

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

A Report on the Quality of Education in

**Eglwys Wen Primary School
Erw Las
Whitchurch
Cardiff
CF14 1NL**

School Number: 6812088

Date of Inspection: 22nd April 2008

by

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78730**

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Eglwys Wen 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 Eglwys Wen Primary School took place between 22/04/08 and 24/04/08. An independent team of inspectors, led by Michael T. Ridout undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Contents	Page
Context	1
Summary	3
Recommendations	7
Standards	8
Key Question 1: How well do learners achieve?	8
The quality of education and training	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key Question 4: How well are learners cared for, guided and supported?	16
Leadership and management	20
Key Question 5: How effective are leadership and strategic management?	20
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	21
Key Question 7: How efficient are leaders and managers in using resources?	22
School's response to the inspection	24
Appendices	25
1 Basic information about the school	25
2 School data and indicators	25
3 National Curriculum assessments results	26
4 Evidence base of the inspection	27
5 Composition and responsibilities of the inspection team	28

Context

The nature of the provider

- 1 Eglwys Wen School is a community primary for boys and girls aged three to eleven years. There is a morning nursery attended by 39 children and ten full-time classes, three of which include pupils from two year groups. In total there are 303.5 full-time equivalent (fte) pupils on roll. The average class size excluding the nursery is 28.4. There are 12.5 fte teachers, including the head teacher and five part-time teachers. There are seven full-time and two part-time learning support assistants (LSAs).
- 2 The school is situated in Whitchurch, a suburb to the north of Cardiff. It shares the site and premises with a Welsh medium primary school. Pupils come from homes in well established residential areas that are described as being neither prosperous nor economically disadvantaged. Seven per cent of pupils are entitled to free school meals; this is well below national and local averages. Few pupils are from ethnic minorities. None come from homes where Welsh is the first language. English is the predominant language spoken and the school teaches Welsh as a second language.
- 3 Baseline assessments indicate that children's attainment on entry to reception covers the full range and is generally above local averages. Subsequent assessments indicate a significant number have high attainments. Around nine per cent of pupils have special educational needs (SEN), including three who have statements. This is a lower proportion than is found in most primary schools.
- 4 The school was previously inspected in May 2002. Since that time, the number on roll has remained about the same. The number and organisation of classes is similar but the use of accommodation has been reorganised to provide a music room and a computer suite. The current head teacher joined the school in January 2007. The school holds the Basic Skills Quality Mark (2007), Investors in People accreditation (2008) and is recognised as an Eco School.

The school's priorities and targets

- 5 The school's work is guided by a vision statement:

Our school will provide a caring, challenging environment which will enable each individual to achieve his/her potential. Our pupils will be confident, independent learners with high self-esteem, able to respond positively to the ever changing global environment. 'Happy to Learn Together.'
- 6 The school improvement plan (SIP) for the current year identifies a number of priorities including to:
 - raise attainment in information technology and develop further the key skills of information and communication technology (ICT) across the curriculum
 - raise standards through the effective use of 'assessment for learning' strategies;
 - develop curricular provision in line with national changes
 - develop education for sustainable development and global citizenship
 - further develop learning and teaching

Report by Michael T. Ridout
Eglwys Wen Primary School, 22/04/08

- raise governing body involvement in the school.

Summary

- 7 Standards are good at Eglwys Wen School. Pupils benefit from an enriched curriculum, including an extensive range of extra curricular activities and very good provision in music, sport and environmental education. The head teacher provides exemplary leadership in promoting further improvements in the quality of education.

Table of grades awarded

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

- 8 The inspection team agrees with the school's self-evaluation in all seven key questions. The school has an accurate view of its standards and is well placed to make further improvements.

Standards

- 9 The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
- 10 The under-fives make a good start in acquiring basic and key skills in communication, numeracy and in ICT, and they develop initial bilingual skills very well.
- 11 Pupils in both key stages achieve good overall standards in knowledge understanding and skills. The achievements of many of the older ones are often particularly good, in oracy, sport and musical performances.
- 12 The majority of pupils achieve good overall standards in the key skills of literacy, numeracy and information and communications technology (ICT). The level of competence in using bilingual skills is good across the school.
- 13 Since the last inspection the school's National Curriculum (NC) results indicate the maintenance of high standards. In 2007, the results of the NC teacher assessments

in both key stages were well above national figures in English, mathematics and science. In comparison with similar schools having up to eight per cent free school meals standards in Key stage 1 (KS1) were average in English and below average in mathematics in science. In Key stage 2 (KS2) the results in all three subjects were average.

- 14 Pupils make good overall progress. Pupils with SEN make good progress in relation to their learning targets but although many pupils achieve high standards the progress of more-able pupils lacks consistency across the school.
- 15 Pupils' behaviour and their attitudes towards learning are good. They are developing into mature, confident individuals who demonstrate courtesy and respect to all involved in the school.
- 16 Attendance and punctuality are consistently good.
- 17 Pupils are developing the skills to work with appropriate independence but the development of problem-solving and research skills lacks consistency across the school.
- 18 Pupils' personal, social, moral and wider development is good. They demonstrate a mature awareness of equal opportunities issues and display a sincere respect for diversity.
- 19 The school successfully prepares pupils to play an active role in the local community and raises their awareness of the work place.

