

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

A Report on the Quality of Education in

**Pendoylan CiW VA Primary School
Pendoylan,
Nr Cowbridge
CF71 7UJ**

School Number: 6733363

Date of Inspection: 22/04/08

by

**Stephen Dennett
78888**

Date of Publication: 26 June 2008

Under Estyn contract number: 1123907

© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Pendoylan CiW VA 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 Pendoylan CiW VA Primary School took place between 22/04/08 and 24/04/08. An independent team of inspectors, led by Stephen Dennett undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	10
Key Question 4: How well are learners cared for, guided and supported?	13
Leadership and management	15
Key Question 5: How effective are leadership and strategic management?	15
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	16
Key Question 7: How efficient are leaders and managers in using resources?	17
School's response to the inspection	19
Appendices	20
1 Basic information about the school	20
2 School data and indicators	20
3 National Curriculum assessments results	21
4 Evidence base of the inspection	22
5 Composition and responsibilities of the inspection team	23

Context

The nature of the provider

- 1 Pendoylan Church in Wales Primary School is a denominational primary school, serving the parishes of Pendoylan and Welsh St Donats in the Vale of Glamorgan. The social and economic backgrounds of pupils are neither advantaged or disadvantaged. Around five per cent of pupils are eligible for free school meals, which is well below the national average. Children's attainment on entry to the school is above the local education authority (LEA) average.
- 2 The school provides education for pupils aged three to eleven. Around five per cent of the pupils have been identified as having additional learning needs (ALN) but no pupils have statements of special educational need. No pupils speak English as an additional language (EAL) or speak Welsh as a first language. No pupils are 'looked after' by the local LEA and there are none from ethnic minorities. At the time of the inspection, there were 179 pupils on the school's roll including 24 children who attend the nursery for mornings only. The number on roll is much the same as when the school was last inspected in June 2002.
- 3 The school has achieved a number of awards, including the Basic Skills Award and the Healthy Schools Scheme. Pupils also take part in international hockey tournaments, swimming galas and local road safety championships.

The school's priorities and targets

- 4 The school's mission statement is *'to provide a school where the children, parents, staff, governors, church and community work together to offer a welcoming, caring, stimulating and safe environment for every individual.'* The school has a strong Christian ethos and one of its aims is to be *'a place of witness to God's love.'*
- 5 The school has set a number of targets in its current improvement plan, which include:
 - replacing four temporary classrooms with a new building;
 - incorporating key skills, including bilingualism, into the new curriculum;
 - improving teachers' confidence in using Welsh;
 - developing pupils' self-assessment;
 - developing a school web site;
 - further improving the provision of interactive white boards; and
 - further developing the Foundation Phase.

Summary

- 6 This is a good school with many outstanding features. Pupils make very good progress and achieve high standards because of the very good teaching they receive. The provision is of a high quality and the school leadership successfully promotes a caring Christian ethos, which is appreciated by parents and pupils alike.
- 7 The education the school provides meets the needs and range of pupils very well. It also promotes pupils' well-being effectively.

Table of grades awarded

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

- 8 The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the desirable learning outcomes for children's learning.
- 9 Throughout the school, pupils make outstanding progress in their learning and achieve high standards in relation to their prior attainment and underlying ability. Pupils succeed regardless of their social, ethnic or linguistic backgrounds and make very good progress towards fulfilling their potential. They are very well prepared for the next phase of their education. There is no significant difference in the performance of boys and girls. Pupils with ALN make very good progress in relation to their prior attainment.
- 10 Pupils' key skills are very good overall, although their information and communication technology (ICT) skills are not as well developed as they should be. Pupils have good bilingual skills. Literacy and numeracy are outstanding.

- 11 In the 2007 teacher assessments at the end of year 2 the school was in the top 25 per cent compared with all schools and in comparison with schools with a similar number of pupils' eligible for free school meals. In the 2007 teacher assessments at the end of year 6 the school was in the top 50 per cent in comparison with similar schools and all schools. These results were not as high as in previous years as the cohort contained a pupil with a statement of special educational needs who did not achieve level 4. However, this pupil did make exceptional progress in key stage 2. The trends in the school's performance show continuous improvement since the last inspection in 2002, especially at key stage 1.
- 12 At 96 per cent the average rate of attendance for the three terms prior to the inspection is well above the LEA and national averages.
- 13 Pupils' behaviour is outstanding. Throughout the school, pupils are developing a good capacity for independent learning. However, pupils' research skills are not as well developed as they should be due to the lack of sufficient library facilities.
- 14 Pupils' personal, social, moral and wider development is outstanding. The pupils' moral and social skills are very well developed, especially in upper key stage 2. Pupils have good awareness of their own Welsh culture as well as other world cultures. There is respect for diversity.
- 15 Nearly all pupils leave the school with the necessary skills to maintain life-long learning and they are well prepared for the next phase of their education and effective participation in the work place and the community.

