

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

A Report on the Quality of Education in

**St Gwladys Bargoed School
Church Place, Bargoed
CF81 8RN**

School Number: 6762391

Date of Inspection: 09/03/09

by

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St Gwyladys Bargoed 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 St Gwyladys Bargoed School took place between 09/03/09 and 12/03/09. An independent team of inspectors, led by Phillip David Watcyn Edwards 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 **full** 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

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Context

The nature of the provider

1. St Gwladys Bargoed is a Community First School. It is situated at the north end of the town of Bargoed and provides education for pupils between 3 - 11 years of age. It was created by the amalgamation of St. Gwladys Junior and Bargod Infant Schools in September 2005 to form a new primary school and therefore no comparison can be made with the previous two reports. The school population is drawn largely from the Bargoed area with 96 pupils from out of catchment, including thirty who travel to school by bus from the nearby village of Brithdir. It is administered by the Caerphilly local authority (LA).
2. The building accommodation is of a traditional design in a residential area near the shopping centre. The school describes the overall nature of the intake as mixed and reflects the whole ability range. Owing to the falling birth rate, the number of pupils on role has decreased from 322 in 2006 to 291 in January 2009. Currently, there are 275 pupils from reception onwards and 42 full-time Foundation Phase (Nursery) children making a full-time equivalent (fte) of 292.5. Children are taught in mixed age as well as age related classes. With the advent of the Foundation Phase and the Revised Skills Curriculum 2008, the school has been organised into Foundation Phase (Nursery), reception, key stage 1 (KS1), lower KS2 with three classes of mixed age year (Y) 3 and Y4, and upper KS2 with four classes of mixed age Y5 and Y6.
3. English is the predominant home language of around 99.97% pupils with none using Welsh as a first language. There are very few pupils from minority ethnic groups and pupil mobility is similar to the norm. Three pupils are withdrawn from collective worship.
4. Baseline data indicates that many enter the school with low linguistic ability and low levels of personal and social skills. Around 23.4% of pupils are entitled to receive free school meals, which is above the all-Wales national average of 19.7%. There are currently 81 pupils on the special educational needs (SEN) register, 26.6% of the school population. Of these, 46 (15.1%) are at school action, 30 at school action plus (9.9%) and 6 (1.6%) have a formal statement of SEN with no disapplications to the national curriculum (NC). There are presently three 'looked after' children in the school and no pupils for whom English is an additional language (EAL).
5. The school has retained the Investors in People award for the third time, Basic Skills Quality Mark for a second time and Eco-School status achieving a second Green Flag. It has Healthy Schools status and is a Fair-trade School and most recently, achieved the 'British Educational Communications and Technology Agency (BECTA) information communications technology (ICT) Mark. Pupils participate in the Urdd Eisteddfod at local and national level.
6. There are 11 classes, including the full time nursery with 12 full-time teachers, including the headteacher and two part-time teachers who job share. There are 10 full-time and two part-time learning support assistants (LSA) and two school administrative assistants. The headteacher has been in post in the amalgamated

school since the beginning of September 2005; she was appointed previously as head of the junior school from January 1998.

7. The school in its current form has not been inspected before. In preparation for the amalgamation in 2005 and since then, a significant number of improvements have been made to the fabric and decoration of the school. The two buildings are in limited grounds, but both now have an entrance area and a corridor link to join them and there have been major refurbishments to the infants block, outside play areas and disability access works.

The school's priorities and targets

8. The school's mission statement is 'The child's imagination is tomorrow's reality' and its curricular aim is 'to develop children's potential for solving problems and creative thinking, recognising the challenges inherent in teaching and coaching a community of intelligences'.
9. The school's aims are to:
 - foster a safe and secure environment;
 - provide a curriculum which allows all pupils to achieve their creative potential;
 - celebrate their identity whilst expanding their horizons;
 - be a listening school which fosters respect for one another and the environment;
 - have high expectations and encourage independent thinking;
 - strive to work collaboratively ensuring equality of opportunity; and
 - recognise that discipline is vital in all aspects of school life;
10. The school priorities in its school improvement plan (SIP) for 2008-2009 are to improve standards in: English, mathematics, physical education, quality of provision, learning and teaching, equal opportunities, leadership and management, premises, governing body, pupils' welfare ,parents and community.

