

**Re-inspection of  
Cilfynydd Primary School,  
Ann Street,  
Cilfynydd.  
Pontypridd.  
CF37 4EN**

**SCHOOL NUMBER: 6742060**

**DATE OF INSPECTION: 28 April 2008**

Cilfynydd School was inspected in April 2008 and judged as requiring significant improvement. As part of the Welsh Assembly Government's requirements for schools requiring significant improvement, Estyn undertook a follow-up inspection in July 2009 focusing on the key issues identified in the section 28 inspection.

**Outcome of the re-inspection**

Cilfynydd School is judged to have made good progress in relation to the recommendations for improvement identified in the Section 28 inspection in April 2008. As a result of this progress Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

**Progress since the last inspection**

The school has responded positively to issues raised in the inspection and has received good support from the Local authority. The appointment of the deputy Headteacher and the allocation of a mentor Headteacher has resulted in a significant improvement made against the shortcomings identified in the last inspection. For this progress to be maintained, it is important that the Local Authority continues with the mentoring programme as well as providing the senior management team with appropriate support to ensure that the good practice being established is embedded in the school's daily practice.

The school is making progress in:

- addressing the recommendations from the last inspection in raising pupils' standards of achievements in most of the subjects identified as having shortcomings;
- developing pupils' key skills across the curriculum through improvements in teachers' plans. As a result most pupils' key skills are developing well in relation to their age and ability.

- improving the quality of teaching and teacher expectations. Quality of teaching has improved. Classroom relationships are very good and pupils receive appropriate support and guidance. Sharing objectives and determining success criteria with the pupils at the start of lessons has had a positive effect on the quality of teaching together with effective plenary sessions. Most teachers use assessment for learning strategies well to remind pupils of expectations. A good feature in many classes is the interactive learning experiences provided for the pupils. As a result many pupils are developing into confident independent learners.
- using assessment information more effectively to set short term achievable targets for pupils. All teachers negotiate targets with their pupils on a regular basis and link these targets to assessment for learning opportunities. The target setting process is gradually becoming embedded throughout the school.
- developing the role of the governing body. The governing body has undertaken training that has enabled them to become more effective as critical friends of the school. Effective procedures to monitor the school's leadership, standards and provision are now in place.
- in developing the outdoor provision for the physical development of children in the nursery and reception classes. Staff and volunteers have worked hard to develop a stimulating and meaningful outdoor area which is conducive to developing children's' learning. .

## **Recommendations**

In order to improve on this progress, the school needs to continue to:

1. raise standards in subjects which still have shortcomings;
2. build on the systematic development of the key skills and common requirements;
3. further develop assessment strategies; and
4. build on the recent improvements in the strategic management of the school.