

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Ysgol Cwm Garw
Hill View
Pontycymer
Pen-y-Bont-ar-Ogwr
CF32 8LU**

School Number: 672/2363

Date of Inspection: 08 – 10 November, 2004

by

**Phil Mostert
W072/16774**

Date: 13 January, 2005

Under Estyn contract number: T/91/04P

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Ysgol Cwm Garw was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Cwm Garw took place between 08 – 10 November, 2004. An independent team of inspectors, led by Mr Phil Mostert 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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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team

Context

The nature of the provider

1. Ysgol Cwm Garw was established in its present form in 1988. It provides bilingual education for Cwm Garw and Cwm Ogwr pupils. There are 127 full-time pupils on roll together with 23 full-time nursery children. There has been a fall in numbers of about 10% over the past four years.
2. English is the main language spoken at home by 99% of the pupils, but the substantial majority of pupils over five are fluent in Welsh.
3. Children are admitted full-time in the September following their third birthday. Pupils are admitted from the full range of ability.
4. The school describes the nature of pupils' background as one that is neither privileged nor under privileged, but many of the pupils come from economically disadvantaged areas. 27% of the pupils are eligible to receive free school meals, which is substantially higher than the national average. 20% of the pupils have special educational needs [SEN], a percentage slightly higher than the national average; one of them has a statement of SEN.
5. The school has been awarded the Standard Mark of the Basic Skills Agency and gained the 'Investors in People' award during the past two years.
6. The school was last inspected in November 1998. The present head was appointed in September 2001.

The school's priorities and targets

7. The School Development Plan [SDP] notes the following main priorities:

- continue the self-evaluation programme;
- improve learning and teaching standards in Welsh, mathematics, music, religious education, history, design and technology and written English;
- establish links with the Bridgend Healthy Schools' Project;
- develop the roles of the deputy head and the Management Team;
- review management policies;
- develop the role of the link governors;
- improve aspects of the fabric of the building, including embellishing and protecting the environment

Summary

8. Ysgol Cwm Garw has a number of good features. There has been a clear increase in school standards since the previous inspection. The inspection team did not agree with the judgements made by the school on the standards achieved by the pupils or on the quality of the education, but there was agreement with the school's judgements on the other aspects of its work.

Table of grades awarded

9. The inspection team judged the school as follows:

Key question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	3
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?	2
7 How efficient are leaders and managers in using resources?	2

Standards

10. Standards of achievement in the subjects inspected were as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	3	3
Mathematics	3	2
Design and Technology	2	2
Information Technology [IT]	3	3
History	1	1
Music	2	2

Pupils' standard of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	60%	40%	0%	0%

11. The general quality of the educational provision for children under five is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning.
12. Children in the early years make good progress in their skills of speaking and listening, reading and writing, numeracy and ICT.
13. At KS1 and KS2, the standards achieved and the progress made by pupils across the curriculum in speaking and listening is good and the progress in reading and writing is satisfactory. Standards are satisfactory across the curriculum in numeracy and in ICT.

14. Pupils' bilingual skills develop well. The young children acquire Welsh very soon after settling down in the school.
15. Pupils with SEN make appropriate progress in achieving the targets set for them.
16. The personal and social skills of the great majority of the pupils develop well. They work together well on tasks and have good success when they are asked to find answers to problems.
17. Pupils show good progress in their creative skills throughout the school.
18. At the end of KS1 in 2004, pupils' achievement in the core subjects of the National Curriculum [NC] was lower than the local and national averages, with every score in the lower quartile. There were fifteen children in the cohort and seven of them have SEN.
19. In 2004, at KS2, pupils' achievements in Welsh and mathematics were in the upper quartile and science in the second quartile in comparison with local and national averages. The result was slightly below the average in English, and was in the third quartile. The boys have achieved better than the girls this year. The school succeeded in attaining the Welsh Assembly Government [WAG] target of between 80% and 85% attaining L4+ in mathematics, science and Welsh.
20. The great majority of pupils show positive attitudes towards their work, they show interest in the tasks given to them and the great majority can concentrate for extended periods.
21. The behaviour of the great majority of pupils is good. They undertake responsibilities in a mature manner and show respect for others. They move about the school in an orderly fashion and they show a great deal of self-discipline. In the majority of instances, this responsible attitude has a positive effect on their progress in lessons. A small minority of pupils behave immaturely at times and lack self-discipline, even in formal lessons.
22. Pupils have a good understanding of the importance of equal opportunity and a good awareness of the creeds and practices of other cultures. They are aware of the need to respect different traditions and values and foster a sound understanding of what is required to become good citizens.
23. The attendance of pupils of statutory school age across the school is slightly below 94%; this is satisfactory. A small minority of pupils arrive in school late in the mornings. Appropriate attention is given to punctuality in the day's activities.
24. The pupils have a good understanding of the world of work. Visits to the local community and places further afield connected with the workplace help the pupils to better understand their community and the world of work in general.