Summary

11. St Gwladys Bargoed Primary School is a welcoming, cheerful and inclusive community with high aspirations for its pupils. The scale and effect of the significant added value of its provision on pupils' achievement in meeting agreed learning goals is outstanding.
12. The inspection team agreed with the school in two out of the seven Key Questions. Where it disagreed it awarded the highest grade 1 due to the significant number of outstanding features.

Table of Grades awarded

Key question	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?	1

Standards

13. When the 2008 core subject indicators (CSI) for pupils (those attaining at least level two in key stage 1 (KS1) and level four in key stage 2 (KS2) in English, mathematics and science) are compared with local and all-Wales figures they are just below the average. When these figures are compared with similar schools, namely those with a similar free school meal (FSM) entitlement between 16% and 24%, they are presently in the lower 50% for KS1. The trend in KS1 for the last three years is for the CSI to fluctuate between the upper 50% in 2006 to the lower 50%. Recent data indicates an upward trend, particularly when benchmarked against the present higher FSM entitlement which is between 24% and 32%.
14. In KS1 the performance of girls in 2008 was the same as boys with the CSI of both being 79%. This is above LA averages for boys, but below for girls.
15. When the 2008 CSI for pupils in KS2 are compared with local and all-Wales figures they are above average. When these figures are compared with similar schools, namely those with a similar FSM entitlement between 16% and 24%, they are presently in the upper 25% for KS2. The trend in KS2 in the last three years is for the CSI to improve from 50% in 2006 to the highest 25% in the last two years. Recent data indicates continued improvements, particularly when benchmarked against the present higher FSM entitlement between 24% and 32%.
16. In KS2 girls have a higher CSI of 88.5% compared with 76% for boys with both being above the LA figures, particularly KS2 girls.
17. The team judged standards to be higher during the inspection than those reflected in the summer 2008 NC results, particularly in KS2. Changes under the outstanding leadership are now having a very positive effect on pupils' progress resulting in the much improved standards seen during the inspection.
18. Due to the amalgamation of the former infant and junior schools into a new school no comparisons are made with their previous reports. The team judged standards to be higher during the inspection than those reflected in summer 2008 NC results,

particularly in KS1. The NC assessment results include all pupils who were in the school at the end of year 2 and year 6. In 2008, 51.2% of these pupils in KS1 had ALN and 2.5% a statement of SEN. In KS2, 18% had ALN and 5.8% a statement of SEN.

19. In 2008, KS1 pupils' results were in the lower 50% when compared with schools with a similar proportion of pupils entitled to free school meals. However, the school was almost within the next free school meals band. An additional 0.6% of entitlement would have moved this cohort's results into the next band where comparative figures would raise the cohort's performance up one quartile in all subjects, and the core subject indicator to the upper 50%.

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	66%	1%	0%	0%

20. These figures are significantly better than those quoted in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2007-2008 where nationally they are grade 2 or better in 84% of lessons and grade 1 in 12%.
21. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. Standards in the Foundation Phase are a grade 1.

Subjects and/or areas of learning for under-fives

Seven areas of the foundation phase	Nursery	Reception
Personal and Social Development, Well-being and Cultural Development	Grade 1	Grade 1
Language, Literacy and Communication Skills	Grade 1	Grade 1
Mathematical Development	Grade 1	Grade 1
Welsh Language Development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 1	Grade 1
Creative development	Grade 1	Grade 1

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 1
Science	Grade 2	Grade 1
Welsh Second Language	Grade 2	Grade 1
Design and Technology	Grade 2	Grade 2
Information communications technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

22. Most learners, including the under-fives and those with SEN, achieve very good standards overall in their knowledge, understanding and skills and exceed agreed targets and goals. Nearly all, particularly the significant numbers who enter with a low baseline, achieve very well compared with their abilities in the foundation Phase and KS1. They then continue to improve even further in KS2 where the majority make outstanding progress in relation to their abilities. Nearly all have positive attitudes to learning and succeed regardless of their social, ethnic or linguistic backgrounds. The very few more able and talented pupils make good progress.
23. The key skill of listening is outstanding in the under-fives, KS1 and KS2. They are good in speaking, reading, writing, numeracy, ICT and bilingual competence.
24. Pupils have a very good understanding of their abilities and make outstanding progress towards fulfilling their potential and moving on to the next stage in their learning. Nearly all pupils exceed expected targets and often surpass them.
25. Pupils are exceptionally well motivated and standards of behaviour, levels of courtesy and respect are outstanding. The average level of attendance for the three terms prior to the inspection is 92%.