The quality of education

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
38%	62%	%	0%	0%

- 16 Teachers and support staff have established a very good working relationship with all pupils. Teachers' subject knowledge is good, and lesson plans are detailed and thorough. An outstanding feature of the best lessons is the wide range of interesting and stimulating activities which are planned to provide an appropriate level of challenge to pupils of all abilities. Lessons are structured very effectively to ensure that pupils have sufficient time to finish their work.
- 17 The school has a clear and comprehensive policy for assessment, recording and reporting. The results of baseline assessment in the reception class are used well to set targets for these children. The use of standardised tests adds very effectively to the assessment information about each pupil, which the school uses to inform and direct its curriculum planning. Annual reports to parents conform to statutory requirements and provide useful information about

pupils' attainment, targets for future improvement and an opportunity for parents to respond.

- 18 The curriculum is broad and balanced and fully meets statutory requirements. Equal opportunities for all are ensured, and there is no stereotyping of any kind in the curricular provision. Provision for spiritual, moral and social development is outstanding. The provision of personal and social education (PSE) is an integral part of school life.
- 19 The school has very good partnerships with parents. Partnership with the community is outstanding and a wide range of community members visit the school and enrich pupils' learning very effectively. Partnership with other schools is very good.
- 20 The school's partnership with industry is very good. Pupils develop a good understanding of sustainable development and an awareness of conservation issues through recycling and compost projects in the school. Pupils' awareness of global citizenship is raised through the parish link with a community in South Africa as well as their studies in religious education and geography and fundraising events. Opportunities for pupils to develop skills required to support economic development are very good. The school attends exceptionally well to national priorities for lifelong learning and community regeneration.
- 21 Pupils are very well cared for guided and supported. The school provides very high quality personal support and guidance for pupils. The school is in its fourth year of Healthy Schools initiative. It promotes health and fitness for pupils through a wide range of extra curricular sports activities and healthy snacks at break times. There is an effective policy and sound procedures for child protection.
- 22 The provision for pupils with ALN is good with outstanding features. The ALN co-ordinator is very effective and works well with the whole staff, outside support agencies and the governing body. All pupils with ALN make very good progress considering their individual need and circumstances. Support for the tiny minority of pupils whose behaviour may impede their own or other's progress is very good.
- 23 The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. All pupils are encouraged and enabled to take part in the activities provided by the school.

Leadership and management

- 24 The headteacher leads the school very effectively. Her vision is reflected in its mission statement which expresses its commitment to developing the Christian ethos of the school. An outstanding feature of the school's ethos is the way in which it actively promotes and achieves a caring Christian community. Senior managers and curriculum co-ordinators provide very

effective leadership, monitoring standards in their subjects and clearly identifying areas for improvement. The school takes appropriate account of national priorities.

- 25 The headteacher and staff analyse the school's performance data and set targets accordingly. Performance management is conducted efficiently and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual. The governing body is supportive of the headteacher and staff. The governing body meets all statutory requirements.
- 26 Staff are well informed about performance in their areas of responsibility. All those who provide education are involved in the self-evaluation process. All staff and governors are consulted and their views sought and discussed fully. The school self-evaluation report is a well-researched document which effectively identifies its strengths and areas for development, but needs some further detailed analysis.
- 27 The information gathered through self-evaluation is directly used to inform strategic planning. Areas identified as being in need of improvement are included as targets in the school improvement plan (SIP). However, the analysis of school data is not sufficiently detailed enough to identify significant variations in the school's performance. The school supports its priorities well through the allocation of resources. The school has made good progress since the last inspection.
- 28 The provision of suitably qualified teachers to teach every aspect of the curriculum in the school is good. Support staff in classrooms work very effectively with teachers to plan, teach and record the progress of pupils in their care. Learning resources are generally of a good quality and are sufficient for the teaching of the curriculum in both key stages and in the early years. However, there are insufficient ICT resources in the school as a whole, and computers located in classrooms are reaching the end of their useful life. The lack of a library provision limits the opportunities for developing pupils' independent learning and investigative skills.
- 29 Although space is limited, teachers make good use of the school buildings. However, the limited space provided by the demountable classroom for year 3 and the small hall, and the lack of space for a library in the school buildings, are shortcomings in the accommodation provision which have a negative effect on some aspects of pupils' learning.
- 30 The headteacher controls finance well, and is supported effectively by the school administrative officer and the LEA support officer. The school provides good value for money.

