

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

**MYNYDD CYNFFIG JUNIOR SCHOOL
PWLLYGATH STREET
KENFIG HILL
BRIDGEND
CF33 6ET**

SCHOOL NUMBER: 672 / 2162

DATE OF INSPECTION: 20 – 22 OCTOBER 2003

BY

REGISTERED INSPECTOR: MR D THORLEY

DATE: 8TH DECEMBER 2003

UNDER ESTYN CONTRACT NUMBER: C/T/07/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER:

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
CoP	-	Code of Practice
EBP	-	Education Business Partnership
EWO	-	Education Welfare Officer
GB	-	Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
NQT	-	Newly Qualified Teacher
PSE	-	Personal and Social Education
ROA	-	Record of Achievement
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
Y	-	Year

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

The school is situated in the village of Kenfig Hill approximately four miles from Bridgend. Almost one fifth of pupils attend from outside the traditional catchment area. The prosperity of the area is described as ranging from neither prosperous nor economically disadvantaged to economically disadvantaged. The building dates from 1922 and was partly destroyed by fire in 1983; rebuilding was completed in 1986.

The 219 pupils on roll receive their education mainly through the medium of English. The school states that almost all come from homes where English is the main language spoken. Approximately 19% receive free school meals; this figure is less than for Bridgend (20.4%) and just below the average for Wales (19.5%). The school has 49 pupils on its SEN register; none has a statement of SEN. Most transfer to Cynnfig Comprehensive School for their secondary education.

The school aims to provide an appropriate education for all pupils, developing each child physically, intellectually, emotionally, socially and spiritually at a pace suited to the needs of the individual. The school places an emphasis upon developing self-respect and confidence.

The school states that its educational focus at present is to improve standards in writing and handwriting and to improve standards and provision in ICT.

The school was last inspected in January 1998.

2. MAIN FINDINGS

The main findings of the report

This is a good school. Its determination to raise standards and develop spiritual, moral, social and cultural awareness in all its pupils is a major strength. It has made good progress since its last inspection.

- Pupils standards of achievements across the school are very good in approximately 13% of lessons inspected, good in a further 75% and satisfactory in the remaining 12%.
- The KS2 standards of pupils' attainment in all the NC subjects and religious education are as follows:

	KS2
English	Good
Mathematics	Good
Science	Good
Welsh(second language)	Very Good
Information technology	Good
Design and technology	Good
History	Good
Geography	Good
Music	Good
Art	Good
Physical education	Very Good
Religious education	Good

- The standards are good in the key skills of listening, reading, writing, numeracy, and ICT, and very good in speaking.
- Pupils' spiritual development is good; their moral, social and cultural development is very good.
- Behaviour is good overall; pupils are respectful and most show self-discipline and have good attitudes to learning; this has a good impact upon standards and to quality of school life. The pastoral support of the school is very good and effective in eliminating discrimination.
- Attendance levels are at least satisfactory; punctuality is good. Compliance with registration requirements is now satisfactory.
- Teaching is very good in around 32% of lessons observed, good in about 56% and satisfactory in the remaining 12%. Teachers' subject knowledge and understanding are very good; the effectiveness of their lesson planning is good. A good range of teaching techniques and strategies is used. Both the expectations set of the pupils and the match of work to their needs are good overall.
- Assessment, recording and reporting are satisfactory overall. Assessments in the core subjects are generally good and successfully promote higher standards, although teacher assessment in the core NC subjects for end of key stage national assessments in 2003 is significantly lower than the test outcomes. Assessment in the foundation subjects are limited by a lack of understanding of the level of skills and knowledge acquired by pupils. Reports to parents are satisfactory overall; they give a good level of detail on the academic and personal development of individual pupils, but do not contain targets for improvement. Assessment is effectively used to ensure equality of opportunity.
- The curriculum is broad and balanced and successfully supports continuity and progress in pupils' learning. Planning is good; although for key skills it is satisfactory. The arrangements for PSE are good as is the quality of curricular provision including homework. The range of extra-curricular activities is very good. Every pupil is included in all aspects of the curriculum.