25. The pupils are eager to participate in activities associated with the local community. Many of them take advantage of the range of extra-curricular activities; this fosters aspects of their social development well. The pupils participate in concerts, performances and services and compete successfully in the field of sports.

The quality of education and training

26. In the lessons observed, the quality of the teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	60%	40%	0%	0%

27. The percentage of satisfactory lessons was higher than the WAG target of 95% satisfactory or better, and the percentage of good lessons was higher than the WAG target of 50% good or better.
28. The quality of the assessment and recording arrangements is good and the quality of the annual reports to parents is good.
29. Every pupil has full access to a broad and balanced curriculum and equal opportunities to sample all school activities.
30. Pupils' moral, social, spiritual and cultural development is good. There are good links with parents and the school's policies reflect the strong commitment to ensure equal opportunities for all without exception.
31. The whole ethos of the school contributes well to aspects of the pupils' personal and social education [PSE]
32. The staff provides a congenial, safe and caring atmosphere and ethos. The relationship between the pupils and all those that work in the school is good. The provision for pupils with SEN is good and the school conforms well to the requirements of the SEN Code of Practice.
33. There was a need to draw the attention of the governing body to some health and safety issues.

Leadership and management

34. The head provides the school with effective leadership. She and the Senior Management team meet regularly to exchange ideas on organisation and curriculum matters.
35. The SDP is a useful management tool, although the document contains too many priorities. There is a good link between the SDP and the self-evaluation system.
36. The school is managed effectively by the governing body, which undertakes its duties satisfactorily. The governing body administers the budget

efficiently. Members work well with the head but they are not sufficiently active in monitoring standards and setting a strategic direction for the development of the school.

37. The self-evaluation report is clear and concise and is of a good quality. It is a reasonably fair reflection of the school's strengths and shortcomings.
38. The school responded well to the key issues included in the previous inspection report.
39. Staffing provision is sufficient and the teachers' qualifications are suitable for the age groups taught. The teachers have followed a number of courses to develop their competence in various areas and this has had a positive effect on standards in the majority of subjects. Full advantage is not taken of staff specialisms to enhance the learning across the curriculum. The classroom assistants employed contribute very significantly to the school's success.
40. The school has sufficient resources and many of them are of good quality. The building and yard are suitable for the number of pupils but the yard needs to be resurfaced and the fabric of the building needs attention in a number of places.
41. The local environment is well used to enhance the learning and the numerous visits have a positive effect on pupils' learning.

Recommendations

In order to improve the school in the areas inspected, the school needs to:

- raise standards in aspects of Welsh, IT and mathematics at KS1;
- raise the proportion of lessons where the quality of teaching is good;
- improve the response to work, with more emphasis on showing pupils how to improve it;
- continue to develop the self-evaluation system and report more fully to the governing body;
- develop the governing body's role of monitoring standards and setting a strategic direction for the school's development. [*]

[*] there is reference to this in the current SDP

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

Standards

Key question 1: How well do learners achieve?

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

42. The findings of the inspection team do not agree with the school's judgement in the self-evaluation report. Standards of achievement in the areas of learning and in the subjects inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	60%	40%	0%	0%

43. The general quality of the educational provision for children under five is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments show that the achievement of the majority of children on starting school is lower than the norm. At KS1 and KS2, standards of achievement in the subjects inspected are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	3	3
Mathematics	3	2
Design and Technology	2	2
Information Technology	3	3
History	1	1
Music	2	2

44. Pupils' standards and progress in the key skills of speaking and listening are good. Their reading, writing, numeracy and use of IT across the curriculum are satisfactory. They make satisfactory use of their key skills in every subject. Pupils listen carefully and speak clearly. They read fairly accurately to find information, and they use their writing skills satisfactorily for a variety of purposes. Pupils make appropriate use of their numeracy skills to measure and calculate accurately, for example in design and technology. They are adept in finding the answers to problems and their creative talents are good.
45. Their bilingual skills develop well. The young children acquire Welsh very quickly after settling down in the school.
46. In 2004, at the end of KS1, pupils' achievement in the NC core subjects was lower than the local and national averages, with every score in the lower quartile. The boys achieve significantly lower than the girls in language and mathematics. There were 15 pupils in the cohort and seven of these with SEN.

