

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

A Report on the Quality of Education in

**Cwmfelinfach Primary School
King Street
Cwmfelinfach
Newport
NP11 7HL**

School Number: 6762370

Date of Inspection: 18/05/09

by

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Cwmfelinfach 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 Cwmfelinfach Primary School took place between 18/05/09 and 20/05/09. 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. Cwmfelinfach Primary School is situated in the once mining village of the same name in the Sirhowy Valley near Blackwood. The local authority (LA) is Caerphilly. Nearly all pupils come from the immediate area which is considered to be broadly economically disadvantaged. The school provides education for 188 full time equivalent pupils, including nine children who attend the nursery on a mornings only basis.
2. The majority of children who enter the nursery have generally below average levels of basic skills, particularly in their personal, social, speaking and mathematical skills. Very nearly all pupils have English as a first language and are from Welsh backgrounds. No pupil has support in English as an additional language. No pupil speaks Welsh as a first language. The school reports that about 17.5% of pupils are eligible for free school meals, which is close to the LA average of 20.6% and the same as the national average. Three pupils have statements of special educational needs (SEN) including two for autism and one relating to physical disability. Overall, about 20% of pupils are identified as having some degree of SEN. No pupil has the National Curriculum (NC) disapplied. One boy was temporarily excluded in the last school year.
3. The school was last inspected in the summer term 2003. Since then there have been two headteachers. The headteacher who took up the post in September 2006 left at Easter 2009 to take up the post in appointment. The current headteacher took up post four weeks before the inspection.
4. The school plans and teaches children in the nursery and reception classes in line with the Foundation Phase.
5. The school holds the Basic Skills Quality Mark, the Healthy Schools Award 1-4 and has gained the Eco-Schools Silver Award.
6. The school's mission statement is, "Learning Together; Playing Together; Always Doing Our Best."

The School's Aims

7. The school's aims are to: -
 - provide a safe and secure environment in which children feel valued, happy and understood;
 - to ensure that children are provided with a creative and challenging curriculum that is child-centred and relevant;
 - develop lifelong skills that will enable them to prepare as individuals for their future;
 - encourage children to foster an attitude of respect and tolerance of all;

- understand their responsibilities towards and have a positive impact on local and global environments;
- develop positive partnerships with all members of the community and ensure that all parents are fully involved and informed; and
- encourage support and value all as individuals and members of the team in order to realise their aspirations.

The school's priorities and targets
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8. The school's priorities for 2008/2009 are to: -
- improve Foundation Phase planning;
 - improve spelling, handwriting and information communications technology (ICT) resources;
 - improve teaching and learning;
 - review classroom organisation;
 - continue to develop the skills for learning;
 - review the homework policy; and
 - improve standards in Welsh.

Summary

9. Cwmfelinfach is a good school with many outstanding features. Children in the Foundation Phase and nearly all pupils across KS1 and KS2 make very good progress. The school is well led. The key issues of the last inspection in June 2003 have been thoroughly addressed.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
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?	1

10. The inspection team agreed with two of the seven judgements made by the school in its self-evaluation report and about the standards it has achieved in other areas of its work. Where the inspection team disagreed this was because the school underestimated by one grade how well learners achieve and the progress they make, the overall quality of the teaching and learning and how well resources are managed to provide value for money. In KQ5 the school over estimated by one grade the overall quality of leadership and management. The current headteacher, who is building sensibly on a very firm foundation, has only very recently been appointed and has yet to place a mark on the school.
11. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
12. Many children begin school with below the expected levels of basic skills. They achieve very well and are well placed to continue to achieve very well in the next phase of their education. Nearly all meet or exceed the predications made for them at the ages of seven and eleven.
13. In the 2008 national teacher assessments for seven year olds, the proportion of pupils attaining at least the expected level (Level 2) in English, mathematics and science was well above the LA and national averages. The combined results were also well above these averages. The proportion of pupils reaching the higher level

(Level 3) was also above these averages. Boys and girls attained about the same as they have done over recent years.

14. In the 2008 national teacher assessments for eleven year olds, the proportion of pupils attaining the expected level (Level 4) in English, mathematics and science were above the LA and national averages. The combined results were also above, as were the proportion of pupils reaching the higher level (Level 5). In these assessments as previously, girls attained better than boys.
15. When the 2008 results for seven year olds are compared to schools considered to have a broadly similar proportion of pupils eligible for free school meals, the results of seven year olds were very high in English, mathematics and science as were the combined results. The results of eleven year olds were mixed. They were above in English and mathematics and below in science. However, the combined results were well above these similar schools.
16. These results were not as high as previously because they included in 2008 one pupil in a relatively small group who attended the school for only one day a week as part of a programme to reintroduce that pupil into school life. The results without the pupil were very high and replicated previous high performance. In 2008 the school met the target it had agreed with the LA.
17. Standards and progress in the key skills of communication in English are good with outstanding features. Nearly all pupils of all ages express themselves confidently and are articulate. Nearly all read fluently for their ages. By the end of KS2 many read avidly and with expression. They use reference books efficiently to find out information in different subjects. Across the school, nearly all pupils write very well for a wide range of reasons in different styles and for different purposes, for example when studying the Tudors in history or when writing TV interviews.
18. Children in the Foundation Phase and KS1 make good progress in learning how to speak and listen in Welsh. However, currently standards in communication in Welsh in KS2 have some shortcomings because most of these pupils do not regularly respond in Welsh in longer sentences and statements. Pupils' bilingual skills follow a similar pattern and have some good features which outweigh shortcomings.
19. Pupils' mathematical skills are well developed and used across the curriculum. In the early years all children make good progress in their play and in practical investigation. In KS1 and KS2 nearly all make good progress in applying their knowledge and understanding of how to collect and evaluate data, for example in science and in solving problems logically. They measure accurately, for example in design technology.
20. Across the school, pupils' skills in ICT are good. Many children in the Foundation Phase use simple programs confidently. In KS1 and KS2 pupils utilise their previous knowledge and understanding of how to collect and interpret data and to make electronic presentations. They evaluate their work by reviewing it using video and other photographic evidence.