- Support, guidance and pupils' welfare is good; pupils are valued and comfortable in a caring environment. Child protection procedures are very good. The effectiveness of health and safety procedures is satisfactory.
- The effectiveness of SEN support and policies is good, and all pupils make progress. All members of staff, including support staff, are fully committed to the successful implementation of the SEN policy. Pupils are well integrated into the life of the school and have full access to the curriculum. IEPs clearly indicate the current level of achievement and specific areas for improvement; achievable goals and measurable targets are set. The SENCO and class teachers regularly monitor IEPs and there is good liaison with support staff. Regular meetings take place with parents who are fully aware and supportive of the school's arrangements.
- The information contained within the school prospectus and the GB's annual report to parents does not meet fully statutory requirements. Parents make a valued and good contribution to school life and the school enjoys good links with other schools and groups within the community; its liaisons with industry and work-related education are also good.
- The overall quality of self-evaluation and planning for improvement is satisfactory. The school has self-evaluation procedures in place, which include details of progress since the last inspection. Curriculum co-ordinators have a good understanding of their subject area and responsibilities and some show good practice in auditing pupils' skills and identifying development, but opportunities to expand their leadership roles are limited. This impacts upon improvement of standards particularly in foundation subjects. The use of targets to is also limited. The SDP is well structured and guides school development; it reviews outcomes and prioritises objectives.
- Leadership and efficiency is good overall. The school has very good aims and values and is committed to equality of opportunity for all its pupils. The head provides good leadership in achieving these aims and in promoting the values of the school. The routine administration and organisation of the school is good overall. Good use is made of the school's financial resources in meeting the priorities expressed through the SDP. Good evaluation is carried out of the effects of spending decisions to ensure best value for money. Resources are efficiently and effectively managed.
- The match of teachers' qualifications to the subjects they teach, the number of teachers and their deployment is very good. The impact of performance management and continuing professional development is good. The adequacy of the accommodation for the number of pupils on roll and the curriculum that is provided is satisfactory, but good use is made of it in relation to teaching and learning. The school has a good range of resources and makes good use of them.
- Five key issues were identified in the action plan following the last inspection in January 1998. Very good progress has been made in raising standards in information technology and in implementing the school's policy for provision in SEN in line with the CoP.
- Good progress has been made in the core subjects of the NC and information technology in relation to standards, guiding the progress of pupils' work, establishing procedures for monitoring the educational provision and in assessing the standards attained; this has not

yet been extended, however, into all foundation NC subjects.

- Good progress has been made in developing the role of the GB, so that decisions are now made on a more informed basis.
- The school provides good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Pupils' standards of achievement across the school are very good in approximately 13% of lessons inspected, good in a further 75% and satisfactory in the remaining 12%.

- Standards are very good in Welsh (second language) and physical education, and good in English, mathematics, science, design technology, information technology, history, geography, art, music and religious education.
- The all Wales comparisons over a three year rolling period show pupils' performances are above LEA and national scores in English and mathematics, and well above in science and in the core subject indicator.
- Girls in this three-year period are above LEA and national scores in English, and well above in science; however, they are below in mathematics. Current older girls in KS2 showed good standards in their work and their mathematical understanding. Girls are above LEA but just below national scores in the core subject indicator.
- Boys are above LEA and national scores in English, and well above in mathematics, science and the core subject indicator.
- When comparisons are made between the performance of Mynydd Cynffig's pupils in NC KS2 assessment tests and that of other schools in similar socio-economic areas in Wales, the results over the last three years place the school in the top 25% of these schools for science, and in the middle 50% of schools for English, mathematics and the core subject indicator
- Teacher Assessment in the core NC subjects for end of key stage national assessments in 2003 is significantly lower than the test outcomes.
- Pupils with SEN make good progress towards the targets set in their IEPs.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards in key skills are good in listening, reading, writing, numeracy and ICT and very good in speaking. This includes the progress of those pupils who have SEN.

- The majority of pupils speak clearly in a range of contexts and some pupils are exceptionally fluent and effective speakers. Many speak confidently. They have frequent

opportunities to develop their speaking through a range of activities across the curriculum which impacts very well on standards.

- Although a minority of pupils in some classes do not listen well, the majority of pupils do so to both adults and their peers; in addition, they show very good ability to listen and respond to Welsh.
- Pupils use books and other texts, using a range of media and electronic equipment to seek information. They also read for pleasure, such as in visits to the local library and in registration periods, when sharing reading of a class novel.
- Pupils show a particular strength in the variety of forms of writing including a use of different media and ICT. For example, in Y6 they create a PowerPoint presentation as part of their work on Macbeth in English. In religious education, history and science many organise their writing effectively and are able to express a logical sequence of ideas, particularly at the upper end of the key stage.
- Pupils use their mathematical understanding to interpret data in geography, history and science and also in some English lessons, focusing on information texts such as the work on Cyclones in Y5.
- A recently introduced ICT skills file for each child has improved the range and depth of pupils' knowledge and understanding in using computers. Pupils were observed using ICT particularly effectively for work in geography and science.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual development is good; their moral, social and cultural development is very good.

- Collective worship takes place on a regular basis in whole school assemblies. Pupils listen attentively and participate well, particularly in singing.
- Opportunities for spiritual reflection are regularly given in assemblies and religious education lessons.
- Relationships are very good and the school values all its pupils and their talents. Teachers and other members of staff provide very good role models.
- Pupils' personal and social skills are very well developed.
- Some Y5 pupils take on responsibility and show their ability to organise and take initiative in the Eco School project, but this aspect is not explicitly developed in the school as a whole.
- A very good feature of the ethos of the school is the respect and courtesy shown by pupils and staff to one another. Pupils are polite and friendly and there are numerous occasions when pupils spontaneously carried out helpful actions, such as sharing hymn books,

opening doors or switching off lights for the teachers during demonstrations of work using an overhead projector.

- The cwricwlwm Cymreig is addressed very well through most subjects and the visual profile of Welsh is strong in the school. The use of incidental Welsh is a very good feature, encouraged by the merit scheme of the Tocyn Iaith to reward those pupils speaking Welsh in school.
- There are many extra-curricular activities provided, particularly in sport and music. There is a large and well established choir, a school orchestra, and activities covering a wide range of sports. Over twenty children attend a weekly drama club.

4.2 Behaviour and Attitudes

Pupils' behaviour in all areas of the school and their attitudes to learning are good.