47. In 2004, at KS2, pupils' achievements in Welsh and mathematics were in the upper quartile and science in the second quartile in comparison with local and national averages. The result was slightly below the average in English and in the third quartile. The result was a little below the average in English and lies in the third quartile. The boys have achieved better than the girls this year. The school was successful in attaining the WAG target of between 80% and 85% attaining L4+ in mathematics, science and Welsh.
48. Almost all pupils work hard in the lessons, are ready to join in the range of activities provided and show enthusiasm for their work.
49. The quality of the response to work *is uneven* from class to class. In general, too little is done to raise pupils' awareness and understanding of the strengths and shortcomings in their work and what they need to do to improve.
50. The great majority of pupils display positive attitudes to their work; they show interest in the tasks set for them and the great majority can concentrate for extended periods.
51. The behaviour of the great majority of pupils is good. They undertake responsibilities in a mature manner and show respect towards others. They move about the school in an orderly manner and display a great deal of self-discipline. In the majority of instances, this responsible attitude has a positive effect on the progress they make in the lessons. A small minority of pupils behave immaturely on occasion and lack self-discipline, even in formal lessons.
52. The pupils have a good understanding of the importance of equal opportunity and a good awareness of the creeds and practices of other cultures. They are aware of the need to respect different traditions and values, and foster a sound understanding of what is essential to become good citizens.
53. The attendance of pupils of statutory school age across the school is slightly below 94%; this is satisfactory. A small minority of pupils arrive in school late in the mornings. Appropriate attention is given to punctuality in the day's activities.
54. The pupils have a good understanding of the world of work. Visits to the local community and places further afield connected with the workplace help the pupils to better understand their community and the world of work in general.
55. Many of them take advantage of the range of extra-curricular activities; this fosters aspects of their social development well. The pupils participate in concerts, performances and services and compete successfully in the field of sports.
56. The majority of pupils have a clear understanding of what is expected of them, and they are considerate to adults and other children and behave politely towards them.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

57. The findings of the inspection team do not agree with the school's judgement in the self-evaluation report.

58. In the lessons observed, the quality of teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	64%	36%	0%	0%

59. At KS1 and KS2, where the teaching is good:

- there is good pace to the lessons and the teaching is lively;
- the work is thoroughly planned and prepared;
- there is effective use of different resources;
- suitable tasks match the needs of each individual, and there is an effective conclusion;
- learning objectives are shared with pupils and referred to when responding to the work;
- teaching methods are varied effectively;
- teachers' questioning of the pupils is astute, encouraging them to come to their own conclusions and to respond in an extended manner.

60. Where the teaching is satisfactory the following shortcomings exist:

- the lessons or the introduction to them are too long and the pace is insufficient;
- not enough challenging tasks are set;
- opportunities are lost to correct, improve and develop pupils' language;
- the guidelines given to pupils for recording work are insufficient;
- teachers' expectations in terms of achievement are not high enough;
- on occasion, lack of sufficient control impedes class activities and standards of achievement.

61. Teachers have a sound knowledge of NC subjects.

62. The quality of teachers' planning is good across the curriculum and has a positive effect on many of the lessons. Only occasionally are learning objectives shared with the pupils; when this occurs, it has a positive effect on pupils' learning. Good questioning by many of the teachers encourages the pupils to explain their thinking and helps them to understand and improve their work.

63. The quality of the assessment and reporting arrangements is good and the quality of the annual reports to parents is good. The progress of the children under five is very closely monitored.
64. The records for the core subjects are very detailed. There is not the same detail for the foundation subjects but the records satisfy the statutory requirements. On the whole, teachers' assessments are accurate although there are some exceptions. In general, pupils play little active role in the assessment process.
65. Work is regularly marked, and often, a positive comment is made, but this does not improve the standards of linguistic accuracy sufficiently. Not enough is done to show pupils how to improve their work. Often, teachers mark the work without offering the pupils an active role in the process. Although there are examples of redrafting, very often, there is not sufficient difference in the standard of the second draft.
66. The school has a portfolio of assessed work in Welsh, mathematics and science. They are useful documents to exemplify standards and to ensure consistency through the school.

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

67. The findings of the inspection team agree with the school's judgement in the self-evaluation report.
68. The school responds well to pupils' learning needs and equal access is provided to a broad and balanced curriculum. The curriculum is thoroughly planned for the great majority of subjects, and a cohesive, interesting curriculum is presented to the pupils, but not enough differentiated tasks are planned. In planning the curriculum and the school organisation careful consideration is given to pupils' varied backgrounds. In a small minority of

the schemes of work, it is not clear enough how it is intended to implement the requirements of the NC programmes of study.

