

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

A Report on the Quality of Education in

**Nantymoel Primary School,
Gwendoline Street,
Nantymoel,
Bridgend,
CF32 7PL**

School Number: 6722178

Date of Inspection: 2 June 2008

by

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Nantymoel Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Nantymoel Primary School took place between 02/06/08 and 04/06/08. An independent team of inspectors, led by Dr David G Evans, 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

Glossary:

The following proportions are used in this report:

- nearly all = with very few exceptions
- most = 90% or more
- many = 70% or more
- a majority = over 60%
- half = 50%
- around half = close to 50%
- a minority = below 40%
- few = 20%
- very few = less than 10%

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Context

The nature of the provider

1. Nantymoel Primary is situated at the northern end of the Ogmore valley in the village of Nantymoel, about ten miles north of Bridgend. The local authority is Bridgend County Borough Council. The village was once a flourishing mining community, but the mines have since closed and there is now little evidence of their existence. Much of the area has been landscaped and the surroundings are considerably improved. There is very little industry in the locality and significant elements of social disadvantage, unemployment and deprivation prevail.
2. Nantymoel Primary was created in September 1990 with the amalgamation of the separate infant and junior schools. In September 2001, a nursery class was established when Nantymoel Nursery School was closed.
3. The school currently consists of a main block with seven classrooms, a central hall, library, computer room, offices, toilets and cloakrooms. A linking corridor leads to the Nursery Unit, art and music rooms.
4. Nantymoel Primary caters for 194 pupils aged three to eleven in seven classes. The school receives pupils from the full range of abilities. Baseline assessments indicate that the majority of children are of average ability, but a significant minority are below average.
5. Most pupils come from homes that are owned or rented. All pupils have English as a first language and there are hardly any from ethnic minority groups.
6. Around 25 per cent of the pupils are eligible for free school meals and 37 per cent are on the special educational needs register; both figures are above national and local averages. No pupil has a statement of educational needs. One pupil is 'looked after' by the local authority.
7. The school has gained the Basic Skills Quality Mark for the second time, it is part of the Eco Schools scheme and it holds the Healthy Schools Awards.
8. At the time of the inspection, the deputy head teacher was on sick leave and her class was taught by a supply teacher.
9. The school was last inspected in May, 2002.

The school's priorities and targets

The school's current priorities and targets, as outlined in the school development plan, are:

- to continue to prepare for the implementation of the Foundation Phase;
- to further develop the 'Talk Project' throughout the school;
- to further develop bilingualism and *Y Cwricwlwm Cymreig*;
- to secure the BECTA Information and Communications Technology Mark by the end of the 2008-2009 school year;
- to implement successfully the new curriculum at key stage 2;
- to complete the renovation of the school library;
- to secure additional computers for the computer suite;
- to further develop provision for more able pupils; and
- to continue to refine existing strategies to improve pupils' speaking, listening, writing and problem-solving skills.

Summary

10. Nantymoel is a good school. Standards of achievement, the quality of teaching and leadership and management are good with no important shortcomings. Pupils are very well cared for and supported in this inclusive school.

Table of grades awarded

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

Grades for standards in subjects inspected

11. Pupils' standards of achievement in the subjects inspected are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	64%	15%	0%	0%

12. These figures compare well with the Welsh Assembly Government 2010 (Vision into Action) target for Wales which is that the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of lessons.
13. The overall quality of the provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
14. Baseline assessment indicates that children enter school with attainment and skills that are average. They make good progress in line with their age and ability.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Science	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

15. Pupils throughout the school, regardless of their age, ability or ethnicity, including those with special educational needs, make good progress and achieve well over time.
16. Children under five make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English and Welsh, in overall bilingual competence, mathematical skills, information and communications technology, personal and social education, problem-solving and creative skills.
17. In key stages 1 and 2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing through the medium of English and Welsh, in overall bilingual competence, mathematical skills, information and communications technology, personal and social education, problem-solving and creative skills.
18. In key stage 1 in 2007, the results of the teacher assessments in English, mathematics and science were well above national and local averages. The core subject indicator, which is the percentage of pupils attaining at least Level 2 in English, mathematics and science in combination, was also well above local and national averages. However, the percentage of pupils attaining the higher Level 3 in English and science was below average. When the 2007 key stage 1 results are compared with similar schools, using the free school meals indicator, performance in English, mathematics, science and in the core subject indicator was well above average. These figures represent a positive trend in attainment at key stage 1 over the last few years. Girls performed slightly better than boys in English, while boys outperformed girls in mathematics.
19. In key stage 2 in 2007, results in English, mathematics and science were well above national and local averages. The core subject indicator, which is the percentage of pupils attaining at least Level 4 in English, mathematics and science in combination, was also well above national and local averages. The percentage of pupils attaining the higher Level 5 in English and mathematics

was also above the national average. When the 2007 results are compared with similar schools, using the free school meals indicator, performance in English, mathematics, science and in the core subject indicator was well above average and in the top quartile. These figures represent a very positive upward trend in attainment at key stage 2 over the last few years. In 2007, boys and girls performed equally well.

20. Pupils make good progress in their learning and progress well towards the next stage of learning. Their personal, social and learning skills are good. Pupils' understanding of how well they are learning and of what they need to do to improve has good features that outweigh shortcomings. Pupils are given targets for improvement in English and mathematics, but they are not always aware of these in all classes.
21. The progress that learners make in their personal, spiritual, moral, social and wider development is good with no important shortcomings. Pupils are well behaved, courteous and polite to each other and to visitors.
22. Although pupils take part in many community activities, their knowledge and understanding of the world of work does not develop adequately.
23. Attendance figures overall have good features that outweigh shortcomings. Whole-school attendance for the three terms prior to the inspection averages 91.5 per cent, and this is below the national and local averages for primary schools.