- All staff have been involved in the development of the school's good strategies for behaviour management. Satisfactory records of disciplinary matters are kept and parents are properly informed if their child misbehaves.
- As part of the merit system staff reward pupils with points and certificates for hard work, helpfulness and good behaviour and attitudes. Achievements are recognised at a weekly assembly and Y6 pupils receive annual awards. Both pupils and their parents value these systems.
- There have been no exclusions in the past twelve months.
- The school's discipline policies provide sound procedures for handling any instances of bullying or racism, none of which was seen during the inspection.
- A few pupils in some classes show a lack of self-control, which impacts upon their learning and that of the other children.

4.3 Attendance

Attendance levels are at least satisfactory, having averaged 94.25% during the previous year; this figure is similar to attendance levels in the current term to date.

- Over the past year unauthorised absence levels, at 0.1%, have been significantly lower than the all Wales average.
- The EWO gives good support and visits the school twice per term or more frequently if necessary.
- The school operates a 'good attendance' incentive scheme, in which pupils with full attendance annually receive a certificate.

- Pupils' punctuality at the start of the school day is good, although some pupils were seen to arrive late during the inspection.
- The school's registration procedures were not fully complying with the requirements of NAFW Circular 3/99 mainly because pupils' attendance was not being positively indicated in some registers. This matter, when brought to the attention of the school, was corrected before the end of the inspection.

5. QUALITY OF EDUCATION

5.1 Teaching

Teaching in the school is good overall, with 100% of lessons being satisfactory or better of which 88% of lessons is good or very good.

- Teaching is very good in around 32% of lessons observed, good in about 56% and satisfactory in the remaining 12%.
- Teachers' knowledge and understanding of the subject they are teaching are very good. The use of team teaching and specialist teachers across the school is effective in raising standards.
- Lessons are prepared thoroughly in all classes and teaching and learning are effectively structured. Resources and materials are available and ready at the beginning of lessons.
- In general, a wide variety of teaching strategies, such as whole class teaching, partner work, research tasks and individual work, are used to good effect.
- Very good standards in Welsh (second language) are helped by both the use of specialist team teaching in upper KS2 and the considerable use of incidental Welsh by all teachers.
- Teaching occurs in a relaxed and friendly environment and in general, the expectations set of pupils is challenging. Teachers monitor pupils' achievements effectively in the classroom and, on the whole, appropriate attention is given to differentiation through the use of varied tasks and graded worksheets.
- When teaching is good or very good, lessons start purposefully and pupils know what is expected of them in the given time. Teachers capture the pupils' interest imaginatively and have very good subject knowledge. The tasks set are challenging and are matched to differing abilities. Pupils are given opportunities to think for themselves and lessons are well planned, so that the move forward systematically and at a good pace. There are well taken opportunities for pupils to develop their skills of literacy, numeracy and ICT in other subjects. At the conclusion of lessons teachers reinforce the key purposes.
- In the few lessons judged to be satisfactory, the purpose of the lesson is not clear, introductions are too long, insufficient time is given to pupils to work independently, and the match of the work to pupils' needs is inappropriate.

5.2 Assessment, Recording and Reporting

Standards are satisfactory overall.

- National end of key stage assessment results are analysed systematically to assist the school in improving performance. The underperformance of girls in mathematics, however, is not identified in the school's self-evaluation document.
- Additional testing is used extensively in the core subjects throughout the key stage; these assessments are analysed in order to evaluate provision, especially with respect to setting in the core subjects.
- The extent that assessment promotes higher standards in the core subjects is good; however, this process has not yet been extended to the foundation subjects. Accuracy and consistency of assessment is satisfactory overall.
- Most curriculum co-ordinators do not directly observe and assess pupils' learning in their subject. The extent to which they are able to promote higher standards is limited by a lack of understanding of the level of skills and knowledge acquired by pupils.
- Teacher Assessment in the core NC subjects for end of key stage national assessments in 2003 is significantly lower than the test outcomes.
- Work is marked regularly, often with useful diagnostic feedback to pupils.
- Assessment is used effectively to ensure equality of opportunity and to improve the performance of pupils with SEN.
- The assessment of key skills is at an early stage of development.
- Pupils do not undertake self-assessment of their own skills and progress.
- Written reports to parents are given annually and there are two parents' meetings each year. Reports give a good level of detail on the academic and personal development of individual pupils; however, they do not contain targets for improvement.
- The school has identified the need to use value added assessment in their self-evaluation document; this is at an early stage of development.

5.3 Curriculum

The quality of the curriculum provided by the school is good and successfully supports continuity and progression in pupils' learning. It is broad and balanced and enables pupils to build on the knowledge, skills and understanding acquired in KS1.

- The curriculum contributes to the achievement of high standards and fully complies with legal requirements. It is appropriate to the needs, interests and abilities of pupils and is equally accessible to all.

- The curriculum is planned and organised effectively in terms of time allocation to subjects; it is mainly subject based.
- There are two classes for each year group; each has an equal age distribution of pupils across the year.
- Setting pupils according to their ability is used effectively in raising standards.
- Policies and schemes of work provide good opportunities for continuity and progression in pupils' learning.
- Teachers' planning is effective and identifies the knowledge, skills and understanding pupils are to gain; assessment opportunities are also identified.
- The coherent planning for key skills is being developed, but does not yet cover all subjects.
- The ACCAC guidance for PSE has been introduced to all classes and is well supported by the introduction of circle time.
- Parents and pupils value homework; it is regularly given and marked by teachers.