21. All pupils have a good understanding of the culture and traditions of their country. They have a good knowledge of their local history and of the work of some Welsh artists, composers, musicians and writers.
22. Pupils' personal and social skills and their willingness to work with others are major strengths of the school. Nearly all pupils have a very detailed and realistic understanding of how to improve their own learning and performance because of the very purposeful way they are taught these skills. Pupils' creative and problem solving skills are good with no important shortcomings.
23. Across the school, nearly all pupils have a good understanding of equal opportunity issues and of the diversity of modern society. They are very well prepared for the world of work.
24. Attendance at just under 93% in the previous twelve months is slightly below the Welsh national average and in line with that of similar schools. Most pupils arrive promptly at the beginning of the school day.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	76%	0%	0%	0%

25. These figures are well above the national picture reported by Her Majesty's Chief Inspector (HMCI) in the Annual Report (Primary) 2007/2008 where the quality of teaching is Grade 2 or better in 83% of lessons and Grade 1 in 16%. In this inspection a relatively high proportion of lessons were Grade 1 compared to most schools. These figures are above those of the last inspection.
26. In the Foundation Phase teachers plan and organise appropriately for children of this age. They provide a wide range of stimulating activities and experiences. Plans for those with some degree of SEN are very thorough and ensure that those pupils are given every opportunity to be appropriately challenged and supported.
27. In the best lessons which have many outstanding features, these include: -
 - very clear explanations of the purpose of the lessons and of the skills pupils will need to use in them;
 - very high expectations of what pupils should achieve;
 - very positive encouragement to all pupils to express their ideas confidently knowing that their efforts will be highly valued;
 - the encouragement of independence and persistence in order to find solutions to problems;
 - very good subject knowledge and the ability to impart it to pupils so that they too are enthusiastic and eager to learn more;

- very regular and timely reviews of what pupils have achieved so far and how much more is expected of them; and
 - very effective encouragement so that pupils evaluate their own successes and those of others constructively.
28. Where there were some minor shortcomings, teachers missed opportunities to develop pupils' conversational skills in Welsh.
29. Arrangements for assessment and its use in planning and informing learning are good with outstanding features and meet statutory requirements. Teachers rigorously and very regularly assess pupils' achievements and progress. They assess accurately the standards pupils achieve and take part in agreeing with other local schools, including the secondary school to which most pupils transfer, the standards pupils are reaching particularly in English, mathematics and science.
30. A particular strength is the involvement of all pupils in the process of judging their own progress and in recognising what they need to do in order to improve. The school has begun but has yet to complete arrangements to assess the progress of pupils in their use and understanding of the skills necessary for successful learning. Reports to parents are detailed and provide an accurate picture of the standards and progress each pupil is making.
31. The curriculum is very wide, interesting and carefully balanced. It meets all legal requirements of the NC and the locally agreed syllabus in religious education. The school has made very good progress in planning a new curriculum in line with the recent national review.
32. The provision for spiritual, moral, social and cultural development is good overall. Collective acts of worship meet legal requirements and are of a broadly Christian nature. Pupils have good opportunities to learn moral values and to act honestly and openly to each other. Provision for pupils' social and cultural development has some good features. There are good arrangements for pupils to be aware of the many cultures which make up modern society and of their responsibilities as citizens of the world to protect and improve their own and the wider environment. Pupils are given a very clear understanding of the world of work and how business and commerce functions.
33. Pupils are well cared for, guided and supported. Provision for those with SEN is good with many outstanding features. There are good arrangements to promote pupils' well-being and safety and to make them aware of the importance of living healthy lives. The school council is well established and has a significant voice in the life of the school. Pupils have a good understanding of how the democratic process is organised and functions.
34. Child protection arrangements meet local guidelines and recommended good practice. There are detailed procedures to monitor pupils' punctuality, attendance and behaviour. The school has put in place appropriate procedures to encourage all pupils to be tolerant and to address any issues of bullying or other forms of harassment.

35. A detailed survey of the site has been carried out to review accessibility for those with physical disabilities. There is a detailed accessibility plan in place.

Leadership and management

36. The headteacher has made a good start in building pragmatically on the very firm foundations already in place. Previously the school was very well organised and much had been achieved in promoting high standards in teaching and learning. The current headteacher and deputy share a common commitment to continue to ensure that the school is a success.
37. All staff show a willingness to work co-operatively and to share ideas and good practice. Those with specific responsibilities manage them very conscientiously and have a very clear picture of how their subjects could and will be improved further.
38. The school has taken careful note of national and local priorities and initiatives. However, the development of bilingual skills and the use of incidental Welsh have some shortcomings.
39. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are well organised and are helping teachers to review progress and raise standards further.
40. The governing body is well led. A particular strength is the way in which all governors are actively engaged in helping to assess the school's performance at first hand. Links between governors and all staff are of a very high quality. Governors discharge their responsibilities very well and meet all of their statutory duties. Financial management is well organised and appropriately focused on meeting the educational needs of pupils annually.
41. The school's self-evaluation document is very well constructed and is the result of rigorous and extensive reviews of what the school does well and where improvement should be made. The views of parents are sought and evaluated annually. Their perceptions of the school are taken very seriously. The school development plan (SDP) and the school's self-evaluation are closely linked and are correctly focused on the standards pupils achieve. The SDP has been a very important tool in raising standards in writing when these fell following the introduction of the new skills led curriculum in KS2.
42. Day-to-day administration is smooth and efficient. The school is well maintained and provides an attractive place for learning where pupils' successes are celebrated widely in colourful displays.
43. The school is well staffed with well qualified teachers and support staff. Resources are of a good quality and quantity and are readily available. They are very well used. Bearing in mind the overall quality of education provided and the progress pupils make, the school gives very good value for money.

