

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

A Report on the Quality of Education in

**Murch Junior School
Fairoaks
The Murch
Dinas Powys
Vale of Glamorgan
CF64 4QU**

School Number: 6732143

Date of Inspection: 03 November 2008

by

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Murch Junior 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 Murch Junior School took place between 03/11/08 and 05/11/08. An independent team of inspectors, led by Gareth Wyn Roberts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	10
Key Question 2: How effective are teaching, training and assessment?	10
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	12
Key Question 4: How well are learners cared for, guided and supported?	15
Leadership and management	18
Key Question 5: How effective are leadership and strategic management?	18
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	19
Key Question 7: How efficient are leaders and managers in using resources?	20
Standards achieved in subjects and areas of learning	23
Mathematics	23
Information technology	24
Design technology	24
Geography	25
Art	26
Music	27
School's response to the inspection	
Appendices	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

Context

The nature of the provider

1. The school is a community junior school, catering for pupils who are 7-11 years old. It is located in the urban village of Dinas Powys in the area of the Vale of Glamorgan's Unitary Authority. The school describes the catchment area as mixed and it considers the catchment area as being neither prosperous nor economically disadvantaged. Almost every pupil transfers to the school from the feeder infants school located in the village.
2. There are 217 pupils on roll, a decrease of about 60 pupils since the last inspection, which was held in November 2002. The school describes the pupils as representing the full range of ability. The attainment of the majority of pupils on entry is generally above average. Around 8 per cent of pupils are entitled to free school meals, a reduction of 4 per cent since the last inspection. The current percentage of pupils receiving free school meals is below the local and national average.
3. Almost all pupils come from homes where English is the predominant language. One pupil comes from a home where Welsh is the main language. Around 5 per cent of pupils are from an ethnic minority background though none receive support to learn English as an additional language. About 21 per cent of pupils are on the school's register of special educational or additional learning needs (SEN and ALN). No pupils have statements of SEN. The school has a number of more able and talented pupils who are given extension lessons in certain subjects. No pupil is currently 'looked after' by the local authority.
4. The head-teacher who led the school through the two previous inspections retired at the end of the 2008 summer term. The school is currently led by its deputy head teacher in an acting head capacity. Another member of staff has been made acting deputy head teacher.

The school's priorities and targets

5. The school's priorities for 2008 and 2009 are:-
 - (a) To devise a 'skills ladder', revise the scheme of work and improve monitoring and assessment in information and communication technology (ICT), physical education, music and geography.
 - (b) To monitor the teaching of all inspection subjects in the upper and lower school.
 - (c) To support and monitor newly qualified teachers.
 - (d) To give attention to aspects of the school grounds and buildings.

Summary

6. This is a good school. It has outstanding features in the way it promotes pupils' creativity, standards of achievement in mathematics and music, the quality of the teaching it provides and the extent to which learning experiences meet learners' needs and interests.

Table of grades awarded

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

7. The grades awarded by the inspection team matched those the school awarded itself in four of the seven key questions.

Grades for standards in subjects inspected

8. The following table summarises the percentage grades awarded for the standards achieved by pupils in the lessons observed in the six subjects inspected.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	54%	7%	0%	0%

9. This means that standards of achievement in this school compare well with those for primary schools as reported in Her Majesty's Chief Inspector for Schools in Wales' 2006-2007 annual report where standards are good or better (grade 1 and 2) in 80 per cent of lessons and are outstanding (grade 1) in 10 per cent of lessons.
10. The following table summarises the percentage grades awarded for the standards achieved by pupils in the lessons observed in the six subjects inspected.

Inspection Area	Key Stage 2
Mathematics	1
Information technology	2
Design technology	2
Geography	2
Art	2
Music	1

11. Since the previous inspection in 2002 standards have improved significantly in mathematics and design and technology and have also improved in art.
12. Boys and girls generally achieve as well as each other in class, and pupils with additional learning needs and those who are more able and talented also achieve well.
13. Although there have been variations between subjects and also from year to year, standards of attainment in end of key stage 2 assessments have been relatively consistent. Pupils' attainment usually exceed those for Wales and the Vale of Glamorgan. When compared to similar schools from the point of view of pupils entitled to free school meals, the end of key stage assessments are generally in the top fifty per cent of schools.
14. Standards in many key and wider key skills have also improved since the last inspection. Standards in speaking and reading in English are good with outstanding features as are pupils' creative and problem solving skills. Standards in listening, writing, numeracy, information and communication technology, personal and social skills, working with others and improving their own learning are good. Pupils' standards and progress in their spiritual, moral, social and cultural development have good features with no important shortcomings. Good features outweigh shortcomings in the development of their bilingual skills.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
32%	61%	7%	0%	0%

15. This means that the quality of teaching in this school compares very well with those for primary schools as reported in Her Majesty's Chief Inspector for Schools in Wales' 2006-2007 annual report where the quality of teaching is good or better (grade 1 and 2) in 80 per cent of lessons and are outstanding (grade 1) in 14 per cent of lessons.
16. Teachers often present stimulating lessons and activities that successfully meet pupils' needs and engage their interest and motivation to learn; this is an outstanding feature. Occasionally, however, there are missed opportunities to promote the bilingual dimension.
17. The quality of assessment and its use in planning and improving learning are good. Assessment procedures meet statutory requirements.
18. The school's curriculum at key stage 2 provides balance, breadth, coherence, continuity and progression. It is equally accessible to all. It fully meets the requirements of the range and age of pupils at the school. A high priority is given to the development of pupils' basic, key and wider skills. This provision has many outstanding features including a wealth of creative, investigative,

and other skills work that is impacting very well on pupils' standards of achievement.

19. The school promotes pupils' spiritual, moral, social and cultural development very well within subject lessons by means of collective worship and by the use of communal and social activities. Good attention is given to the elements of the framework for personal and social education. The school gives outstanding attention to the cultural aspects of the "*Cwricwlwm Cymreig*".
20. The school is enthusiastic in developing both the bilingual competence of all pupils and sustainability. Although there are many good features, these aspects are not developed consistently throughout the school.
21. Arrangements for the care, support and guidance of pupils are good. All members of staff know pupils extremely well and are sensitive to their personal needs. The school enjoys the confidence of parents that it looks after their children very well.
22. Arrangements to support pupils with additional learning needs and for pupils who are more talented or able are good. The school has a good deal of success in supporting them.
23. The school has effective arrangements that contribute to the well-being of all pupils.
24. Good account is taken of pupils' social, ethnic and linguistic backgrounds. The school treats boys and girls equally and fairly. Measures to eliminate bullying and other forms of oppressive behaviour are effective. A good disability access plan has been established.