The quality of education and training

24. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
32%	55%	13%	0%	0%

25. The figures compare well with the Welsh Assembly Government 2010 (Vision into Action) target, which is that the quality of teaching assessed by Estyn should be grade 2 or better in 80 per cent of classes.
26. Features of outstanding teaching include: very effective working relationships with pupils; and teachers actively promoting equality of opportunity and ensuring that pupils are fully involved in lessons.
27. In the vast majority of lessons where teaching was judged to have no important shortcomings, the good features include: detailed knowledge of the subjects being taught; well organised lessons, which capture pupils' interest and enthusiasm from the outset; and successful promotion of pupils' thinking skills.
28. In the lessons where teaching was judged to have some shortcomings, these include: a lack of challenge in the tasks provided; the pace of learning is not always effective; and there is inadequate behaviour management to sustain pupils' interest.

29. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The quality of assessment for the under-fives is accurate and comprehensive. The school's systems and overall use of assessment information in both key stages have good features that outweigh shortcomings. A computerised tracking system is developing to monitor the progress of pupils in the core subjects of English, mathematics and science. Assessment of their progress in the foundation subjects is not fully developed.
30. Teachers mark work appropriately and, in the best practice, they offer guidance on how pupils can improve their work. They set learning targets in English and mathematics. However, this process is not fully developed. Pupils are not involved in planning their own progress and most pupils are unsure of the purpose of assessment and of what they need to do to improve their work. The school is actively developing ways to involve pupils in assessing their own learning.
31. The school has good arrangements to meet the needs and abilities of the range of pupils. The curriculum is broad and balanced and there is a very comprehensive, well-planned programme of out-of-school learning activities. Many of the extra-curricular clubs skilfully promote pupils' personal, social and physical skills.
32. Provision for the development of pupils' spiritual, moral, social and cultural development is effective and the school ensures that pupils develop a good appreciation of Welsh culture and heritage through *Y Cwricwlwm Cymreig*.
33. Good features outweigh shortcomings in relation to the promotion of work-related education. Although the school has some useful links with local businesses, there are few partnerships with local industry and no members of staff have recently undertaken industrial placements.
34. Outstanding features in the provision for care, guidance and support include: excellent personal relationships between members of staff and pupils, which are at the heart of pastoral care; a range of systems to ensure equal opportunities for pupils, regardless of their gender, abilities or background; the quality of provision for pupils with additional learning needs; and the warm and caring ethos of the school, which effectively promotes the well-being, safety and self-esteem of pupils.
35. The provision to monitor pupils' attendance and punctuality has good features that outweigh shortcomings. The school does not make effective enough use of the attendance data to identify groups that may be contributing to the relatively low attendance levels.

Leadership and management

36. The head teacher provides inspired leadership and he is clear about how the school needs to continue to develop. He ensures that the school's clear objectives and values are reflected in its daily life and work. He creates an environment based on trust and the fostering of self-respect and self-esteem.

37. The head teacher is well supported by the senior management team, hard-working and dedicated teachers and enthusiastic support staff who play an active part in the decision-making process. There is a strong sense of shared purpose and the ethos of working closely as a team is perceived as one of the school's strengths.
38. The school takes good account of national and local priorities: this is reflected in areas such as preparations for the Foundation Phase.
39. The governing body fulfils its supervisory role and discharges its responsibilities well. Governors are fully involved in the development planning process and they are assisted in monitoring the school's performance through regular reports from the head teacher.
40. The school's self-evaluation report, which was prepared before the inspection, is effective and provides a clear summary of the school's priorities, strengths and areas for development. The inspection team matched the judgements of the school in six of the seven key questions
41. A culture of self-evaluation is firmly embedded in the school and the cycle of school improvement is well established. There have been measurable improvements in many areas and the school has made good progress in addressing the issues identified in the previous inspection.
42. The school is appropriately staffed with an effective team of qualified, experienced and specialist teachers and teaching assistants. Staff are effectively managed and deployed to enhance teaching and learning. Teachers and classroom support assistants work together effectively as a team to provide a good quality education for pupils.
43. The school administrator carries out the daily routines effectively. The canteen staff, midday supervisors, cleaners and caretaker all make significant contributions to the efficiency of the school and to the sense of community.
44. Learning resources are of good quality and readily accessible to staff and pupils.
45. The accommodation is good overall, while that for the early years is outstanding. The school makes efficient and effective use of available finances. The school provides good value for money.

Recommendations

In order to improve, the school needs to:

- R1 continue to develop procedures and systems for assessment, recording and reporting and strengthen pupils' understanding of how well they are learning;
- R2 raise overall attendance levels and implement effective strategies to promote good attendance and punctuality; and
- R3 provide more opportunities for pupils to experience work-related education.

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

- 46. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 47. Pupils' standards of achievement in the subjects inspected are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	64%	15%	0%	0%

- 48. These figures compare well with the Welsh Assembly Government 2010 (Vision into Action) target for Wales which is that the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of lessons.
- 49. The overall quality of the provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
- 50. Baseline assessment indicates that children enter school with attainment and skills that are average. They make good progress in line with their age and ability.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Science	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