Recommendations

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

- R1 raise standards in the use of Welsh across the school by extending the opportunities for all pupils to communicate more extensively and regularly in Welsh in their lessons and around the school; and
- R2 establish arrangements to assess systematically pupils' progress in their use and understanding of the skills necessary for successful learning in all subjects. *

* Which the school has recognised 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 1: Good with outstanding features

44. The findings of the inspection team did not match the Grade 2 given by the school in its self-evaluation report. This is because the school under estimated by one grade, the progress pupils make in their learning and in fulfilling their potential.
45. In the 2008 national teacher assessments for seven year olds, starting from a low base, the proportion of pupils attaining the expected level (Level 2) in English, mathematics and science were well above the LA and national averages. The combined results were also well above these averages and a number of pupils reaching the higher level (Level 3) was also above these averages. There is no significant variation in the comparative performance of boys against girls in 2008. Over time, boys and girls perform about the same.
46. In the 2008 national teacher assessments for eleven year olds, the proportion of pupils reaching the expected level (Level 4) in English, mathematics and science was above the LA and national averages. The combined results were above these averages. The proportion of pupils reaching the higher level (Level 5) was also above these averages. The combined results were above the LA and national averages. In these assessments girls performed better than boys as has been the pattern over recent years.
47. Compared to schools considered to have a similar proportion of pupils entitled to free schools meals (16%-24%) results in KS1 were very high in English, mathematics and science. The combined results were also very high. In recent years there has been a consistent upward trend in performance of seven year olds. When the results of eleven year olds in 2008 are compared to those school with a similar proportion of pupils entitled to free school meals, results in English and mathematics were above, but in science they were below. The combined results were well above those similar schools.
48. The results of eleven year olds should be treated with caution because within this relatively small group of pupils in 2008 there was one pupil who attended school on only one day a week as part of a move to enable that pupil to be reintroduced to school life. When the results of that pupil are discounted, the results were very high in English and mathematics and above most similar schools in science. The combined results were also very high. The school has consistently maintained above average results in these assessments in all three subjects in recent years. In 2008 the school met the targets agreed with the LA. All pupils, including those with SEN, make at least good and often very good progress in relation to their starting points and the original predictions made for them.
49. The overall provision for the under fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
50. In the key skills of communication in English, achievement is good with outstanding features. Across the school from the Foundation Phase nearly all pupils express

themselves very confidently with increasing sophistication. By the age of eleven nearly all pupils conduct an argument and argue and discuss very ably. They begin to understand that words carry meaning and interpret and repeat the sounds letters make.

51. In KS1 and KS2 pupils' reading skills are well developed and nearly all are confident and accurate readers. The most able often read with measured expression and read fluently in a lively way. They know how to read unfamiliar words by recognising accurately the sounds which letters make. A particular strength is the standards many pupils reach in writing for a wide range of purposes. For example, in KS1 pupils describe the life cycle of a butterfly logically and in sequence. They use a good range of adjectives and adverbs in history to describe how the Tudors dressed. They know the meaning of some Tudor words such as 'bodkin' and 'jerkin'. They retell accurately the story of the Battle of Bosworth Field.
52. Within KS2 the overall quality of pupils' writing in other subjects has many outstanding features. Nearly all younger pupils in KS2 know how to take notes when finding out information about astronauts. Many older pupils in history create TV interviews and construct lively and accurate news reports of the progress of the Armada. Their work in all subjects is nearly always very well presented.
53. Children in the Foundation Phase and KS1 speak and listen well to Welsh. They are beginning to use Welsh confidently in their lessons, for example when looking at and deciding the colours of the flowers they observe on a walk in the woods. However standards of speaking in Welsh in KS2 have some shortcomings because most pupils do not respond in extended forms and have limited opportunities in their lessons to extend their responses in order to achieve higher standards. Pupils' bilingual skills also follow a similar pattern. Across the school many pupils listen in Welsh attentively and read and write to a good standard bearing in mind their ages and different starting points.
54. Pupils' mathematical skills are good. In the Foundation Phase many children make good progress in learning how to compare, weigh and measure in their play and in their investigations. Within KS1 pupils recognise patterns when sorting objects in science. They group materials by their properties using Venn diagrams. Nearly all older pupils in KS1 gather data in Welsh and experiment using pictograms with Welsh titles and keys. Within KS2 they use logical techniques to solve problems. They have a very good understanding of how to collect and interpret data in science and geography. They measure accurately in design technology, for example when creating a design for a specific product as part of their understanding of the world of work week.
55. Across the school pupils' skills in ICT are good. In the Foundation Phase many children use simple computer programs competently and use the mouse to navigate through simple programs effectively. In KS1 and KS2 many pupils make good use of their ICT skills in a wide range of ways. They present information using text and images to good effect in their work in history and geography. They use cameras to evaluate their work in a wide range of activities. They explore and evaluate data well in science, geography, history and physical education. They find out information readily for a wide range of reasons from the Internet. They present their work in good quality electronic presentations in history.