Leadership and management

25. The acting head teacher is a successful leader and manager and many essential changes have either taken place since the beginning of this term or are in hand. He has a very clear vision of the school's values, aims, objectives and priorities, which he successfully communicates to his colleagues, governors and parents.
26. The acting head teacher is very ably assisted by the acting deputy head teacher who contributes significantly to the school as a society and to its management. In addition, post holders and subject leaders undertake their responsibilities well. Ancillary staff all make a valuable contribution to the school.
27. The school has explicit aims and values that promote equality for all. These values are clearly reflected in the day-to-day work of the school, where pupils of all abilities, whatever their age, sex, ability or racial background are treated equally and given the same opportunities.

28. Realistic but ambitious targets are set as required by statute. The school development plan's main priorities pay good attention to a number of national priorities.
29. The governors are very supportive of the school. They have a very good level of knowledge about almost every aspect of the school's life as a result of excellent and regular monitoring arrangements. They act as critical friends to the head teacher and his colleagues. In addition, they make a good contribution to the school's strategic planning during this period of transition and have ensured that the school meets statutory requirements.
30. The school's processes for self-evaluation are good. Stakeholders are consulted and good attention given to their views.
31. All permanent staff are effective and are well deployed. The school makes good use of its present building, including the grounds and has good resources, which are well used. The school and the inspection team, however, are concerned about the safety of pupils as they arrive at and leave school because of traffic in the access road.
32. The school provides good value for money because of the standards achieved in class and statutory assessments, the outstanding teaching and curricular provision, the positive ethos and efficient and effective management and leadership.
33. The school has responded well to all of the "key issues" identified in the previous report. Standards have improved significantly in three of the subjects inspected this time and in many of the key skills. In addition, the school has also responded to the many key issues which remained from the first cycle of inspections.

Recommendations

34. The school needs to maintain and build on its good standards by:
- R1. Continuing to maintain the outstanding standards and by raising standards in those subjects where standards are good; *
 - R2. Continuing to develop the bilingual dimension and sustainability within the school; *
 - R3. Continuing to work with the appropriate authorities to ensure the safety of children as they arrive at and leave school. *

*The school has recognised all the above recommendations in its own self-evaluation, school development plan or other documentation.

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

35. The findings of the inspection team match the judgement of the grade for this question made by the school in its self-evaluation report.
36. The following table summarises the percentage grades awarded for the standards achieved by pupils in the lessons observed in the six subjects inspected.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	54%	7%	0%	0%

This means that standards of achievement in this school compare well with those for primary schools as reported in Her Majesty's Chief Inspector for Schools in Wales' 2006-2007 annual report where standards are good or better (grade 1 and 2) in 80 per cent of lessons and are outstanding (grade 1) in 10 per cent of lessons.

Grades for standards in subjects inspected

37. The table that follow summarises the standards achieved in the subjects inspected.

Inspection Area	Key Stage 2
Mathematics	1
Information technology	2
Design technology	2
Geography	2
Art	2
Music	1

38. Since the previous inspection in 2002 standards have improved significantly in mathematics and design and technology and have also improved in art.
39. Although there have been variations between subjects and also from year to year, standards of attainment in end of key stage 2 assessments have been relatively consistent. Pupils' attainments usually exceed those for Wales and the Vale of Glamorgan. When compared to similar school from the point of view of pupils entitled to free school meals, assessments vary from year to year and subject to subject. However, they are mostly in the top fifty per cent of similar schools. Apart for mathematics, which remained in the lowest fifty per cent, results in other subjects were either as good as or better in 2008 than in 2007. Pupils often meet or exceed the attainment suggested for them by value added analyses. Generally, there has been no significant difference in the attainment of boys and girls over the years.

40. There have been recent major changes in teaching methodology of the subjects which have yet to lead to improvement in pupils' standards of attainment as shown in the national assessments at the end of key stage 2, but which are already evident in standards of achievement in the classroom.
41. Standards in many key and wider key skills have improved since the last inspection. Standards in speaking and reading in English are good with outstanding features. Pupils are eloquent, can explain and justify points of view. They read books suitable for their age very well and show a very high degree of comprehension with the ablest showing a good degree of literary appreciation. Pupils listen well to the teachers and to each other and respond appropriately in speech or in writing. Writing is generally extended with good punctuation but a few pupils have difficulty with spelling.
42. Pupils show outstanding creative skills in subjects such as art, design technology and especially in music. Pupils excel at problem solving in subjects such as mathematics, science and design technology.
43. Numeracy skills are good in subjects such as design technology and science. Pupils measure and estimate well. Standards in ICT across the curriculum are good, especially standards in conveying information.
44. Pupils have good personal and social skills and work well together in groups and more particularly in pairs. Their appreciation of the culture of Wales is outstanding. Pupils' bilingual competence shows strengths, which outweigh shortcomings. Pupils are beginning to transfer the knowledge they have acquired in their Welsh second languages to simple everyday situations outside the classroom but sometimes lack the confidence or knowledge to do so consistently.
45. Pupils are making good progress and fulfil their potential for moving to the next stage of learning both within the school and also when transferring from the primary to the secondary sector.
46. Pupils are very aware of their levels of achievement in the subjects. They often receive targets to improve their work. Pupils also set their own targets
47. There are many strengths in pupils' personal and learning skills. Throughout the school pupils develop a good deal of independence in their work. Their spiritual, moral, social and cultural development is good. Pupils have a very clear understanding of spiritual and religious values. They can distinguish between right and wrong. They interact very well with each other and with people in the community. They have a good understanding of their own and international cultural values.
48. Pupils' motivation is very good as is their ability to work either as individuals or in groups and the use they make of their time. They have a good understanding of equality and diversity in society. The standards they achieve in key and wider skills and their participation in community activities prepares them well for the workplace and the community.

