

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

A Report on the Quality of Education in

**Coryton Primary School
Hollybush Estate
Whitchurch
Cardiff
CF14 7DS**

School Number: 6812104

Date of Inspection: 20 February 2008

by

**Peter Mathias
78829**

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Coryton 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 Coryton Primary School took place between 20/02/08 and 21/02/08. An independent team of inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Coryton Community Primary School is situated in a small housing estate in the Whitchurch area of the City of Cardiff, which is the Unitary Authority (UA). Nearly all pupils come from the local area, which includes a mixture of public and private housing. There are 153 pupils on roll between the ages of five and 11 with 37 nursery children who attend on a part time basis. Pupils come from a range of backgrounds. On the whole, pupils are neither significantly disadvantaged nor prosperous.
2. On entry most children have about the expected levels of basic skills. The school reports that 14% of pupils are entitled to free school meals. This is below the average for primary schools in the UA and the all-Wales average for primary schools.
3. About 18% of pupils have some degree of special educational needs (SEN). Three pupils have statements for SEN for autism and speech and communication difficulties. No pupil was excluded in the last school year. No pupil has the National Curriculum (NC) disapplied. One pupil is 'looked after' by the UA.
4. English is the predominant language of 92% of pupils. No pupil has Welsh as a first language. About 89% of pupils are of Welsh extraction and the remainder is from a wide range of backgrounds. No pupil has support in English as an additional language.
5. The school was last inspected in the spring term 2002 when the current headteacher was in post.
6. The school holds The Basic Skills Quality Mark (2007) and has Green Flag status. The school's aims are wide and appropriate and relate to the development of the whole child.
7. The school's vision statement is 'Learning and Growing Together'.

The school's priorities and targets

8. The school's priorities for 2007/2008 are:
 - to prepare for the introduction of the foundation phase;
 - to prepare for the introduction of Curriculum 2008;
 - to raise the standards of teaching and learning further through the continued development of the skills pupils need to learn; and
 - to extend the opportunities for pupils to use the outdoor environment more as a resource for learning.

Summary

9. Coryton Primary School is a good school, which is well led. It provides a good education, which has some strong features. It has made good progress since its last inspection.
10. The inspection team agrees with four of the seven judgements made by the school about the standards pupils achieve and about other areas of its work. Where the inspection team disagrees, the school over-estimated by one grade the overall effectiveness of teaching, training and assessment, how well learners are cared for, guided and supported and how efficiently leaders and managers use resources. The school provides well in these areas and in all three aspects there were some outstanding features but they were insufficient to justify the highest grade.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	2

11. As this was a short inspection no judgements were made about standards of achievement in the lessons seen.
12. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
13. Many children begin school with about the expected levels of basic skills. Children make good progress in all areas of learning and are well prepared for the next stage of their education. Across the school pupils with SEN make at least good progress.
14. In the 2007 national assessments for seven year olds, the percentage of pupils reaching at least the expected level (Level 2) was above the UA and all-Wales averages in English, mathematics and science. When these results were combined they were also above these averages. The proportion of seven year olds reaching the higher level (Level 3) was also above these averages.

15. In these assessments, girls out-performed boys although over the last three years the relative performance of boys and girls has varied. For example, in 2005 boys attained better than girls. Compared to schools considered to have a similar proportion of pupils entitled to free school meals, the school performed above these similar schools in English just below in mathematics and well above in science. The combined results were also above. Since 2005 results for seven year olds have steadily improved and have been consistently above local and national averages.
16. In 2007 the results for 11 year olds who took part in the national assessments in English, mathematics and science were very high in English and science and well above the UA and national averages in mathematics. The combined results were well above these averages. Nearly all pupils reached the expected level (Level 4) and an above average proportion of pupils attained the higher level (Level 5). In these assessments the performance of boys compared to girls varied between subjects. However, both boys and girls attained high standards. This was also the case in 2006. However in 2005 girls out-performed boys.
17. When these results in 2007 are compared to those in schools with a similar proportion of pupils entitled to free school meals, results in all three subjects were very high, as were the combined results. Since 2005 the school has met or exceeded the targets set for it with the UA.
18. Pupils' standards and progress in the key skills are Grade 2 (good features and no important shortcomings).
19. In the key skill of communication in English, standards are Grade 2. Across the school pupils express themselves well, listen attentively and read and write with confidence.
20. Pupils' communication skills in Welsh are Grade 2. In the early years children respond appropriately to instructions in Welsh and count to five accurately. In key stage 1 and key stage 2 pupils speak and read confidently in Welsh. However, their writing skills are limited and they only write in simple sentences.
21. The mathematical skills of pupils are Grade 2. They use these well when designing and making. They measure carefully and calculate accurately. They interpret information well and express it effectively in graphs and tables.
22. In information and communication technology (ICT), pupils' skills are Grade 2. Many use the interactive whiteboards and computers effectively to record, illustrate and improve their work. They use the Internet well to investigate and find out information for themselves.
23. Bilingual skills are Grade 3 (good features outweigh shortcomings). While children under five are beginning to use incidental Welsh regularly in their lessons, in key stage 1 and key stage 2 these skills are not extended consistently in each class.
24. Pupils' understanding of the significant features of their Welsh heritage is Grade 2. They have a secure understanding of the history and culture of Wales.
25. Pupils' personal and social skills are Grade 1 (good with outstanding features). From an early age children work very willingly together. They show positive and

mature attitudes to each other. They work enthusiastically and share a strong sense of community.