69. There is good provision to ensure that every pupil gains the necessary basic and key skills. Recently, the school gained the Basic Skills Agency Quality Mark accreditation.
70. The pupils gain valuable knowledge and skills in participating in activities and visits outside the school. These include sports teams, Urdd competitions and visits to historical sites. They also compete successfully in the field of sports.
71. The learning experiences successfully promote pupils' spiritual, moral, social and cultural development. As a result, the pupils have a sense of loyalty and responsibility for the school and its environment. The acts of corporate worship contribute well to pupils' understanding of moral and social issues and, to a lesser extent, of spiritual issues.
72. The school's links with parents and other partnerships are good. The school endeavours to make regular contact with the parents, but, at times, the response is weak. There is a good response on open evenings, concerts and for fund-raising evenings. There are good links with the community. Relationships with the local primary schools and with the secondary school are good.
73. The school has good links with a number of businesses and local societies.
74. The successful development of pupils' bilingual skills is a core element of the school's aims and objectives and from a very early age, pupils come to speak Welsh fluently. By the end of KS2, they come to work confidently in Welsh across the curriculum and Y5 and Y6 pupils also use English as a medium for some lessons. The heritage and culture of Wales feature prominently in the whole life and work of the school.
75. Sound policies reflect the school's commitment to equality and equal opportunity for all. School rules and the civilised ethos encourage pupils to respect each other and the staff. The school's caring ethos enables the pupils to thrive and mature and to feel appreciated by the whole staff.
76. The pupils have a good awareness of the need for sustainable development and they can discuss in detail the need for recycling. The older pupils can also discuss how to promote a more equitable and sustainable world and the importance of being responsible citizens.
77. The pupils' experiences across the curriculum enable them to gain a range of skills that are valuable for life-long learning. These include bilingualism, ICT skills, numeracy skills and good personal and social skills. From an early age, the pupils show good collaborative skills and they progressively develop to become independent learners.

78. Pupils' enterprise skills are developed well by providing them with opportunities to contribute to different activities and organisations within the school such as the School Council and fruit shop.

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

Grade 2: Good features and no important shortcomings

79. The inspection team's findings agree with the school's grade 2 judgement in the self-evaluation report.
80. The quality of the care, support and guidance provided for all pupils is good. By providing a wide range of educational and social opportunities, the pupils are effectively prepared to become complete and confident citizens. The pupils turn freely to all the staff for educational and personal support and the staff respond appropriately and sensitively to their individual needs.
81. There are sound procedures to ensure pupils' welfare and there are effective measures in place to eradicate any threatening behaviour and bullying. Some of these aspects are discussed maturely in circle time. All the staff know the pupils well and deal with them with care and sensitivity.
82. There is a good relationship with parents and this is reflected in the positive responses received from them to the questionnaire and in the pre-inspection meeting. The support of parents to activities relating to their own children is good but they are less ready to support activities of a more general nature. The home/school compacts were completed appropriately.
83. There are effective arrangements for registration and for monitoring punctuality and the school has an effective system for rewarding good attendance.
84. Pupil safety receives good attention. They are carefully supervised during playtime and during the dinner hour. Appropriate policies have been established to ensure pupils' welfare and safety. The policies for child

protection, first aid, racial equality, sex education and fire prevention are well implemented. There are sound procedures in place for making risk assessments.

85. There is good provision for pupils with SEN and the procedures satisfy the requirements of the Code of Practice. Pupils with SEN are identified early in KS1 and intervention is arranged where there is need. The good support given by the co-ordinator and support staff promotes pupils' progress. The school and the various agencies, especially the Unitary Authority, co-operate well to try to meet the specific needs of individuals. Pupil progress is reviewed regularly and the provision is modified according to need.
86. Reasonable measures have been taken to ensure that pupils with disabilities do not suffer from being treated less favourably than other pupils, but the school cannot admit a child in a wheelchair.
87. Every pupil has full access to a personal and social education programme. They have numerous opportunities to develop good attitudes and to discuss personal matters in specific lessons, assemblies, circle time and informal discussions with the teachers. These experiences promote respect and tolerance for others and enable them to discuss moral feelings and issues.
88. The pupils also have varied opportunities to develop and extend their awareness and understanding of healthy and active lifestyles as they follow the 'Healthy Schools' project and its related activities, such as being responsible for the daily fruit stall.