5.4 Support, Guidance and Pupils' Welfare

Support, guidance and pupil's welfare provided by the school are good.

- Staff are caring and responsive to the needs of the pupils and the school is successful in its aim of providing a happy school where pupils are cared for sensitively. Staff, including non-teaching members, have a high regard for pupils.
- Child protection is the responsibility of the head and procedures are very good. Staff have undertaken first aid training and older pupils receive training in life skills. Good systems are in place for contacting parents of pupils who are unwell.
- Opportunities for pupils to discuss personal and other issues are being developed as part of a planned programme.
- The effectiveness of health and safety procedures is satisfactory; school security improved during the period of the inspection.
- Pupils are carefully supervised during break times, at lunchtime and at the end of the school day.

5.5 Provision for Pupils with SEN

The provision for pupils with SEN is good and they make good progress.

- Since the last inspection the school has implemented an effective whole-school policy that meets the requirements of the CoP. All members of staff, including support staff, are fully committed to its successful implementation.
- The school has procedures in place for identifying pupils with SEN and the SENCO works with class teachers and support staff to ensure that the provision closely matches pupils' needs and is targeted to address their difficulties.
- Forty-nine pupils (22%) are identified by the school as requiring SEN support; eight are on School Action and 41 pupils on School Action Plus.
- Pupils with SEN are well integrated into the life of the school; they have access to a full curriculum and are given adequate support by their class teachers following periods of intensive language work. Some also benefit from periods of number work.
- IEPs clearly indicate pupils' current level of achievement and specific areas for improvement; they set achievable goals and measurable targets by which improvements may be measured.
- The SENCO and class teachers regularly monitor IEPs and there is good liaison with support staff. Regular meetings take place with parents who are involved in the construction of the IEPs and are fully aware and supportive of the school's arrangements.
- The school has good links with external agencies that support the school as well as with the feeder infant and receiving secondary schools.
- The GB member with designated responsibility for SEN is enthusiastic and liaises closely with the SENCO to monitor provision.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school has good relationships with parents and organisations in the local community as well as with other clubs and institutions.

- Nearly half the parents completed the pre-inspection questionnaire; a very large majority of their responses expressed support for the school. These views were confirmed by further brief discussions with parents during the inspection.
- Most of the information provided to parents through regular newsletters, reports and meetings is of satisfactory quality. However, the school prospectus and the GB's annual report to parents do not contain all the information statutorily required. Less than half of the parents have positively responded to the home/school agreement.
- An active Friends' Association organises events that raise significant funds to help the school. Recent donations have included the purchase of musical instruments and support for pupils' external visits.
- There are good relationships with the nearby Church-in-Wales church, St Theodore's. The

vicar leads assemblies each term and pupils visit the church for services and in support of the curriculum.

- There are good links with the LEA, EWO and social and medical services; the health visitor comes to the school termly to monitor pupils' general health. She also talks to Y6 pupils about sex education and the growing up process. The police schools' liaison officer regularly talks to pupils about matters concerning their personal safety and pupils attend the Crucial Crew courses organised by the police to enhance their sense of social responsibility. A lunchtime supervisor also helps pupils with their cycling proficiency tests.
- There is a good partnership with the nearby infant school and the receiving secondary school, which Y6 pupils attend for taster days and sports and social events. Teachers exchange visits and good quality curricular information to ensure that the subsequent transfer of pupils to the secondary school is as smooth as possible. Some of their students come to Mynydd Cynffig as part of their work experience. There is also an effective link with a local teacher training college whose students come to the school as part of their training.
- Pupils and one teacher are involved in 'Pocket Park', an environmental project to develop nearby waste ground for the benefit of the community. Some pupils attend the weekly meetings of the Boys'/Girls' Club for this project .
- The school choir joins local adult choirs to entertain local residents and to take part in music competitions. Pupils also participate at the nearby bowls club to support the development of their teamwork skills.

5.7 Partnership with Industry

The school has a good partnership with local companies that give pupils opportunities to learn about the world of work around them.

- About twenty local shops and businesses support the school through the donation of money and/or materials. In particular, two nearby manufacturers have donated television sets, an opencast company has assisted the purchase of library books and floor coverings as part of their community support scheme and a window manufacturer has supplied new doors.
- Pupils have made several useful visits to local shops and companies in support of the curriculum. These include a building project, a science day at a nearby park and a landfill site. The school takes part in the British Association of Young Scientists 'Young Investigators' award scheme.
- A few business people come to the school to talk to pupils about their jobs. Recent visitors have included the proprietor of a laboratory pioneering 'Maggots in Medicine'.
- The school has a strong link with the local office of the EBP and several staff have attended business and college courses to enhance their teaching skills. The EBP has also arranged and supported financially many of the visits by pupils to local companies.

- The school team is the current champion in the area's Road Safety Challenge, sponsored by a nearby shopping complex.
- There is no school policy for partnership with industry.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The overall quality of self-evaluation and planning for improvement is satisfactory.