The quality of education and training

26. The quality of the teaching is one of the major strengths of the school and was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
37%	59%	4%	0%	0%

27. These figures compare very favourably with those of HMCI's latest annual report where nationally they are grade 2 or better in 83% of lessons and grade 1 in 16%.
28. Teachers' classroom management is good or outstanding in most lessons and stimulates and challenges pupils to achieve above their expectations.
29. Teachers have a very high degree of subject knowledge and in nearly all lessons, have very high expectations of pupils and plan lessons very carefully. In the best lessons teaching is paced well and plenary sessions allow time for reflection to ensure that pupils know what they have achieved and what they need to do to improve.
30. In the Foundation Phase the close and very effective working relationships between teachers, their assistants and children are outstanding in their effectiveness so that the needs and abilities of all are met very successfully.
31. The application of a range of visual, auditory and hands-on strategies engages all learners effectively. In a very few lessons, during class discussions, there is a lack of pace to maintain pupils' interest effectively.
32. The school's assessment procedures are outstanding in that they are very well structured, and analyse pupils' progress effectively. The rigour of assessment for pupils with additional learning needs is outstanding.

33. Marking of pupils' work is good and in some classes very good. Oral discussions are used widely and effectively with younger pupils, particularly in the Foundation Phase where they are often outstanding. The school meets all the statutory requirements in reporting to parents.
34. Learning experiences to meet the needs and interests of the full range of learners in the school and the wider community have many outstanding features. The school provides a balanced, broad, flexible, coherent and progressive curriculum. A broad range of activities, delivered very effectively, is outstanding in enriching the provision and making learning fun.
35. The teaching of key skills and others is integrated effectively into all curricular areas. The school needs to build on the good start made to ensure pupils' capacity for independent learning in the new skills based curriculum continues to develop from strength to strength.
36. The school's provision for spiritual, moral, social and cultural development is consistently good with outstanding features. Collective worship is very effective in providing outstanding opportunities to promote clear values and give time for quiet reflection.
37. There are effective links with the community which enrich and present pupils with a wide range of learning experiences. However, the school recognises the potential value of expanding its involvement with the wider community to enhance the curriculum.
38. The consistent quality of care, support and guidance for pupils is very evident and is outstanding. An outstanding feature is the manner in which teachers and LSAs work together to enthuse and encourage pupils during work and play activities. The school makes the general safety and well being of pupils a priority. This is an outstanding feature of the school. The school has appropriate arrangements that encourage and enable the children to be healthy.
39. The monitoring of pupils attendance and behaviour is good. The effective reward system for good behaviour and anti-bullying policy is very effective in promoting a happy and conducive working atmosphere. The general safety and well-being of pupils is a priority and an outstanding feature of the school.
40. The quality of support and provision for pupils with additional learning needs (ALN) and statements of SEN is outstanding to enable them to understand and achieve their full potential. A wide range of effective intervention strategies and initiatives support pupils' progress well including stretching the more able and talented. Pupils with ALN are included fully in all aspects of school life and extra-curricular activities where they are valued equally. The ethos of inclusion is an outstanding feature of the school.
41. There is outstanding and innovative provision to eliminate behaviour, including racial discrimination and all forms of harassment. The school works closely with parents of pupils with behavioural concerns and appropriate targets in improvement to ensure their progress and that of others is not impeded.

42. Throughout the school, pupils develop an outstanding awareness of equal opportunities issues and celebrate diversity in society appropriately.