51. Pupils throughout the school, regardless of their age, ability or ethnicity, including those with special educational needs, make good progress and achieve well over time.
52. Children under five make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English and Welsh, in overall bilingual competence, mathematical skills, information and communications technology, personal and social education, problem-solving and creative skills.
53. In key stages 1 and 2, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing through the medium of English and Welsh, in overall bilingual competence, mathematical skills, information and communications technology, personal and social education, problem-solving and creative skills
54. In key stage 1 in 2007, the results of the teacher assessments in English, mathematics and science were well above national and local averages. The core subject indicator, which is the percentage of pupils attaining at least Level 2 in English, mathematics and science in combination, was also well above local and national averages. However, the percentage of pupils attaining the higher Level 3 in English and science was below average. When the 2007 key stage 1 results are compared with similar schools, using the free school meals indicator, performance in English, mathematics, science and in the core subject indicator was well above average. These figures represent a positive trend in attainment at key stage 1 over the last few years. Girls performed slightly better than boys in English, while boys outperformed girls in mathematics.
55. In key stage 2 in 2007, results in English, mathematics and science were well above national and local averages. The core subject indicator, which is the percentage of pupils attaining at least Level 4 in English, mathematics and science in combination, was also well above national and local averages. The

percentage of pupils attaining the higher Level 5 in English and mathematics was also above the national average. When the 2007 results are compared with similar schools, using the free school meals indicator, performance in English, mathematics, science and in the core subject indicator was well above average and in the top quartile. These figures represent a very positive upward trend in attainment at key stage 2 over the last few years. In 2007, boys and girls performed equally well.

56. Pupils make good progress in their learning and progress well towards the next stage of learning. Their personal, social and learning skills are good. Their attitudes to learning, the interest they show in their work and their ability to concentrate are generally good. The vast majority work diligently in lessons; they are keen to join in the activities prepared for them and are enthusiastic in their work. Pupils' understanding of how they are learning and of what they need to do to improve has good features that outweigh shortcomings. Pupils are given targets for improvement in English and mathematics, but they are not always aware of these in all classes.
57. The progress that learners make in their personal, spiritual, moral, social and wider development is good with no important shortcomings. Pupils successfully develop their personal values, together with a respect for, and an understanding of, the values of others.
58. Pupils are well behaved, courteous and polite to each other and to visitors. They respond well to the efforts of members of staff to raise their self-image through positive praise. They demonstrate pride in their personal successes and in those of the school in general.
59. Pupils' awareness of equal opportunities is good with outstanding features. The vast majority take an active part in the life and work of the school through the school council and involvement in many extra-curricular activities. They develop effective skills to work as part of a team and as members of the school community.
60. Although pupils play an active part in the community, good features outweigh shortcomings in relation to pupils' preparations for participation in the workplace.
61. Attendance figures overall have good features that outweigh shortcomings. Whole-school attendance for the three terms prior to the inspection averages 91.5 per cent, and this is below the national and local averages for primary schools. Almost all pupils arrive on time at the start of the school day. The school takes appropriate account of the National Assembly Wales Circular 47/2006. There was one temporary exclusion during the last year.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

63. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
32%	55%	13%	0%	0%

64. The figures compare well with the Welsh Assembly Government 2010 (Vision into Action) target, which is that the quality of teaching assessed by Estyn should be grade 2 or better in 80 per cent of classes.

65. Although the percentage of grade 1 lessons was above the figure reported in Her Majesty's Chief Inspector's report for 2006-2007, the team judged that the outstanding features identified were not always equally significant and there were a number of lessons where good features outweighed shortcomings.

66. Features of outstanding teaching include:

- very effective working relationships with pupils;
- teachers actively promoting equality of opportunity and ensuring that pupils are fully involved in lessons;
- teachers adopting a brisk and challenging approach to learning; and
- the deployment of stimulating, investigative strategies to capture pupils' interest and attention.

67. In the vast majority of lessons where teaching was judged to have no important shortcomings, the good features include:

- a clear presentation of objectives at the beginning of the lesson;
- detailed knowledge of the subjects being taught;
- behaviour management which enables teachers to ensure that there is no inappropriate behaviour in lessons;
- well organised lessons, which capture pupils' interest and enthusiasm from the outset and systematically develop their understanding in small, manageable steps;
- successful promotion of pupils' thinking skills; and
- purposeful use of good questioning techniques to promote active learning.

68. In the lessons where teaching was judged to have some shortcomings, these include:

- a lack of challenge in the tasks provided;
- the pace of learning is not always effective; and
- there is inadequate behaviour management to sustain pupils' interest.

69. Teachers' planning is thorough and provides a consistent focus upon developing pupils' key skills. Staff plan together, identifying clear and achievable learning outcomes. Teachers explain these to all pupils at the start of lessons and, in the best practice, pupils discuss the outcomes in the plenary sessions with increasing confidence. Teachers make purposeful use of praise to encourage pupils' sense of responsibility and effort.

70. Teachers cater well for the differing learning needs of their pupils. They match work well to each individual's need and this builds well on prior learning.
71. The planning of *Y Cwricwlwm Cymreig* is good. Teachers provide regular opportunities for pupils to acquire a wide experience and knowledge of Welsh life and culture.
72. Support staff are deployed well and make a significant contribution to pupils' learning. They plan alongside teachers, attend regular training and are knowledgeable and effective in supporting pupils.
73. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The quality of assessment for the under-fives is accurate and comprehensive. The school's systems and overall use of assessment information in both key stages have good features that outweigh shortcomings. The school is becoming involved in arrangements to strengthen teacher assessment at key stage 2, but these are at an early stage of development.
74. Teachers use a variety of strategies to assess and record pupils' progress in the core subjects. A computerised tracking system is developing to monitor the progress of pupils in the core subjects of English, mathematics and science. The assessment of pupils' progress in the foundation subjects is not fully developed. Subject portfolios of levelled work in several subjects help bring an added rigour to the overall assessment process.
75. Teachers mark work appropriately and, in the best practice, they offer guidance on how pupils can improve their work. They set learning targets in English and mathematics. However, this process is at a fairly early stage of development.
76. Pupils are not yet involved in planning their own progress. Most pupils are unsure of the real purpose of assessment and of what they need to do to improve their work. However, the school is actively developing ways to improve assessment for learning strategies.
77. Reports to parents meet requirements. They provide useful information about pupils' progress in the core subjects, but they are generally less detailed on other subjects. They provide limited information about pupils' targets and there is no clear indication of how parents can help their children or what the next stages of learning might be.