The quality of education and training

- 20 In 26 lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	73%	19%	-	-

- 21 These figures are similar to the last inspection. They are in line with the Welsh Assembly Government (WAG) target for teaching to be grade 2 or better in 80 per cent of lessons by 2010 and below the national picture as reported by Her Majesty's Chief Inspector (HMCI) in his annual report 2006 – 2007 where the quality of teaching is reported to be grade 2 or better in 80 per cent of lessons, with 14 per cent having outstanding features.
- 22 Members of staff establish good working relationships with pupils and this has a positive impact on the quality of learning and helps to promote good standards.
- 23 The quality of teaching for the under-fives is good and the contribution of LSAs to the children's learning is effective.
- 24 The overall quality of teaching is good in both key stages although there is a degree of inconsistency that sometimes reduces pupils' progress and productivity.
- 25 The overall rigour of assessment and its use in planning and improving learning is good. The quality of annual written reports to parents is good.

- 26 Pupils are appropriately involved in setting and reviewing their individual targets in English and mathematics and they maintain 'Proud to Present' folders that successfully exemplify their practical and personal achievements.
- 27 The effective use of 'assessment for learning' strategies, including evaluative marking with constructive feedback to pupils, is becoming established in some classes.
- 28 The school is generally successful in meeting the needs and interests of the full range of pupils. The curriculum is broad, balanced and relevant, and is accessible to all pupils, including those with additional needs.
- 29 There has been considerable investment in the outdoor curriculum in anticipation of the Foundation Phase, for which the school is well prepared.
- 30 There is good emphasis on developing basic skills in literacy and numeracy but there is some variation in the extent to which key skills, in literacy, numeracy and ICT are developed across the curriculum.
- 31 The school identifies more able pupils and has recently introduced new teaching strategies in an attempt to promote independent learning. These strategies are at an early stage of development.
- 32 The school provides a very wide range of extra-curricular activities and clubs. This is an impressive feature.
- 33 Pupils have very good opportunities to learn musical instruments and to participate in a very wide range of sports.
- 34 Provision for pupils' personal, social, moral and cultural development is good. Provision for spiritual development is not as evident.
- 35 The school's partnerships with parents, other educational providers, the local community and with a wide range of businesses and relevant agencies are good. The transition arrangements with the local secondary school are particularly well developed.
- 36 The standards in, and provision for education for sustainable development and global citizenship (ESDGC) are excellent. The school's commitment to environmental and conservation issues is exemplary and as part of eco-schools award scheme the school is on track to receive its third European Green Flag. This is an impressive achievement.
- 37 The school provides a very caring and supportive ethos that successfully ensures that the pupils are happy, feel safe and are secure in the knowledge that their achievements are valued.
- 38 High quality pastoral care and support, including access to an effective PSE programme is a strong feature of the school. The duty of care is fundamental to the school's ethos and the staff work in children's best interests to ensure their well-being.

- 39 The overall quality of provision for equal opportunities is good. The provision for pupils' additional needs, including those with SEN, is good. This aspect is well managed and the school is developing its provision to meet more effectively the needs of more able and talented pupils.

Leadership and management

- 40 The school's mission statement and aims successfully promote a culture of inclusion and the school improvement plan (SIP) sets a range of objectives and targets that are well understood by members of staff.
- 41 The head teacher's leadership in providing a clear sense of direction and purpose in promoting further improvements in the school is exemplary.
- 42 The recently established school management team (SMT) plays a key role in implementing the SIP and its members communicate a shared vision for improvement.
- 43 The governing body (GB) is justly proud of the school's achievements. It is appropriately involved in strategic planning, meets its statutory obligations in full and is developing further its involvement in the school.
- 44 Arrangements to monitor and evaluate the school's performance are good.
- 45 The overall effectiveness of planning for improvement is good. The SIP contains a manageable number of well focused targets.
- 46 Actions taken since the previous inspection have resulted in improvements. In summary, the school now has effective strategies for self-evaluation, the role of subject leaders is well developed, better use is made of the accommodation, it publishes the full range of information for parents but scope remains to improve the level of challenge for more able pupils.
- 47 The school is well staffed and adequately resourced. The accommodation provides a suitable setting for effective learning and teaching. Very good use is made of the school grounds, including the conservation area that is used to provide 'Forest School' activities.
- 48 The overall management of the school's resources is efficient and effective. Financial resources are matched well to the school's priorities and this is exemplified well by the recent investment in ICT.
- 49 Since the last inspection overall standards have improved and good progress has been made in resolving the key issues identified. The school provides good value for money.

Recommendations

- 50 The school and the GB, with the support of appropriate agencies should continue to implement the SIP, placing particular emphasis on:
- R1 improving further the standards achieved in ICT and in key skills across the curriculum;
 - R2 developing the consistency of learning and teaching so that pupils develop greater independence;
 - R3 consistently implement 'assessment for learning strategies' and promote greater consistency in more-able pupils' progress and productivity.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 51 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 52 During their time in the school pupils achieve good overall standards in knowledge understanding and skills. Standards in literacy and numeracy are high with the majority of pupils meeting or exceeding national expectations and the targets set for them by the school. The achievements of many of the older ones are often particularly good, in oracy, sport and musical performances.
- 53 Achievement in other subjects and areas of learning is generally good although there is some variation in the extent to which pupils develop their studies, such as through problem solving and communicating their work using a range of media.
- 54 The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
- 55 The under-fives make a good start in acquiring basic and key skills in communication, numeracy and ICT, and they develop initial bilingual skills very well.
- 56 The majority of pupils across the school achieve good overall standards in the key skills of literacy, numeracy and ICT. Speaking, listening and writing skills are well developed in the upper school. Many pupils have good skills in using ICT and all classes make increasingly effective use of ICT but the impact on achievement in other subjects is variable.
- 57 The level of competence in using bilingual skills is good across the school.
- 58 Pupils achieve similarly high standards irrespective of their social, ethnic or linguistic background.
- 59 In 2007, the results of the NC teacher assessments in both key stages were well above national figures in English, mathematics and science. In comparison with similar schools having up to eight per cent free school meals standards in KS1 were average in English and below average in mathematics in science. In KS2 the results in all three subjects were average.
- 60 In both key stages more than 90 per cent of pupils attained at least the expected level in all three subjects and approaching half attained higher than expected levels in English and mathematics. These results are a good reflection of pupils' capabilities.
- 61 Since the last inspection the school's NC results indicate the maintenance of high standards. In KS2 the overall trend is flat and in KS1 there is a slight decline in results over the last three years. This is most evident in mathematics and science.