Leadership and management

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

Grade 2: Good features and no important shortcomings

89. The findings of the inspection team agree with the school's grade 2 judgement in the self-evaluation report.
90. The school is well led by an industrious and committed head. She provides a clear direction for the school's work and co-ordinates the work of the governing body and the teaching team effectively so as to provide the best possible education for the school's pupils.
91. The school's day-to-day activities are based on sound principles and agreed values. Equality is promoted for all, the contribution of every individual is appreciated and teamwork is encouraged in an atmosphere of trust and common understanding.
92. The school considers both national and local priorities carefully in planning developments. A good number of before- and after-school clubs have been established and a computer room set up to broaden pupils' IT experiences and to raise standards in this curriculum area. The development of the 'Healthy School' enterprise helps pupils to realise the importance of a healthy diet.
93. The SDP is of good quality, setting clear priorities and detailing the steps towards their implementation. The plans implemented over the years have resulted in measurable improvements throughout the school. Sufficient resources are allocated for all activities but the school does not employ additional support for pupils with SEN. The whole school targets together with the targets and priorities identified in the SDP are challenging, realistic and attainable.
94. The recently established School Council is an important forum for discussion of ideas, aspirations and concerns for pupils of all ages. The pupils responded maturely to the new challenge offered in becoming members of the School Council.
95. Effective arrangements for self-evaluation have been established at the school. Each curriculum area is evaluated regularly, and an active role is ensured for subject co-ordinators in the process.

96. The whole school staff is well managed by the head. Each member of staff has a detailed job-description. Appropriate Performance Management arrangements have been established and are beginning to have a positive effect on the school's work; they lead to a self-critical culture among the staff and to a trust in each other's judgement. The processes have a beneficial effect on improving individuals' skills and competence as they tackle and carry out some of the school's priorities.
97. The school received a very positive report from the 'Investors in People' external accreditor.
98. The governing body administers the budget efficiently. Appropriate steps have been taken to evaluate the effects of spending decisions so as to ensure the best value for money. There is very little reserve funding in the budget – a much lower proportion than the sum recommended by the Audit Commission.
99. The governing body is very supportive of the work of the school. It meets regularly and undertakes its legal responsibilities fully. The governors co-operate well with the head but they are not active enough in monitoring standards and in setting a strategic direction for the school's development.

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

Grade 2: Good features and no important shortcomings

100. The findings of the inspection team agree with the school's grade 2 judgement in the self-evaluation report.

101. The head, the governors and the staff are committed to improving standards. There is a self-critical culture at the school, and all staff are included in the self-evaluation process. A well-ordered self-evaluation regime has been established based on the analysis of direct evidence, and all members of the teaching staff understand the systems and contribute to them.
102. There is a very close relationship between the SDP priorities and the self-evaluation programme. The hard-working head analyses the work of the school and its results very honestly and in great detail in order to plan for improvement. She then ensures that the plans receive full attention.
103. The governing body are very supportive and plays a valuable part in the life of the school. Developments are in hand to provide them with further training on their responsibilities. They are new to the work of the regular monitoring of the quality of the provision and of benchmarking the school's successes in the wider national context.
104. The Senior Management Team meet regularly but, even so, the head tends to take care of most of the management tasks without delegating to others. The duties of the deputy head are not consistent with the status of the position at present.
105. Every member of the teaching staff undertakes the role of subject leader. Their responsibilities are clearly defined and they carry out their responsibilities conscientiously. They oversee the quality of planning, monitor lessons and examine the standards of work in pupils' books. Every co-ordinator produces a comprehensive report at the end of the monitoring cycle. However, sufficient action is not always taken on the outcomes in every instance.
106. The school's self-evaluation report is clear and concise and includes strengths and matters to receive attention. The inspection team agrees with the schools judgements in five of the seven key questions.
107. Good progress has been made since the previous inspection. Standards have been successfully raised in ICT, new systems of monitoring and self-evaluation have been developed, new schemes of work have been adopted for the two languages, the assessment system has been reviewed, new strategies have been introduced to improve behaviour and additional support has been provided for pupils with SEN, although the school, because of shortage of funds, has not been able to continue this support into the current financial year. The Welsh scheme of work needs further refinement, as do the arrangements for the assessment of foundation subjects.

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

Grade 2: Good features and no important shortcomings

108. The findings of the inspection team agree with the school's grade 2 judgement in the self-evaluation report.
109. Resources are managed effectively.
110. The building is large with plenty of room for teachers and pupils. It is in a generally satisfactory condition. Many places, both inside and out, need to be tidied, such as the interior walls that need paint and the rotting windows in some areas.
111. The general quality of the educational provision for children under five is good and the provision promotes the good progress made towards the Desirable Outcomes for Children's learning.
112. The teacher:pupil ratio for pupils over five is 1:21. Six full time teachers are employed, excluding the head, a higher figure than the 5.1 staff provided within the budget. Arranging class teachers for the eight different age groups presents a substantial challenge to the school. However, viable classes have been successfully created and the teachers are effectively located. This means that there are five mixed age-group classes at the school. This organisation has had a positive effect on standards since the manageable size of some classes means that the pupils receive more attention from their teachers.
113. SDP priorities are linked effectively to the arrangements made for the professional development of staff. Training courses have a positive effect on standards across the curriculum.
114. Pupils are well-supported by qualified and experienced staff, but full use is not made of the specialisms of individuals among the teaching staff.
115. Two NNEB nurses and two assistants are employed. They all contribute substantially and significantly towards raising standards at the school.
116. A clerk/administrator is employed to lighten the teachers' load by undertaking administrative tasks. This has affected staff morale positively.
117. There are very good resources available for every subject, including resources for children under five, and effective and efficient use is made of them. There are very good library resources and they have been catalogued appropriately, although the books in one of the libraries are not accessible enough to the pupils.
118. Recently, an IT room has been established where ten desktop computers, six laptop computers and an interactive whiteboard are housed. Although there is