Leadership and management

43. There are many outstanding features in the leadership and management of the school which have led to significant improvements. The school's clear sense of purpose and shared values underpin the outstanding leadership and strategic management.
44. The exemplary leadership by the headteacher is very positive and caring. Her ambitious vision for the school provides a very clear strategic direction within an open supportive culture. She is ably supported by the acting deputy headteacher, school leadership team, subject leaders and governors, who carry out their responsibilities efficiently, confidently and productively.
45. An outstanding feature is the efficient and effective management since the amalgamation of the former infant and junior schools by making significant improvements to the accommodation and organisation. Team and subject leaders oversee learning areas efficiently and work conscientiously and very effectively to promote higher standards. An outstanding feature is that the aims, values and policies are focussed on the well-being of pupils first and foremost, shared and understood by all staff and the GB and reflected in the everyday inclusive life of the school.
46. Teachers and subject leaders know pupils' capabilities and aspirations exceedingly well and the process for setting realistic and challenging targets is rigorous and comprehensive to ensure standards improve steadily.
47. Well established procedures ensure that a range of constructive priorities are set in the annual school improvement plan (SIP), following review and self-evaluation, to provide a clearly focused strategic direction for school development. Clerical support is efficient in operating the considerable day-to-day administration of the school.
48. The governing body (GB) is involved closely in the life of the school and meets its responsibilities very well. Its strategic vision in identifying and implementing necessary priorities during and since the amalgamation is outstanding. It oversees performance management procedures very effectively.
49. Leaders and managers evaluate and improve quality and standards effectively through regular review of the school's performance and development. Monitoring of the effectiveness of the curriculum and quality of teaching is well established and informs the SIP appropriately which leads to measurable improvements. Subject leaders draw up clear action plans and undertake useful reviews to inform future priorities.
50. The school's self-evaluation report is very lengthy and often descriptive, but has a more accessible and useful synopsis for each Key Question. Performance management and appraisal procedures are of good quality overall to identify strengths and weaknesses, but arrangements for all teachers and learning assistants

to share and benefit from the current outstanding practice existing in the school need to be refined further.

51. There are outstanding features in the efficient and effective manner the sufficient number of well qualified staff are deployed, managed, monitored and trained, particularly in the Foundation Phase and for pupils with ALN and SEN.
52. Accommodation is generally of good quality, mostly accessible for all disabilities, sufficient to meet pupils' needs and is used very well by teachers and support staff to promote learning. Pupils in all year groups have access to an outstanding range and supply of resources to support the curriculum, which match the demands of their learning very well.
53. The careful consideration given to acquiring the best value for money is outstanding. Resources are reviewed regularly to ensure efficient, effective and economical spending decisions are made to support the school's priorities for development.
54. Overall, the school provides outstanding value for money.

Recommendations

55. In order to improve further the school needs to:

R1 develop pupils' capacity for independent learning in the skills based curriculum.

R2 spread the current outstanding practice throughout the school; and

R3 expand further community involvement;

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

56. The findings of the inspection team do not match the grade awarded by the school in its self-evaluation report. The grade 1 was awarded by the team to reflect the progress nearly all learners make in learning as well as in attaining agreed learning goals at the time of the inspection. The school underestimated the scale and effect of the significant added value of its provision on pupils' achievement.

57. In the 2008 KS1 teacher assessments, the proportion of pupils who attained at least Level 2 or higher was similar to national averages in mathematics and science and a little below in English. The proportion that attained the higher Level 3 was above national averages in mathematics and below in English and science.
58. In the 2008 KS2 teacher assessments, the proportion of pupils who attained at least Level 4 or higher was above national averages in English and mathematics and below in science. The proportion that attained the higher Level 5 was above national averages in English and mathematics and little below in science.
59. When the 2008 core subject indicators (CSI) for pupils are compared with local and all-Wales figures they are just below the average. When these figures are compared with similar schools, namely those with a similar free school meal (FSM) entitlement between 16% and 24%, they are presently in the lower 50% for KS1. The trend in KS1 for the last three years is for the CSI to fluctuate between the upper 50% in 2006 to the lower 50%. Recent data indicates an upward trend, particularly when benchmarked against the present higher FSM entitlement which is between 24% and 32%.
60. When the 2008 CSI for pupils in KS2 are compared with local and all-Wales figures they are above average. When these figures are compared with similar schools, namely those with a similar FSM entitlement between 16% and 24%, they are presently in the upper 25% for KS2. The trend in KIS2 in the last three years is for the CSI to improve from 50% in 2006 to the highest 25% in the last two years. Recent data indicates continued improvements, particularly when benchmarked against the present higher FSM entitlement between 24% and 32%.
61. In KS1 the performance of girls in 2008 was the same as boys with the CSI of both being 79%. This is above LEA averages for boys, but below for girls. In KS2 girls have a higher CSI of 88.5% compared with 76% for boys with both being above the LEA figures, particularly KS2 girls.