- 62 Analysis of performance data indicates no significant trend of difference on the basis of gender. This is contrary to the national picture where girls outperform boys.
- 63 Across the school pupils make good overall progress. Pupils with SEN make good progress in relation to the targets set for them in individual education plans (IEPs) but although many older pupils achieve high standards the progress of more-able pupils lacks consistency across the school.
- 64 Pupils steadily increase their understanding of how well they are learning. They have a good understanding of their individual targets and in some classes they are increasingly involved in evaluating their progress.
- 65 By the end of Year 6 the majority of pupils make good progress towards fulfilling their potential and they are well prepared for the next stage of their education.
- 66 Pupils' behaviour and their attitudes towards learning are good. The school is a warm, welcoming, friendly community where pupils are secure and their contributions are valued. Almost without exception, pupils are developing into mature, confident individuals who demonstrate courtesy and respect to all involved in the school.
- 67 In general, pupils have positive attitudes towards both work and play. They approach their learning with confidence, co-operate well with adults and their peers, and contribute eagerly to discussions. The majority is well motivated, works productively and sustains interest and concentration well but on occasions pupils become restless and are not engaged fully in their learning. This is particularly evident when tasks fail to challenge them fully.
- 68 Attendance rates are consistently good throughout the school, averaging 95 per cent for the past three terms. Instances of unauthorised absence are minimal. These rates are higher than local and national averages for primary schools.
- 69 Pupils are punctual and keen to attend school; lessons start promptly and pupils settle quickly. Registration is conducted efficiently and the school complies with all WAG requirements with regard to attendance.
- 70 Pupils are developing the skills to work independently and to take responsibility for their own learning. When given the opportunity they work together in pairs and groups with confidence, organise activities fairly and ensure everyone contributes. The development of problem-solving and decision-making skills lacks consistency across the school although the older pupils are particularly well supported in this regard.
- 71 Pupils' personal, social, moral and wider development is good. The school's aims, based on care and respect for others, underpins this development and permeates the life and work of the school. Pupils demonstrate a secure set of moral values, which provides them with a clear understanding of how they can contribute to their school, their community and to the wider world. Pupils demonstrate honesty, fairness and tolerance in their work and play.
- 72 In discussion with pupils they demonstrate a mature awareness of equal opportunities issues and feel strongly that all people should be treated fairly and with

Report by Michael T. Ridout
Eglwys Wen Primary School, 22/04/08

respect and understanding. They display a sincere respect for the diversity of beliefs, attitudes and cultural traditions within society today.

- 73 The school successfully prepares pupils to play an active role in the local community, and good use is made of the locality as a learning resource. Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning in many curriculum areas. Pupils regularly serve the community by supporting a range of environmental, cultural and charitable projects.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

75 In 26 lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	73%	19%	-	-

76 These figures are similar to the last inspection. They are in line with the WAG target for teaching to be grade 2 or better in 80 per cent of lessons by 2010 and below the national picture as reported by HMCI in his annual report 2006 – 2007 where the quality of teaching is reported to be grade 2 or better in 80 per cent of lessons, with 14 per cent having outstanding features.

77 The quality of teaching for the under-fives is good and the contribution of learning support assistants (LSA) to the children's learning is effective.

78 Across both key stages there is some variation in the quality of teaching. On occasions teaching has outstanding features and this reflects high levels of subject expertise and the skilful involvement of pupils, in music for example. Furthermore, the contribution of specialists, such as in dance, is particularly successful in enabling pupils to achieve excellence.

79 Members of staff establish good working relationships with pupils and this has a positive impact on the quality of learning and helps to promote good standards.

80 Taken overall teachers have good levels of subject knowledge and expertise. In particular, some have a good understanding of best practice in the Foundation Phase and in promoting initiative and independence in learning. In general teaching meets pupils' needs and the range of curricular requirements well.

81 In preparation for the introduction of the skills framework and the new KS2 subject orders, teachers identify the skills to be developed in each lesson. They increasingly share this information with pupils, who are beginning to evaluate how well they are mastering them. The use of 'assessment for learning' strategies is at an early stage of development.

82 There is good emphasis on identifying clear objectives in lesson planning. In good lessons the objectives are explained fully so that pupils understand them but where lessons are less effective the intentions are not developed fully in line with pupils' capabilities.

83 Across the school a good range of teaching and organisational strategies is used. In the most successful lessons imaginative use is made of learning resources and good

opportunity provided for the active involvement of pupils in the learning. However, in a significant minority of lessons observed teaching was over directed. Achievement and progress was limited by the expectations set and on occasions pupils had little opportunity to develop problem solving and thinking skills.