49. Pupils' behaviour and the respect they show to adults and each other is very good overall. The school sets very high standards and as a result pupils are very self disciplined, courteous and friendly. They show consideration for each other and adults. Relationships are very good and there is an atmosphere of mutual respect throughout the school.
50. Pupils move sensibly in and around the school. Behaviour in the hall during assemblies and lunchtimes is very good. Pupils enter and leave the hall quietly and take up their places quickly; meal times are very pleasant social occasions.
51. Pupils work and play together very well and relationships with each other are very good. Older pupils are sensitive to the needs of their peers and the younger ones. The 'buddy system' where Year 6 pupils support Year 3 pupils works well. In discussions pupils say they generally get on very well. They do not perceive bullying to be a problem and they are very aware of what to do should it occur.
52. At 94.8 per cent the average rate of attendance for the three terms prior to the inspection is above the averages for similar schools, the LEA and the national average. Absences are caused mainly by illness but holidays in term time and a very small number of pupils with frequent absences adversely affect the overall rate.
53. There have been no exclusions for many years. Nearly all the pupils attend school regularly. Most arrive on time at the start of the school day but a very small number in nearly all the classes are late.

The quality of education and training

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

Grade 1: Good with outstanding features

54. The findings of the inspection team match the judgement of the grade for this question made by the school in its self-evaluation report.

55. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
32%	61%	7%	0%	0%

56. These figures are significantly above the national picture reported by HMCI in his latest annual report, where the quality of teaching is Grade 2 or better in 80 per cent of lessons, including 14 per cent with outstanding features.

57. Where the quality of teaching is judged to be Grade 1 outstanding features include:

- Outstanding pace to the lesson due to lively and energetic delivery;
- Very challenging questions that check and extend pupils' learning, pushing them on to the next stage of their development;
- Teachers' very good subject knowledge, enabling them to provide accurate, exciting and rich curricular experiences;
- Clear and very well planned learning objectives that indicate teachers' high expectations of pupils;
- Excellent relationships that raise pupils' self-esteem, helping them to become confident, successful learners.

58. Where the quality of teaching is good, teachers:

- Successfully promote inclusion by presenting work that is set at just the right level to meet the needs of all groups of pupils in the class;
- Effectively promote pupils' key and wider skills, including their bilingual development;
- Use plenary sessions well to consolidate pupils' learning experiences;
- Are skilled at developing pupils' personal, social and healthy development.

59. In the very few lessons where shortcomings were observed teachers:

- Management of group work is underdeveloped, slowing the pace of learning;
- Miss opportunities to promote pupils' bilingual development;
- Focus insufficiently on providing detailed help for specific individual need.

60. All teachers and support staff, throughout the school, are dedicated and fully committed to providing the best possible education for the pupils in their care. They are keen to update their knowledge through professional development and to adopt new initiatives and approaches, helping them to guide their pupils

into better learning and high achievement. This is a real strength of teaching at this school.

61. Without exception, teachers successfully establish very good working relationships with their pupils that foster good learning. Some older pupils are keen to point out that they think teachers at this school are “amazing”.
62. Planning for lessons is innovative and exceptionally thorough, including providing very good challenge for pupils who are more able, which is a significant improvement from the time of the previous inspection. Good provision is made, whatever the pupils’ gender, background, race, ability, or disability. The needs of pupils in parallel year groups are fully taken into account, to ensure that they have equal access to all learning experiences.
63. Teachers are very skilled at providing for the development of pupils’ basic and wider key skills. They are particularly good at promoting pupils’ creative, mathematical and investigative skills across subjects such as music, art and design and technology. Occasionally they miss some good opportunities to further develop pupils’ bilingual skills.
64. Teachers employ a wide range of strategies and methods to interest and motivate pupils, often picking up on pupils’ own ideas and evaluations to direct the lesson. They are effective in the way they harness resources from the local community and the wider world to secure the active engagement of learners. They plan homework tasks that are relevant and interesting.
65. The school has an effective system of assessment based on clear, valid criteria and on a good balance of information from a wide range of sources. The procedures are very well understood and carried out effectively by the staff.
66. The progress made by individual pupils in the core subjects is clearly recorded in the recently introduced tracking system, and this information gives a clear picture of the standards achieved by individuals and year groups. This information is well supplemented by the new assessment initiatives being developed for the foundation subjects; these are innovative and in those subjects already organised under the new system, pupils are effectively assessed against a well thought out skills ladder.
67. Pupils’ assessments over the whole school are efficiently analysed and good use is made of the results to determine the initiatives for the school development plan; the purpose of these initiatives is to improve teaching and learning. Recent improvements in standards in mathematics provide a good example of this process. Teachers regularly and effectively adjust their weekly plans following their evaluation of pupils’ responses to previous lessons.
68. The school fully complies with all statutory requirements for assessment and for recording and reporting its outcomes. The school’s arrangements for the

standardisation and moderation of teacher assessments at key stage 2 are good.

69. The marking policy offers teachers good guidance and all work is marked conscientiously. In the best practice observed, marking not only indicates that the task has been completed, but is directly related to the learning objectives and clearly enables the pupil to understand what they have to do next to improve. Teachers produce useful portfolios of accurately levelled evidence of pupils' work in the subjects to indicate the expected standards at different stages throughout key stage 2. The school is beginning to work with other local schools to ensure consistency of end of key stage assessment.
70. Pupils' learning in the core subjects is well focussed through their direct involvement in the setting of individual targets over the short term. Pupils produce their own profile books, which record their achievements; these are well organised and give them a sense of pride in and ownership of their learning.
71. The school's procedures for reporting to parents are good and parents are well informed about the progress that their child has made. Individual reports to parents provide a good balance of detailed information relating to both the academic and personal progress made by the pupils. The advice given to parents is most effective when reports give detailed specific targets for improvement and suggestions for parents to help at home. Parent teacher consultation evenings are arranged regularly throughout the year. These are well attended and enable parents to have a good understanding of their child's progress.