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

Grade 2: Good features and no important shortcomings

78. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
79. The overall quality of provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for

Children's Learning. Children in the early years benefit from the good start they get to their school life and they are well prepared for the new Foundation Phase.

80. The school has good arrangements to meet the needs and abilities of the range of pupils. The curriculum is broad and balanced and there are well-planned activities that fully meet statutory requirements and pupils' aspirations. The school is very good at meeting the needs of pupils who have additional needs and ensuring that these have full access to all the activities that it provides.
81. Staff work successfully as a team to produce schemes of work that are of good quality. Policies, practices and procedures have been agreed and adopted and the curriculum builds effectively on what pupils already know. The curriculum ensures that pupils are interested and motivated by the rich experiences they encounter. This is particularly important for the majority of pupils who enter the nursery with limited knowledge and understanding of the world outside their immediate environment.
82. Pupils' basic and key skills are promoted well and teachers work systematically to incorporate these into their planning. Pupils' problem-solving, numeracy and investigative skills are also promoted well across the curriculum. The school has been awarded the Basic Skills Quality Award in recognition of its work in this field.
83. The provision for personal and social education is a well-established part of the curriculum. The school follows national guidelines well; it successfully promotes healthy lifestyles and gives good attention to sex and relationships education, substance misuse and personal safety.
84. There is a very comprehensive, well-planned programme of out-of-school learning activities, with regular visits to many places of interest, such as historical sites and centres of religion. Many of the extra-curricular clubs skilfully promote pupils' personal, social and physical skills.
85. Provision for the development of pupils' spiritual, moral, social and cultural development is effective. Pupils are helped to become mature and considerate by thinking deeply and reflecting on issues that affect their own and other people's lives. They are very effectively encouraged to distinguish right from wrong and, through charitable work, to support those who are less fortunate than themselves. Pupils are actively encouraged to take responsibility for their actions, to play a significant role in improving the school and to share in the decision-making process.
86. The promotion of pupils' cultural experiences is good. Through various projects pupils learn about the foods, clothes, work, traditions and cultures of the wider world, and this helps them to become responsible global citizens.
87. The school is an integral part of the community and effective links are promoted with parents. Many parents enthusiastically support school events and the Friends of Nantymoel School raise substantial funds. The school has established successful partnerships with various interested parties. There are good links with other schools in the area and with the feeder secondary school.

88. Nantymoel Primary is an inclusive school where all pupils are treated equally and have full access to the curriculum and all the activities that the school provides. This is because the school rigorously promotes equality of opportunity for all and celebrates the achievements of pupils in every aspect of school life. Incidents of stereotyping are immediately challenged and this has helped the school to successfully address, for example, issues relating to boys' achievement.
89. The school successfully promotes education for sustainable development. This is an 'Eco' school, where pupils are actively encouraged to care for the environment and to participate in a number of recycling ventures.
90. Good features outweigh shortcomings in relation to the promotion of work-related education. Although the school has some useful links with local businesses, there are few partnerships with local industry and no members of staff have recently undertaken industrial placements
91. The school ensures that pupils develop a good appreciation of Welsh culture and heritage through *Y Cwricwlwm Cymreig*. Experiences in subjects such as history and geography, in particular, ensure that pupils develop a good awareness of Wales in current times and in the past. The promotion of pupils' bilingual skills in both key stages is good with no important shortcomings.
92. The development of pupils' entrepreneurial skills is promoted well through various practical and curricular activities. From the early years onwards, pupils are encouraged to participate in role-play and to understand coinage and the idea of value. Older pupils, in particular, have many opportunities to develop problem-solving and investigative skills in subjects such as science and geography.
93. The breadth and quality of the curriculum and many extra-curricular opportunities ensure that learning experiences reflect national priorities and lay the foundations for lifelong learning and community regeneration.

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

Grade 1: Good with outstanding features

94. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
95. The outstanding features are the:
 - excellent personal relationships between members of staff and pupils, which are at the heart of pastoral care;
 - range of systems to ensure equal opportunities for all pupils, regardless of their gender, abilities or background;
 - quality of provision for pupils with additional learning needs. Pupils enter a caring, efficient and informed school which enables them to make good progress; and
 - warm and caring ethos of the school, which effectively promotes the well-being and self-esteem of pupils and creates a sensitive awareness of the needs of others.

96. There is a strong sense of teamwork and commitment among members of staff, which actively promotes pastoral care of the highest order. All members of staff give very generously of their time each day to ensure that pupils are warmly welcomed to school and that they feel safe and secure during the school day.
97. There are many and varied strategies to support pupils and these include literacy and numeracy intervention, the mentoring of all pupils and some extension activities for the more able. Pupils have a strong sense that members of staff work hard on their behalf and that they care about their well-being and progress.
98. The school has developed effective partnerships and close working relationships with parents and carers. This enhances the care, support and guidance for pupils. Parents' views are sought through questionnaires and meetings. Good account is taken of their views in reviewing policies and planning future developments.
99. The provision to monitor pupils' attendance and punctuality has good features that outweigh shortcomings. The school does not make effective enough use of attendance data to identify groups that may be contributing to the relatively low attendance levels.
100. The School Council, which is well established, is effective in enabling pupils to be fully involved in making decisions and having a sense of responsibility. Members of the School Council value the role they play in the life of the school.
101. There are excellent systems in place and they are used very well to help learners settle in quickly when they enter the school. As they progress through the school, within and across the key stages, pupils are provided with good advice and helpful guidance.
102. There are effective child protection arrangements in place. The head teacher is the designated person and he has a caring and pragmatic approach. All members of staff receive updated training and there are good quality relationships with outside agencies.
103. There are good policies and well-documented procedures in place to ensure the healthy development, safety and well-being of pupils. The head teacher and senior team have successfully created an ethos that focuses clearly on the well-being and self-esteem of each child, so that every child matters in a close and friendly school community. Members of staff are trained in first aid and procedures for administering medicines, caring well for pupils who feel ill, or those who have an accident during the day. Effective use is made of the accident book, regular fire drills are held and risk assessments are systematic around the school. The Healthy Schools initiative and visits by members of the community contribute to the well-being of pupils.
104. The quality of provision for pupils with additional learning needs is outstanding. Pupils enter a caring, efficient and informed school, which enables them to make good progress.