- 84 Teaching promotes equal opportunities well and successfully meets the language needs of pupils, including access to bilingual teaching.
- 85 Systems to monitor and review pupils' progress are well established and planning indicates some elements of the work are tailored to pupils' differing abilities. However, there is limited recorded evidence of assessing achievements and adapting further work in line with need.
- 86 In the minority of lessons where shortcomings were identified, these included insufficiently challenging work, over direction and opportunities missed to develop teaching with a group and to extend or reinforce the work.
- 87 The overall rigour of assessment and its use in planning and improving learning is good. The school meets statutory requirements for assessing, recording and reporting pupils' progress.
- 88 The systems and procedures, some of which are recently implemented, are both manageable and effective. Careful records, such as 'field notes,' are used well to monitor the progress of the under-fives and the procedures for assessment used in both key stages build effectively on the systematic analysis of a range of data, including the results of standardised tests.
- 89 The accuracy of teacher assessment is clearly evident in a range of records, including detailed assessment files and pupil profiles with examples of assessed and annotated work in the core subjects, as well as attainment levels in the foundation subjects. There are some good examples of the use of 'field notes' in some classes but this is not a consistent feature across the school.
- 90 Effective use is made of portfolios in the core and foundation subjects and of moderation files to identify pupils' NC levels of attainment. In line with the SIP an electronic tracking system to record pupil progress has been introduced recently and the overall accuracy of assessment is also well supported by use of an electronic moderation portfolio produced by the local cluster of schools.
- 91 Pupils are appropriately involved in setting and reviewing their individual targets in English and mathematics and they maintain 'Proud to Present' folders that successfully exemplify their practical and personal achievements. The marking of pupils' work is generally consistent, fair and accurate. There are some very good examples of evaluative marking with constructive feedback to pupils during lessons, but this good practice is not a consistent feature. These arrangements are increasingly effective in helping pupils understand what they need to do to improve their work and make progress.
- 92 The effective use of 'assessment for learning' strategies is a priority in the SIP and part of this target is to achieve the Assessment Quality Mark, thus reflecting the school's drive for greater consistency in its assessment procedures.

- 93 The quality of annual written reports to parents is good. These include targets for improvements in the core subjects, a summary of progress in all subjects and helpful comments about pupils' personal and social development. Parents have suitable formal and informal opportunities to discuss and review their children's targets and progress with class teachers.

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

- 94 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 95 The school is generally successful in meeting the needs and interests of the full range of pupils. The curriculum is broad, balanced, relevant and varied, and is in line with statutory requirements. It is accessible to all pupils, including those with SEN.
- 96 Children under five receive a wide range of learning opportunities, both indoors and outdoors, that develop positive dispositions to learning. They make good progress towards the Desirable Learning Outcomes for Children's Learning.
- 97 Very good use is made of the school grounds, including the conservation area that is used to provide 'Forest School' activities. Waterproof clothing is available to enable children to experience a range of activities in all weather conditions. There has been considerable investment in the outdoor curriculum in anticipation of the Foundation Phase, for which the school is well prepared.
- 98 The school identifies more able pupils and has recently introduced new teaching strategies such as; 'Building Learning Power', 'Let's Think' and 'CAME' in an attempt to promote independent learning. These strategies are at an early stage of development.
- 99 Across the school curriculum planning is good and includes appropriate policies and schemes of work that are regularly reviewed and monitored to ensure appropriate progression and continuity in pupils' learning.
- 100 There is good emphasis on developing basic skills in literacy and numeracy but there is some variation in the extent to which key skills, in literacy, numeracy and ICT are developed across the curriculum. In preparation for the introduction of the skills framework and the new KS2 subject orders, the skills to be developed are clearly identified in lesson planning.
- 101 An appropriate homework policy is consistently implemented. In the main homework consists of tasks which consolidate learning in the core subjects, but there are also opportunities for older pupils to work on projects involving independent research, gathering information and the development of a range communication skills.
- 102 The school provides a very wide range of extra-curricular activities and clubs, both after school and at lunchtime. This is an impressive feature. As well as sporting and musical activities pupils have opportunities to participate in gardening, writing and

Urdd activities. Residential visits are arranged for older pupils and the take-up is good. The school is recognised as a 'Forest School' and a trained leader undertakes a structured programme of activities with nursery, reception and Year 1 classes.

- 103 Pupils have very good opportunities to learn musical instruments and approaching one in four pupils benefit from lessons provided by peripatetic teachers for brass, woodwind and stringed instruments. The school orchestra, which is made up of some forty players, together with the choir makes a significant contribution to concerts in the school and within the wider community.
- 104 The school is accredited for 'Dragon Sports' and provides pupils with very good opportunities to participate in a very wide range of sports. There are good links with external providers and local sporting clubs who support pupils in refining their skills. Pupils achieve many successes in a range of sports.
- 105 Provision for pupils' personal, social and moral development is good. All pupils are confident in expressing opinions, in the knowledge that their views will be listened to and respected. Self-esteem is high and pupils show respect to others during work and play. The school's framework for Personal and Social Education (PSE) is clearly planned. It is integrated well within the NC subjects and is supplemented by discrete lessons, often based on 'Circle Time.'
- 106 Provision for spiritual development is not as evident. Although acts of collective worship meet statutory requirements and provide good opportunities to discuss moral issues, they lack a sense of reverence and provide little opportunity for guided reflection. Furthermore, opportunities to promote reflection within the curriculum are seldom developed.
- 107 Provision to promote cultural development is good. Y Cwricwlwm Cymreig is well established within the curriculum and enhanced by visits to venues such as Saint Fagans, Wales Millennium Centre and by inviting artists and performers into school. Pupils have a good knowledge of the culture and traditions of Wales.
- 108 In addition to the culture of Wales, pupils learn about the culture of other countries through subjects such as art, music and geography. They sponsor a well in Africa that gives them an understanding of the needs of children in developing countries.
- 109 The school's partnerships with parents, other providers and interested parties are good and continue to develop well. They enrich the learning experiences of pupils and have a positive impact on the work of the school.
- 110 Parents are very supportive and express satisfaction with the school's aims, its caring, supportive environment and with the standards their children achieve. Parents and friends make a very valuable contribution; many give freely of their time helping out in the classroom, accompanying pupils on educational visits, supporting school activities and in fund-raising. Their commitment and support is greatly valued by the head teacher and staff.
- 111 Communication with parents is well established and effective. The school regularly consults parents, values their views and opinions and often acts upon their recommendations. A constructive home/school agreement is in place that has readily been accepted by parents.