Recommendations

- 31 In order to further raise standards and improve provision, the school needs to:
- R1 Further refine the self-evaluation process so that it is more sharply focussed on the analysis and interpretation of assessment information.*
- R2 Improve resources for ICT and provide more opportunities for pupils to develop their skills.*
- R3 Improve the quality and quantity of library resources so that pupils can further develop their research skills.
- R4 Improve the accommodation to provide more space for learning.*

** The school has already identified aspects of these recommendations in its improvement plan.*

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 1: Good with outstanding features

- 32 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 33 The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the desirable learning outcomes for children's learning.
- 34 Pupils make outstanding progress in their learning and achieve high standards in relation to their prior attainment and underlying ability. Pupils achieve the learning targets set by teachers and by themselves. Pupils succeed regardless of their social, ethnic or linguistic backgrounds and make very good progress towards fulfilling their potential. They are very well prepared for the next phase of their education. There is no significant difference in the performance of boys and girls. Pupils with ALN make very good progress in relation to their prior attainment.
- 35 Pupils' speaking, listening, writing and numeracy skills are of a high standard throughout the school. Their reading and ICT skills are good overall, but occasionally opportunities to develop these skills to a higher level are missed. Pupil's competence in using bilingual skills is good. They speak well in Welsh and read simple texts with confidence. Their writing skills are developing well. Pupils' personal and social skills are outstanding. Their problem-solving and independent learning skills are developing very well. Pupils' creative skills are excellent at both key stages. Pupils' ability to work with others is outstanding.
- 36 In the 2007 teacher assessments at the end of year 2, 100 per cent of pupils achieved the expected level 2 in English, mathematics and science. The number of pupils who achieved level 2 in the core subject indicator was 100 per cent. This places the school in the top 25 per cent compared with all schools and in comparison with schools with a similar number of pupils' eligible for free school meals.
- 37 In the 2007 teacher assessments at the end of year 6, 92 per cent of pupils achieved the expected level 4 in English and mathematics. In science, 96 per cent achieved level 4. In the core subject indicator 92 per cent of pupils achieved level 4, which places the school in the top 50 per cent in comparison with similar schools and all schools. These results were not as high as in previous years as the cohort contained a pupil with a statement of special educational needs who did not achieve level 4. However, this pupil did make exceptional progress in key stage 2.

- 38 The trends in the school's performance show continuous improvement since the last inspection in 2002, especially at key stage 1.
- 39 Pupils enjoy coming to school and benefit from its warm, friendly ethos. Relationships with staff are excellent and this has a positive effect on pupils' social development. Pupils have a strong feeling of belonging to a happy orderly community where learning can thrive. This is acknowledged by the vast majority of parents.
- 40 At 96 per cent the average rate of attendance for the three terms prior to the inspection is well above the LEA and national averages. Absences are caused mainly by illness but the overall rate is adversely affected by family holidays in term time. The vast majority of pupils attend school regularly and arrive on time at the start of the school day. A very small number arrive late and miss the very important activities and social time before lessons.
- 41 Pupils are very well behaved in the school. They show great responsibility and carry out their duties with diligence. The prefects in year 6 set a good example to younger pupils by undertaking tasks around the school in an efficient manner. There is a great respect of adults and pupils are polite when speaking to teachers and each other.
- 42 Pupils are eager to learn and respond enthusiastically to questions and apply their knowledge, understanding and skills effectively. This enthusiasm combines with a clear understanding by most pupils of what they are doing, how well they are progressing and what they need to do in order to improve further.
- 43 Throughout the school, pupils are developing a good capacity for independent learning. They work effectively on their own, in pairs and small groups. However, pupils' research skills are not as well developed as they should be due to the lack of sufficient library facilities.
- 44 Pupils' personal, social, moral and wider development is outstanding. Pupils are thoughtful and reflective. They have excellent opportunities for prayer and reflection in acts of collective worship. The pupils' moral and social skills are very well developed, especially in upper key stage 2. Pupils have good awareness of their own Welsh culture as well as other world cultures. There is respect for diversity.
- 45 Nearly all pupils leave the school with the necessary skills to maintain life-long learning and they are well prepared for the next phase of their education and effective participation in the work place and the community.