26. Pupils' problem-solving skills are Grade 2. They respond well to challenges and many find solutions quickly and logically. Pupils' creative skills are Grade 2, as is their knowledge of how to improve their own learning. They sensibly carry out a wide range of self-assessment for example, with their 'learning partners'.
27. Pupils' attitudes to learning, the interest they show in their work and their ability to sustain concentration is good. They have positive attitudes. They behave responsibly and show mature attitudes to each other. They have well developed personal, social and moral awareness. They are very conscious of the importance of treating each other the same. They show respect for each other and each other's different backgrounds. They are well prepared to play a full part in their community.
28. Attendance at 95% is above the UA and national averages. Pupils arrive at school punctually and lessons start on time throughout the day.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	73%	3%	0%	0%

29. The quality of teaching is good with no important shortcomings. It is Grade 1 or Grade 2 in 97% of lessons. It is better than the average picture nationally reported by Her Majesty's Chief Inspector (HMCI) in her Annual Report 2005/2006. In that report, the quality of teaching nationally was at least Grade 2 in 79% with 17% being Grade 1. The quality of teaching found in this school is also above the 2010 targets for primary schools as set out in the 'Vision into Action' document.
30. In this inspection, while there was some outstanding teaching across the school, much of it was found in the early years and in key stage 1. In the nursery and reception the teaching is very well organised and very well planned to provide a wide range of appropriate learning experiences for children to enjoy and for them to make progress.
31. Across the school in the best lessons, where there were many outstanding features, these included:
 - very close and effective working arrangements between teachers and their assistants resulting in very good support and encouragement for the youngest children to work confidently and happily together;
 - very careful lesson planning to ensure that pupils of all abilities are appropriately challenged;
 - very effective demonstrations of the standards pupils should aim to achieve;
 - clearly set out timescales so that pupils know what is expected of them in the lessons;
 - use of a wide range of novel approaches to hold pupils' interest;

- very well-structured questioning to encourage pupils to think things out for themselves;
 - very effective promotion of pupils' personal and social skills; and
 - very good subject knowledge and an effective enthusiasm for what is being taught.
32. Where there were some shortcomings these included:
- insufficient guidance given to pupils about the importance of responding to questions appropriately; and
 - missed opportunities to extend pupils' bilingual skills and to promote their confidence to use incidental Welsh in a range of settings.
33. The school's policy for assessment, recording and reporting is clear and comprehensive. It is very effective. Baseline assessment is used well to set individual targets for children under five. Pupils' work across the key stages is marked regularly and constructively. Pupils are successfully encouraged in this process to think things out for themselves and to evaluate their own work. There are well-established and comprehensive collections of pupils' work in all subjects to indicate clearly what standards pupils should aim to achieve year on year.
34. In key stage 1 and key stage 2, pupils' work in English, mathematics and science is carefully and consistently assessed. Reliable tests are used regularly to provide teachers with detailed information on pupils' individual progress. This information is very well used to track past progress and to predict what pupils should achieve in the future. Reports to parents are very detailed and conform to statutory requirements. Pupils with SEN are assessed regularly and their needs are thoroughly addressed. Details are carefully recorded and targets clearly noted in each pupil's individual education plans (IEPs).
35. The education provided by the school is of a good quality and is appropriately broad and balanced. It meets the requirements of the NC and the agreed syllabus for religious education. It meets the needs and range of all pupils well. The curriculum is equally accessible to those with SEN and disabilities. Acts of collective worship meet statutory requirements. There is an outstanding range of out-of-school activities, which very successfully enrich pupils' learning in a wide range of areas. The school contributes significantly well to the overall well-being of all of its pupils.
36. Arrangements to promote pupils' spiritual, moral, social and cultural development are good with no important shortcomings. Teachers and their assistants provide good examples and ensure that pupils know right from wrong. There is good provision for social development. Pupils and adults in the school relate to each other very well. Pupils take on responsibilities readily and handle them conscientiously. The school council and eco committees are very active and effective. They play an important part in school life.
37. Pupils are given a good understanding of their own culture and the cultures of others and of the need to have positive attitudes to each other. Planned activities in history, geography, art and religious education make pupils fully aware of their Welsh heritage. Planning for the development of pupils' bilingual skills lacks consistency across the school.

38. Links with the community are very strong. There are successful partnerships with colleges. The link with the local high school has outstanding features, which enable pupils to move to the next phase of their education with confidence. Links with industry are good and pupils have a good awareness of the worlds of work and commerce. The school provides pupils with a good foundation for lifelong learning and an outstanding understanding of environmental issues, sustainability and global citizenship. There is a wide range of initiatives to promote pupils' health and well-being.
39. The school has strong and effective links with parents and carers. Parents are kept well informed and made to feel important partners in their children's learning. The quality of the school's provision for additional learning needs is good. The needs of these pupils are carefully identified and the provision fully meets the requirements of the code of practice for SEN.
40. Attendance and punctuality are carefully monitored. The arrangements to ensure pupils' well-being are detailed and are put into effect consistently. Child protection arrangements follow local guidance and recommended good practice. There are detailed and well-organised policies and procedures for dealing with race equality, disability, discrimination and equal opportunities. A survey of the site has been carried out to assess its accessibility for the disabled. The school is aware of the lack of lavatory facilities for those with physical disabilities and has raised this with the UA.