- 112 The school's partnership with the receiving secondary school is highly successful and of great benefit to pupils. Arrangements for the transfer of pupils are excellent and ensure that pupils in Year 6 look forward to secondary school and approach it with confidence. The school is pro-active in developing its partnership with the secondary school and a number of innovative and dynamic links, including the challenging Pentathlon Project, are in place. These links contribute significantly to the continuity and progression of education from KS2 to KS3.
- 113 The school has established productive partnerships with several institutes of higher education and provides placements for student teachers and students undertaking vocational qualifications. Students are carefully mentored and well supported by staff, and they make a positive contribution to the work of the school.
- 114 The school's partnership with the local community is successful and members of staff take full advantage of the community to extend pupils' learning experiences in many subject areas. The school and its various activities are well supported and valued by the local community. This is evident in the overwhelming support offered to the school by parents and members of the local community during recent uncertainty about future plans for the school.
- 115 The school's commitment to work-related education (WRE) is consistently good and WRE is an integral part of pupils' learning. The school has strong partnerships with a wide range of local businesses and relevant agencies, including Careers Wales. Teachers successfully address the vocational aspect of the PSE programme and a range of well planned visits to commercial, industrial and retail sites successfully enhances pupils' understanding of the world of work.
- 116 Several teachers have undertaken relevant business courses and placements that have enhanced professional development and enriched curriculum provision for pupils.
- 117 Pupils have opportunities to interact and socialise with pupils from the adjoining Welsh medium school. This provides them with opportunities to hear Welsh spoken on a regular basis, which impacts positively on their bilingual skills and their attitude towards learning the language. An annual, residential weekend to the Urdd camp at Llangrannog provides opportunities for pupils to practise their skills while engaging in a range of sporting and cultural activities.
- 118 Pupils compete in a wide range of school and Urdd eisteddfod competitions that provide further opportunities to hear Welsh spoken and to learn about the culture of Wales. These opportunities enhance the formal curriculum and have a positive impact. Pupils are rewarded with tokens and certificates for initiating conversations in Welsh. Certificates are presented and kept in the 'Proud to Present' files.
- 119 The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are successful and pupils succeed regardless of their ability, gender, race or backgrounds. Pupils have equal access to the curriculum and all other facilities in the school.
- 120 The standards in, and provision for education for sustainable development and global citizenship (ESDGC) are excellent. The school's commitment to environmental and conservation issues is exemplary and as part of eco-schools award scheme the

school is on track to receive its third European Green Flag. This is an impressive achievement.

- 121 The school makes every effort to act in a sustainable way and pupils are involved in re-cycling, composting, water and energy conservation and in waste minimisation schemes. Their understanding of environmental, conservation and global issues is very well developed, relative to their age.
- 122 Pupils have been actively involved in developing the external environment of their school, and gardening and horticulture are integral aspects of school life. The school community is justly proud of the many awards the school has won in recognition of its gardening and horticultural work and pupils' enthusiasm and love of gardening is clearly evident.
- 123 The school makes good provision for the development of pupils' entrepreneurial skills and pupils have many opportunities to engage in enterprise activities, which provide the foundations of the skills needed to support economic development.
- 124 Pupils have a good understanding about the design, manufacture, marketing and sale of their goods, and they have a clear understanding of the need to cost all activities and ensure profit margins are acceptable to the running of their business enterprises. A notable feature of the school is the way in which pupils themselves take control of enterprise activities and translate their ideas into practical and profitable solutions.
- 125 In addition, pupils have frequent opportunities to develop their problem-solving skills and contribute to the decision-making process through their work on the school council, through their environmental work and in their fund-raising for local and national charities.
- 126 The school is successfully laying the foundations for lifelong learning and community regeneration, and national priorities are well reflected in its work. Pupils know their community well and understand what is needed for its continued success. They recognise that through partnership, citizenship and care for the environment they can make a real contribution to their community.

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

Grade 2: Good features and no important shortcomings

- 127 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 128 The quality of care support and guidance provided for pupils is good. The school provides a very caring and supportive ethos that successfully ensures that the pupils are happy and feel safe and know that their achievements are valued.
- 129 Effective use is made of support services where appropriate, including the educational psychologist, health professionals and specialist services for speech and language, hearing and visual impairment. In line with pupils' needs support arrangements are well planned and managed.