The quality of education and training

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

Grade 1: Good with outstanding features

46 The inspection team's findings do not agree with the judgement of the school in its self-evaluation report, as the school graded this key question as grade 2. The inspectors consider that the school underestimated the quality of its teaching, training and assessment. The quality of teaching is a strength of the school and is a key element in the progress that pupils make and the very good standards that are achieved.

47 The quality of teaching in 16 lessons was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
38%	62%	%	0%	0%

48 The quality of teaching was grade 2 or better in 100 per cent of lessons. This is well above the 2010 WAG target, which states: *'the quality of teaching assessed by Estyn to be graded 2 or better in 80 per cent of lessons'*.

49 Teachers consistently challenge and stimulate pupils to do their best. As a consequence, pupils achieve high standards in their works. Teachers and support staff have established a very good working relationship with all pupils.

50 Teachers' subject knowledge is good, and lesson plans are detailed and thorough. An outstanding feature of the best lessons is the wide range of interesting and stimulating activities which are planned to provide an appropriate level of challenge to pupils of all abilities. Teaching strategies are varied, and resources are used effectively to enrich pupils' learning.

51 The pace of the majority of lessons observed is good, and is maintained throughout the lesson, to ensure that pupils stay on task. Introductory sessions are lively and stimulating, and present pupils with a very good language model. Very effective questioning techniques are used to extend pupils' learning.

52 Lessons are structured very effectively to ensure that pupils have sufficient time to finish their work. Pupils are given frequent opportunities to work as individuals, in pairs, in small groups and as a class. In those lessons which were judged as having outstanding features, tasks were given precise time limits for completion.

53 Teachers generally make very good use of time and resources, but occasionally opportunities to use ICT to support pupils' learning are

missed and this has a negative effect on the progress pupils make in acquiring effective ICT skills.

- 54 The school has a clear and comprehensive policy for assessment, recording and reporting, and procedures are established to implement the policy effectively. There are robust systems in place for the moderation and standardisation of teachers' assessment in conjunction with the LEA.
- 55 The results of baseline assessment in the reception class are used well to set targets for these children. They can also identify those pupils who may need additional help in their learning, and highlight areas for development teachers' planning.
- 56 The use of standardised tests adds very effectively to the assessment information about each pupil, which the school uses to inform and direct its curriculum planning.
- 57 Detailed reading records are kept for individual pupils, and the Salford reading test administered twice a year to identify those pupils who may be under achieving in reading, and who will benefit from 'Catch Up' support.
- 58 Realistic and ambitious targets are set for pupils' achievement in every year, and in particular for the end of key stage assessments. Pupils are becoming increasingly involved in their own target-setting and targets for the core subjects are kept in individual pupils' books.
- 59 Marking is consistently good throughout the school, and provides positive and constructive comments on pupils' achievement, which in many instances include suggestions on how pupils may improve specific aspects of their work.
- 60 Annual reports to parents conform to statutory requirements and provide useful information about pupils' attainment, targets for future improvement and an opportunity for parents to respond.

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

Grade 1: Good with outstanding features
--

- 61 The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
- 62 The curriculum is broad and balanced and fully meets statutory requirements. An outstanding feature of the curriculum is the way in which it provides a wide range of learning experiences which meet the needs and interests of pupils with different abilities very well in the early years and in both key stages. Equal opportunities for all are ensured, and there is no stereotyping of any kind in the curricular provision.