- The school has self-evaluation procedures in place; these include details of progress since the last inspection, particularly with regard to SEN.
- The school reviews its annual performance in the NC assessment tests against national, LEA and similar school results. These comparisons are used alongside the school's own assessment data to judge the effectiveness of the school.
- The quality of teaching and learning is monitored by the head. Lesson observation is based on specific criteria and is followed by discussion with the teacher concerned, focusing on how improvements may be brought about. Curriculum co-ordinators have a good understanding of their curriculum area and responsibilities; however, opportunities to expand their leadership roles are limited. This impacts upon improving standards particularly in the foundation subjects.
- The direction given to promoting higher standards across the curriculum and to the effectiveness of curriculum co-ordinators is satisfactory overall. The existing good practice in aspects of the role of some curriculum co-ordinators is underdeveloped across the school
- The use of targets to focus teaching and improve standards is limited.
- The SDP is structured and guides school development. It reviews outcomes and prioritises objectives. Good practice is shown by some curriculum co-ordinators in auditing pupils' skills and in identifying development, but this is not demonstrated by all curriculum co-ordinators.

6.2 Leadership and Efficiency

The quality of leadership and efficiency is good overall.

- The school has very good aims and values and is committed to equality of opportunity for all its pupils.
- The head provides good leadership in achieving these aims and in promoting the values of the school.

- The routine administration and organisation of the school is good overall. Good structures are in place for the day-to-day running of the school; it operates efficiently.
- Good use is made of the school's financial resources in meeting the priorities expressed in the SDP. Good evaluation is carried out of the effects of spending decisions to ensure best value for money. Resources are efficiently and effectively managed.
- The school gives good value for money.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and learning resources are good overall.

- The quality of staffing is very good; there is a good match between staff deployment and their qualifications.
- There is an INSET co-ordinator and evidence of considerable staff development activity involving all members of staff in many curriculum areas.
- There are six full-time permanent teachers, two full-time temporary teachers and one part-time permanent teacher in addition to the head teacher. Eight members of staff have degree qualifications and two have Certificates in Education; all have job descriptions. There is one part-time learning support assistant, whose time is divided between in-class and withdrawal support for SEN pupils.
- Performance management has been introduced and each member of staff has a staff development file with targets for professional development.
- The secretary, school caretaker and ancillary staff contribute well to the smooth running of the school.
- The accommodation is satisfactory for the number of pupils on roll, but the space in each classroom is limited, particularly in the setting situation in upper KS2 with groups of around 30 pupils in each room.
- The internal fabric is generally sound; attractive displays contribute well to the learning environment of the school.
- All classrooms and the main hall are used purposefully to support learning. Withdrawal SEN provision is delivered in a temporary classroom. However, there is limited additional space available to enhance provision.
- Resources are good overall and ICT provision has recently been significantly improved which has substantially increased access to information technology. The recent provision of an interactive whiteboard and the intention to extend this provision is further enhancing access, confidence and skill level among pupils.

- Storage space for resources is sometimes limited, notably in the staff room area, some corridor space and in the hall, where music, physical education and dinner equipment is stored.
- The school grounds are extensive with pupils' play being enhanced by access to green areas; however, there is no garden or wildlife area.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

English

Standards in English are good overall.

Good features

- Standards are very good in speaking and good in listening. Many pupils speak confidently. They have frequent opportunities to develop their speaking in English, in purposeful whole class, small group and paired activities. The majority speak clearly and some are exceptionally fluent and effective speakers. Most listen with understanding in a wide range of contexts.
- Pupils read independently and with increasing ability to understand the different nature of texts, both fiction and information. They begin, at the end of the key stage, to understand the inferred meaning in challenging literary texts, such as Macbeth in Y6.
- Pupils read with engagement and enjoyment during appropriate moments in school, such as registration periods and when working on the class novel. Throughout the key stage, pupils read at home, taking books from the home-school reading scheme. By the end of the key stage they are able to express opinions about the books they have read and to develop preferences in their reading taste.
- Pupils write in a wide variety of forms, such as play dialogues, advertisements, posters, diagrams, instructions, stories and poems. Good use is made of cross-curricular opportunities to engage in different sorts of writing, with some good results particularly in history. Ideas are often sustained and developed in interesting ways.
- Handwriting is generally good; it is fluent, joined, legible and neatly presented. The work of a number of children shows good vocabulary development.
- Pupils have a sound knowledge of grammatical terminology, which they can apply in other contexts, for example when working with adverbs and connectives in Welsh in Y5.

Shortcomings

- There are no major shortcomings, but a number of pupils in upper KS2 do not punctuate their writing sufficiently accurately, particularly in the use of capital letters for proper nouns, and in some classes there are a few pupils who do not listen well

Mathematics

Standards in mathematics are good.