- 130 The school works in full and productive partnership with parents, carers and employers; their views are well considered, valued and acted upon. The pre-inspection questionnaire indicated that the vast majority of parents are satisfied with the help and guidance their children receive and that they would find it easy to approach the school with questions or problems concerning their children.
- 131 Pupils have regular opportunities to voice their opinions and contribute to decision-making within the school. The school council is a good forum for the development of pupils' personal and social skills and provides a good opportunity for them to work together. Counsellors take their responsibilities seriously and feel they can make a real difference to the school. They have an agenda for future developments and feel the head teacher listens carefully to them and is prepared to act upon their recommendations.
- 132 There are effective induction programmes for the under-fives and for pupils entering the school in other year groups; these pupils are given a mentor 'buddy' to help introduce them to the school's procedures. These arrangements are effective in informing pupils about their rights and responsibilities.
- 133 High quality pastoral care and support, including access to an effective PSE programme is a strong feature of the school. A number of specialists, for example the Community Police and Health Visitor, make a significant contribution to this provision.
- 134 The monitoring of behaviour, attendance, punctuality and performance is thorough and rigorous. Procedures to promote good behaviour work well and any pupil whose behaviour gives cause for concern is counselled, parents are involved, and support is sought from external agencies if required.
- 135 The head teacher and school clerk monitor attendance and punctuality carefully, and effective follow-up procedures are in place, including regular liaison with the education welfare service.
- 136 Class teachers monitor pupils' academic performance regularly and pupils increasingly take an active role in setting their own targets and in planning their own progress.
- 137 The school has clear policies and procedures in place to promote health and safety, including risk assessment and every reasonable measure is taken to ensure staff and pupils work in a safe and secure environment. The caretaker makes a very good contribution to the monitoring of health, safety and security throughout the school. His vigilance ensures any issues are dealt with promptly and efficiently.
- 138 Pupils are well supervised at all times, and members of the ancillary and support staff make a good contribution to pupils' welfare throughout break and lunchtimes. Arrangements to undertake fire drills, respond to accidents and emergencies and deal with the administration of medicines are well established.
- 139 The school makes every effort to promote healthy eating and a healthy lifestyle. Pupils are encouraged to eat fresh fruit and healthy snacks, and fresh water is readily available. Pupils have access to a wide range of physical and sporting activities, which contribute significantly to their well-being.

- 140 The duty of care is fundamental to the school's ethos and the staff work in children's best interests to nurture their welfare and to protect them from harm. The school's policy and procedures to deal with child protection issues are clearly understood and implemented by staff, and training is regularly updated. The head teacher is the nominated child protection officer and good working partnerships have been developed with a range of external welfare agencies.
- 141 The quality of provision for pupils' additional needs, including those with SEN, is good. The school is proactive in identifying pupils' needs and uses a range of diagnostic assessments effectively. It carefully targets its resources to support pupils' needs and this aspect is effectively managed.
- 142 Pupils with SEN are identified and supported in line with the SEN Code of Practice. They are provided with an IEP that identifies appropriate targets for improvement. Parents, and where appropriate children, are encouraged to contribute to the regular review of progress towards IEP targets and the planning of future progress.
- 143 Where pupils have specific learning or sensory needs the school is diligent, in collaboration with appropriate agencies, in ensuring that appropriate support is provided. A small number of pupils have a statement of SEN; the provision made is in line with the statement and the arrangements for the required annual review are appropriate.
- 144 The school is developing its provision to meet more effectively the needs of more able and talented pupils. The provision made for pupils identified is carefully monitored and a number of initiatives linked to the SIP are targeted to enhance provision and ensure pupils achieve their potential.
- 145 In a few cases, where pupils' behaviour impedes their progress and that of others the school is successful in providing a range of support to help individuals to integrate. An individual behaviour plan (IBP) is implemented, parents are involved, and in several instances there is clear evidence of the positive impact of the strategies adopted.
- 146 The overall quality of provision for equal opportunities is good. Pupils are guided appropriately, taking account of their social, educational, ethnic or linguistic background and they have equal opportunity, to participate in the full range of activities offered. However, the provision to enable pupils to achieve standards in line with their potential lacks consistency.
- 147 The school's culture is to ensure boys and girls work together in a range of situations and as a result it successfully promotes gender equality and challenges stereotypes, for example by promoting actively girls' cricket and football.
- 148 There are appropriate policies and procedures to eliminate all forms of harassment and discrimination and to promote positive practices in relation to good behaviour, anti-bullying and racial equality. The school effectively fosters attitudes of respect and tolerance, valuing differences and celebrating diversity.

Report by Michael T. Ridout
Eglwys Wen Primary School, 22/04/08

- 149 The school makes appropriate arrangements to ensure that pupils with disabilities are not disadvantaged. The school has undertaken a disability access audit and has an appropriate disability equality scheme and action plan.
- 150 Pupils are offered opportunities to enable them to appreciate the rich diversity of cultures in our society through aspects of religious education, geography, music and PSE. The school's commitment to valuing diversity is demonstrated in its recently developed inclusion policy.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 151 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 152 The head teacher's leadership in providing a clear sense of direction and purpose in promoting further improvements in the school is exemplary. This is achieved through a collegiate approach within well structured managerial procedures that increasingly empower members of staff to make a difference in developing learning and teaching.
- 153 The school's mission statement and aims successfully promote a culture of inclusion and the SIP sets a range of objectives and targets that are well understood by members of staff. The recently established SMT plays a key role in this regard and its members communicate a strong sense of purpose and a shared vision for improvement.
- 154 The school's aims and values are generally successful in promoting equal opportunities. The current focus on developing the use of assessment strategies and improving learning and teaching further demonstrates the school's commitment to ensure greater consistency in its practice.
- 155 Good account is taken of national and local educational priorities. The school is well prepared for the introduction of the Foundation Phase and is particularly successful in developing a transition programme in collaboration with the local high school. Programmes to support pupils with additional needs are well established and strategies to promote independent learning are being introduced.
- 156 The school is successful in meeting and in some cases exceeding its targets and goals. This is evident in the school's NC performance indicators and in relation to current priorities to improve standards in ICT and develop ESDGC.
- 157 The procedures for performance management (PM) are in line with national guidelines. They are systematic, rigorously implemented and there is increasing evidence of a positive impact on learning and teaching.
- 158 The arrangements for staff appraisal and professional review are similarly well organised. The organisation of professional training for members of staff is well linked to PM and the school's strategic needs.
- 159 The management of workforce remodelling is having a positive impact with the recent establishment of two key posts for teaching and learning responsibilities (TLR). The arrangements to provide teachers with time during the school day for planning, preparation and assessment (PPA) tasks are well organised. The use of this time is well focused and effective.