- 63 Clear policies and comprehensive schemes of work in all subjects identify learning objectives, activities, resources and assessment opportunities for the pupils. Overall the provision for key skills is good. A clear overview of planning for the teaching of key skills guides planning at a medium term and short term level. Literacy and numeracy skills are an integral part of most lessons, but planning the development of ICT skills is less consistent across the school. The provision of planned opportunities for pupils to work together, to experience problem-solving activities and to improve their own learning and performance is good.
- 64 Provision for bilingualism is good. The use of incidental Welsh is well embedded in registration periods and dinner registration, and is used consistently through the day in many classes. The school is aware of the need to make this a consistent feature of all classes.
- 65 Provision for spiritual, moral and social development is outstanding. Collective worship has a distinctive Christian ethos and contributes very well to pupils' awareness of spiritual and moral issues. It is a strength of the school.
- 66 The provision of personal and social education (PSE) is an integral part of school life. 'Circle time' sessions (class discussions when pupils sit a circle) formalise discussion of social and personal issues, and provision for working in small groups as well as taking on responsibilities promotes social development. All pupils are involved in making their own class rules. Sex education is provided effectively by the class teacher to pupils in year 6, and PSE lessons make very good provision for education about drugs and substance misuse, health education and road safety.
- 67 Provision for the teaching of Welsh culture is good. Celebrating St David's day and participating in the school eisteddfod, as well as competing in the Urdd eisteddfod raises pupils' awareness of their Welsh tradition and heritage. In the provision for Welsh culture within the *Y Cwricwlwm Cymreig* is good and there are outstanding examples in many classes of pupils' work. Pupils also sing Welsh songs and hymns in assemblies.
- 68 Provision for promoting knowledge of other cultures is good on the whole. Teachers ensure that pupils respect diversity in their work in geography about other countries such as India and Mexico, and the school has established links with a school in South Africa.
- 69 Visits to places associated with the topics pupils are studying develop their knowledge effectively. Visits to St Fagan's museum and the national museum, Llandaff Cathedral and Cardiff Bay are important elements of the provision.
- 70 The school's extra-curricular provision is good and includes activities such as sports, gardening and choir. The school has very good partnerships with other providers for the provision of French and Spanish lessons, a

part-time afternoon nursery class, a wide range of music lessons including stringed, keyboard, woodwind and brass instruments, and the provision of breakfast club and after-school care clubs of very good quality. These features enrich further pupils' social development.

- 71 The school has very good partnerships with parents. The Friends Association are very active and enthusiastic. They raise money for school projects and organise social events. Parents receive detailed information about the school's activities and are happy to work together with the school in the home-school agreement. Parents' evenings are held twice a year, and parents are welcomed to family and school based Eucharist services.
- 72 Partnership with the community is an outstanding feature and a wide range of community members visit the school and enrich pupils' learning very effectively. These include community police, the fire brigade, local health professionals, the vicar and church warden and local farmers. Grandparents are invited to talk about their experience of Pendoylan in the past, and local authors lead successful workshops in the school.
- 73 Partnership with other schools is very good. Teachers from the main receiving secondary school teach lessons in Welsh and mathematics to pupils in year 6 in the term before transition, and pupils have the opportunity for visiting the school and having lessons in ICT and art.
- 74 The school's partnership with industry is an outstanding feature. The headteacher and one teacher have benefited from industrial placements that enhance their professional development and support their teaching and management skills.
- 75 The school has strong links with the community and has established a number of very useful links with industry and commerce that help to raise pupils' awareness of the world of work both past and present. Pupils benefit from carefully planned visits, visitors and workshops that have resulted in interesting work. Pupils in both key stages visit local places of employment such as farms and supermarket and further afield such as Cardiff Airport and a national motor manufacturing company. During the school's annual literacy week pupils work with authors, poets and story tellers.
- 76 The school promotes equal opportunities strongly. Pupils, irrespective of their social background, gender, disability or ethnicity are positively included in all appropriate school activities.
- 77 Pupils develop a good understanding of sustainable development and an awareness of conservation issues through recycling and compost projects in the school. Pupils care for the environment and make it attractive through their work in the gardening club. The school has gained the eco bronze award. All pupils have the opportunity to take responsibility by

undertaking monitor roles that support the school's sustainable development and healthy eating programme.

- 78 Pupils' awareness of global citizenship is raised effectively through the parish link with a community in South Africa as well as their studies in religious education and geography and fundraising events.
- 79 Opportunities for pupils to develop skills required to support economic development are very good. This starts through role play in the early years and key stage 1 when children set up shops and surgeries such as opticians and dentists following visits from professionals.
- 80 The school attends exceptionally well to national priorities for lifelong learning and community regeneration. It lays the foundations for lifelong learning very well through the provision of after school French and Spanish language clubs.