Leadership and management

41. The headteacher gives a strong and experienced lead. The work of the school is properly focused on ensuring that all pupils achieve well. All staff work very willingly and consistently to put the school's vision statement into effect. The senior management team and subject co-ordinators work effectively to review rigorously the quality of teaching and learning and the progress of initiatives they are pursuing.
42. Across the school, teaching and non-teaching staff ensure that all pupils have equal access to what is taught. They carefully evaluate and report on the outcomes of decisions made in their areas of responsibility. All teaching and non-teaching staff do their best to help ensure that all pupils make at least the progress it would be reasonable to expect of them.
43. The school takes careful note of national and local priorities and initiatives. There are good arrangements for teachers to plan, prepare and assess during the taught week, which are well managed. The school council and eco committees are both very active and successful. Preparation for the foundation phase is well advanced. Provision for pupils to have a secure understanding of ecological and conservation issues is extensive. There are well-supported breakfast and after-school clubs.
44. Links with the governing body are very strong. The governing body is very committed to the school. It is well led and is very effective in determining the school's strategic needs and long-term direction. It manages its finances very well. It constructively holds the leadership of the school to account and it meets all of its statutory duties in full.
45. The school has very long established and rigorous procedures in place to collect information in order to carry out its self-evaluation. The process clearly

identifies the school's strengths and weaknesses. All professional staff and those involved in the life of the school are thoroughly consulted. There are appropriate arrangements in place for the governing body to judge the professional leadership of the school, the quality of education the school provides. The school development plan (SDP), the performance management of staff and the school self-evaluation document are closely linked together and provide a robust basis for continued improvement.

46. Since the last inspection in March 2002 the school has made good progress. The key issues of that inspection have been thoroughly addressed.
47. The school has an advantageous number of teachers who are well qualified and experienced. They are well supported by a generous provision of teaching assistants and other ancillary staff to meet the needs of all pupils. All are well deployed.
48. Day-to-day administration is cheerful, efficient and effective. The school is very well maintained and provides a suitable setting for good teaching and learning for most pupils. However the lack of toilet facilities for the disabled is a shortcoming in an otherwise very attractive site. Effective use is made of extensive indoor and outdoor resources. These are very well organised and are accessible to all pupils. The school provides good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 raise standards in pupils' bilingual skills and their use of incidental Welsh; and
- R2 improve the provision for the physically disabled with realistic costings and timescales to address the identified shortcomings. *

* The school has identified this as a priority.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

49. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
50. As this was a short inspection, no judgements were made about pupils' standards of achievement in the lessons observed.
51. Baseline assessments indicate that most children have about average levels of basic skills when they begin school.
52. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning. Across the school pupils with SEN achieve well and make good progress.
53. In the 2007 national teacher assessments for seven year olds in English, mathematics and science, the proportion of pupils achieving at least the expected level (Level 2) was above the UA and all-Wales averages in all three subjects and also when they were combined. The proportion of pupils achieving the higher level (Level 3) was above the UA and all-Wales averages in these three subjects and also when they were combined.
54. When these results are compared to schools considered to have a similar proportion of pupils entitled to free school meals, the results were above those in similar schools in English, just below those similar schools in mathematics and very high in science. The combined results were above results in these similar schools. Reliable data show that these pupils, including some from minority ethnic backgrounds, achieved well. Since 2005 results for those seven year old pupils have steadily improved and have been consistently above the UA and all-Wales averages.
55. In the 2007 teacher assessments girls out-performed boys in all three subjects and when the results were combined. This was also the case in 2006. However, in 2005, the results of boys overall were better than those of girls.
56. In the key stage 2 national teacher assessments for 11 year olds in 2007 in English, mathematics and science the proportion of pupils achieving at least the expected level (Level 4) was very high in English and science and well above the UA and national averages in mathematics. The combined results were also well above these averages. The proportion of pupils attaining the higher level (Level 5) was also well above local and national averages. In the 2007 national assessments boys and girls attained very high results in English and science. In mathematics, boys performed slightly better than girls as they did when the results were combined. There was a similar pattern in 2006. However in 2005, girls out-performed boys. In 2007 all pupils achieved well when compared to their results at the age of seven. In the 2007 assessments, those pupils from

minority ethnic groups achieved well against other pupils and attained well above the UA average for those pupils.

57. When these results are compared to those of schools with a similar proportion of pupils entitled to free school meals, in 2007 results were very high in all three subjects and also when the results were combined. Since 2005, results have been well above most of those in similar schools and the school has met or exceeded the targets set for it with the UA.
58. Overall, pupils' achievements in the key skills are Grade 2 (good features and no important shortcomings).
59. In communication in English in the nursery and reception in the key skills of speaking, listening, reading and writing the standards and progress made are Grade 2 as they are in key stage 1 and key stage 2. In the nursery and reception, children speak confidently and discuss their ideas sensibly, for example in how to make a 'Gruffalo' a new home. In key stage 1 pupils listen attentively and maintain concentration well. They listen very carefully. In key stage 2 pupils eagerly discuss work with their 'learning partners'. They listen carefully and ask searching questions. They read fluently for a range of purposes. They write well in history, geography and religious education and use a wide range of different styles to suit their different purposes.
60. Pupils' communication skills in Welsh are Grade 2. Children in the nursery and reception count to five in Welsh and respond appropriately during registration. Most of these children are able to ask and answer simple questions about themselves and the weather. In key stage 1 and key stage 2, pupils speak confidently in Welsh. They read clearly and follow instructions appropriately. However in both key stages pupils' writing skills in Welsh are underdeveloped. By the age of 11 they do not write confidently using more complex sentences.
61. Across the school, pupils' mathematical skills are Grade 2. They apply their mathematical skills well when designing in design technology. They collate and interpret information well in science and in history. Older pupils in key stage 2 competently create and record mathematical graphs and tables.
62. Pupils' skills in ICT are Grade 2. In the best examples they use the interactive whiteboard and their computers regularly and confidently to edit, record and improve their work using their word-processing skills effectively. They make good quality presentations in history and geography. They use a range of programs effectively to illustrate their work. They have well-developed skills in blending their own text with pictures they have taken using a digital camera or those drawn down from the Internet.
63. Pupils' bilingual competency is Grade 3 (good features outweigh shortcomings). Children under five are beginning to use incidental Welsh during their lessons. Across the school in some lessons, pupils lack confidence to use the skills they have learnt because they do not consistently have good opportunities to do so. In the best lessons pupils respond well to questions posed in both languages. However, this is not always the case and all pupils do not use Welsh in a sufficiently wide enough range of settings.
64. Pupils' understanding of the richness of their Welsh culture is Grade 2. They know in religious education something of the journeys of the Celtic saints such as St Samson and of the growth of non-conformity in the latter part of the 19th