56. Pupils' understanding of the richness of Welsh culture and heritage is good. In the Foundation Phase all children are building up a good picture of the geography of their local area and of its history. From there on pupils build up a good understanding of their Welsh identity and of the music, literature and traditions of Wales through a wide range of practical activities and experiences. Nearly all pupils in KS1 and KS2 have a good knowledge of some Welsh born authors and composers.
57. Pupils' social skills are good with outstanding features. From the Foundation Phase all know what is expected of them as individuals. They know how to treat each other with respect and how to be kind and considerate. They have a very clear understanding of what is expected of them in their work and play. By the end of KS2 nearly all pupils are very mature and confident in their attitudes to life, to themselves and to each other.
58. Pupils' problem solving skills are good in the Foundation Phase where children happily and enthusiastically work out practical solutions to problems in their play. In KS1 and KS2 nearly all pupils think things out and find sensible answers when experimenting in science and when planning in design technology. They set things out both practically and theoretically. Many older pupils in KS2 are beginning to apply their mathematical skills in a logical way to come to reasoned conclusions.
59. In the Foundation Phase creative skills are good with no important shortcomings. All of the youngest children experiment and express themselves through a good range of media and materials. They use their imaginations well when working in the hospital 'in the jungle'. Across the school many pupils compose and perform plays and music to a good standard. They illustrate their work well and have a good understanding of the different styles of art and architecture relating to their work in history.
60. A particular strength of the school is the way in which all pupils work together. This is good with outstanding features. They collaborate very effectively in pairs and in small groups. They know how to take on different roles and responsibilities when working towards agreed objectives with a considerable sense of purpose. They share their ideas and resources willingly.
61. All pupils have a very thorough understanding of how to improve their own work. From the Foundation Phase they are very regularly and consistently reminded both in the longer and shorter term of how they can improve. They know their targets very thoroughly and have a very secure understanding by the age of eleven, for example about how they think and what they need to do to improve aspects of their personalities.
62. Nearly all pupils are extremely enthusiastic in the way they approach their learning. They are very conscientious towards their work in lessons and are eager participants in all other activities. They are also keen to share this enthusiasm with visitors.
63. Nearly all pupils are well behaved throughout the school day. They move sensibly around the school and are attentive in assemblies and collective worship.
64. Attendance, at just under 93% in the previous twelve months, is slightly below the Welsh national average but in line with that of similar schools. Most pupils arrive promptly at the beginning of the school day.

65. Most pupils are developing a range of skills, which prepare them for a lifetime of learning. They work together exceptionally well and develop their organisational, problem-solving and decision-making skills very successfully.
66. Pupils also develop their own moral ethos including the key personal values of honesty and fairness. They demonstrate a clear respect for each other as well as for adults within the school. Their acquisition of a range of social skills is preparing them well for life in the wider community.
67. Evidence from talking to pupils, and looking at their work, indicate that they have a good understanding of the diverse nature of society. They demonstrate a healthy respect for the religious, social and cultural traditions of different peoples. Pupils also appreciate the importance of recognising equality of opportunity irrespective of gender or social background.
68. The school provides its pupils with an outstanding insight into the world of work from an early age. Children in the Foundation Phase gain an awareness of the jobs of members of the emergency and health services and visit places of work such as the post office. Pupils in Y5 and Y6 participate in a World of Work Week where they visit a local factory and hear a number of parents, from a range of occupations, talk about their jobs.

The quality of education and training

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

Grade 1: Good with outstanding features

69. The findings of the inspection team did not match the judgements made by the school in its self-evaluation report. This is because across the school and particularly in KS2 the quality of teaching is consistently of a high standard. It very successfully stimulates and challenges pupils to achieve very well.
70. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	76%	0%	0%	0%

71. The quality of teaching is good or better, that is Grade 1 or Grade 2 in 100% of lessons. This figure is well above the national picture reported by HMCI in the Annual Report 2007/2008 (Primary) where the quality of teaching is good or better in 83% of lessons and Grade 1 in 16%. In this inspection a particular strength was the relatively large proportion of lessons which were Grade 1. This was significantly above the national average and above the standards reached in the last inspection.
72. In the Foundation Phase teachers carefully arrange for the provision of a wide range of suitable and stimulating activities which help all children to settle into school well and to make good progress. All practitioners work together effectively and successfully encourage these children to choose for themselves and to play happily together.

73. Across the school teachers plan very systematically and consistently so that lesson objectives are very clearly defined as are the skills which pupils should adopt and develop as a result of the teaching. Teachers always make a point of explaining very clearly to their pupils what they expect of them and how much time they have to complete a task. They always demonstrate their very high expectations of what each pupil can and should achieve. Pupils are very positively encouraged to give of their best and not be afraid to express an opinion or question an assertion. Teachers and their pupils work well as equals.
74. In the best lessons where there are many outstanding features, teachers very regularly encourage pupils to think things out for themselves. They constructively challenge pupils to be independent and to monitor their own choices. They very successfully fire pupils' imaginations, for example when searching for pirate treasures. They very successfully encourage pupils to understand and use specialist vocabularies, for example when interpreting line graphs. They use incidental Welsh very confidently and encourage pupils to do the same so that they respond naturally and confidently in both languages. However, this is not consistent across the school where occasionally opportunities are missed to develop pupils' use of incidental Welsh in the lessons. In the best lessons teachers systematically increase the level of challenge as pupils show that they understand more and more.
75. In the very best lessons, teachers regularly and successfully remind pupils of the skills they should be employing to improve their learning. They try to encourage their pupils to feel a real sense of responsibility for finding ways to learn.
76. In these lessons teachers clearly link different subjects of the NC together and the skills pupils will need to apply in them. They regularly and very effectively remind pupils of the progress they are making. They carefully review what has been taught and use that information to very good effect when they begin the next lesson so that all pupils start from a firm basis of understanding. They very effectively encourage pupils to evaluate their own success and that of other pupils constructively. All teachers take considerable care to ensure that all pupils, including those with SEN play a full part in their lessons and are treated equally.
77. Assessment procedures are very well structured and include many good and outstanding features. The school meets statutory requirements for assessing, recording and reporting pupils' achievements. Assessment for learning is used most effectively to inform planning and to set new challenges. It is used effectively to monitor pupils' progress by providing clear information about the progress they make in all subjects.
78. Pupils of all ages are encouraged to judge their success in meeting the lesson objectives and a variety of assessment tools, for example, 'Two stars and a Wish' enables them to evaluate how secure their new knowledge is and in setting targets. However, the school has begun to put in place but have yet to complete arrangements to assess progress and understanding of the skills necessary to be successful learners.
79. Teachers know pupils individually and ensure that work is appropriately challenging. In the Foundation Phase, oral feedback is used successfully to help children