Good features

- In all observed lessons an emphasis is given to mental mathematics; most pupils respond quickly and accurately to questions posed.
- Many younger pupils in KS2 organise their work carefully and are able to check their results.
- Some younger pupils are able to explain what they are thinking and can give examples to show that they have understood a general statement.
- Many younger pupils have a clear understanding of place value up to 1000; they make approximations and can confidently recall addition and subtraction up to 20.
- Some younger pupils have a good recall of multiplication tables up to five and older pupils up to 10.
- Many older pupils can identify and obtain the necessary information, in order to carry out the task, and are able to check their results for reasonableness.
- Many pupils at the end of KS2 are able to develop their own strategies for solving problems and are able to apply these practically.
- Most pupils present information in a clear and organised way.
- Many pupils at the end of KS2 are able to give reasons for their answers and to search effectively for a pattern by trying out their own ideas.
- Upper KS2 pupils are confident in multiplying and dividing whole numbers and decimals by 10, 100 and 1000.
- Most older pupils can order numbers in context and can use all four operations with decimals to two places.
- Many pupils at the end of KS2 can calculate fractions and percentages.
- Many older pupils in KS2 are able to collect information and handle and interpret data purposefully.
- Evidence from pupils' previous work shows a balance of all aspects of the NC work that is generally neat and accurate.

Shortcomings

- There were no major shortcomings; the performance of girls in mathematics in end of

KS2 national assessments is below that of county and national scores during the period 2001-2003. However, current older girls in KS2 showed good standards in their work and their mathematical understanding.

Science

Standards of achievement are good.

Good features

- All pupils undertake a good range of experimental activities in both the biological and physical sciences. They handle equipment carefully and confidently and discuss their work sensibly using a good scientific vocabulary. They have a good understanding of fair testing, relative to their age and ability.
- Younger pupils know and can describe the differences between flowering and non-flowering plants. Older ones know how animals are adapted to different environments and how plants and animals are interrelated in food chains and food webs.
- Pupils have a good understanding of the basic principle of forces and how friction affects the force required to move objects. Investigative skills are appropriately developed.
- Older pupils have a good understanding of pollination, fertilisation, seed production, dispersal and germination. They are able to use appropriate scientific vocabulary both in discussion and when undertaking activities to discover the processes involved in plant reproduction.
- Pupils can group materials based on their properties, such as hardness or their ability to conduct electricity. Older ones understand the concept of change and that matter can exist in any one of three basic states. They know that, whilst some changes are reversible, such as the freezing of water, other changes are irreversible. They also know that the different properties of materials determine their use.

Shortcomings

There are no major shortcomings.

Welsh second language

Standards in Welsh second language are very good.

Good features

- Most pupils join enthusiastically in speaking and listening. They show an understanding of a wide range of vocabulary and can respond to a variety of spoken stimuli, such as the class teacher's voice, tape and television material. They speak intelligibly and with good pronunciation. By the end of the key stage they can ask and respond to basic questions individually and can use a variety of phrases and an increasing range of sentence patterns.

- The general level of understanding of conversational Welsh is very good.
- Pupils write in a variety of forms, such as dialogues, charts, descriptions, menus and timetables. They create mini topic books in Welsh of a good quality, for instance, the work in Y3 on the topic Pwy ydw I. At the upper end of the key stage there are very good examples of extended writing, arising from previous oral work, such as the description of a visit to the dentist in Y6, which contain connectives and elaborated sentences.
- Pupils read an increasing range of simple texts in Welsh throughout the key stage. They engage in writing and discussion in response to their reading. At the upper end of the KS2 they also read simple texts independently, such as Welsh magazines and comics.

Shortcomings

There are no major shortcomings.

Design and technology

Standards in design and technology are good.

Good features

- Samples of previous work show that many younger pupils are able to design whilst taking account of specific requirements and are able to use labelled sketches to communicate details of their design.
- Most older pupils in KS2 are able to design with an understanding of the characteristics of the product in mind.
- Previous work from older pupils shows planning, adaptation and evaluation of design.
- Older KS2 pupils measure and mark out accurately. Examples of previously finished work show that they are able to produce work of good quality.
- Many older pupils use a range of tools, materials and processes with precision and control.
- Some older pupils make checks on their measurements and adaptations for improvement.
- All pupils are conscious of safety issues and apply their understanding to their practice.

Shortcomings

- There are no major shortcomings, but the use of control technology is underdeveloped although this aspect is planned as part of the programme of transition to secondary school.

Information technology

Standards in information technology are good.

Good features

- Younger pupils are able to access information technology independently and are confident in its use for word processing; they are able to type and edit their work and organise its presentation.
- Younger pupils are able to save data and access stored information; they confidently use commercial software and are aware of the choices they have made within the programs.
- Most younger pupils are able to describe how they use information technology and the situations in which they experience it.
- Many older pupils are very confident in the use of commercial information technology programmes and are able to combine different forms of data within their work.
- Examples of previous work show that most pupils have an awareness of audience and an ability to present information in different forms and styles for specific purposes and audiences.
- Many children are able to adapt information into a form appropriate for their purpose and audience.
- Some older pupils are aware of the dangers when working within the World Wide Web.

Shortcomings

There are no major shortcomings in the work seen.

History

Standards in history are good.

Good features

- Pupils' chronological awareness develops well across the key stage and they make good use of timelines. Older ones effectively sequence the periods of history that they have studied.
- Pupils have a very clear and thorough knowledge and understanding of the characteristics of life at different times in the past, such as the era of the Second World War.