105. The outstanding features of the provision are the:
- school's response to the Code of Practice and the guidance provided by the special educational needs co-ordinator;
 - consistently good, informed and caring support provided by the language support teacher and learning support assistants;
 - very effective working relationships with pupils, parents and outside agencies who provide specialist services; and
 - identification of, and very effective planning to meet, the additional educational needs of all pupils.
106. The early identification of pupils is very good, ensuring purposeful support and ongoing diagnostic assessment of need. Able, gifted and talented pupils are clearly identified and provided with suitable challenges in their work. The school's policy is comprehensive and complies with the Code of Practice and the framework for inclusive education. The special educational needs' co-ordinator is very efficient and works very well with the language support teacher, members of staff and the governing body.
107. Excellent levels of additional support meet the needs of groups of pupils who require literacy and other programmes of work. These pupils receive timely and effective help, which is regularly monitored and assessed. Very good use is made of information technology to encourage pupils to become independent learners and to follow individual letter sound and language programmes. All pupils make good progress over time, with some making exceptional progress, relative to their individual abilities. Very good use is made of outside agencies to support pupils requiring speech and language therapy and further diagnostic assessment. Pupils are successfully re-integrated into a mainstream class from the local pupil referral unit.
108. Teachers and support staff work as an excellent team providing continuity of support and detailed assessments of pupils' needs. Very thorough weekly planning 'link sheets' are in place to ensure that pupils progress well in classroom activities. Targets, in individual assessment plans, are stated in observable, measurable terms and are carefully monitored and reviewed. The detailed reviews are of the highest quality and outline clearly the next steps for improvement. Parents are fully consulted and most are involved in their child's learning programme. Parents are invited to consult the class teacher or the special needs co-ordinator at any time.
109. The school's behaviour management programme for the minority of pupils with profound and challenging behaviour is positive and effective. It is based on the clear recognition of pupils' achievements and success. Good provision is in place for pupils who are at risk of exclusion and the school liaises well with relevant outside agencies for further support and guidance. There has been one temporary exclusion during the last twelve months and the arrangements for re-integration are effective.
110. Outstanding features of the quality of provision for equal opportunities include:
- the exemplary promotion of social inclusion;
 - measures to promote gender equality and to challenge stereotypical behaviour; and

- exceptional and innovative strategies to eliminate oppressive behaviour, bullying and all forms of harassment.
111. The school has very effective policies and procedures for recognising and taking account of pupils' backgrounds. It promotes social inclusion extremely well. All learners, irrespective of their race, ability or social background, are valued as individuals and integrated into a cohesive community. All are provided with equal and appropriate opportunities to succeed.
 112. The school promotes very good race relations and there are high quality policies on equal opportunities and race equality. Diversity and difference are celebrated very well in lessons, assemblies and in many other school events.
 113. The school has exceptionally good measures in place to eliminate oppressive behaviour, bullying and all forms of harassment. Pupils understand the necessity to report immediately any incidents of bullying or discrimination. The school has very effective measures for dealing with such incidents if, and when, they rarely occur.
 114. The school's disability action plans and Disability Equality Scheme are clear and very well implemented. The school ensures that disabled pupils are treated equally and do not suffer from less favourable provision.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

115. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
116. The head teacher provides energetic and inspired leadership and he is clear about how the school needs to continue to develop. He carries many responsibilities and undertakes numerous practical duties to ensure the smooth running of the school. He ensures that the school's clear objectives and values are reflected in its daily life and work. Under his effective leadership, an environment based on trust and the fostering of self-respect and self-esteem is developed well.
117. The head teacher is well supported by the senior management team, hard-working and dedicated teachers and enthusiastic support staff, who play an active part in the decision-making process. There is a strong sense of shared purpose and the ethos of working closely as a team is perceived correctly as one of the school's strengths. Lines of communication and management structures are good and these allow daily work to proceed smoothly. There are regular meetings to discuss a range of issues appertaining to the daily life of the school.
118. Leaders and managers have successfully promoted pupils' good progress and achievement over time. Pupils have challenging, but realistic, targets based on their individual needs and capabilities. Other goals for development are clearly

identified in the school development plan and are appropriate to the needs of the school.

119. The role of the subject co-ordinator is effective and co-ordinators make significant contributions to the school's strategic management. They feel empowered and monitor their subjects well.
120. The school takes good account of national and local priorities. These are reflected in areas such as preparations for the Foundation Phase and in on-going, imaginative support for the development of pupils' literacy, numeracy and information and communications technology skills.
121. Performance management procedures are well established; targets are linked to the school development plan and school improvement, as well as to staff development. Effective staff appraisal is successfully promoting teachers' professional development and effectively balancing the needs of the individual with the priorities of the school.
122. The governing body fulfils its supervisory role and discharges its responsibilities well. There are well-established arrangements for committees and individual governors to become informed about the work of the school. Governors are fully involved in the development planning process and they are assisted well in monitoring the school's performance through regular reports from the head teacher and presentations by subject co-ordinators.