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

Grade 1: Good with outstanding features
--

- 81 The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
- 82 Pupils are very well cared for guided and supported in a supportive and happy family environment. The school works very effectively with health professionals and external agencies. The school has a very positive ethos and every pupil is valued and included. Parents value the strong caring family atmosphere within the school. This is an outstanding feature.
- 83 Induction arrangements for the early years are carefully planned and implemented. The staged intake ensures the start of school is a happy experience for these very young children. There are appropriate procedures in place for pupils moving between classes and key stages and for pupils joining the school at a later stage. All pupils quickly learn the routines and settle very well into school life. There are well established transition arrangements with the receiving high school. All feeder schools are involved in the very thorough a transition plan that includes curriculum and pastoral procedures.
- 84 The school provides very high quality personal support and guidance for pupils. The policy permeates all aspects of the school's activities and the outcome is reflected in the pupils' caring and thoughtful attitudes.
- 85 There are very effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. Pupils have responsibilities through the school council and as prefects to help to resolve conflicts. The school council provides pupils with a voice in the school. Representatives from all classes in key stage 2 develop team

building and negotiating skills and a good understanding of value for money. Teachers apply policies for behaviour management consistently and all adults in the school are very good role models.

- 86 The school is in its fourth year of 'Healthy Schools Scheme'. It promotes health and fitness for pupils through a wide range of extra curricular sports activities and healthy snacks at break times. Fruit, salad and healthy options are available at lunchtime. Pupils understand the need of exercise and a balanced diet. They appreciate the out of school sports clubs and new facilities.
- 87 There is a comprehensive health and safety policy. Risk assessments are carried out systematic and all staff are alert to issues relating to the well being of pupils. There is an effective transport policy that ensures pupils are carried safely.
- 88 There is an effective policy and sound procedures for child protection. The headteacher and her deputy are the nominated officers and the chair of the governing body is the named link governor. Teachers, support and administration staff, mid-day supervisors and volunteers are fully aware of their responsibilities.
- 89 The provision for pupils with ALN is good with outstanding features. Early identification ensures highly effective and purposeful support. The school policy is comprehensive and complies with statutory requirements and the framework for inclusive education. The ALN co-ordinator is very effective and works well with the whole staff, outside support agencies and the governing body.
- 90 The additional support given to different groups of pupils who require extra help with reading is excellent and as a result, these pupils have made rapid progress. Pupils with ALN receive timely support which is monitored regularly and assessed. All pupils with ALN make very good progress considering their individual need and circumstances. Teachers and support staff work as a team providing continuity of support and assessment needs. Targets set in individual education plans are stated in observable, measurable terms and can be clearly monitored and reviewed. 'Child-friendly' versions are used very well to involve pupils in assessing their own progress and performance. The assessment of pupils' attainment and progress is detailed and effectively identifies what they need to do to improve.
- 91 Support for the tiny minority of pupils whose behaviour may impede their own or other's progress is very good overall. Effective use is made of anger management strategies for those who need it and there are a clear set of school morals, which effectively guide pupils' behaviour.
- 92 The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. All pupils are encouraged and enabled to take part in the activities provided by the

school. The school promotes diversity well through religious education and parish links.

- 93 There are effective policies for areas such as bullying, disability and fire prevention. The 'worry box' in the hall, the pupils' guide to good behaviour and the school council help prevent bullying.
- 94 There is a clear Disability Equality Scheme and action plan. There are no pupils with mobility disabilities currently attending the school but there is suitable accessibility plan that takes account of the school site and buildings.

Leadership and management

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

Grade 1: Good with outstanding features

- 95 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 96 The headteacher leads the school very effectively. She has a clear sense of purpose and direction which is effectively communicated to all staff and the governing body. Her vision is reflected in its mission statement which expresses its commitment to developing the Christian ethos of the school. At the same time, she demonstrates great care and concern for both staff and pupils.
- 97 The school's commitment to each pupil is evident also in the aims of the school and the values it seeks to promote. These focus on the development of good attitudes, learning skills and the social and interpersonal skills which are essential if pupils are to achieve well. Parents indicated their support and appreciation of the values instilled by the school in the pre-inspection questionnaires and at the parents' meeting. An outstanding feature of the school's ethos is the way in which it actively promotes and achieves a caring Christian community.
- 98 All staff are aware of the school's aims and values and are fully committed to promoting them in their work and through personal example. This commitment is evident in all aspects of the life of the school. The headteacher and staff succeed in creating a caring ethos and stimulating environment which promote effective learning.
- 99 Senior managers and curriculum co-ordinators provide very effective leadership, monitoring standards in their subjects and clearly identifying areas for improvement. These are discussed with colleagues to ensure that they understand what is required of them in the process of raising

standards. They also lead training for colleagues in areas that are a priority in the schools' improvement plan (SIP).