- Pupils ask historical questions and make informed judgements, based on evidence. They share ideas and discuss opinions within groups and the class, presenting their findings confidently.
- Pupils use a range of resources, such as sites, photographs and CD-ROMs to support their learning. They interrogate sources, reaching sensible and reasoned conclusions.
- Older pupils have a thorough knowledge of changes that take place over time in the locality.

Shortcomings

- There are no major shortcomings.

Geography

Standards in geography are good.

Good features

- Pupils make good progress in geographical skills. There is good coverage of the NC in books and pupils develop their vocabulary in the subject well.
- Pupils develop sound knowledge and understanding of their locality, Wales and the world. In particular, they have a good understanding of the character and identity of Wales.
- Pupils have a good knowledge of place and people through their studies of contrasting areas, for instance in Y5 when comparing a village in India with Kenfig Hill.
- Study of the local area is very well developed. There are good examples in books of pupils' ability in all years to carry out fieldwork and to develop their geographical skills to represent their knowledge and understanding in maps, plans and accounts.
- Pupils at the upper end of the key stage are involved in work on sustainable development, such as the work on water in Y6 and the Eco School project on recycling and improving the school environment in Y5.
- Innovative links are made in cross-curricular work such as that on Cyclones in English, while studying the stylistic features of newspaper reports.

Shortcomings

- There are no major shortcomings.

Art

Standards in art are good.

Good features

- Pupils are confident in comparing their own work with others; many pupils are also able to show an awareness of methods used by others.
- Samples of previous work show that pupils use a wide range of materials and tools and record their images and ideas with care and skill.
- Older pupils speak confidently about their feelings regarding the work of some artists; some pupils are exceptionally perceptive in their thoughts and statements.
- Many older pupils are able to reflect their feelings, observations and memories in their work and subsequently can consider and refine their work.
- Many older pupils are confident in the use of tone, line, colour, texture and shape both in two and in three dimensional contexts.

Shortcomings

- There are no major shortcomings, but pupils' aesthetic awareness would be enhanced by involvement with visits to art galleries and from an opportunity to work with specialist artists.

Music

Standards in music are good.

Good features

- Pupils demonstrate technical competence and accuracy appropriate to their development in both vocal and instrumental performance. They sing in tune with and without accompaniment and observe dynamic markings correctly.
- Pupils explore a range of sound sources and combine and arrange them effectively. They perform their own compositions, using voice, tuned and untuned percussion instruments.
- Pupils have a sound knowledge of musical terms such as 'piano', 'pitch' and 'stave' and identify the number of beats to a bar. They keep a steady rhythm, recognising the difference between melody line and accompaniment. They recognise whether the melody moves in leaps or steps and whether notes are repeated.
- Pupils perform in two-part harmony giving due attention to tonality and rhythm. They compose confidently in groups in response to a variety of stimuli. They appraise one another's performance, as well as their own work, suggesting improvements. Performances are recorded on audio-cassette to aid appraisal.

- The school choir sings a wide repertoire of modern and traditional music. Pupils sing with excellent diction in both English and Welsh. The choice of songs and compositions with which the pupils are familiar ensures that the cwricwlwm Cymreig is well represented.
- The school has a range of quality instruments and pupils of all abilities learn to play brass, wind and stringed instruments. They also have the opportunity to learn to play the recorder.
- The choir was selected to take part in a BBC schools music project and has also performed at a number of venues in the locality.

Shortcomings

- There are no major shortcomings, but music technology is underdeveloped.

Physical education

Standards in physical education are very good.

Good features

- Younger KS2 pupils respond imaginatively to a range of stimuli and activities.
- Pupils put forward their own ideas about what to include in a series of movements and actions.
- Many younger pupils are able to improve their performance through practising their skills and through confidently describing what they and others have done.
- Some younger pupils show greater control with good tension and shape in their movements.
- Many younger pupils show linked actions that flow smoothly and skills that achieve precision and accuracy.
- Most younger pupils are able to provide simple explanations for the changes in their bodies during exercise.
- Many older pupils are able to devise more complex sequences with an awareness of the factors that produce quality.
- Most older pupils are able to adapt and refine their work and to support others.
- Pupils at the end of the key stage show that they are able to analyse and improve the effectiveness and quality of their own and others' performances.
- Many older pupils are able to take responsibility for their own planning.

- Most pupils show an understanding of the value of exercise to their well-being.
- Older pupils show an understanding of the need for rules in games and to play fairly with a positive attitude.

Shortcomings

- There are no major shortcomings.

Religious education

Standards in religious education are good.

Good features

- Many younger pupils are able to demonstrate knowledge of some of the main religious beliefs and practices and some are able to offer reasons to explain aspects of these practices.
- Most pupils are able to identify symbols and personalities from different religious traditions and some are able to explain their significance.
- Many younger pupils are able to express a viewpoint and support this with simple reasons.
- Most younger pupils are able to record in written or non-written forms a range of information, ideas and feelings.
- Many older pupils can offer examples of shared human experiences from their own lives and that of others.
- Some older children are able to show that belief is a major factor in determining how people behave and that following a religion involves commitment.
- Many older pupils use reference skills to find relevant information and some are able to research more than one source.
- Co-operation is evident when pupils enter into discussion and most are respectful of differing viewpoints.
- Many older pupils are able to draw simple conclusions from their considerations and all are able to communicate their ideas, information and feelings in written and other forms.