understand the progress they are making. In KS1 and KS2 pupils' own assessment of others is very well established.

80. Collections of pupils' work which indicate standards pupils should achieve year on year have been compiled in all subjects. There are good arrangements in place for the school to compare standards with other nearby schools including the secondary school to which most pupils transfer.
81. Annual reports to parents meet statutory requirements and provide detailed information about learners' progress in all subjects. Parents are given the opportunity to respond orally, or in writing, to reports. Teachers regularly inform parents and carers about pupils' progress at parents' evenings held twice a year. Relevant information is transferred to the receiving secondary school and to various outside agencies, to ensure continuity in pupils' learning.

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

Grade 1: Good with outstanding features

82. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
83. The curriculum meets the statutory requirements of the NC and the agreed syllabus for religious education. The school's newly revised personal and social education programme is thorough and well organised, together with sex education also meets requirements.
84. The school effectively caters for all pupils' needs. An outstanding feature is the use of a local poet from the community to work with the more able children during literacy lessons to ensure that these pupils' needs are met.
85. One of the outstanding features of the work of the school is the manner in which it continues to strive to develop a curriculum that stimulates and challenges all its pupils to achieve the very highest standards of which they are capable. Another outstanding feature is the way the school has responded purposefully to adjusting the organisation of the curriculum to ensure that standards in individual subjects remain high.
86. The broad and balanced, newly revised very comprehensive and detailed skill-based schemes of work, ensures continuity and progression across the range of subjects and learning opportunities by building systematically on existing knowledge, understanding and skills. Learning experiences across the whole school, including homework, provide excellent opportunities for pupils to acquire new knowledge, develop key skills and work as a team to develop strategic thinking skills.
87. The implementation of planning is flexible and long- term plans ensure coherence so that knowledge and skills are developed systematically through carefully chosen study themes that maximise cross-curricular links.

88. Whole school planning for the teaching of basic and key skills is very good and ensures that the skills are taught in all areas of the curriculum and that pupils are aware of the skills they are learning. Key skills are clearly identified in planning. Teachers provide pupils with good opportunities to develop their skills in critical analysis and critical thinking. Pupils develop a positive attitude to lifelong learning through being involved in the process of understanding what skills they require for improving their standard of work. The provision for developing pupils' bilingual skills is very good.
89. The varied range of educational visits and visitors to the school, together with use of the local environment enhances and broadens the curriculum. The contribution of extra-curricular activities, such as sporting clubs, choir, country dancing and links with the local comprehensive school where older pupils instruct the pupils in modern dance, significantly enriches pupils' learning experiences and helps to promote pupils' personal and social development. These clubs successfully promote co-operation and individual effort and enhance pupils' understanding of the importance of life-long learning well.
90. The school effectively promotes pupils' spiritual, moral, social and cultural development; this is reflected in its everyday life and work.
91. Pupils have a well developed understanding of moral and social issues. A clear code of behaviour and code for manners exists in the school. Adults provide good role models, set a good example and show qualities of respect and courtesy which all pupils try to copy. Pupils know how to relate to others maturely and to take responsibility for their own actions. They enjoy working collaboratively in class, solve problems together, make joint deductions and think creatively as a team.
92. Acts of collective worship comply with statutory requirements and make a good contribution to pupils' spiritual and moral development as they receive regular opportunities to participate and reflect on values. Assemblies promote a strong sense of community in the way they celebrate pupils' achievements and moral and social values.
93. Pupils' awareness, understanding and appreciation of their own culture as well as the cultures of others are actively promoted through various curriculum areas and activities. Y Cwricwlwm Cymreig is well integrated into the work of all classes is successfully promoted across the school.
94. Partnership with parents is very good; the school keeps parents well informed about its life and work by sending out regular newsletters, information about the reorganisation of the school curriculum and holding frequent meeting with them. Parents have opportunities to express their views through questionnaires. In the pre-inspection meeting parents expressed great pleasure with the quality of communication, were very happy with the quality of education their children received and how their children enjoyed coming to school and were enthusiastic about what they learned. Parents also praised the way that homework provided now involved the whole family. Parent volunteers accompany classes on trips and regularly work in the classrooms. Both parents and children have positively accepted a home/school agreement.