Century. They are aware of the Celtic way of life which clashed with the Roman Invasion of Wales. They study the recent developments in their own city. They know about the achievements of some famous Welshmen and women. They participate in a wide range of cultural events which help to promote their appreciation of the particular features of Welsh music and dance. They are familiar with the work of a range of Welsh artists and designers.

65. Pupils' personal skills are Grade 1. In the nursery and reception children work confidently and collaboratively. They empathise with each other. Within key stage 1 pupils have very positive and caring attitudes to each other. They take turns and share very willingly. Pupils are very enthusiastic in their lessons. In key stage 2 pupils show very positive and caring attitudes, they are very keen to work, to discuss and to make decisions jointly. There is a very strong sense of community and of individual responsibility to each other.
66. Pupils' problem-solving skills are Grade 2. Across the school pupils make sensible decisions and think things out for themselves. They respond well to the challenges which are set for them and work out solutions rationally.
67. Pupils' creative skills are Grade 2. In both key stage 1 and key stage 2, pupils apply their creative skills well in music, dance and in art. They perform with confidence. They take a pride in setting out their work effectively and in illustrating it colourfully.
68. Pupils' willingness to work together is a major strength of the school and is Grade 1. Pupils treat each other with considerable respect and consideration. They collaborate and co-operate willingly for example, when working together to discuss how they can improve their work. They have a very strong sense of fair play and try hard to share their resources generously.
69. Across the school, pupils have a good understanding of what they need to do to improve their work. This is Grade 2. They know the shorter-term targets which are set for them; they regularly and sensibly evaluate their own performance and that of others. They thoughtfully suggest ways in which they could improve.
70. Pupils behave very well. They are polite and courteous to each other and to adults. They are well motivated and show enthusiasm for their work and for life in school. They concentrate well and use their time productively. Pupils show high levels of respect and concern for each other. The foundations of good behaviour are laid very effectively in early years and from this age all are aware of the high expectations set by the school. Pupils move sensibly around the school and play and work together well. Relationships with each other are good.
71. Pupils willingly look to support the needs of other pupils. All are aware of the importance of treating each other fairly and try to do so. Pupils have a strong sense of what is right and wrong. They are well aware of the importance of respecting and celebrating the different traditions and cultures in the school and in the wider world. They are very well prepared to take their place in the community.
72. Attendance at 95% is above the UA and national averages. Lessons begin promptly and nearly always pupils arrive on time.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

73. The findings of the inspection team did not match the judgements made by the school in its self-evaluation report. This was because the school overestimated by one grade the quality of the teaching within the school. While there was some teaching in all parts of the school which had some outstanding features, the majority of the Grade 1 teaching was found in the early years and in key stage 1.

74. The quality of teaching was judged as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	73%	3%	0%	0%

75. The quality of teaching was good or better in 97% of lessons. This figure is above the national picture reported by HMCI in her Annual Report 2005/2006. The quality of teaching was outstanding, that is Grade 1, in 24%. Nationally the quality of teaching in primary schools is at least Grade 2 in 79% of lessons with 17% having outstanding features. These figures are also above the 2010 targets for primary schools set out in the 'Vision into Action' document where the quality of teaching to be assessed by Estyn is to be Grade 2 or better in 80% of classes.

76. In the nursery and reception classes, teaching has many outstanding features. It is very effectively planned and organised for children to take part in and benefit very well from a wide range of stimulating learning experiences. Teachers and their assistants work very closely and effectively to support and encourage children so that they work confidently and happily together. They help them to achieve success, often from about expected starting points when they begin school.

77. Across the school teachers have clear objectives for their lessons, which at the beginning of the lessons they make clear to their pupils so that all pupils know what is expected of them. They plan thoroughly so that their lessons are well matched to the different abilities in the classes. Teachers demonstrate well what pupils should achieve for themselves very well. They carefully explain what time is available to complete the tasks and remind pupils regularly of how much time they have left to meet those expectations.

78. The best lessons were generally found in the nursery, reception and key stage 1. A small number of lessons in key stage 2 were also of a very high quality. In the best lessons, teachers make very effective use of a wide range of strategies to engage with and maintain children's interest. They question very astutely to encourage all of the children to participate in a discussion, for example in how to make a new home for a 'Gruffalo'. They promote pupils' social and learning skills very well, encouraging children to share and to work together willingly. They hold pupils' interest and imagination very well, telling a story very

expressively in a very lively way. The lessons are appropriately challenging for all of the pupils involved. Teaching assistants are very thoughtfully deployed and very effectively used to support individual pupils and to promote independent learning.