- 100 The school takes appropriate account of national priorities. Planning for key skills in the curriculum and the promotion of bilingualism are current school targets. The school has also made good progress in preparing for the Foundation Phase in September 2008.
- 101 The headteacher and staff analyse the school's performance data and set targets accordingly. Individual targets are also set and monitored by both staff and pupils. Performance management is conducted efficiently and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual. The headteacher also holds appraisal meetings with staff to review their professional development.
- 102 The governing body is supportive of the headteacher and staff. Governors monitor the quality of provision by making regular visits to the school and observing lessons. Governors are proud of the school and are committed to school improvement. They help set the strategic direction of the school by receiving regular reports from the headteacher and they discuss these in governors meetings. The governing body meets all statutory requirements.

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

Grade 2: Good features and no important shortcomings

- 103 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 104 Staff are well informed about performance in their areas of responsibility. They gather first-hand evidence from observing lessons, looking at pupils' work and speaking to pupils. The headteacher regularly monitors lessons in order to make judgements about standards throughout the school. The headteacher also monitors and evaluates teachers' planning well and gives effective leadership to the process of school self-review.
- 105 All those who provide education are involved in the self-evaluation process. The headteacher takes very seriously the opinions of parents, staff and governors. All staff and governors are consulted and their views sought and discussed fully. Parents are consulted through questionnaires and the school takes note of their views and responds positively. The views of the pupils on the school council are also sought and pupils contribute significantly to the evaluation process.

- 106 The school self-evaluation report is a well-researched document which effectively identifies its strengths and areas for development, but needs further detailed analysis. It also tends to be over-descriptive.
- 107 The judgements of the inspection team matched those of the school in five of the seven key questions. Inspectors disagreed with the school's grade 2 for key question 2, as teaching and assessment are clearly having a very significant positive effect on standards. Inspectors felt that the school's grade 1 for key question 7 was too generous, as there were some important shortcomings in the accommodation and the provision of resources.
- 108 The governing body works with the headteacher and staff in the process of self-evaluation. Governors discuss the self-evaluation report prior to approval. The governing body is committed to self-evaluation and sees it as instrumental in bringing about improvements.
- 109 The information gathered through self-evaluation is directly used to inform strategic planning. Areas identified as being in need of improvement are included as targets in the SIP. However, the analysis of school data is not sufficiently detailed enough to identify significant variations in the school's performance. Targets are realistic but challenging. All members of staff monitor progress against targets in the SIP and the head teacher reports to the governors.
- 110 The school supports its priorities well through the allocation of resources. The action taken to improve pupils' reading has shown that standards have risen significantly since the guided reading and 'catch up' sessions were introduced. The school has made good progress since the last inspection and has dealt appropriately with all outstanding issues.

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

Grade 2: Good features and no important shortcomings

- 111 The inspection team does not agree with the school's judgement in its self-evaluation report, as the school graded this key question as grade 1. The inspection team concluded that though very economic, efficient and effective use is made of available resources, there were insufficient outstanding features in the whole key question to justify a grade 1. This is also why the grade for this key question does not match the grades for key questions 1 and 5.
- 112 The provision of suitably qualified teachers to teach every aspect of the curriculum in the school is good. A comprehensive in service education training programme ensures that they constantly extend and update their knowledge, skills and understanding. This whole school commitment to continuous professional development links directly with the priorities of the SIP.

- 113 Very effective use is made of a teacher who works with ALN pupils to provide high quality support, and of two part-time teachers who cover for full-time teachers during planning, preparation and assessment (PPA) time. This time is used effectively by teachers to ensure that planning and assessment meets the needs of pupils effectively.
- 114 Support staff in classrooms work very effectively with teachers to plan, teach and record the progress of pupils in their care. Good use is made of adults to support pupils during lunchtimes; those who serve dinners and the volunteers who come in to help in school activities make a good contribution to school life. The administrative officer also makes a very considerable positive contribution to the effective day-to-day running of the school.
- 115 Learning resources are generally of a good quality and are sufficient for the teaching of the curriculum in both key stages and in the early years. The purchase of resources corresponds to priorities identified in the SIP, and effective use is made of them in lessons. Good use is made of the laptops as a shared resource between all classes but there are insufficient ICT resources in the school as a whole, and computers located in classrooms are reaching the end of their useful life. This has a negative effect on the provision for developing pupils' ICT skills across the curriculum. The lack of a library provision limits the opportunities for developing pupils' independent learning and investigative skills.
- 116 Although space is limited, teachers make good use of the school buildings. Classrooms are organised well, and the excellent quality of displays of pupils' work provides both an extra learning resource and a stimulating and lively environment. The hall is small, but is used effectively for physical education, collective worship and school lunches. Standards of cleanliness are good throughout the school. However, the limited space provided by the demountable classroom for year 3 and the small hall, and the lack of space for a library in the school buildings, are shortcomings in the accommodation provision which have a negative effect on some aspects of pupils' learning.
- 117 The headteacher controls finance well, and is supported effectively by the school administrative officer and the LEA support officer. The school makes every effort to acquire additional money to its budget allocation through bids to various organisations, and the Friends' Association gives very good support to the school in its purchase of additional learning resources. The governing body takes its responsibility for monitoring spending on a regular basis seriously, and the SIP is used well as a tool for planning future expenditure.
- 118 The school provides good value for money, as it produces confident pupils with very good academic and personal skills, which enable them to move on to the next stage in their education successfully.