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

Grade 2: Good features and no important shortcomings

123. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
124. The school's self-evaluation report, which was prepared before the inspection, is effective, addresses each of the seven key questions of the Estyn inspection framework and provides a clear summary of the school's priorities, strengths and areas for development. The self-evaluation report, which is based on a range of supporting evidence, provides relevant information and detailed analysis of all aspects of school life. The inspection team agreed with the judgements of the school in six of the seven key questions
125. The head teacher, members of staff and governors are very committed to further school improvement and they display a clear determination to achieve high standards in all aspects of school life. A culture of self-evaluation is firmly embedded in the school and the cycle of school improvement is well established. Self-evaluation and the drive for continuous improvements are strong features of the school, particularly in relation to forming secure judgements about standards and the quality of learning and teaching.
126. All members of staff are involved in the process of school review and in identifying whole-school priorities as set out in the School Development Plan.

The monitoring role of the head teacher and senior management team is well established. They focus sharply on school improvement, ensuring that relevant actions are taken to support progress and raise standards. All subject leaders carry out reviews of their subjects and produce action plans, which are monitored and evaluated as part of the monitoring cycle. Subject leaders monitor teaching and learning and, as a result, the head teacher and senior managers have a very accurate picture of the strengths and areas for improvement in the school.

127. The school carefully analyses relevant data, including teacher assessments and the results of standardised tests. The governing body is kept well informed about standards and they receive regular reports from the head teacher. Governors are provided with detailed information so that they can compare the school's performance with other schools nationally and with similar schools.
128. The views of pupils, parents and other interested parties are actively sought and they are fully taken into account in school planning. Pupils confirm that they are listened to carefully and that there have been improvements as a result.
129. The school's detailed plans for improvement and focused priorities are set out in the School Development Plan, which is a useful working document with specific and measurable success criteria. The school improvement cycle is closely linked to the self-evaluation process and well supported with resources.
130. There have been measurable improvements in many areas and the school has made good progress in addressing the issues identified in the previous inspection.

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

Grade 2: Good features and no important shortcomings

131. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the team judged that there were insufficient outstanding features in this key question.
132. The school is appropriately staffed with an effective team of qualified, experienced and specialist teachers and teaching assistants. Staff are effectively managed and deployed to enhance teaching and learning.
133. The school uses its resources for workforce remodelling well. There are suitable arrangements in place to provide all members of staff with the required preparation, planning and assessment time and good use is made of this. The management of this has had a positive effect on standards.
134. Staff are well trained and take part in relevant and appropriate professional development. Teachers undertake relevant in-service courses to improve their knowledge and understanding of the curriculum. Training is appropriately linked to areas of school development and performance management.

Teaching assistants have benefited from accredited courses of various kinds. Teachers and classroom support assistants work together effectively as a team to provide a good quality education.

135. The school administrator carries out the daily routines effectively and efficiently. The canteen staff, midday supervisors, cleaners and caretaker all make significant contributions to the efficiency of the school and to the sense of community.
136. Learning resources are of good quality and readily accessible to staff and pupils. Recent acquisitions are in line with school priorities and suited to the age, ability and educational needs of pupils. Displays in classrooms and corridors are used effectively as teaching resources.
137. The school has a well-equipped computer suite and the majority of classrooms have an interactive whiteboard. These investments have had a positive impact on pupils' learning and successfully raised standards across the subjects generally.
138. The accommodation is good overall, while that for the early years is outstanding. School buildings are well maintained and effective use is made of all available facilities and space. Additional resources such as the gymnasium, art and music rooms are used effectively.
139. The head teacher, senior managers and governors regularly monitor the work of the school to ensure that spending decisions are matched to the school's priorities. The school makes efficient and effective use of available finances. The school has gained a number of grants from outside agencies and these, along with monies raised by the Friends of Nantymoel and parents of the school, have been put to good use. The school provides good value for money.

Standards achieved in subjects and areas of learning

English

Key stage 1: Grade 2 : Good features and no important shortcomings

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

Good features

140. In both key stages most pupils develop good listening skills. They listen attentively to their teachers, to their peers in class and during other formal situations, such as in assemblies. In key stage 1, most listen with attention to stories, showing good recall of the plot and characters. In key stage 2, they listen effectively with sustained concentration in both whole-class and collaborative group occasions.
141. Most pupils make good progress with their speaking skills. In key stage 1, they take turns and eagerly answer their teachers' questions. By the end of key

stage 2, they express themselves with clear diction and effective intonation, adapting their speech to different circumstances and demands.

142. The vast majority of pupils in key stage 1 read confidently. They are making good progress with decoding skills and word recognition in their individual reading. They discuss the content of their books, re-tell the main events and predict how stories will end. Almost all pupils show an enormous interest in books and they regularly and enthusiastically change their library books.
143. In Years 1 and 2, many pupils develop a good knowledge of how books work and use correct terminology when talking about the cover, title and author. They discuss the feelings of characters in their books well.
144. Most pupils in key stage 2 read fluently and at appropriate levels. They recall narratives, name the main characters and predict the development of plots sensibly. They use relevant vocabulary to express their opinions and they regularly and enthusiastically change their library books each week.
145. In key stage 1, the vast majority of pupils make good progress with their writing skills. They understand the importance of basic sentence structure, the use of capital letters and full stops. They begin to use adjectives effectively to make their writing more interesting. Most organise their ideas well and have a good awareness of basic punctuation.
146. As pupils progress through key stage 2, they develop their writing skills well by writing in different forms and for different purposes. By the end of the key stage, most write in a wide range of styles, organising their writing well for the intended audience. Their vocabulary is more adventurous, pronouns and tenses are generally consistent and grammar is usually correct.

Shortcomings:

147. There are no important shortcomings, but there is some inconsistency in the standard of a few pupils' spelling throughout the school.

Welsh second language

Key stage 1: Grade 2: Good features and no important shortcomings

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

Good features

148. In key stage 1, most pupils respond effectively when given opportunities to use the language. They build well on what they have learned in the early years, particularly with regard to the sounds of the language and the grasp of basic vocabulary.