79. In the best lessons teachers show a very good subject knowledge and the ability to convey their enthusiasm for their subject to all their pupils, for example in a music lesson. They make the subjects come to life, for example as seen in a very lively role-play session in a Welsh lesson. They carefully explain how pupils should apply a specific skill when carrying out the tasks, for example when writing a letter.
80. Across the school teachers successfully encourage pupils to work confidently and to do well. All pupils know that their efforts are appreciated. They work very enthusiastically because of this. There is a strong sense of teamwork from all staff for all pupils to achieve well.
81. Where there were some shortcomings, teachers did not ensure that pupils responded appropriately so that each response could be acknowledged and evaluated. Opportunities were also missed to extend pupils' bilingual skills and their use of incidental Welsh.
82. The school's policy for assessment, recording and reporting is clear and comprehensive, and procedures are very effective.
83. Baseline assessment is used well to set individual targets for the under-fives, and children's progress towards the Desirable Outcomes for Children's Learning is monitored and recorded in very detailed and thorough ways. Support staff make a very valuable contribution to this process.
84. Pupils' work across the key stages is marked regularly and marking is linked consistently to learning objectives. Positive and constructive comments are made in all subjects to encourage effort, and in English, mathematics and science, they focus on whether individual targets have been met. In the best examples open-ended questions are used very effectively to encourage pupils to think for themselves how they may improve particular aspects of their work. House points and stickers are awarded for very good work.
85. Pupils across the school are active in the evaluation of their own work and in setting targets. In subjects such as music and physical education, they are given regular opportunities to evaluate their own work and that of other pupils. Good use is made of time set aside at the end of the lessons to recall learning objectives and consider whether they have been met. Records show regular and detailed examples of pupils' self-appraisal across a range of subjects throughout the key stages.
86. Key stage 1 and key stage 2 pupils' work in English, mathematics and science is assessed and levelled according to NC indicators every term, and in other subjects every year. A wide range of assessment materials is used for this purpose. Reliable tests in English, reading, mathematics, and non-verbal ability are administered annually in key stage 2. The results from both these tests and termly teacher assessments in the subjects are transferred to an electronic pupil-tracker system regularly which is very well used. The 'Transition Project', effectively linked to the nearby secondary school to which most pupils transfer, utilises the electronic system to transfer assessment information from key stage

2 to key stage 3, and to ensure accurate moderation of teachers' assessment between the key stages.

87. The data from teachers' assessments are used to highlight possible gender issues, to identify pupils who may need extra support in literacy, and to help teachers provide work for pupils of differing abilities.
88. Very detailed records of pupils' progress through the school are kept and continuously monitored and reviewed. Class teachers' assessment files include pupils' tracking sheets in all subjects, 'field notes' which provide an ongoing record of pupils' progress in NC subjects and personal and social education and results of reliable non-verbal and reading tests. Pupils' detailed individual folders include confidential information, baseline assessment data, standardised test results and copies of annual reports. Pupils also complete their own 'Proud to Present' folders, which include samples of work of their own choice, and record progress against individual targets.
89. The school has well-established collections of pupils' work in all subjects, which have been carefully levelled and annotated. These are used very effectively to support teaching and assessment, and to ensure that teachers judge the standards pupils achieve accurately.
90. Annual reports to parents conform to statutory requirements. They provide very detailed information on under-fives' progress in areas of learning, and pupils' progress in NC subjects and religious education. They indicate priorities for the way ahead. Good opportunities are provided for parents to comment on their children's reports. They also have opportunities to visit the school to discuss their children's progress in the autumn and spring term open evenings, and to discuss the report in the summer term.

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

Grade 2: Good features and no important shortcomings

91. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
92. In the early years, the areas of learning are planned very thoroughly and effectively to provide an appropriate curriculum. The school is making very good progress towards implementing the foundation phase, with an increasing emphasis on providing successful opportunities to learn through practical experiences and through play.
93. The school provides pupils in key stage 1 and key stage 2 with equal access to a broad, balanced and relevant curriculum which meets the requirements of the NC and the locally agreed syllabus in religious education. Detailed schemes of work and their implementation are kept under regular review. They focus on specific learning objectives, teaching activities, assessment opportunities and providing an appropriate level of challenge for pupils of different abilities. They ensure that pupils built systematically year on year on what they already know and can do.

94. Provision for key skills is well thought through, and is impacting on standards. Planning for them has been mapped across schemes of work, and ensures that appropriate attention is given to them in teachers' short-term planning. They are appropriately identified in individual lessons, and as a result pupils achieve well in literacy, numeracy and ICT. The focus on problem-solving, creative and thinking skills is marked, and good opportunities are provided for pupils to work independently, in pairs and in groups.
95. The school ensures that pupils develop a good appreciation of Welsh culture and heritage through the *Y Cwricwlwm Cymreig*. Planned activities in history, geography, art and religious education consistently make pupils well aware of Wales in current times and in the past. The planning for and implementation of strategies to develop pupils' bilingual skills are less consistent through the school.
96. The school provides an outstanding range of opportunities for out-of-school learning which enrich the curriculum, and make a very positive contribution to pupils' knowledge and skills, and to their personal and social development. Key stage 2 pupils benefit from a very good range of after-school clubs, which include sports activities, drama, Urdd and French. Lunch-time clubs provide a choice of choir and orchestra practice, computer club and library club. Key stage 1 pupils enjoy a creative dance club and choir.
97. A number of visitors, including the police education liaison officer, local clergy, the health visitor and representatives of the fire-service come to school regularly to speak to pupils. Workshops in history, science, art and design technology, and theatre performances make a very valuable addition to the taught curriculum. Educational visits to museums, heritage sites, places of worship and contrasting geographical areas further enrich pupils' experiences. Year 6 pupils benefit greatly from a residential visit to the Urdd camp at Llangrannog.
98. Overall, the school makes good provision for pupils' spiritual, moral, social and cultural development. Pupils have good opportunities in assemblies and lessons to reflect. Pupils' moral awareness is well developed: members of staff provide good role models and ensure that pupils have a clear sense of right and wrong. There is also good provision for social development. Pupils relate to each other and to staff very well, and the quality of all relationships within the school is very good. The school provides many opportunities for pupils to take responsibility, and to work together co-operatively. The school council and eco-committee encourage pupils to take personal responsibility seriously and to take an active role in the school community.
99. The school promotes pupils' cultural development well, and their understanding of other faiths and cultural traditions. Pupils are encouraged to take part in fund-raising activities ranging from Oxfam, Guide dogs for the Blind to Macmillan nurses and Operation Christmas Child. Their awareness of diversity within society is positively promoted through collective worship, and in such subjects as geography and religious education.
100. Personal and social education is well planned and is a well-established part of the school curriculum. The programme for its implementation includes class 'discussion time' and agreed school and class rules which are displayed in all classrooms. A 'buddy' scheme and a 'friendship stop' in the playground ensure