School's response to the inspection

As a school are very happy with conduct of the inspection and the report, which we feel is a true reflection of where the school is at the moment.

We agree that space is an issue and all the comments within the report will help towards our option appraisal bid for a new building.

The team worked well with all the staff and governors and the experience was very positive.

The team also worked well the religious education (Section 50) inspector.

Appendix 1

Basic information about the school

Name of school	Pendoylan C.i.W. VA Primary School
School type	Nursery and Primary
Age-range of pupils	3 to 11
Address of school	Pendoylan, Nr Cowbridge Vale of Glamorgan
Postcode	CF71 7UJ
Telephone number	01446 760272
Headteacher	Mrs Lyn Murray
Date of appointment	September 1995
Chair of governors	Mrs. Jan Rees
Registered inspector	Mr Stephen Dennett
Dates of inspection	22-24 April 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	12	25	25	27	28	19	24	19	179

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	5	9.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil: adult (fte) ratio in nursery classes	8:1
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	96.9	93.5	96.5
Autumn 2007	95.6	95.4	96.2
Spring 2008	97.9	97.4	95.6

Percentage of pupils entitled to free school meals	5
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results at the End of Key Stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					30
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	0	83	17	
		National	0	3	13	63	20	
En: reading	Teacher assessment	School	0	0	0	70	30	
		National	0	4	14	55	17	
En: writing	Teacher assessment	School	0	0	0	93	7	
		National	0	5	14	68	12	
En: speaking and listening	Teacher assessment	School	0	0	0	90	10	
		National	0	6	11	61	22	
Mathematics	Teacher assessment	School	0	0	0	70	30	
		National	0	2	10	64	23	
Science	Teacher assessment	School	0	0	0	70	30	
		National	0	2	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100	In Wales	80.6

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

National Curriculum Assessment Results at the End of Key Stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6					26			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	8	50	42
		National	0	0	0	1	1	4	16	48	30
Mathematics	Teacher assessment	School	0	0	0	0	0	4	4	54	38
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	4	42	54
		National	0	0	0	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	93	In Wales	74.2

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

Appendix 4

Evidence base of the inspection

- A team of three inspectors spent a total of six inspector days at the school.
- Pre-inspection meetings were held with staff, parents and governors.
- Forty-six questionnaires were returned by parents and analysed.
- The school's self-evaluation report and a comprehensive range of other documents were examined.
- Sixteen lesson observations were undertaken.
- Samples of pupils' work from across the age and ability ranges were examined.
- Inspectors talked to pupils and listened to them read.
- Inspectors talked to the school council and observed lunch times and break times.
- Inspectors attended daily acts of collective worship.
- Post-inspection meetings were held with the staff and the governing body.
- The headteacher acted as nominee and assisted the team with gathering evidence and answering questions about the school.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stephen Dennett Registered Inspector	Led on : Context, Summary, Recommendations and Appendices Key Questions 1, 5 and 6 Contributed to: Key Question 4
Mrs Caterina Lewis Lay Inspector	Led on: Key Question 4 Contributed to: Recommendations Key Questions 1 and 3
Mrs Rhiannon Harris Team Inspector	Led on: Key Questions 2, 3 and 7
Mrs Lyn Murray Nominee	Contributed to all key questions

Acknowledgement

The inspection team wish to express their thanks to the governing body, head teacher, staff, parents and pupils of Pendoylan CiW VA Primary School for the co-operation and assistance both before and during the inspection.

Contractors

Baker-Phillips Educational Communication
Oak Lea
Higher Knolton
Overton
Wrexham
LL13 0LF