need to improve a certain amount on this provision, the arrangement is already beginning to affect standards positively.

119. There are a number of colourful displays on the walls of the school and they contribute significantly to the effectiveness of the learning and teaching.
120. Use is made of playing fields nearby and there is a gymnasium and a hall of sufficient size for physical education lessons.
121. Resources are managed efficiently. Spending decisions are well related to the school's priorities. On the whole, the school ensures good value for money.

Standards achieved in subjects and areas of learning

Welsh

Key Stage 1 – Grade 3: Good features outweigh the shortcomings

Key Stage 2 - Grade 3: Good features outweigh the shortcomings

Good and outstanding features

122. At KS1 and KS2, standards are good in oracy and satisfactory in reading and writing.
123. Although the vast majority of the pupils have no knowledge of Welsh on entry to the school, the good work done in the nursery and reception classes and at KS1 forms a good basis to enable the children to become fluent speakers.
124. At KS1, the pupils listen intently to presentations and instructions and respond enthusiastically orally. By Y2, they speak fluently, discussing their experiences confidently,
125. The great majority of KS1 pupils can read their own work, showing that they enjoy books, and discussing events and characters. They use phonic knowledge effectively to self-correct and to build words.
126. At KS1, pupils produce sentences and some extended pieces in a variety of contexts. They use the concise form of the verb regularly and by Y2, they show a good awareness of punctuation.
127. At KS2, the great majority of the pupils chat confidently individually, in groups and in the whole class situation. They contribute maturely to class discussion, expressing an opinion and arguing a point of view effectively. By Y5 and Y6, they use extended sentences and an extensive vocabulary in discussion.
128. The great majority of KS2 pupils read satisfactorily. They use the library effectively and make good use of a variety of print sources, including the Web, to search for information.
129. At KS2, pupils produce a variety of written work in a number of different contexts. The standard is generally satisfactory with some good examples, especially at the top of the school.

Shortcomings

130. At KS1 and KS2, a number of the pupils have difficulty in reading, especially when they are asked to discuss what is read. Few pupils read challenging books. Many read syllabically, without varying the expression or the intonation of their voices.
131. A minority of pupils at both key stages have insufficient mastery of the syntax and patterns of Welsh to enable them to communicate fluently and effectively in writing.

Mathematics

Key Stage 1 - Grade 3: Good features outweigh the shortcomings

Key Stage 2 – Grade 2: Good features and no important shortcomings

Good and outstanding features

132. KS1 pupils count, read, write and order whole numbers with appropriate accuracy. They count using varied methods and they understand that subtraction is the opposite of addition. By Y2, they remember all of the addition and subtraction facts for every number up to at least 10.
133. The pupils measure length, capacity and mass with increasing accuracy and they use standard measures confidently. They read a simple scale on a ruler to draw and measure lines to the nearest centimetre.
134. They use the correct mathematical terms to name two-dimensional [2D] and 3D shapes and they can classify and describe them according to their main features.
135. KS2 pupils use mathematical procedures confidently. They have a sound understanding of place value and they understand number bonds well. By Y6, they handle decimals confidently and they have a sound understanding of fractions, percentages and negative numbers. Y6 pupils use the four procedures effectively in solving numerical problems.
136. KS2 pupils select the equipment and most appropriate unit of measurement to determine the length, perimeter and mass of objects and they have a good understanding of capacity and volume. They use a simple formula, such as length x breadth, to calculate the area of familiar regular shapes.
137. The pupils measure and name angles accurately and they can note the symmetries in 2D shapes.

Shortcomings

138. KS1 pupils use a narrow range of strategies for mental calculation.
139. At KS1, pupils are not skilful enough in the use of mathematical processes such as adding, subtracting, counting on, and counting in different sizes.
140. The range of graphs used by KS2 pupils is too narrow.