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

Grade 1: Good with outstanding features

72. The findings of the inspection team match the judgement of the grade for this question made by the school in its self-evaluation report.
73. The school meets the statutory requirement for a collective act of daily worship.
74. The school provides a broad, balanced, progressive and recently updated curriculum that meets the needs and aspirations of all groups of pupils, including those with additional learning needs and pupils who are more able and talented.
75. The school conforms to all statutory requirements in the curriculum. The way the school meets the requirements of the Key Stage 2 curriculum applicable since September 2008 has many outstanding features. It is helping to raise the profile of teaching and learning at the school, providing pupils with relevant and rich experiences that they enjoy. It provides appropriate connections

across subjects that are meaningful to pupils, and as a result, they are enthusiastic, motivated learners.

76. The school has attained the Basic Skills Quality Mark for the second time and a high priority is given to the development of pupils' basic, key and wider skills. This provision has many outstanding features. Extensive staff training in this aspect means that staff are now very good at providing a wealth of creative, investigative, and other skills work that is impacting very well on pupils' standards of achievement.
77. Problem solving was identified as an area for development at the time of the previous inspection. Provision for this aspect has improved so much that the county now uses the school as an example of good practice.
78. The curriculum interprets statutory requirements in a structured and stimulating way, with a wealth of enrichment activities, including numerous musical, sporting and other extra-curricular clubs that pupils queue up to join. The very successful chess club has produced players who later compete at national level. The quality of music making is inspirational.
79. Visitors from the wider community, such as the community police link officer, share their knowledge and bring a wealth of experience into the school. They are stimulating and informative and this, together with visits out into the locality and beyond, has a considerable impact on pupils' standards of achievement.
80. Pupils' personal and social development is very effectively promoted across the school. Pupils have many significant opportunities to take responsibility and initiative for aspects of school life. Collaborative working is strongly promoted. Pupils know their views and opinions are valued and acted on. This helps them become confident learners, with good values, who are well prepared for adult life. This is an outstanding feature.
81. A good example is when polite and well-behaved pupils are selected to sit at "The Top Table" at lunchtime. These pupils are served first, by other pupils, and enjoy special privileges, such as a tablecloth and napkins, along with fun drinks. This is a great incentive to strive for exemplar behaviour at lunchtimes.
82. The school is a happy caring community where spiritual, moral, social and cultural development is given a high priority. As a result, pupils know right from wrong, are tolerant and caring towards others and their younger "buddies", and are keen to take responsibility for aspects of school life and their own learning. Daily collective worship contributes effectively to pupils' spiritual development. Pupils are helped to become knowledgeable about their own culture and heritage and those of the wider world.
83. The school makes outstanding provision for "*Y Cwricwlwm Cymreig*". Although this is evident across the curriculum, for example in English and in geography, it is more clearly apparent in subjects such as art and music.

84. The school does promote bilingual skills and has encouraged use of incidental Welsh as part of the school routine. Last year, for example, all Year 6 pupils attended the Urdd camp at Llangrannog. The school, however, has no bilingual policy to ensure consistency in the application of bilingualism across the whole school.
85. The school was slow to respond to initiatives encouraging education for sustainable development and global citizenship. This is now developing well, with interesting and relevant modules of work in subjects such as geography and religious education.
86. Staff are well aware of the need to address these issues regularly in lessons and are doing this well through suitable presentations on climate change and environmental care. The school is beginning to act in a sustainable way. It is acknowledged however, that this aspect is still at an early stage of development and pupils' awareness has yet to be fully raised.
87. The school's partnership with parents and the community is very good and is a major strength of the school. All parents and pupils have signed the home/school agreement. Parents are very positive about all aspects of school life. They support the partnership reading scheme to encourage extra reading at home as well as research and homework projects. Family members and members of the community provide valuable support for the well established daily paired reading programme. Pupils regularly take part in a very good range of community events. Communication with parents and the community through the school's extensive website is an outstanding feature.
88. There are very good links with the receiving secondary schools, surrounding primary schools and the feeder infant school. The school provides good quality work experience for secondary school students. It has recently signed a partnership agreement with the local teacher training university.
89. The school has a very good partnership with industry. The school has a well written industry policy and strong links with Careers Wales. Four teachers have undertaken placements that enhance their professional development and support their teaching and management skills. They have produced good quality resource packs that have been incorporated into schemes of work, for example for art and geography
90. A planned programme of educational visits and visitors from the community help enhance pupils' awareness of the world of work both past and present. The school has developed links with a wide range of businesses and organisations that support the school's work. As a result, pupils work with specialists such as an artist in residence, engineers and scientists as well as shopkeepers, builders and letting agents during the annual maths and science weeks and at other times. The school benefits materially from its links with local businesses.
91. The school promotes equal opportunities very well. Pupils, irrespective of their social background, gender, disability or ethnicity are positively included in

all appropriate school activities including all appropriate out of hours activities. The school makes every effort to tackle the social disadvantage of some of its pupils.

92. Opportunities for pupils to develop skills required to support economic development are very good. All pupils have the opportunity to take responsibility by undertaking minor roles. They all help to raise money for good causes. Fundraising activities encourage pupils to reflect on current affairs and the needs of other people in the wider community. The School Council run the fruit tuck shop and the twice weekly stationery shop. They make sound purchasing decisions using the profits from their sales.

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

Grade 2 Good features and no important shortcomings

93. The grade awarded for this key question is different from the grade 1 that the school awarded itself in its self-evaluation document. Although there are good features and no important shortcomings, the inspection team was unable to identify outstanding features to award the higher grade.
94. Pupils are cared for, guided and supported very well in a very secure, supportive and happy environment. The school has a very positive ethos and every pupil is valued and included.
95. The school works very effectively with health professionals and external agencies.
96. There is a very positive partnership with parents. Their views are sought through regular meetings. In discussion parents say they value the genuine open door policy. Parents, pupils and the community communicate freely using the school website.
97. The School Council provides pupils with a persuasive voice in the school and the community. Representatives from year 3 to year 6 develop team building and negotiating skills that support their work in other areas. For example, councillors have been involved in the refurbishment's of the toilets and the introduction of playground equipment. Year 6 junior road safety officers have been fully involved in the preparation of the school Travel Plan.
98. There are very close links with the neighbouring infants feeder school. As a result induction arrangements for pupils transferring from key stage 1 to key stage 2 are very carefully planned and implemented. The well established buddy system works very well and as a result the younger pupils quickly learn the routines and settle well at this early stage of the year. There are very good procedures in place to support pupils who join the school at a later stage.