149. Most pupils in key stage 1 make good progress in speaking and listening. They respond well to instructions, and ask and answer questions effectively. They develop a good range of simple sentence patterns and vocabulary relating to colours, personal information and the weather.
150. Most pupils in key stage 1 make good progress in reading in relation to their age and abilities. They read individual words confidently, and they make good progress in their ability to apply reading skills to simple, but appropriately extended, texts. They make good use of pictorial clues to aid them in making sense of the written word.
151. Many pupils in key stage 1 write simple phrases and sentences based on acquired vocabulary in relation to such topics as clothing, likes and dislikes.
152. Most pupils in key stage 2 listen well to all forms of spoken Welsh and respond clearly to simple instructions and greetings. Nearly all make good progress in their knowledge and understanding of spoken Welsh.
153. In key stage 2, the majority of pupils count successfully from 1 to 100. They know many of the colours in Welsh and they apply these well when playing games or in discussions.
154. Most pupils in key stage 2 read words, phrases and sentences which are used in their oral work, and they extend their vocabulary well with language patterns from simple texts in Welsh. More able pupils in Years 5 and 6 translate texts and sentences well and they read confidently from the interactive whiteboard or the computer screen, with a good measure of understanding.
155. In key stage 2, most pupils write simple phrases and sentences regularly and complete tasks competently.

Shortcomings

156. There are no important shortcomings.

Science

Key stage 1: Grade 2: Good features and no important shortcomings

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

Good features

157. Throughout the school, nearly all pupils successfully undertake a range of practical and investigative work on a regular basis. They understand and follow the scientific process of planning, experimenting and evaluating well and use relevant templates to record their questions, needs and evidence. Most make appropriate predictions and observations and have good recall of previous learning. They answer questions knowledgeably, producing accurate answers based on what they have learnt.

158. In key stage 1, most pupils develop a good understanding of a fair test and they explain what has to change and what has to remain constant. In Years 5 and 6, pupils manipulate a range of variables to ensure consistent and accurate results.
159. Nearly all pupils develop an increasing scientific knowledge across the attainment targets of the National Curriculum as they progress through the school. By the end of key stage 2, they have a good understanding of life processes and living things, materials and their properties and physical processes.
160. In key stage 1, in their studies on food processes and living things, most pupils use their own experiences and scientific understanding well to solve scientific problems. They use their senses effectively to taste different foods and confidently explain how the tongue's taste buds function. They sort and record their results well. When experimenting, they follow instructions carefully.
161. Pupils in lower key stage 2 have a good knowledge of the body and most know that blood circulates through arteries and veins. Most are able to devise a circuit system to test the strength of electrical currents. They measure and record the results of their experiments successfully.
162. In Year 5, most pupils devise strategies to determine fair testing. They develop a good understanding of the solar system and they record their results carefully.
163. Nearly all pupils in Year 6 conduct effective experiments, testing the resistance of electrical circuits. They have a good knowledge of how different wires cause bulbs to blow and which type of wire has the least resistance. Most record their results with a variety of methods and assess their work accurately.
164. In key stage 2, most older pupils distinguish carefully between different types of food groups linked to their studies. They correctly explain the properties of solids, liquids and gases and they have a secure understanding of evaporation and condensation.
165. Nearly all pupils record their results accurately and in a variety of ways using diagrams, matrices and tables. Older pupils make accurate predictions from data presented in different forms, such as graphs.
166. Most pupils use and understand relevant scientific terminology and vocabulary well, appropriate to their age and ability.

Shortcomings

167. There are no important shortcomings.

Geography

Key stage 1: Grade 2: Good features and no important shortcomings

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

Good features

168. Most key stage 1 pupils are very familiar with their own locality and name important people in their lives, such as police officers, doctors, shopkeepers and teachers in their school. Most know about places beyond the community because of journeys that Spencer Bear and Dewi the Dragon make when they go on their travels with pupils and friends of the school.
169. In key stage 1, most pupils develop good enquiry skills as they use various maps and other sources. For example, most locate the continent of Africa, and in particular Kenya, on large world maps. Many are beginning to understand differences in climates and life styles and they successfully compare these with Welsh geographical features.
170. In key stage 2, most pupils' knowledge of the locality and beyond develops well. Using specific subject language, they compare and contrast their own locality of Nantymoel with Semonkong, a village in Lesotho, and Chembakolli in India. Most use good enquiry skills as they identify and compare geographical features, cultures, climates and communal developments.
171. In key stage 2, most pupils pose relevant questions and identify important geographical patterns. They record their results and measurements carefully, using different formats. In their enquiry work on mountain environments, many key stage 2 pupils research the shared attributes of various mountain ranges, such as Zermatt, Keswick and Kathmandu. They classify images according to mountain types, posing relevant questions about the different environments.
172. Pupils' map-making skills progress very well throughout the school. In key stage 1, many pupils confidently use problem-solving skills successfully to program a robotic toy around various features taken from the story of 'The Little Red Hen'. Working collaboratively, they discuss, refine their map and modify measurements accurately.
173. In key stage 2, the vast majority of pupils continue to make good progress with their mapping skills, identifying physical and political maps well. They draw and make maps on a variety of scales, using appropriate symbols and keys. They successfully locate and name lines of latitude, different countries, rivers and oceans on a wide variety of maps.
174. Most key stage 2 pupils know that people can affect the environment positively and negatively, both locally and worldwide. Their understanding of looking after the environment is good and most have a good understanding of the causes and effects of human pollution.