that pupils play well together in the playground. Sex education is provided effectively by the teachers and the school nurse.

101. The school very successfully promotes links with parents. Both parents and grandparents are welcomed into the school to help with in-class support, Forest School activities, the kerb-craft initiative and educational visits. The school benefits from an active Parents and Teachers Association, which organises a good range of fund-raising and social events, to provide the school with additional resources. Open evenings are held to give parents opportunity to discuss their child's progress three times a year. The school also operates an 'open-door' policy which encourages parents to share any concerns.
102. Links with the community are a strength of the school. Pupils are involved with a number of initiatives; including designing the community play area, meeting with local residents, and litter-picking. The school choir and orchestra perform in the community, in cluster group concerts, in the Young Musician of the Year competition and in the Whitchurch Festival. Several classes have visited local churches, and the school holds special services in the local churches in turn. Local visits also include nature walks, visits to the shops, the railway station and the library. Community visitors to the school include the local Members of Parliament and National Assembly Members, councillors and magistrates.
103. The school has established successful partnerships with colleges and students are welcomed to the school for practical experience and training. Transition arrangements with the secondary school are outstanding. Year 6 pupils attend the local high school every Friday afternoon and follow a rolling programme of different lessons to help them make a smooth transfer to secondary education. Teachers from the primary and secondary phases work closely together to agree the standards being achieved. The school benefits from a national initiative with the local secondary school to develop physical education skills. Joint training days are held with the secondary school, and individual information on pupils is transferred electronically.
104. Pupils have a detailed understanding of environmental issues such as sustainability and global citizenship. There is a well-established Eco committee which actively promotes a wide range of recycling initiatives, organises litter picks in the local area, monitors the use of energy and water closely, and participates in special 'Environment Days'. They demonstrate a very good awareness of environmental matters in other countries, by organising the purchase of trees for replanting the Sumatran rainforest, and for creating an 'elephant corridor' in India. This awareness begins in the early years where 'The Forest School' initiative is an important part of the curriculum.
105. The school's promotion of entrepreneurial skills is good. A 'Fruity Friday' stall is run by Y6 pupils, and the school council organises fund-raising activities. Good support is given by a wide range of local businesses, and workshops have been provided by a local enterprise. Key stage 2 pupils have benefited from the planned activities of Enterprise Week. At present there is no formal system to encourage staff training in industrial placements.
106. The school provides a curriculum which is inclusive and ensures equality of access to all pupils. It tackles social disadvantage with sensitivity, and actively challenges stereotyping. The school's emphasis on key skills provides pupils with good foundations for life-long learning.

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

Grade 2: Good features and no important shortcomings

107. The findings of the inspection team did not match the judgements made by the school in its self-evaluation report. This is because, while the school provides well for all of its pupils in these areas, its provision is in line with that in most good schools.
108. The school works well with parents and carers and through its well-developed pastoral system offers good support and guidance to all its pupils. The school plans and manages its care arrangements very well and takes full account of the views of its pupils and their parents. There are good induction programmes in place for the youngest children to ensure they settle in quickly to the school routine and feel fully at home in their surroundings. Pupils feel confident when expressing their opinions and they are actively encouraged to participate fully in all aspects of school life. The school council is well established and provides a positive lead in recognising pupils' views.
109. There is a well-developed system of support, through 'school buddies', prefects and the provision of 'friendship stops' on playgrounds. There is very good quality personal support and guidance through the well-designed personal and social education programme.
110. The quality of the information available to pupils on their rights as well as their responsibilities within the school is good. In addition to termly newsletters and letters there is also an easy-to-use, friendly school website which provides pupils and parents with up-to-date information about any new developments as well as introducing readers to many other aspects of school life.
111. The monitoring of attendance and punctuality of pupils, as well as their behaviour and performance, is good and the school takes prompt remedial action when needed. Punctuality was good during the inspection.
112. The school has good arrangements to encourage and enable pupils to be healthy. The school gives prominence to healthy eating through, for example, the science curriculum and the healthy options on the school lunch menu. Fruit for pupils in the school tuck shop is only provided on one day per week.
113. The school provides an extensive range of sporting activities to ensure fitness. Mid-day supervisors undertake training to organise lunchtime play involving zoning of the playground to facilitate a range of activities. Pupils are aware of the need to be safe when making their way to and from school and have completed a kerb craft course. Pupils have been engaged with the local highways department in identifying road safety hazards and designing possible solutions. Pupils have also been involved with local council officials to design public playgrounds on the estate.
114. The school has a detailed policy and robust procedures on child protection which conform to local guidelines. All staff members have received regular training in child protection procedures and the named person with responsibility for this area is the headteacher. There are appropriate agreed appeals and complaints procedures in place. There are effective means to discourage

oppressive behaviour including racial discrimination, bullying and all forms of harassment, as well as promoting race equality successfully.