99. There are very good transition arrangements between key stage 2 and the receiving secondary school. The school is involved in the cluster transition plan: Year 6 pupils are involved in cross phase bridging units in the core subjects and Welsh.
100. The school provides very high quality personal support and guidance for pupils. The policy is integrated into all aspects of the school's activities and the outcome is reflected in the pupils' caring and thoughtful attitudes. The school police liaison officer supports the personal and social education (PSE) programme very well through the All Wales School Liaison Core Programme.
101. There are very effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. Pupils have a role in maintaining good behaviour: they devise classroom rules and the code of conduct.
102. Teachers and support staff apply policies for behaviour management consistently and all adults in the school are very good role models. The Mid Day Supervisors' (MDS) handbook provides clear guidance. Incidents of misbehaviour are dealt with promptly and without fuss. In discussions pupils say they are treated fairly.
103. Pupils' attendance and punctuality are very carefully monitored. The school operates a first day response to absence and works closely with the Education welfare office for the very small number of families that give concern. Pupils with full attendance are rewarded at the year end. A trophy is awarded for four years full attendance.
104. Pupils' behaviour is very closely monitored and when required appropriate action is taken to support individuals who may experience difficulties. Year 6 pupils are table monitors: they have a role in supporting the mid day supervisors in the dining room and the reward system. Arrangements to encourage pupils to behave well such as the courtesy award and the Golden Ticket to High Table are extremely effective. This is evident in the very good standards of pupils' behaviour.
105. The school is in its second year of the Healthy Schools initiative. It is very effective at promoting health and fitness for pupils through a wide range of extra curricular activities including the physical education and school sport (PESS) initiative and good range of outdoor play equipment.
106. Parents support the school's fruit only policy for break time and all pupils have access to water throughout the day. Pupils understand the need of exercise and a balanced diet. They appreciate the outdoor play equipment as well as the out of hours sports and dance clubs.
107. All adults in the school, including the canteen staff, are very well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies such as how to help pupils with identified allergies.

108. There is a comprehensive health and safety policy; risk assessments are systematic. Staff are trained in first aid procedures and are alert to issues relating to the well being of pupils. Pupils are very well supervised at all times and there is very good liaison between the head teacher and mid day staff. The school has a clear policy for car parking and traffic movement within the school precincts and has recently submitted a Travel Plan.
109. There is an effective policy and sound procedures for child protection. The head teacher and his deputy are nominated officers and there is a named link governor. Teachers, support staff, mid day staff and the caretaker are fully aware of their responsibilities.
110. The quality of provision for additional learning needs is good. The school has effective procedures in place to support the learning needs of pupils with SEN and to identify and extend the learning opportunities of the most able and talented pupils.
111. The SEN co-ordinator liaises very effectively with class teachers, support staff, parents, the local authority and educational psychology service and other relevant external agencies. Special needs are identified early, appropriate individual educational plans and curriculum provision are drawn up and good support is provided for the pupils. Teachers, parents and pupils are all actively involved in the process and are aware of the targets set. Pupils' performance is regularly monitored and reviewed throughout the year and formally on at least two occasions.
112. The support and provision provided for pupils with additional learning needs both within the class and during withdrawal sessions is good. The wide range of provision and teaching strategies used are very effective and as a result pupils make good progress and meet the targets set for them.
113. The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. All pupils are encouraged and enabled to take part in the activities provided by the school.
114. There are effective policies for areas such as bullying, harassment, disability and fire prevention. Pupils participate in initiatives such as the national anti bullying campaign. They are involved in devising the code of conduct and know strategies for dealing with incidents.
115. There are no pupils with mobility disabilities currently attending the school. Ramps and handrails have been installed and there is a suitable accessibility plan and clear action plan that takes account of the school site and buildings.
116. The school promotes diversity and equal opportunities very well. Pupils learn about equality, respect and tolerance in various ways including the Police Core Programme where stereotypes are regularly challenged. Events such as the Around the World Day celebrate cultural diversity.

Leadership and management

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

Grade 2 Good features and no important shortcomings

117. The findings of the inspection team match the judgement of the grade for this question made by the school in its self-evaluation report.
118. The acting head teacher is a successful leader and manager and many essential changes have either taken place since the beginning of this term or are in hand. He has a very clear vision of the school's values, aims, objectives and priorities, which he successfully communicates to his colleagues, governors and parents.
119. The acting head teacher is very ably assisted by the acting deputy head teacher who contributes significantly to the school as a society and to its management.
120. In addition to the acting head and acting deputy head teachers, the school is fortunate to have two very dedicated post holders who oversee specific aspects of school life and support effectively the aims of the school. Subject leaders undertake their responsibilities well.
121. The school has explicit aims and values that promote equality for all. These values are clearly reflected in the day-to-day work of the school, where pupils of all abilities, whatever their age, sex, ability or racial background are treated equally and given the same opportunities.
122. Realistic but ambitious targets are set as required by statute.
123. The school development plan's main priorities pay good attention to a number of national priorities, including forging community and international links, encouraging a healthy lifestyle for pupils and preparing for the new National Curriculum in September 2008. As yet, however aspects of bilingualism and sustainability are undeveloped. Very good use is made of local partners.
124. Each member of staff has a suitable job description. Schemes to support newly or recently qualified teachers are in place. Effective use is made of performance management arrangements to develop staff. Temporary or agency teachers praise the support the school gives them. Staff attend relevant training which is already reflected positively in the materials and methodology used in the classroom. In addition, there are strong personal and professional support mechanisms within the school to ensure continuing professional development. The school has made suitable plans for ensuring that staff have the requisite non-contact time and this has led to effective subject planning for "Curriculum 2008" and in the monitoring of subject provision.

125. The governors are very supportive of the school. They have a very good level of knowledge about almost every aspect of the school's life as a result of excellent monitoring arrangements; this is a strength of their work. They act as critical friends to the head teacher and his colleagues. In addition, they make a good contribution to the school's strategic planning during this period of transition and have ensured that the school meets statutory requirements.