Design and Technology

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 – Grade 2: Good features and no important shortcomings

Good and exceptional features

141. At KS1 and KS2, the pupils use a range of tools appropriately. As they move through the school, their understanding of joining, cutting and glueing methods develops well.
142. At KS2, pupils make good quality working models from a wide range of materials. They can describe their design ideas and explain the process of making models. The designs are more complex at the top of the school and include an element of measurement.
143. KS2 pupils use mechanical and electrical components effectively in making several models.
144. By the end of KS2, the pupils have sufficient skills and relevant information that enable them to design and make a variety of models of high quality.
145. Most pupils have good evaluation skills. Y5 and Y6 pupils can make effective comments on ways of improving their design brief and working models.

Shortcomings

146. At KS2, pupils' understanding of control technology and their use of it has not developed so well.

Information Technology

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good and exceptional features

147. At KS1, pupils use a word-processing program satisfactorily for different purposes. With assistance, they can combine picture and text and they can create borders unaided.
148. KS1 pupils can process simple data with assistance, producing various graphs. They also use art programs to produce effective pictures and use the printer without assistance.
149. At KS1, they use a variety of software to reinforce their skills by matching or labelling.
150. In Y3 and Y4, pupils use a word-processing program to gather information and they can successfully combine picture and text.

151. In Y4, with teacher assistance, data-handling programs are used to interrogate a commercial database. They produce various graphs related to the database. They use the Web purposefully to search for pictures to reinforce their work.
152. In Y5 and Y6, they make good use of word-processing to present information in an attractive format. In creating an information sheet, the most able pupils can import pictures, create colourful headings and centre them unaided.
153. Y4, Y5 and Y6 pupils process data to produce various graphs. Y6 pupils can feed information to create an original database and the more able pupils use a spreadsheet to show change in the population from 1801 to 1901 and use a formula confidently.
154. Y4, Y5 and Y6 pupils use the digital camera confidently to reinforce their studies across the curriculum.

Shortcomings

155. At KS1, pupils are not sufficiently independent in handling the work. Pupils have not produced an appropriate variety of work.
156. Apart from the work of creating a spreadsheet at the upper end of the school, there is little modelling throughout the school.
157. A minority of Y5 and Y6 pupils have not developed sufficiently in their computer knowledge, their independence and their keyboard skills.

History

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 – Grade 1: Good with outstanding features

Good and exceptional features

158. KS1 pupils have a very good understanding of the passage of time. They place those events that are within their own experiences and their family in chronological order and they use familiar words and phrases in describing the passage of time.
159. They recall historical stories and events very well and describe in detail some of the main events and characters in historical periods such as those of the Celts and Romans. They can identify themselves with the way of life of people from the past and compare the lives of people from these periods with their own lives in the present period.

160. At KS1, pupils' understanding of the significance of old and new artefacts is very good, and they convey their knowledge in a wide variety of ways, including writing, taking pictures and acting.
161. KS2 pupils use time lines very skilfully in locating events and characters in their historical periods. They have an excellent understanding of chronology and of the concepts of history.
162. When re-living a school day in the Victorian age, the pupils suggest ideas, ask questions, identify themselves with the feelings of the children in the period and come to conclusions.
163. Y5 and Y6 pupils can discuss maturely the events of the Second World War and the living conditions of the period. They discuss facts about the period confidently, describing relevant artefacts. They are familiar with different historical sources and they use ICT purposefully to produce spreadsheets and create identity cards.
164. Visits to museums and historical sites contribute very well to pupils' standards of achievement at both key stages.

Shortcomings

165. There are no shortcomings.

Music

Key Stage 1 - Grade 2: Good features outweigh shortcomings

Key Stage 2 – Grade 2: Good features outweigh shortcomings

Good and exceptional features

166. KS1 pupils sing a variety of songs confidently, giving appropriate attention to breathing and diction. They can correctly identify and name tuned and untuned instruments and select instruments for a specific purpose.
167. In response to a poem, they compose music with a degree of independence, they select the most appropriate instruments themselves and they then perform the composition as part of a group. The standard of this work is good.
168. At KS1, pupils' beat is correct as they keep time in different ways to a variety of music. They understand the fundamentals of rhythm and they compose rhythms, performing them by clapping or striking an instrument.

169. KS2 pupils sing a good variety of songs and hymns. They sing very tunefully, attending appropriately to some musical elements in performing.
170. Rhythm work, involving a range of instruments, is effective in helping pupils to keep a steady beat and to devise a simple accompaniment. They record in different ways including the use of a stave.
171. KS2 pupils evaluate their own music and that of others well, concentrating on specific elements such as rhythm, tempo and the feelings created. They have sound knowledge of rhythm, beat, tempo, pitch and dynamic.
172. Y4, Y5 and Y6 pupils play the recorder and this contributes to raising standards in the subject. They can play their compositions correctly and they have a good awareness of notes and tempo.