115. The quality of the school's provision for additional learning needs is good with no important shortcomings.
116. Every child's or pupil's individual learning needs are identified early. The support given to all pupils with additional needs by the special educational needs co-ordinator (SENCo) and the team of learning assistants is very good with some very high quality and highly-structured small group support sessions. These serve to guarantee that pupils' special educational needs are met.
117. A wide range of teaching strategies assists pupils with their learning. All teachers are fully aware of pupils' individual education plans (IEPs) and ensure appropriately differentiated work is available in all classes to ensure good learning opportunities for all. There is very good involvement of parents in establishing and reviewing IEPs. The liaison with the associated secondary school to ensure a smooth transition for pupils with additional learning needs is outstanding.
118. The school rigorously puts into practice its policies for inclusive education including ensuring that all pupils have equal access to the curriculum. It is a major strength of the school. There is an active and effective school council. Pupils involved have very good opportunities to appreciate the democratic process.
119. Staff receive training in positive behaviour, emotional literacy and positive handling. The regular sharing of information about behavioural difficulties which pupils might experience ensures a common approach amongst all staff.
120. The school succeeds very well in promoting good race relations across all areas of activity. The way in which the school recognises and respects diversity is outstanding. Religious education and personal and social education lessons give the pupils a very good knowledge of different religions and cultures. The school holds very successful Welsh weeks celebrating Welsh culture and annual well-planned multi-cultural weeks.
121. The arrangements for transition to the secondary school are outstanding. The school has undertaken a detailed survey to assess the accessibility of the site for the physically disabled and has produced a plan. However, although the school operates an open admissions policy, it does not have the necessary physical facilities to enable pupils or adults with disabilities to attend without difficulties. For example, there are no lavatory facilities for the disabled, which the school has identified and raised with the UA as part of the disability equality assessments.

Leadership and management

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

Grade 2: Good features and no important shortcomings

122. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
123. The headteacher provides a strong and experienced lead to the rest of the staff. She is properly focused on ensuring that all pupils achieve well. There is a clear, shared commitment by all involved in the school to put the school's vision statement into effect. All work together effectively. Pupils are valued and respected as individuals in every aspect of their life in school. Arrangements to give additional support to those who need it are well thought out and are effective.
124. All professional staff work hard to provide a purposeful lead to their areas of responsibility. They all contribute significantly to the decision-making process. They carefully review teaching and learning to ensure that agreed policies are put into practice. They carefully review the progress of decisions and evaluate the impact of these on the quality of teaching and learning taking place. There is a very strong commitment for all pupils to be challenged consistently and to achieve as much as they can and to make at least the progress it would be reasonable to expect of them. This is reflected in the school's performance in the national teacher assessments for eleven year olds. The senior management team works well together to ensure that the targets the school sets for itself are met.
125. The school takes careful account of national priorities and local partnerships. The school is active in promoting an awareness of healthy lifestyles and diets. There are very strong links with the local community and a determination to make the school an important part of it.
126. Pupils are very successfully encouraged to be aware of ecological issues and the need to protect and improve the environment. Much has been achieved through the school council and eco committees, for example pupils have been given a greater awareness of the democratic process and an understanding of their own individual responsibilities. They have helped to improve outdoor facilities and to learn at first hand how to conserve resources. They know how to be responsible caretakers of the natural world. Arrangements to give additional support to those who need it are well thought out and are effective.
127. Preparation for the foundation phase is well advanced. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are managed effectively. There are detailed and extensive links with the secondary school to which most pupils transfer. These help considerably in overcoming pupils' concerns. Links with other schools in the area are positive. A breakfast and after-school club are well supported and much valued by pupils and the parents who use them. However, the school does not give sufficient

emphasis to developing pupils' bilingual skills and incidental Welsh consistently across the school.

128. Governors are very committed and well informed. They are well led by a chair who has considerable experience in the management of schools. Governors are very influential in shaping the long-term direction for the school. They work closely with the headteacher to plan the way ahead very carefully. They are aware of their responsibilities to focus their financial management on ensuring that teaching and learning is of a high quality. They very successfully hold the professional leadership of the school constructively to account. Overall the governing body provides a strong lead to the school and meets its statutory duties in full.

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

Grade 1: Good with outstanding features

129. The findings of the inspection team matched the judgments made by the school in its self-evaluation report.
130. There are very thorough and long-established procedures in place to gather information about the performance of the school and to identify the school's strengths and areas for development.
131. The process is very detailed and is very firmly based on first-hand evidence. The views of the professional staff, pupils, parents and governors are carefully considered. For example, there is a very robust system in place for subject leaders to report regularly on the progress made in their areas of responsibility, based on regular visits to classrooms to look at the quality of teaching and learning and the progress of initiatives they are pursuing. These reviews made a major contribution to the process of self-evaluation. Governors have been fully involved with the professional staff in agreeing the school strengths and areas for development and in making judgements relating to the seven key questions of the inspection.
132. The school's self-evaluation document is a clear and accurate analysis of the school's successes and areas for improvement. It is particularly well focused and contains sufficient detail to support the judgements made. It is closely linked to the SDP and to the school's performance management process. A significant factor in explaining why the school is so successful is the rigorous and very detailed way the school's overall performance is analysed and evaluated.
133. The SDP is accurately focused on the needs of the school and contains sufficient detail for governors to follow up on decisions made and to judge the success of initiatives set out in the plan. It is very well used to introduce new objectives. For example, there are effective arrangements now in place for teachers to plan, prepare and assess during the taught week which was a recent priority.
134. The inspection team agrees with the school's identification of its strengths and areas for improvement. The inspection team also agrees with many of the judgements made by the school in its self-evaluation. Where the inspection

team disagrees this is because the school overestimated by one grade the overall quality of teaching, training and assessment, how well learners are cared for, guided and supported and how well leaders and managers use resources.