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

Grade 2: Good features and no important shortcomings

126. The grade awarded for this key question is different from the grade 1 that the school awarded itself in its self-evaluation document. Although there are good features and no important shortcomings, the inspection team was unable to identify enough outstanding features to award the higher grade.
127. In addition to the Grade 1 it awarded itself for key question 2 and 3, it also awarded the same grade for key questions 4, 6 and 7. The inspection team awarded a lower grade than the school in key questions 4, 6 and 7 because it could not identify sufficient outstanding features in these questions though standards were good with no important shortcomings.
128. The school's processes for self-evaluation are good. Sources of evidence used include internal and statutory assessment data and regular evaluations based on formal lesson observation and detailed analysis of pupils' work against subject standards. However, lesson observations tend to concentrate on the quality of teaching and provision rather than specifically upon subject standards.
129. The acting head teacher and his colleagues have a very good idea of the performance of the areas for which they are responsible from formal and informal observation and from detailed knowledge of each pupil's potential based on regular evaluation. They use the knowledge well both on a day to day basis and as a strategic planning tool.
130. The school's self-evaluation report is of good quality. It is based on a very detailed school audit. It follows Estyn's seven key questions, gives a grade for each question and draws up a list of priorities for action, which are reflected in the school development plan. At its best, it is evaluative and based on direct evidence from lesson observations, assessment data and analyses of pupils' work, though parts are descriptive. The grades awarded by the inspection team matched those the school awarded itself in four of the seven key questions.
131. All staff are involved in the evaluation process as are the pupils, governors and parents. The school does seek out and takes good account of the views of the pupils, both informally and more formally, in the School Council. In

addition, parents' views are canvassed and the governing body takes an active part in self-evaluation.

132. The school actively uses information from the self-evaluation process to plan for improvement. Examination of pupils' end of key stage assessments in 2007, for example, indicated the strands within mathematics that needed improving; effective action was taken by the school. Subsequent assessments in 2008 showed an improvement in the standards of these strands. The School Development Plan is of good quality and reflects priorities identified in the self-evaluation document. It is an effective tool. It is relatively short but has both short and medium term targets and objectives. The school also sets challenging quantitative and qualitative targets and priorities.
133. The governing body and the head teacher provide enough resources to meet the school's priorities and objectives. Long-term planning and recent savings have ensured a good level of staffing and allowed substantial improvements to the buildings. Tight assessment procedures and 'targeting' of pupils as a consequence of pupil and class evaluation have often improved the achievement of individual pupils.
134. The school has responded well to all of the "key issues" identified in the previous report. Standards have improved significantly in three of the subjects inspected this time and in many of the key skills. In addition, the school has also responded to the many key issues which remained from the first cycle of inspections.

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

Grade 2 Good features and no important shortcomings

135. The grade awarded for this key question is different from the grade 1 that the school awarded itself in its self-evaluation document. Although there are good features and no important shortcomings, the inspection team was unable to identify outstanding features to award the higher grade.
136. All permanent staff are well qualified and are well deployed to meet the needs of all pupils. The school has a body of experienced teachers and also others who have recently entered the profession. Where gaps occur because of illness, the school has been able to fill these by means of agency staff who praise the support the school gives them. The school has committed and enthusiastic teachers, many of whom possess outstanding teaching skills. As a result of high quality teaching, pupils are assured of a continuity of very effective support for their learning as they progress through the school. The work force has been successfully remodelled according to statutory requirements. Very good use is made of both internal and external professional development opportunities. All teachers have the appropriate planning, preparation and assessment time and make good use of it to ensure

consistency of curricular provision and assessment across the school in the subject or subjects for which they are responsible.

137. Support staff make an excellent contribution to the quality of learning, and work very effectively with teachers to plan, teach and record pupils' progress.
138. Ancillary staff make a very effective contribution to the welfare of pupils. The school secretary ensures that the day-to-day running of processes and procedures are smooth. The school caretaker and cleaning staff assure optimum cleanliness and health and safety standards for the benefit of pupils at all times. Playground, dinnertime supervisors and kitchen staff all play a vital role within the school community.
139. Arrangement for updating teachers' skills and professional development are good. The acting head teacher has completed the Mandatory National Professional Qualification for headship and the acting deputy head teacher has completed the middle management leaders course. Two newly qualified teachers are well supported.
140. Learning resources are of very good quality and are generally sufficient. The school has recently invested heavily in computing resources as well as in equipment for specialist music and design technology rooms. Resources serve the needs of all areas of teaching and learning and are used very effectively.
141. The accommodation provides a safe and accessible environment that meets the needs of all pupils. The main building is of very good quality and provides specialist suites for art and design, music and ICT as well as a fully equipped and resourced special educational needs room, library and planning, preparation and assessment room. The multi-purpose hall is very well used for assemblies, physical education, breakfasts and lunches and can accommodate the whole school. There are further outside classrooms for Year 4 and an outdoor classroom.
142. There have been a significant number of improvements recently to the accommodation, many undertaken by the very skilled site manager who also undertakes ground maintenance. The school has a rolling programme for repairs and maintenance.
143. Outdoors the school has two large playgrounds, a quadrangle with giant chessboard and a seat garden area. The orchard, conservation area and woodland as well as the running track, long jump pit and football and rugby pitch are very valuable learning resources and are very well maintained.
144. Traffic congestion and car parking outside the premises, however, are a hazard. The school has submitted a Travel Plan to address the issue.
145. Governors maintain a very close overview of the spending plans of the school through their main committee and the effective sub- finance committee. Governors meet with staff on a regular basis to review provision and

resources. They assist the acting head teacher in raising additional money for the school from a variety of sources including grants. The school is making appropriate use of its reserves from previous years to ensure quality staffing and improve the premises. The school manages its budget well and financial reserves this financial year are likely to lie within the ranges recommended by the Audit Commission and the Welsh Assembly Government.

146. The school provides good value for money because of the standards achieved in class and statutory assessments, the outstanding teaching and curricular provision, the positive ethos and efficient and effective management and leadership.