95. The school has very good links with the community and it uses these effectively as they encourage visitors to enrich pupils' spiritual and moral experiences.
96. The school has very strong partnerships with schools in its cluster, colleges and the local secondary school. Transition with the secondary school is effective and includes visits by Y6 pupils, a relationship through sporting links and an efficient transfer of pupils' data. The school has very good partnerships with several institutions of higher education and regularly welcomes student teachers on placements.
97. The school gives its pupils a very good foundation for lifelong learning. The experiences provided through lessons and extracurricular activities, make them highly enthusiastic learners and motivates them to be adaptable and enterprising in their approach to learning.
98. The school has some good links with the business community, which are very well used to influence the content of lessons and topics. This is supported by opportunities for teachers to undertake placement.
99. The Business Enterprise Week provides outstanding opportunities to develop the entrepreneurial skills of pupils within work. All KS2 classrooms are turned into mini-enterprises with pupils deciding on a product and going through the full manufacturing process. This includes designing the product, carrying out market research and a costing analysis, agreeing a price, raising capital and running a production line. Key skills such as problem solving, decision making and working together are also developed very well in many lessons across the school.
100. The school is determined to ensure its pupils succeed irrespective of their social background. All pupils have equal access to the curriculum and extra-curricular activities and are encouraged to achieve their individual potential.
101. The recently revised curriculum includes aspects of education for sustainable development and global citizenship across the curriculum. There is also an active Eco-Club, which is leading a drive to recycle a range of items and conserve energy. Meanwhile, pupils are developing an awareness of the environmental threats to the planet and how these may be suitably addressed. The school is working towards attaining Green Flag status in the Eco-schools award.

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

Grade 2: Good features and no important shortcomings

102. The findings of the inspection team matched the judgements made by the school in its self evaluation report.
103. The school has outstanding provision for the management of its arrangements for the support and guidance of its pupils. It is extremely thorough in the way it identifies and then addresses the individual needs of each pupil. This leads to detailed timetables for the learning support assistants to enable them, in conjunction with the teachers, to meet those needs.

104. The PSE programme is also very effective in providing personal support and guidance for all pupils throughout the school. Specialist agencies, such as the emergency and welfare services contribute well to this.
105. The school has a very close relationship with its parents in the care, support and guidance of its pupils and its process for gaining their views is an outstanding feature of the school. Its annual written survey of their views, which also includes those of pupils, staff and governors, is extremely thorough and well supported. Most importantly, it is well analysed with feedback given and action taken, where possible, in response to the views expressed. Pupils' views are also sought through the school council, which makes a significant contribution to the life of the school and enhances pupils' awareness of the democratic process.
106. There are very clear procedures for ensuring pupils settle at the school promptly and harmoniously. Teachers visit prospective pupils in their nursery schools and homes where they begin to develop individual profiles and identify their personal and learning needs. Parents have appropriate opportunity to visit the school and meet the teachers. In addition, pupils who join at other times are assessed as to their English and mathematics levels and provided with a buddy to help them settle in. A very informative information pack is provided for parents of all new entrants.
107. There is a very good system for the analysis of pupils' attendance and punctuality. This, combined with a good working relationship with the educational welfare officer, ensures pupils with poor attendance receive appropriate attention. The weekly class attendance award, well publicised by a chart on the wall of the hall, is proving successful in raising awareness of the importance of good attendance amongst pupils. The strong line taken by the school on pupils taking holidays in term-time supports this.
108. The school monitors individual behaviour through behaviour charts and books. When children are identified as needing support, this is discussed with parents before being put into place. This is an effective system for ensuring the good behaviour of pupils is consistently applied throughout the school.
109. No regular whole-school health and safety audit of the school's facilities although it has recently taken up a service agreement with the LA to carry this out. Currently, teachers carry out annual risk assessments for their teaching areas and staff and the caretaker are constantly vigilant to ensure the safety of pupils in the school. There is also a sufficient number of trained first aiders across the school.
110. The school is heavily committed to promoting the importance of healthy lifestyles amongst its pupils and has achieved Phase 4 of the Healthy Schools award. There is a fruit only policy for snacks at break times. The school has developed its own food and fitness policy and is promoting healthy eating, hygiene and exercise through subjects such as science, physical education and PSE.
111. Procedures for ensuring the protection of pupils are very clear. The headteacher, the designated person for child protection, and the deputy headteacher are fully trained in the operation of an appropriate system. Regular awareness training for staff

ensures they are aware of how to respond to any concerns and to whom to report them.

112. The quality of provision for pupils who have been identified as having additional learning needs is very good.
113. The school provides clearly documented provision in accordance with the SEN Code of Practice and the framework for Inclusive Education. The Special Educational Needs Co-ordinator (SENCO) works effectively with the whole staff and the governor with responsibility for SEN. The relationships and support for pupils is very good.
114. Systems for diagnosing educational needs at an early stage are effective. Those pupils who have specific learning difficulties and speech and communication difficulties are identified and programmes are provided based on pupils' individual needs. Each pupil has a detailed individual education plan (IEP), which has specific short-term targets that are achievable and appropriate to their specific needs. These plans are monitored and reviewed half-termly and good communication ensures that pupils and parents are involved fully in the process.
115. All pupils with SEN make good progress through an extensive range of teacher assessments and a detailed tracking system.
116. Annual reports and reviews meet statutory requirements.
117. Teachers are well supported by effective Learning Support Assistants (LSAs) who work well as a team; with resources they give good provision providing continuity of support and assessment of need.
118. The school has effective strategies for encouraging good behaviour. It is based on the positive recognition of pupils' achievements and successes, for example, behaviour charts and books.
119. The school only has very few pupils from ethnic minority backgrounds and none with English as an additional language (EAL). However, when planning and delivering the support and guidance it gives its pupils, the school takes full account of the diversity of their backgrounds.
120. The recognition of the diverse nature of society is well addressed in celebration topics and assembly plans. Also, the curriculum is structured to include aspects of diversity and racial equality in PSE and other subjects.
121. The school actively promotes gender equality and challenges male and female stereotypes, for example, in terms of relative achievement in special subjects or across the playing of sport and occupations.
122. Arrangements for identifying and addressing any form of oppressive behaviour such as bullying are very clear. Pupils spoken to were insistent that instances of such inappropriate behaviour are dealt with promptly and effectively. Nearly all parents who contributed to the pre-inspection parents' meeting and questionnaire support this view.