Shortcomings

- There are no major shortcomings, but the range of religious artifacts is limited and some pupils show disrespect when handling these.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The inspection in January 1998 recorded that the school needed to:

1. Raise standards in information technology;
2. Implement the school's policy for provision in special educational needs in line with the code of practice;
3. Further develop the recent initiative in assessment and recording to produce a common interpretation of standards and guide the progress of pupils' work;
4. Establish procedures for monitoring educational provision and standards attained in all classes;
5. Further develop the role of the governing body so that decisions are made on a more informed basis.

In reviewing these key issues, the October 2003 inspection concluded that:

- Very good progress has been made in raising standards in information technology and in implementing the school's policy for provision in SEN in line with the CoP.
- Good progress has been made in the core subjects of the NC and information technology in relation to standards, guiding the progress of pupils' work, establishing procedures for monitoring the educational provision and assessing the standards attained; this has not yet been extended, however, to all foundation NC subjects.
- Good progress has been made in developing the role of the GB, so that decisions are now made on a more informed basis.

8.2 Key Issues for Action

The school needs to:

1. raise the level of performance of girls in mathematics;
2. develop further the role of the head teacher and curriculum co-ordinators in monitoring standards and setting targets for improvement;
3. develop further the mechanisms for staff to achieve a better assessment of the skill levels of pupils in all subjects;
4. draw together issues that arise from the self-evaluation process for continued enhancement of the SDP;
5. continue to develop the planning and delivery of key skills;
6. meet fully the statutory requirements in respect of information contained in the school prospectus and the GB's annual report to parents;
7. continue to build upon the good teaching and positive ethos of the school in order to raise standards further.

The key issues 2, 3, 4 and 5 are identified within the current SDP

The inspectors wish to express their thanks to the GB, head, staff, parents and pupils of Mynydd Cynffig Junior School for their co-operation and assistance before and during this inspection.

APPENDIX PRIMARY SCHOOLS

Name of School	Mynydd Cynffig Junior School
School type	Junior
Age -range of pupils	7-11
Address of school	Pwllgath Street Kenfig Hill Bridgend
Post-Code	CF33 6ET
Telephone Number	01656 740247

Headteacher	Mr. W. A. Jones
Date of appointment	September 1984
Chair of Governors	Councillor Mr. R. Power
Registered Inspector	Mr. David Thorley
Dates of inspection	20.10.2003 – 22.10.2003

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils					55	52	53	59	219

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	1	9.5

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	23.1:1
Average class size, excluding nursery and special classes	27.4
Teacher (fte) : class ratio	1.19

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Summer 2003			93.69	93.69
Spring 2003			96.1	96.1
Autumn 2002			92.99	92.99

Number of pupils excluded during 12 months prior to inspection.	0
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NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6: 57						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	4	30	35	32	
		National	0	0	3	0	0	1	5	16	45	29	
	Test/Task	School	0	4	5	0	0	0	0	7	46	39	
		National	0	2	2	1	0	0	4	12	41	38	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	2	37	46	16	
		National	0	0	3	0	0	1	4	19	46	27	
	Test/Task	School	0	4	0	0	0	0	5	14	47	30	
		National	0	2	1	1	0	0	4	19	43	30	
Science	Teacher assessment	School	0	0	0	0	0	0	0	23	56	21	
		National	0	0	3	0	0	0	2	13	49	33	
	Test/Task	School	0	0	0	0	0	0	0	5	65	30	
		National	0	2	0	0	0	0	1	10	47	38	

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:	53	In the school:	74
In Wales:	69	In Wales:	70

- 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
N Pupils who have failed to register a level for reasons other than absence
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1
n tests do not cover these levels.
n/a not applicable.

D. The Evidence Base of the Inspection

The school was inspected over a period of three days by a team of four inspectors. The registered inspector spent three days at the school, the senior team inspector spent three days, the second team inspector two days and the lay inspector two days.

- Each of the teachers was visited, every class was seen and all of the NC subjects inspected. 25 lessons were observed.
- Regular discussions were held with pupils to discover their knowledge of areas of the curriculum and their attitude towards learning.
- Pupils' work across a range of age and ability was inspected systematically and the school prepared an inclusive record of pupils' work and other activities for the inspectors.
- Discussions were also held with the head and staff to confirm their particular responsibilities and their professional perspective.
- School documentation was inspected and summaries were prepared for team inspection meetings.
- The opinion of parents and governors was received and analysed. 88 parents returned questionnaires.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mr D Thorley	1. The school and its priorities 2. Main Findings 5.6 Standards achieved in subjects and areas of learning 5.7 Teaching 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 Key issues for action	Mathematics Design and technology Information Technology Art Physical Education Religious Education
Mr. S Telling	5.3 Curriculum 5.4 Support, guidance and pupils' Welfare 5.8 Provision for pupils with SEN 6.1 Quality of self-evaluation and planning for improvement	Science History Music
Dr J Laugarne	5.9 Standards achieved in key skills across the curriculum 5.10 Pupils' spiritual, moral, social and cultural development 5.11 Assessment, recording and reporting 5.12 Staffing, accommodation and learning resources	English Welsh (second language) Geography
Mr S Page	5.13 Behaviour and attitudes 5.14 Attendance 5.15 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	