Standards achieved in subjects and areas of learning

Mathematics

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

147. Throughout the key stage, pupils respond very well to mental work in mathematics. In year 3, year 5 and year 6 pupils can explain their often sophisticated strategies in problem solving clearly and use the correct mathematical terms. Abler pupils often devise imaginative and appropriate strategies in investigative work.
148. Pupils have an outstanding understanding of number bonds and patterns. They use all four operators confidently and accurately. Almost without exception their knowledge and application of multiplication tables are swift and accurate.

Good features

149. Younger pupils have a good knowledge of the different value of money and apply it successfully to their calculations and simulated buying and selling activities.
150. By the end of the key stage almost all pupils understand and use mathematical language well and have a good idea of place value, fractions and decimals.
151. Most pupils can correctly name and recognise the characteristics of a range of 2D and 3D shapes. They measure area well.
152. The vast majority of pupils choose the standard measurements used in different contexts and deal with problems relating to time accurately. Estimating skills are good and improve during the key stage.
153. Pupils collate and classify data well using a tally, graphs and tables. Year 5 and year 6 pupils, especially, can explain the suitability of the commonest types of graphs correctly.

Shortcomings

154. There are no important shortcomings.

Information technology

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

Good features

155. All pupils have a good understanding how to find, open, save and close files and have sufficient keyboard skills to input data.
156. The vast majority of pupils successfully use the world wide web to collect and organise information for a variety of projects. Older pupils have a good knowledge of how to perform sophisticated searches on the web.
157. All pupils from year 3 onwards confidently open, read, create and send emails, including emails with attachments. All have a good understanding of the advantages and disadvantages of email over other forms of communication. The vast majority correctly distinguish between 'real' emails and 'spam'.
158. Almost every pupil can cut and paste information successfully from the web or other sources such as clipart in order to create documents and to make multimedia presentations. They also incorporate sounds and video into their work. The majority of pupils, mostly in year 5 and year 6, have a good understanding that the information needs to be adapted for an audience. They skilfully change size and colour of the font and background for effect. The ablest pupils plan documents and presentations carefully.
159. Older pupils use modelling software successfully in order to create simulations of the real world and improve and adapt their models to meet specifications or aesthetic requirements well.
160. Throughout the key stage pupils have a very good idea of the advantages and disadvantages of using information technology in society.

Shortcomings

161. Although there are no important shortcomings, in a few instances, pupils complete presentations or documents without sufficient awareness of the needs of the audience in mind and younger pupils, in particular, do not check the accuracy of the spelling of their presentations.

Design technology

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

Good features

162. Most pupils across the school demonstrate a good grasp of the whole process of designing, making and evaluating products, and can apply their listening and communication skills very well to make choices, extend their design ideas and to solve problems. They use equipment safely and understand the importance of hygiene.

163. Pupils carefully design and make products with a range of materials, correctly matching the working characteristics of the material to the tasks. Designs are interpreted accurately and pupils describe with some accuracy where they need to improve their work and why.
164. In almost all instances pupils plan, make, finish and evaluate their products imaginatively and thoughtfully. They use a good range of tools, utensils, equipment and processes to measure, mix, join, shape and form materials and ingredients.
165. When focusing on structures, younger pupils successfully design and make model bridges. They demonstrate a good knowledge of strengthening techniques because they have studied, in depth, a range of different bridge types, and discussed them in detail with a local builder. They bring this previous knowledge to their work with enthusiasm and vigour, enhancing their lifelong learning skills well.
166. They demonstrate a good appreciation of the importance of good craftsmanship and finished articles are of a good, sometimes very good quality and are aesthetically pleasing.

Shortcomings

167. There are no important shortcomings.

Geography

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

Good features

168. Throughout the key stage most pupils develop their geographical skills well. They have a good knowledge and understanding about the places, environments and issues that they study. They make good progress with their investigation and communication skills, and by the end of the key stage these skills are of a high order. Pupils demonstrate maturity when observing, asking questions, expressing opinions and making decisions about geographical issues.
169. Most pupils in year 3 have a good understanding of the human and physical features of Dinas Powys and the local area. In their project, pupils introduce a boy from Edinburgh to the area, they carefully research transport, leisure, schools and general facilities in the area and communicate their findings by e-mail well. They have a good knowledge of the main towns and cities of the United Kingdom and by studying routes to Edinburgh, pupils begin to develop the concept of scale well.
170. In year 4 pupils have a good awareness of a contrasting locality. They are able to identify the similarities and understand the differences between the human and physical features of Snowdonia and compare the services available with their local area. They confidently ask appropriate questions,

gather their evidence and present their findings effectively as a brochure highlighting the facilities available in the national park.

171. Pupils in year 5 extend their understanding of global citizenship and their knowledge of others in the world well, through their study of Dominica in the Caribbean. Most pupils use the internet effectively to research information. They make good comparisons of the different lifestyles and opportunities available. Many pupils make effective use of tables and graphs to correctly identify differences in temperature and the seasons.
172. In year 6 pupils successfully investigate ways in which they can safeguard both their local environment and global climate change. Pupils collaborate well to discuss the effects of modern life on the finite resources of the planet and climate change. The ability of pupils to collect information and present their findings both in written form and orally in debate is a notable strength.

Shortcomings

173. There are no important shortcomings.

Art

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

Good features

174. Most pupils across the school effectively investigate and explore a wide range of creative art experiences. In all classes, pupils are engrossed in their work because they are so interested in their art activities and come to think of themselves as young artists.
175. The vast majority of pupils are eager to discuss their artwork with a visitor and to point out where they have been particularly successful and where they need to improve their work. Individual artistic talents are encouraged and are developed very well.
176. Many pupils demonstrate a good knowledge and understanding of the main artistic elements of line, shading, tone, and colour mixing. They build well on these skills year on year, using their sketchbooks to really good effect to practice and refine their skills. They show a good sense of pattern and form.
177. Pupils make imaginative and perceptive choices of colour and materials. Work in three dimensions is highly developed towards the end of the school because pupils are skilled in this technique.
178. In many instances, pupils use relevant art vocabulary confidently to describe their work and to evaluate aspects of their own and each other's work. They use a variety of media and tools effectively.
179. Pupils' standards of achievement are further enhanced by working closely with artists in residence and visits to the national museum art gallery, observing art, craft and design from different periods, places and cultures. Recently this

resulted in some very good quality portrait work produced by the younger pupils, where they created light and dark tones effectively in skin, clothes and backgrounds.