123. The extent to which the school has sought to ensure it is accessible to pupils with disabilities, and that they do not suffer from less favourable treatment, is an outstanding feature of the school. There is a detailed Disability Equality Scheme and accompanying action plan in place; these are also included in the prospectus. Several alterations have been made to the building and external areas with others planned for when funding permits.

Leadership and management

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

Grade 2: Good features and no important shortcomings

124. The findings of the inspection team did not match the judgements made by the school in its self-evaluation report which is one grade higher than awarded by the inspection team. This grade does not match the grades given to Key Question 1 and Key Question 7. This is because the recently appointed headteacher has only just assumed responsibility and has done so in a purposeful and pragmatic way. However, the outcomes of the new leadership have yet to be seen. Historically the school has been very well organised and standards have been successfully raised.
125. The current senior management team function closely and cohesively. They are intent upon building on the very firm foundations they have inherited. The professional and support staff work well together. They share a common commitment to their pupils and the desire to provide them with an education of a high quality. They ensure that all pupils have equal access to what is taught so that they make at least good and often very good progress in all areas of their life in school. A particular strength is the very positive way in which teachers share their ideas and plan future learning systematically together.
126. The deputy headteacher provides lively and able leadership and has achieved much previously in introducing very successfully the new curriculum and in developing styles of teaching and learning which foster pupils' independence and self awareness. A particular strength is the very effective way in which the school has ensured that the introduction of these changes has not adversely affected the standards pupils reach across the curriculum in the longer term. For example, much has been achieved in ensuring that standards in English and mathematics have not been lowered as a result of increasing pupils' freedom to choose how and what they study.
127. Very detailed arrangements in place to assess pupils' longer term progress to identify under achievement and to determine appropriate short term targets for pupils to aim towards. There are very well established procedures for all pupils to judge accurately the progress they themselves are making and to see where they need to improve.
128. The school takes very careful note of national priorities and local initiatives. The school very effectively promotes the development of pupils' basic and key skills. However, the development of particularly older pupils' bilingual skills and their use of incidental Welsh have some weaknesses because the pupils do not always get enough regular opportunities in lessons and around the school to practise what they

have been taught. Preparation for the introduction of the Foundation Phase has been thorough and the school provides well for these children.

129. Subject co-ordinators lead their subjects very well and work closely with other teachers and governors in order to carry out detailed evaluations of their subjects and to assess the impact of initiatives which they have agreed. They keep a very careful note of the standards pupils reach and in the way teachers systematically plan their work.
130. The governing body is well led. The chair of governors has considerable experience of working with the school and is well informed about its longer term needs. A particular strength is the very positive way in which many governors are actively involved in judging at first hand the success of teaching and learning. All are encouraged to work closely with professional staff in order for them to have a detailed and solid understanding of how the school functions and of its needs. Governors work very constructively with staff to monitor the quality of provision rigorously. They are welcomed by the senior management team as helpful, independent partners in deciding the longer term strategic needs and direction for the school.
131. Financial management is prudent and well organised. The finance committee meets regularly and is well focused on planning to meet the school's longer term needs. The governing body meets all of its statutory duties.

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

Grade 1: Good with outstanding features

132. 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 underestimated how well the school's performance is monitored and evaluated and how effectively it uses that information for continued improvement.
133. The school has very rigorous and extensive procedures to collect information about the performance of the school, from very detailed and wide ranging sources. A particularly strong feature is the way in which all parents are regularly consulted through questionnaires about their perceptions of the school. Pupils' views are also sought regularly and carefully considered.
134. A particularly strong feature is the way in which the subject co-ordinators are very well informed about the performance of their areas of responsibility. They have carried out very comprehensive evaluations of the impact of what they have prioritised. An outstanding example of this is the way in which the school reacted once it had identified very early that as a result of recent initiatives in developing pupils' skills for learning, standards in English has fallen. The senior management team took the necessary steps to ensure that the previous high standards it expected of its pupils in this subject were recovered.
135. Teachers carefully and regularly assess pupils' progress and use that information skilfully to predict future achievements. All pupils are fully involved in the process and as a result they share a commitment to try hard to aspire to the goals the school

has for them. The school very rigorously evaluates the performance data from national and other reliable assessments to identify strengths and weaknesses and to highlight trends over time.

136. The self evaluation document is very well organised and carefully set out. It provides an accurate picture of what the school does well and what it needs to do to improve. It is closely linked to the SDP and is used very effectively to shape the latter documents. The school development plan is sufficiently detailed and reviewed to ensure that the outcomes of the plan meet the objectives set.
137. The school's improvement process is also closely and effectively linked to the school's performance management programme. Teachers' individual targets are very closely linked to school and national priorities.
138. The inspection team agrees with some but not all of the judgements the school made in its self evaluation in the seven key questions of the inspection. Where it disagreed this was because the school underestimated by one grade how well learners achieved and the progress they make, the quality of teaching in the school and how well resources are managed to achieve value for money. All of these key questions were judged to be good with outstanding features. Key Question 5 was graded at one grade below that given by the school. This was because while there were many outstanding features in the way the school was led and managed previously, the current headteacher has only recently been appointed. The headteacher has made a good start.
139. Since the last inspection in the summer term 2003 the school has made good progress in addressing the key issues of that inspection. Standards across the school are high and the minor shortcomings of that report have been thoroughly addressed.

