Teacher Assessment	School	0	22	13	51	15
		National	0	4	15	55	26
En: writing	Teacher Assessment	School	0	20	15	62	4
		National	0	5	16	68	11
En: speaking and listening	Teacher Assessment	School	0	11	16	53	20
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	0	13	71	16
		National	0	2	11	65	22
Science	Teacher Assessment	School	0	2	22	40	36
		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	69	In Wales	80

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:				52
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	2	10	67	21
		National	0	3	14	63	20
En: reading	Teacher Assessment	School	0	10	21	50	19
		National	0	4	15	55	26
En: writing	Teacher Assessment	School	0	4	10	71	15
		National	0	5	16	68	11
En: speaking and listening	Teacher Assessment	School	0	2	2	58	40
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	0	8	56	36
		National	0	2	11	65	22
Science	Teacher Assessment	School	0	0	2	81	17
		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	88	In Wales	80

D: Pupils who have been disapplied from the statutory arrangements

W: Pupils who are working towards level 1

Because some percentages have been rounded up or down, they may not always total 100 per cent.

National percentages are derived from 2007 data.

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		68						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	4	18	35	31	12
		National	0	0	0	0	1	4	16	50	29
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	9	34	47	10
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	9	19	53	19
		National	0	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	38	In the school	
In Wales	74	In Wales	

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		67						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	6	21	60	12
		National	0	0	0	0	1	4	16	50	29
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	3	3	18	49	27
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	1	1	12	70	15
		National	0	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	67	In the school	
In Wales	74	In Wales	

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

Because some percentages have been rounded up or down, they may not always total 100 per cent.

National percentages are derived from 2007 data.

Appendix 4

Evidence base of the inspection

A team of five inspectors carried out the inspection of the school over 16 inspector days. A peer assessor assisted them for the inspection week. The head teacher acted as nominee.

The inspection team held pre-inspection meetings with the head teacher, the staff, the governing body, the local education authority and parents to discuss the life and work of the school.

Parents completed 71 questionnaires of which 74 per cent contained positive responses. Written comments were received from 25 parents.

Discussions were held with the head teacher, the senior management team, teachers with responsibilities, support staff, and with administrative and ancillary staff. Telephone contact was made with teachers from mainstream school for pupils on dual placement.

The team examined school documentation and a large sample of pupils' work from across the ability range in each year group.

Inspectors observed 50 lessons or sessions in total covering whole age range. They also observed pupils during break periods, at lunchtimes and at the end and beginning of school sessions.

Inspectors attended registration sessions, acts of collective worship, assemblies and observed extra-curricular activities.

Inspectors listened to a sample of pupils reading across the age range and held discussions with pupils, including the School Council, about their work and about the life of the school.

Post-inspection meetings were held with the head teacher, the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr Jim Hewitt Registered Inspector	Context Summary Recommendations Key questions 1 and 5 Aspects of key question 4 SEN provision English
Mrs Kay Andrews Team Inspector	Aspects of key questions 1, 2 and 4 Early Years provision History, Music
Mr Ogwyn Phillips Team Inspector	Aspects of key question 2 Key question 7 Art, Physical education
Mrs Lowri Evans Team Inspector	Aspects of key questions 1 and 3 Key question 6 Bi-lingual provision Welsh (second language)
Mr Edward Tipper Lay Inspector	Aspects of key questions 1, 3, 4 and 5
Mrs Kate Andrews Peer Assessor	Classroom observations, work scrutiny and contributions to team meetings
Mr Nick Gannon Head teacher and Nominee	Liaison with inspectors, contribution to team discussions and the school's response

The contractor was:

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Acknowledgement

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