180. Most pupils respond practically and imaginatively to the work of artists from Wales and the wider world, including impressionist painters, such as Cézanne, trying hard to incorporate their techniques, such as shading and toning to show light and dark, into their own work. Outcomes are of a high standard.

Shortcomings

181. There are no important shortcomings.

Music

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

182. Almost all pupils' achieve very high standards in music making. They are very keen and very competent music makers. In addition, pupils readily take their music making out into the locality with pride and enthusiasm in their own skills.
183. The quality of pupils' singing, in unison and in two or three parts, in English and Welsh, in lessons and in the choir, across the school, is often inspirational.
184. The vast majority of pupils confidently explore and use a widening range of sound sources such as their voices, bodies, sounds from the environment and instruments. They have an excellent understanding of musical terms and use them with ease. They think creatively as they seek to improve and polish their compositions, evaluating their own and others' work thoughtfully.
185. All pupils reach their full musical potential, with very high standards evident. They develop their skills as talented musicians as a result of the high priority the school gives to this aspect of the work. Very many pupils display very high standards in performance as a result of very good quality extra-curricular music activities and from peripatetic and in school instrumental tuition.

Good features

186. Most pupils across the school learn to select, create and organise sounds to produce a specific mood or atmosphere, becoming skilled composers. In doing this they learn to work well together, using their music to express their feelings and thoughts imaginatively.
187. Almost all pupils listen attentively to a broad range of music from different times, cultures and styles. By doing this they show considerable appreciation of the contribution of world music to popular and Welsh culture, and begin to appreciate the value of cultural diversity.

Shortcomings

188. There are no important shortcomings.

School's response to the inspection


The head teacher, staff and governing body have considered the outcomes of the inspection and comment as follows:

It is pleasing to note that the actions taken since the last inspection have been very effective, that all key issues have been addressed and improved significantly in mathematics, design technology and art. The school is also delighted that the inspection team agrees with the schools own self-evaluation that the quality of teaching, training and assessment within the school are outstanding.

We were delighted that the report pays tribute to the excellent team spirit particularly through this time of transition for both curriculum and leadership. The support the school has received from its parents, governors, the community and a wide range of external partners is another strength which has been recognised in the report and this accurately reflects the value the school places in such partnerships.

The school will ensure that all recommendations are addressed when drawing up its post inspection action plan. The areas for development are already incorporated in our current school improvement plan. A copy of this will be issued to all parents and progress made will be published in the governors' annual report to parents

The head teacher, governors and staff would like to thank the inspection team for their thoroughness, fairness and courtesy which was evident throughout the inspection. Their findings have echoed our own understanding of Murch Junior School and support our continuous efforts for school improvement.



Appendix 1

Basic information about the school

Name of school	Murch County Junior School,
School type	Community
Age-range of pupils	7-11
Address of school	Fairoaks, Dinas Powys, Vale of Glamorgan
Postcode	CF64 4QU
Telephone number	02920512354

Head teacher	Mr Derek Thomas (Acting)
Date of appointment	July 2008
Chair of governors/ Appropriate authority	Mr Nick Broomfield
Registered inspector	Gareth Wyn Roberts
Dates of inspection	3-5 November 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	n/a	n/a	n/a	n/a	43	59	53	62	217

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	0	11.0

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	28.9
Teacher (fte): class ratio	0.73:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	n/a	n/a	95.2%
Spring 2008	n/a	n/a	94.4%
Summer 2008	n/a	n/a	94.7%

Percentage of pupils entitled to free school meals	8%
Number of pupils excluded during 12 months prior to inspection	none

Appendix 3

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008							Number of pupils in Y6		58		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	8	33	58
		National	0.2	0.1	-	0.5	0.6	3.1	15.6	51.3	28.5
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	2	10	37	52	0
		National	0.2	0.1	0	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	0	0	0	7	33	60
		National	0.2	0.1	-	0.5	0.5	1.8	11.4	53.9	31.7

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	86.7%	In the school	n/a
In Wales	75.5%	In Wales	n/a

- D Pupils who are excepted 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 4

Evidence base of the inspection

- The inspection was carried out by four inspectors who were present at the school for ten inspector days. A peer assessor was also a member of the team for the three days of the inspection.
- Pre-inspection meetings were held with the parents and the governing body to discuss the life and work of the school. Six parents, including one parent governor, attended the meeting for parents.
- Thirty-one questionnaires were completed by the parents and these were analysed carefully. The contents of seven letters or notes and comments added to questionnaires were noted. No submission was received from the local authority.
- Discussions were held with the head teacher, staff with specific responsibilities and support staff.
- The school's documentation and samples of pupils' work were inspected.
- A total of 28 lessons or part lessons in the subjects being formally inspected and 10 lessons in other subjects were observed.
- Samples of the work of pupils from the full ability range in each year group were inspected.
- The inspectors listened to a sample of pupils from each year group read.
- Discussions were held with pupils about their work and the life of the school, including members of the School Council.
- Pupils' behaviour during break times, lunchtime and at the start and end of school sessions was inspected.
- Inspectors attended collective worship and extra-curricular activities were observed.
- Post-inspection meetings were held with staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Gareth Wyn Roberts, Registered Inspector	Context, key questions 1,5,6,7 mathematics, I C T and appendix
Mrs Caterina Lewis, Lay Inspector	Contributions to key question 1,3,4 and 7
Mrs Kay Andrews, Team member	Key questions 2, 3, design technology, art and music
Mr Cliff Brace, Team Member	Contributions to key question 4 (SEN) and key question 2 (assessment), geography
Mrs Rebecca Fowler, Peer Assessor	Lesson observations, examining pupils' books, interviews with pupils
Mr Derek Thomas, school nominee	Meetings, arrangements, liaison with school

Contractor

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Acknowledgement

The inspection team would like to thank the governors, staff and pupils of Murch Junior School, Dinas Powys for their co-operation during the inspection.