Shortcomings

175. There are no important shortcomings

Music

Key stage 1: Grade 2: Good features and no important shortcomings

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

Good features

176. Throughout the school, most pupils sing with enthusiasm and clear diction. On whole-school occasions they demonstrate good control over 'tempo' and 'dynamics' and maintain confident parts when singing in harmonies.
177. In key stage 1, most pupils listen to music carefully and distinguish between low and high notes with confidence. They select appropriate instruments to accompany their newly created music and provide accurate reasons why some instruments are more suitable than others. Many express sensible opinions about how they can improve their own performance.
178. In key stage 2, many pupils successfully create simple compositions. They use correct musical terminology, such as 'tempo' and 'pitch', to describe their music making and appraise each group's compositions constructively.
179. Older pupils have a clear understanding of musical terms, including 'tempo', 'rhythm' and 'dynamics' and they use this vocabulary well when comparing musical styles.
180. Most pupils develop their musical skills well in collaborative groups, demonstrate good ideas and make good use of voice and instruments in their various compositions to convey a distinct atmosphere.
181. Older pupils have a good, developing knowledge of different musical styles, including pop and classical works.
182. A large number of pupils benefit from instrumental tuition. This, together with the participation of a majority of pupils in musical clubs and the school choir, has a very positive impact on standards throughout the school.

Shortcomings

183. There are no important shortcomings

Physical education

Key stage 1: Grade 2: Good features and no important shortcomings

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

Good features:

184. In key stage 1, most pupils dress appropriately and are aware of the effects of physical exercise and healthy eating on their bodies.
185. Most pupils in key stage 1 make effective use of space while moving in physical education lessons. They devise appropriate movements to represent different shapes.
186. Pupils' ball-throwing and catching skills in key stage 1 develop well. They co-operate easily with each other, concentrate and persevere well in order to improve their skills.
187. In key stage 2, most pupils demonstrate a good knowledge and understanding of the principles of exercising the body in the context of healthy living. The vast majority evaluate the progress they make in performances sensibly and note targets for improvement.
188. Most pupils' ball skills in key stage 2 are good. They show a firm grasp of the principles of teamwork and a sensible awareness of space. They succeed in mastering basic, gymnastic skills when jumping and rotating.
189. When using equipment, most pupils move from one activity to another easily, and they refine and improve their basic techniques as they proceed.
190. Older pupils in key stage 2 display good throwing and catching skills, with the majority developing a good awareness of attack and defence skills.
191. Many pupils perform well in school competitions and capture several national awards, for example, in tennis.

Shortcomings

192. There are no important shortcomings.

School's response to the inspection

The head teacher, staff, governors and pupils are delighted that the inspection team recognised the good progress made by the school since the last inspection. We are also pleased the inspection recognised that pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. We were very pleased to note that the school provides good value for money.

We are also pleased to note that our pupils are well behaved throughout the school day. They are friendly, polite and courteous and they relate well to each other and to adults. In addition, we are pleased that the care and support systems we have in place, that underpin our curricular provision, are recognised as being consistently good.

The report emphasises the strong team effort, the contributions of staff, governors, parents and people from the community in creating a happy and industrious environment in which pupils are able to achieve their full potential. The skill and dedication of teachers and the care and talent of support staff are duly acknowledged.

Staff and governors will work to address the recommendations of the report by writing an action plan. The recommendations, which have been identified as areas for development, will be monitored carefully through the school development process.

We would like to thank the inspection team for the professional way in which the inspection was carried out.

Appendix 1

Basic information about the school

Name of school	Nantymoel Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Gwendoline Street, Nantymoel, Bridgend.
Postcode	CF32 7PL
Telephone number	01656 815670

Head teacher	Mr Jeff Roberts
Date of appointment	September 1992
Chair of governors/ Appropriate authority	Mrs Cath Carter
Registered inspector	Dr David G Evans
Dates of inspection	2-4 June, 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	33	19	13	27	24	26	30	22	194

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	3	8.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil: adult (fte) ratio in nursery classes	12:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.14:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	86.4	87.5	91.6
Autumn 2007	83.1	87.5	91.5
Summer 2007	86.7	94.2	91.5

Percentage of pupils entitled to free school meals	25%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					26
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	8	80	12	
		National	0	3	13	63	20	
En: reading	Teacher assessment	School	0	0	12	76	12	
		National	0	2	10	63	24	
En: writing	Teacher assessment	School	0	4	4	84	8	
		National	0	5	14	68	12	
En: speaking and listening	Teacher assessment	School	0	0	0	88	12	
		National	0	4	14	55	27	
Mathematics	Teacher assessment	School	0	0	4	72	24	
		National	0	2	10	64	23	
Science	Teacher assessment	School	0	0	0	92	8	
		National	0	2	9	65	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment

In the school	92%	In Wales	80.6%
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D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6					22			
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	9	55	36
		National	0	0	0	1	1	4	16	48	30
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	0	9	46	46
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	9	59	32
		National	0	0	0	0	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment

by teacher assessment		by test	
In the school	86.4%	In the school	N/A
In Wales	74.2%	In Wales	N/A

D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum

A Pupils who have failed to register a level because of absence

F Pupils who have failed to register a level for reasons other than absence

W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of eight inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee, and a peer assessor was appointed by Estyn for the inspection.

The team inspected:

- 38 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- questionnaires completed by 49 parents and carers, of which 92.57 per cent of responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans, Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2, 4 (a +c) and 5 English, Music and Physical Education
Mr Ivor Petherick Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs Julie Jones Team Inspector	Key Question 4(b) Geography
Mr Enir R. Morgan Team Inspector	Key Questions 3, 6 and 7 Welsh second language and Science
Mrs Mary Noyes Peer Assessor	Contributions to all the key questions
Mr Jeff Roberts, Head teacher/Nominee	Attending meetings and supplying information

Acknowledgement:

The inspection team would like to thank the governors, the head teacher, members of staff and pupils for their co-operation and courtesy throughout the inspection.

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