135. Since the last inspection the school has made good progress in addressing the key issues of that inspection. The self-evaluation process has been successfully extended and continues to be a strength of the school. Pupils' work is carefully marked and pupils are given clear guidance on what they need to do in order to improve.

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

Grade 2: Good features and no important shortcomings

136. The findings of the inspection team did not match the judgements made by the school in its self-evaluation report. This is because the school overestimated by one grade this key question. While there were some good features there were some areas for improvement.
137. The school has sufficient experienced and appropriately-qualified teachers who provide a good range of expertise to meet the needs of the curriculum. All receive regular training for their posts and the support staff who are very involved in lesson planning and evaluation ably support them.
138. The school has planned well for workforce remodelling. The time set aside for teachers to plan, prepare and assess is used very effectively.
139. The school is, in the main, well resourced for pupils of all ages, backgrounds and abilities. Teaching resources for pupils with SEN are very good. There is an interactive whiteboard in all teaching areas, which pupils regularly use. However, the number of computers for pupils to use on an individual basis is limited in comparison to the rest of the school's resources.
140. The accommodation is of a good quality and very good use is made of adjoining areas for group and support work. The school has good outdoor learning resources which add greatly to the quality of the education provided. Attractive displays of pupils' work make a good contribution to the ethos and environment of the school. The hall is used efficiently for assemblies, physical education, music and also for school lunches.
141. The school makes very good use of off-site facilities such as science laboratories, the library archives centre and various workshops offered at the St Fagan's Museum of Welsh life and the Techniquet Centre. The use of resources within the local community is also carefully encouraged.
142. Teachers and support staff are deployed effectively to make best use of their experience and expertise. They work together well as a team, sharing information and planning, assessing and recording in a very committed way. There are suitable arrangements in place to provide all members of staff with the required time for preparation, planning and assessment, and effective use is made of this. Priorities for teachers' continuous professional development are linked directly with school improvement and with the performance management cycle, and support staff are given relevant and purposeful training opportunities. Resources to assist in the process of remodelling the workforce are well used.

143. The school's use of resources is good. The budget allocation for learning resources is linked very closely to priorities in the SDP, and effective use is made of any additional monies provided by fund-raising activities and grants to acquire further resources. Financial management is carefully focused on educational priorities and is systematically controlled. Resources are very well organised to be accessible to all pupils, and used effectively to support pupils' learning.
144. Bearing in mind the standards pupils achieve and the quality of education provided, the school provides good value for money.

School's response to the inspection

We are delighted that this report recognises the high standards of teaching and learning in Coryton Primary School, together with the very wide range of activities available to enhance children's experience.

Outstanding features mentioned in the report include pupils' behaviour and their 'positive and caring attitudes'. The report comments on the pupils' empathy and respect for one another, their keenness to work, and their readiness to take on responsibility and handle it conscientiously and effectively.

It also recognises the strong sense of community and commitment both within the school and in its links with the local area, together with concern for the wider world. This confirms the caring, supportive ethos for which the school is known.

As recommended in the report, the school will now look into ways of encouraging the use of more Welsh in the daily life of the school, in order to raise standards of bilingualism. The issue of the lack of a toilet for the physically disabled will again be taken up with the Unitary Authority which has responsibility for this area.

Appendix 1

Basic information about the school

Name of school	Coryton Primary School
School type	Community
Age-range of pupils	3 – 11
Address of school	Hollybush Estate Whitchurch Cardiff
Postcode	CF14 7DS
Telephone number	029 2061 6792

Headteacher	Ms Hilary Bassett
Date of appointment	1 st September 1990
Chair of governors/ Appropriate authority	Mrs Helen Guy
Registered inspector	Mr Peter Mathias
Dates of inspection	20 th -21 st February 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	18.5	19	20	30	15	18	25	26	171.5

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	9	2	10

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1:1.3

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	88	96	95.5
Spring 2007	86	94.5	95
Summer 2007	83	94	95

Percentage of pupils entitled to free school meals	14
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					21
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	6	61	33	
		National	0	3	14	63	20	
En: reading	Teacher assessment	School	0	0	6	67	28	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	0	6	56	39	
		National	0	5	16	68	11	
En: speaking and listening	Teacher assessment	School	0	0	6	44	50	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	0	0	56	33	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	0	67	33	
		National	0	1	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	89	In Wales	80.1

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6							28
Percentage of pupils at each level										
			D	A	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	39	61
		National	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	0	36	61
		National	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	32	68
		National	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment			
In the school	96	In Wales	74.1

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

Appendix 4

Evidence base of the inspection

- A team of four inspectors, who were present in the school for seven inspector days, carried out the inspection with a nominee from the school and a peer assessor.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Ten questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Twenty-nine lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post-inspection meetings were held with the headteacher, staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and Recommendations Contributions to Key Question 1 & 2 Key Question 5 Key Question 6 Appendices
Mr Gwynoro Jones (Lay Inspector)	Contributions to Key Question 1, 3 & 4
Mrs Rhiannon Harris (Team Member)	Contributions to Key Questions 2, 3 & 7
Mr Dafydd Treharne (Team Member)	Contributions to Key Question 4 & 7
Mrs Susan Evans (Peer Assessor)	Contributions to all Key Questions
Mrs Hillary Bassett (Headteacher/Nominee)	Contributions to all Key Questions

Acknowledgement

The inspectors wish to thank the governors group, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.

Contractor: -

EPPC/Severn Crossing Ltd
Suite H
Britannic House
Britannic Way
Neath
SA10 6JQ