- 160 The GB is justly proud of the school's achievements. It is well informed and the arrangements for committees and the dissemination of information prior to GB meetings are effective. It meets its statutory obligations.
- 161 The GB is appropriately involved in strategic planning. It has good links with the staff and contributes constructively to school policies, financial planning, setting targets and the regular review of the SIP as part of the self-evaluation process. Its commitment to fund initiatives, such as the development of the IT suite, exemplifies well their support and involvement.
- 162 In general the GB has a good overview of the quality of education in the school and has identified a target in the SIP to raise its involvement in the school in order to enhance the effectiveness of its monitoring role.

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

Grade 2: Good features and no important shortcomings

- 163 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 164 Arrangements to monitor and evaluate the school's performance are good. A detailed analysis of NC performance data and a range of assessments are used effectively to identify pupils who require further support and to set targets for standards.
- 165 The Local Education Authority (LEA), through its link adviser, has very good relationships with the school and undertakes monitoring, provides feedback and both supports and challenges the school's plans for improvement. This feedback, together with other information gathered by the school, is carefully considered by the SMT when setting priorities in the SIP.
- 166 The current subject monitoring system is relatively new. It is comprehensive, systematic and based on first hand evidence so that subject leaders are well informed about the areas for which they are responsible. They have allocated time to evaluate pupils' books, review schemes of work, and observe learning and teaching and audit resources. As a result they produce high quality subject action plans that inform the SIP.
- 167 The SMT oversees the processes of monitoring and evaluation and is beginning to monitor the effectiveness of actions taken. Effective management helps to ensure that all those involved have a clear understanding of the process and understand the part they play in it.
- 168 The self-evaluation report (SER) is a comprehensive document that is well presented and appropriately related to the seven key questions. Judgements are made on the basis of first hand evidence that is thoroughly analysed. Good features and areas for further development are clearly stated. Overall, the school has an accurate picture of its standards and is in a strong position to consolidate recently introduced systems and make further improvements. The inspection team agrees with the judgements made in the SER in all seven key questions.

- 169 The school has established very good arrangements to canvas the views of all interested parties, for example through questionnaires. It acts on outcomes in order to make further improvements to the life of the school. A particular feature is the extent to which the views of pupils, as learners, are listened to and acted upon.
- 170 The overall effectiveness of planning for improvement is good. The current SIP contains a manageable number of targets. Details of specific actions to be taken, timescales and monitoring strategies are clearly outlined. This enables senior managers to measure the success of their actions. In addition there is an outline plan of targets to be developed over the next three years.
- 171 The school budget is well managed and planning indicates that the main priorities in the SIP are adequately funded.
- 172 Actions taken since the previous inspection have resulted in an overall improvement in standards. In summary, the school now has coherent and effective strategies for self-evaluation, the role of subject leaders is well developed, good use is made of the accommodation to meet pupils' needs, it publishes the full range of information for parents but scope remains to improve the level of challenge for more able pupils.

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

Grade 2: Good features and no important shortcomings

- 173 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 174 The school has a sufficient number of well qualified, experienced teachers who have the necessary knowledge and expertise to teach all aspects of the curriculum and to meet the needs of pupils effectively. All teachers undertake responsibilities as subject leaders, they have appropriate job descriptions and these are reviewed annually.
- 175 Very good use is made of the athrawes fro and of peripatetic instrumental teachers to enhance pupils' learning.
- 176 There is an appropriate number of experienced and well qualified LSA who make a very valuable contribution to classroom and extra-curricular activities. They are deployed effectively and increasingly involved in planning, teaching and recording pupils' progress. They support pupils with additional learning needs very effectively, such as through implementing focused literacy and numeracy programmes.
- 177 There are effective administrative systems and the secretarial staff supports the head teacher and staff efficiently. The caretaker, cleaning and midday supervisors perform their duties diligently and effectively. Daily routines are well established.
- 178 Pupils have access to an appropriate range of learning resources and in general these match the demands of the curriculum well. The suitability of books and reference materials, along with their condition, is kept under regular review.
- 179 The accommodation provides a suitable setting for effective learning and teaching. The site and parts of the building, including the dining hall, reception areas and

playground are shared with a Welsh medium school. This imposes organisational constraints that are well managed.

- 180 The accommodation is used well, it is kept very clean and there is a refurbishment programme. The environment is considerably enhanced by high quality displays that reflect a wide range of pupils' work. The relocation of reception and KS1 classes within the main building and the creation of a music room, ICT suit and PPA room are successful improvements. There are four demountable classrooms alongside the main building but only one is accessible by a ramp and has a toilet providing disabled access.
- 181 The nursery is housed in a demountable building, adjacent the Welsh medium nursery. It provides adequate accommodation and good provision for outdoor learning. This facility is under utilised, being used for morning sessions only.
- 182 The field and playground are safe and secure and used well to promote pupils' physical development. A timber adventure trail and a working garden are significant features and further outdoor learning areas are being developed.
- 183 The overall management of the school's resources is efficient and effective. The deployment of staff is efficient and for the most part the use of teaching time is effective.
- 184 The provision for the continued professional development of members of staff is well organised and linked well to the SIP.
- 185 Financial resources are matched well to the school's priorities and are exemplified well by the recent investment in ICT, including interactive whiteboards and projectors in classrooms.
- 186 Since the last inspection overall standards have improved and good progress has been made in resolving the key issues identified. The school provides good value for money.