Table of Grades awarded

Key question	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?	1

62. Due to the amalgamation of the former infant and junior schools into a new school no comparisons are made with their previous reports. The team judged standards to be higher during the inspection than those reflected in summer 2008 NC results, particularly in KS1. The NC assessment results include all pupils who were in the school at the end of year 2 and year 6. In 2008, 51.2% of these pupils in KS1 had ALN and 2.5% a statement of SEN. In KS2, 18% had ALN and 5.8% a statement of SEN.
63. In 2008, KS1 pupils' results were in the lower 50% when compared with schools with a similar proportion of pupils entitled to free school meals. However, the school was almost within the next free school meals band. An additional 0.6% of entitlement would have moved this cohort's results into the next band where comparative figures would raise the cohort's performance up one quartile in all subjects, and the core subject indicator to the upper 50%.
64. Given the school's context, where there have been significant changes since the amalgamation and the low baseline of a significant number of pupils on entry, the 2008 attainment results are a significant achievement in themselves. The changes under the outstanding leadership are now having a very positive effect on pupils' progress resulting in the much improved standards seen during the inspection.

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	66%	1%	0%	0%

65. These figures are significantly better than those quoted in HMCI's latest Annual Report for 2007-2008 where nationally they are grade 2 or better in 84% of lessons and grade 1 in 12%.
66. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. Standards in the Foundation Phase are grade1 overall.
67. In KS1 standards are grade 1 in art and grade 2 in English, mathematics, science, Welsh Second language, design technology, ICT, history, geography, music, physical education and religious education. In KS2 they are grade 1 in mathematics, science, Welsh Second language and art and grade 2 in English, design technology, ICT, history, geography, music, physical education and religious education.
68. Most learners, including the under-fives and those with SEN, achieve very good standards overall in their knowledge, understanding and skills and exceed agreed targets and goals. Nearly all, particularly the significant numbers who enter with a low baseline, achieve very well compared with their abilities in the foundation Phase and KS1. They then continue to improve even further in KS2 where the majority make outstanding progress in relation to their abilities. Nearly all have positive attitudes to learning and succeed regardless of their social, ethnic or linguistic backgrounds. The very few more able and talented pupils make good progress.
69. The key skill of listening is outstanding in the under-fives, KS1 and KS2 where nearly all pupils listen very carefully and with high regard to teachers. Learners speak well in lessons and project their voices clearly on special occasions such as assemblies.

Children under five make good efforts to acquire good reading and early writing skills. In both KS1 and KS2 pupils read well for a range of purposes with improving reference skills and overall, write well across the curriculum.

70. Children in the under-fives and pupils in both key stages apply the key skills of numeracy and information communications technology (ICT) effectively in appropriate situations and explore ways in which these skills can benefit their learning. Learners throughout the school develop their creative skills in outstanding ways in a range of subjects including art, dance and music and their problem solving skills develop well through a varied range of activities.
71. Learners' bilingual competence is good. Children under-five respond to teachers' directions very well and begin to use Welsh naturally on many appropriate occasions. Nearly all pupils in the key stages are keen to exchange greetings in Welsh. They listen well and use the language appropriately during set times, such as registration, and understand and respond appropriately to the words of praise or instructions given by teachers. Many in both key stages sustain a simple conversation well, particularly in Welsh lessons and in familiar situations. A majority read and write in Welsh well in both key stages.
72. Learners make outstanding progress in learning, mostly in the manner in which they acquire new knowledge or skills and increase their understanding effectively through skill based activities, particularly in the Foundation Phase.
73. Pupils have a very good understanding of their abilities and explain clearly what they are doing. They review their own progress well to inform their learning through regular self-assessment supported appropriately by their teacher.
74. Learners make outstanding progress towards fulfilling their potential and moving on to the next stage in their learning. Conversations with pupils and observing their progress in lessons confirm the schools' assessment data that nearly all pupils, including the significant minority who start school from a low baseline, those with ALN and the more able and talented, achieve and exceed expected targets and often surpass them.
75. Pupils are exceptionally well motivated, sustain concentration and have very positive attitudes to learning. Nearly all work with enthusiasm, make good use of lesson time and maintain effort and concentration very well.
76. The standards of behaviour, levels of courtesy and respect demonstrated by pupils are outstanding and reflected in every aspect of school life, including lessons, break and lunch times. In their response to the pre-inspection questionnaire 98% of the parents agree that the school achieves high standards of good behaviour and the schools values and attitudes have a positive effect on their children.
77. The average level of attendance for the three terms prior to the inspection is 92%. Most pupils attend school regularly. Pupils are punctual at the start of the school day and individual lessons.
78. Most pupils develop the ability to work independently very well, including the skills to maintain lifelong learning, such as, the outstanding manner in which they support