Shortcomings

173. There is some lack of expression in the singing at KS1 and KS2 and the older pupils do not sing in two parts.
174. Very little use is made of ICT programs for compositional work.

School's response to the inspection

The staff and governors have given due consideration to the inspection results and believe that the report is a fair representation of the work of the school. The school's strengths are recorded accurately. Prior to the inspection, the school's self evaluation report was discussed in detail and the team's findings are in broad agreement with our report. We appreciate the recommendations made for further development.

The report reflects the important contribution made by the school in the local community and the catchment area. It also reflects the decision by the head, staff, and governors to provide education of a high standard for all pupils in a happy and safe environment. The schools success in achieving this is evident in the report.

The team showed a professional and friendly approach at all times; the inspection process was made easier as a result. The relationship between the head, staff,

governors, students and the inspection team was open and honest. The school was afforded many valuable opportunities to discuss and collect further evidence when required. Judgements were jointly agreed and, in her role as nominee, the head was included in the relevant discussions.

We intend working on the recommendations listed in the report during the coming months in order to build on the good work that is done by the governors, staff and pupils of Ysgol Cwm Garw.

We wish to thank the members of inspection team for their help and positive leadership during the inspection.

Appendix A

Basic information about the school

Name of school	Ysgol Cwm Garw
School type	Community Primary
Age-range of pupils	3-11
Address of school	Hill View Pontycymer PEN-Y-BONT ar OGWR
Post-code	CF32 8LU
Telephone number	01656 870306

Headteacher	Mrs Jennifer Alexander
Date of appointment	September 2001
Chair of governors/ Appropriate authority	Mr John Davies
Registered inspector	Mr Phil Mostert
Dates of inspection	8-10 November, 2004

Appendix B

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	21	25	17	15	15	18	17	18	146

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	0.1	7.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1.16:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003	91.3%	91.9%	96.8%	94.2%
Spring 2004	91.78%	95.3%	95.4%	95.2%
Summer 2004	88%	93.3%	92.7%	92%

Percentage of pupils entitled to free school meals	27%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:		15			
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School	0	0	20	73	7	0
		National	1	1	11	64	23	0
Welsh: oracy	Teacher Assessment	School	0	13	20	40	27	0
		National	1	3	17	59	21	0
Welsh: reading	Teacher Assessment	School	0	13	27	53	7	0
		National	1	3	20	65	10	0
Welsh: writing	Teacher Assessment	School	0	0	7	87	7	0
		National	1	2	12	63	22	0
Mathematics	Teacher Assessment	School	0	7	20	53	20	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	20	67	13	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	73.3%	In Wales	80.2%

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

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

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6			18		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	5	5	67	22	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	5	0	0	0	5	11	56	22	0
		National	0	0	0	0	0	5	12	38	40	0
Welsh	Teacher assessment	School	0	0	0	0	0	0	11	89	0	0
		National	1	0	0	1	1	4	18	51	25	0
	Test/Task	School	0	0	0	0	0	0	11	89	0	0
		National	1	1	0	0	0	3	15	50	28	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	6	50	44	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	5	0	0	0	0	5	33	56	0
		National	0	2	0	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	0	0	72	28	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	5	0	0	0	0	0	67	28	0
		National	0	2	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	88.9%	In the school	83.3%
In Wales	70.0%	In Wales	72.2%

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

Appendix D

Evidence base of the inspection

The school was inspected over a period of seven days by a team of three inspectors. During the period:

- 28 lessons, or parts of them, were attended, dividing the time fairly equitably between the classes;
- their work was discussed with pupils, the head and all teaching and support staff;
- pupils were questioned in detail on their knowledge and understanding of the curriculum;
- a wide range of pupils was heard reading in Welsh and English;
- samples of pupils' work completed during the term and in previous terms were inspected;
- a number of sound tapes and DVD were listened to;
- a substantial sample of school documentation was studied including policies and long, medium and short term schemes of work;
- the SDP was examined closely;
- attendance registers and pupils' assessment records were studied;
- detailed attention was given to the school budget;
- inspectors attended the corporate worship sessions on three mornings;
- a parents' meeting was attended, where 4 parents were present, and 30 parent questionnaires were returned for analysis;
- two formal meetings were held with the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Phil Mostert Registered Inspector	Context Summary and recommendations Key questions 1,2, 6, a 7 Welsh, design and technology and information technology.
Marian Donovan Lay Inspector	Contributing to key questions 1,3, 4 and 7
Wil Williams Team Inspector	Key questions 3,4, and 5 mathematics, history and music
Mrs J Alexander	School's nominee

Contractor: Cwmni Cynnal
Technology Unit
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The inspectors would like to express their thanks to the school governors, head, staff, pupils and parents for their ready co-operation during the inspection.