School's response to the inspection

- 187 The school and its governors are delighted that the inspection findings acknowledge that Eglwys Wen Primary School has all good, with some outstanding features and has made excellent progress in raising standards and improving the quality of provision, particularly in the last fifteen months.
- 188 We are very pleased that the inspection findings clearly recognise the commitment and impact of the new head teacher on raising standards, improving the quality of provision and ensuring that all statutory and other requirements are met. The schools' leadership team will use this success to make even greater progress.
- 189 The inspection team agreed with all of the judgments made by the school in its self-evaluation report about the standards pupils achieve and about other areas of its work, confirming the success of the newly established self-evaluation process. All the inspection's recommendations were clearly identified in the school's three year SIP. The report confirms that the school gives good value for money.
- 190 We are pleased that the inspection found the percentage of lessons judged as good or better exceeds the WAG all-Wales target. The report clearly recognises the head's efficient and effective deployment of resources, in particular the relocation of the Foundation Phase classes.
- 191 The positive, caring ethos of the school is recognised as a particular strength of the school. We are very proud of our children and were most pleased that the inspectors found their behaviour to be good overall and outstanding during discussions with some of them. The inspection acknowledged that our children are polite and courteous to adults and to each other, and are friendly and respectful to visitors. In addition the newly established care and support systems are recognised as being very good. Pupils with SEN make good progress.
- 192 As all of the recommendations of the report have already been identified by the school, action plans to address these will be incorporated into the SIP. The staff and governors are already addressing all of the recommendations. A summary of the school's plan will be sent to all parents. The governor's annual report to parents will report on the progress we are making on the recommendations made by the inspectors.
- 193 The governors and staff of Eglwys Wen Primary School would like to thank the inspection team for their encouragement, professionalism and for the rigorous yet sensitive manner in which they conducted the inspection.

Appendix 1

Basic information about the school

Name of school	Eglwys Wen Primary School
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Erw Las Whitchurch Cardiff
Postcode	CF14 1NL
Telephone number	02920 623441

Head teacher	Mrs Ann Griffin
Date of appointment	1 st January 2007
Chair of governors/ Appropriate authority	Mr Gareth Richards
Registered inspector	Mr Michael T. Ridout
Dates of inspection	22/04/08 – 24/04/08

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	19.5	34	42	30	47	42	43	46	303.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10.0	5	12.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23.6 : 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	28.4
Teacher (fte): class ratio	1.2 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	91.8	94.3	94.2
Autumn 2007	89.7	95.4	95.0
Spring 2008	90.8	95.4	95.3

Percentage of pupils entitled to free school meals	7
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					45
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	4	50	46	
		National	0	3	14	63	20	
En: reading	Teacher assessment	School	0	0	7	42	51	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	0	4	53	43	
		National	0	5	16	68	11	
En: speaking and listening	Teacher assessment	School	0	0	9	44	47	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	0	5	50	45	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	4	78	18	
		National	0	1	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	93.3	In Wales	80.1

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 2007						Number of pupils in Y6:					46
			D	A	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	6	50	44	
		National	0	0	0	1	4	16	50	29	
Mathematics	Teacher assessment	School	0	0	0	0	0	9	39	52	
		National	0	0	0	1	3	15	50	30	
Science	Teacher assessment	School	0	0	0	0	0	2	44	54	
		National	0	0	0	0	2	12	53	32	

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	91.3	In Wales	74.1

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

Appendix 4

Evidence base of the inspection

- The inspection team consisted of four inspectors who worked for nine inspector days (over three days) gathering first-hand evidence. In total, 26 lessons or parts of lessons were observed, in which teaching was graded. Inspectors also evaluated the pupils' work.
- The head teacher took the role of nominee, ensuring effective communication with the inspection team. The nominee attended meetings with inspectors and contributed fully to the discussion of inspection evidence.
- Inspectors observed registration sessions, school assemblies and break-times. All teachers present were observed teaching. Discussions were held with members of the teaching and non-teaching staff, representatives of the GB, parents and others, both during the initial inspection visit and during the inspection.
- All the available work and records of a representative sample of pupils was scrutinised. Inspectors sought the views of a number of pupils in discussions with them.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by 24 parents before the inspection and considered 28 parents' responses to a questionnaire. More than 90 per cent of responses to the questionnaire were positive.
- At the end of the inspection, the main findings were discussed with the head teacher. A short time after the inspection, meetings were held with the school management team, members of staff, and the governors, to report the findings of the inspection. A representative of the LEA attended the latter meeting.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. Michael T. Ridout Registered Inspector	Context Summary Recommendations Key Question 1: How well do learners achieve? Key Question 2: How effective are teaching, training and assessment? Key Question 5: How effective are leadership and strategic management? Key Question 7: How efficient are leaders and managers in using resources? Additional learning needs aspect of KQ4.
Mrs. Gillian Harrison Team inspector	Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Key Question 6: How well do leaders and managers evaluate and improve quality and standards?
Mr. Mike Thomas Team inspector	Assessment aspect of KQ2. Key Question 4: How well are learners cared for, guided and supported? Resources aspect of KQ7.
Mrs. Janet Warr Lay inspector	Aspects of Key Questions: 1, 3 and 4.
Mrs. Ann Griffin Head teacher and nominee	Liaison with inspectors, contributions to team discussions and the school's response.

Acknowledgement:

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

The Contractor for this inspection was:

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