each other as part of an inclusive community. They progress particularly well in their social, moral and wider development and have a very clear sense of right and wrong.

79. Throughout the school, pupils' understanding of equal opportunities issues is outstanding. They develop a very good understanding and respect for the diversity of beliefs, attitudes and cultural traditions in society. Pupils develop a keen interest in community awareness, develop their own personal values well and respect those of others. A large number of visitors to the school from the community, as well as, visits by the pupils to the local church, and places of interest broaden pupils understanding of their own community and the workplace effectively.
80. Pupils participate in a variety of ways within the local community, such as having an exhibition in the local art society, taking part in the 'Keep Wales Tidy Pick' and various activities with the local town council. Good links with local businesses prepare them well for an effective participation in the work place

The quality of education and training

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

Grade 1: Good with outstanding features

81. The findings of the inspection team do not match the grade 2 awarded by the school in its self-evaluation report. This is because the team found the quality of the teaching to be one of the major strengths of the school with a significant number of the lessons observed having outstanding features.
82. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
37%	59%	4%	0%	0%

83. These figures compare very favourably with those of HMCI's latest annual report where nationally they are grade 2 or better in 83% of lessons and grade 1 in 16%.
84. Teachers' classroom management is good or outstanding in most lessons and stimulates and challenges pupils to achieve above their expectations to strive towards excellence. Detailed planning, innovative teaching methods and very positive relationships with pupils foster learning very effectively.
85. Teachers have a very high degree of subject knowledge. Their familiarity with recent developments in education through whole school professional development is good and enables a clear understanding of how pupils' learning styles differ and how important it is that their teaching styles reflect this. Classrooms are vibrant with colourful displays to celebrate pupils' success and give them a sense of audience.
86. In nearly all lessons, teachers have very high expectations and plan very carefully so that the learning objectives shared with pupils are very well matched to their different needs and abilities. An outstanding feature is the manner teachers and LSAs throughout the school evaluate their lessons thoroughly to assess what learners have

achieved and plan the next step in their learning. In the best lessons teaching is well paced and plenary sessions allow time for reflection to ensure that pupils know what they have achieved and what they need to do to achieve more.