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

Grade 1: Good with outstanding features

140. The findings of the inspection team did not match the judgements made by the school in its self-evaluation report. The school underestimated by one grade how well resources are managed to achieve value for money.
141. The school has an appropriate number of qualified and experienced teachers who cover the curriculum extremely effectively. Experienced, well trained learning support assistants and volunteers, who work very effectively with pupils, successfully complement teachers in their work. All staff work very well as a team in planning and in assessing pupils' progress.
142. The administrative assistants, midday supervisors, kitchen staff, caretaker and cleaners all make a valuable contribution to the school community.
143. The school has a good range of appropriate resources that match the requirements of the curriculum and are accessible to all pupils. Resources are very well used to enrich the curriculum. The school's spending reflects national priorities. Resources for pupils with SEN are appropriate for their needs and well used.

144. The provision of library books is adequate and the school makes effective use of the county library bus to supplement its own collection. The provision of ICT equipment is good in classrooms and the ICT suite is well used to enhance all subjects across the curriculum. All classrooms have a computer and effective use is made of whiteboards by all staff and pupils in KS1 and KS2.
145. The internal accommodation provides an appropriate setting for teaching and learning and is a stimulating environment for all pupils. Attractive displays throughout the school show a wide range of pupils' work to good effect. These displays considerably enhance the learning environment in the old building and have a positive impact on the leaning ethos.
146. The outdoors resources to enhance the curriculum are limited. Plans are in place to further development these.
147. Learning resources are very well looked after, readily accessible to all pupils and meet the demands of their learning experiences. The range of resources is carefully reviewed annually by subject leaders in order to ensure that they are appropriate to pupils' ages and needs.
148. The school has effective procedures for promoting staff development. Teacher's individual needs are addressed through the performance management arrangement and match the needs of the school to the SDP.
149. The opportunity for workforce remodelling has been used very effectively to create appropriate opportunities for co-ordinators and the senior management team to carry out their extra responsibilities. The implementation of successful workforce remodelling has been effective in helping to raise standards further, as has the provision of time during the taught week for teachers to plan, prepare and assess.
150. Economic, efficient and effective use is made of all available resources. Initiatives are carefully costed and developments are prioritised in line with the SDP. Expenditure is regularly reviewed in order to ensure that money is being well spent.
151. Bearing in mind the standards pupils reach and the progress they make, often from below average starting points, the school gives very good value for money.

School's response to the inspection

152. The governing body, staff and pupils of Cwmfelinfach Primary School, welcome the inspection report and are delighted that the findings acknowledge that Cwmfelinfach is a "good school with many outstanding features". We feel it recognises the dedication, skill and commitment of the school management, teachers, support staff and governors.
153. We are extremely pleased that the inspectors indicated many strengths in our school.
154. We are proud that the inspection team has identified that the quality of teaching across the school is of a very high standard and that our newly revised skills based curriculum stimulates and challenges pupils to achieve the very highest standards of which they are capable.
155. The many outstanding features of our school highlighted in the report will enable us to build on very firm foundations and improve our school even further.
156. The staff appreciated the constructive and professional manner in which the inspection was undertaken.
157. A copy of the school's action plan in response to the inspectors' recommendation will be sent to all parents. The Governor's Annual Report to Parents will note progress we are making on the inspectors' recommendations.

Appendix 1

Basic information about the school

Name of school	Cwmfelinfach Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	King Street Cwmfelinfach Newport
Postcode	NP11 7HL
Telephone number	01495 200225
Headteacher	Mr David Witchell
Date of appointment	20 th April 2009
Chair of governors	Mr Carl Woods
Registered inspector	Mr Peter Mathias
Dates of inspection	18 th -20 th May 2009

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	9	35	14	26	22	20	26	28	188

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	2	7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	28:1
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	26
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	83.2	88.8	91.5
Autumn 2008	89.2	90.3	92.6
Spring 2009	92.8	94.7	94.3

Percentage of pupils entitled to free school meals	17%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					22
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	5	68	27	
		National	0.2	3.5	13.8	63.0	19.4	
En: reading	Teacher assessment	School	0	0	9	64	27	
		National	0.2	4.1	14.9	55.2	25.5	
En: writing	Teacher assessment	School	0	0	5	90	5	
		National	0.2	4.8	15.9	67.8	11.3	
En: speaking and listening	Teacher assessment	School	0	0	9	41	50	
		National	0.2	2.4	10.7	62.8	23.8	
Mathematics	Teacher assessment	School	0	0	5	68	27	
		National	0.2	2.0	10.9	65.2	21.6	
Science	Teacher assessment	School	0	0	0	73	27	
		National	0.2	1.6	8.5	66.3	23.4	

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	95%	In Wales	80.7%

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6						20
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	5	10	60	25
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0	0	0	0	15	55	30
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	0	15	55	30
		National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment	
In the school	85%
In Wales	75.5%

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

Appendix 4

Evidence base of the inspection

Four inspectors plus the school's nominee spent the equivalent of seven inspector days in the school and met as a team before the inspection. The headteacher was the school's nominee and attended all team meetings.

The inspectors visited:

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

Members of the inspection team had meetings with:

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

The team also considered:

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

After the inspection, the team held meetings with the staff, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 Appendices
Mr Ted Tipper (Lay Inspector)	Contributions to Key Questions 1, 3 & 4
Mrs Millicent Phillips (Team Member)	Contributions to Key Question 3 Key Question 7
Mrs Meinir Howells (Team Member)	Contributions to Key Questions 2 & 4
Mr Gareth Roden (Deputy Headteacher/Nominee)	Attended meetings Contributing information School's response

Acknowledgement

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

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