87. Foundation Phase planning is structured very carefully so that the needs and abilities of all learners are met very successfully. The close and very effective working relationships between teachers, their assistants and children are outstanding in their effectiveness. They organise a wide range of suitable, stimulating activities and use inventive strategies to help children settle into school happily and become independent learners quickly.
88. The effective use of 'Thinking Actively in a Social Context' (TASC) strategies and mind mapping ensures that pupils' interest and motivation is sustained well to secure their active engagement. This approach allows them to use their preferred learning styles as well as challenging them to use new techniques to solve problems. Different demands allow pupils of differing abilities to achieve their best and build on their self esteem as successful learners.
89. The application of a range of visual, auditory and hands-on strategies engages all learners effectively. However, in some lessons there is inconsistency in the rules of engagement between pupils and their teacher during class discussions.
90. Teachers promote equality of opportunity in outstanding ways to ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. Boys and girls are treated equally in all lessons and a wide variety of strategies used very effectively to meet the needs of a number of pupils with physical difficulties and complex needs.
91. All staff through their teaching and learning strategies meet the language needs of pupils very well. The consistent and effective use of incidental Welsh by all staff across the school is an outstanding feature and as a result pupils' bilingual skills develop well. They are encouraged to use Welsh in day to day communications and the language forms an integral part of lessons across the curriculum. This is particularly so in the Foundation Phase where pupils' response to and the use of Welsh is natural and intuitive.
92. The use of strategies and tools to develop thinking skills is outstanding. Many teachers start the day with activities which promote pupils' problem solving skills very effectively, for example, the use of talking partners to discuss questions. Teacher questioning is highly skilled in most lessons and allows them to ascertain prior knowledge and develop pupils' higher order thinking. In a very few lessons, during class discussions, there is a lack of pace to maintain pupils' interest effectively.
93. Learners' individual needs are met often in outstanding ways through the TASC approach, differentiation and the adaptation of tasks. Support staff, visiting professional writers, artists, poets and volunteers are used very effectively to support individuals and groups of children. Teachers make very good use of LSAs by involving them efficiently in planning and the evaluation of learning. They understand what they are expected to do to support children in reaching objectives set in class work, on specific learning programmes and in particular the targets to be met in precision teaching.

94. The school's assessment procedures are very well structured and contain many good and outstanding features. Assessment for learning is a rigorous and very effective part of the school's planning and analysis of pupils' progress. Aligned with the thorough tracking system, assessment is used effectively to plan pupils' progress. All statutory requirements are met.
95. Assessment and achievement are reviewed consistently as part of the teaching and learning process. In the Foundation Phase and reception classes, teachers and learning support assistants assess children's rigorously to provide a comprehensive profile for use throughout the early years. Teachers in KS1 and KS2 build upon pupils' prior attainment very effectively by making exceptional use of a wide range of assessments to set targets and prepare carefully planned tasks to meet their needs.
96. A clear and consistent emphasis is placed on pupils evaluating their own progress, making their own decisions and understanding how they can improve. The rigour of assessment for pupils with additional learning needs is an outstanding feature.
97. Well developed portfolios of work and rigorous moderation as a school, cluster and as an LA have developed accurate and reliable teacher assessment which are outstanding in reliability. The quality of transfer records and support arrangements aligned with robust standardisation and moderation procedures, strengthen teacher assessment at KS2 and KS3 is particularly well. These include the transfer of detailed assessment information and the shared moderation of pupils' work by staff in the school and the local high school.
98. Marking of pupils' work is good and in some classes very good with very appropriate advice on how they can improve. Pupils are given time to respond to suggestions. Oral discussions are used widely and effectively with younger pupils, particularly in the Foundation Phase where they are often outstanding.
99. The school meets all the statutory requirements in reporting to parents. Reports are comprehensive, clear and evaluative and parents are able to respond appropriately. The school receives many positive responses. Teachers inform parents and carers about pupils' progress regularly at parents' evenings held twice a year.

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
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100. The findings of the inspection team do not match the grade 2 awarded by the school in its self-evaluation report. It underestimated the range and depth of the outstanding learning experiences it provides for pupils to meet their needs.
101. The school provides a balanced, broad, flexible, coherent and progressive curriculum which meets the statutory requirements of the Foundation Phase, Curriculum 2008 and the NC. The detailed schemes of work are becoming predominantly skill based to enable learners to apply their skills and concepts as well as knowledge and understanding often in outstanding ways. A good start Termly and weekly planning is

very thorough and provides continuity and progression in learning across the school which meets learners' needs and interests exceptionally well.

102. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. The school promotes a wide range of active and outdoor learning to broaden pupils' experiences in the Foundation Phase, particularly in Forest School sessions. Outstanding features include a carefully planned range of stimulating learning experiences for children to enjoy and benefit from delivered in very interesting and imaginative ways. The cooking classroom facility is a notable feature and supports the national priority for the Healthy School agenda particularly well.
103. The teaching of key skills and others is integrated effectively into all curricular areas. Teachers take particular care to ensure appropriate progression and continuity across the curriculum from year to year. The school needs to build on the good start made to ensure pupils' capacity for independent learning in the new skills based curriculum continues to develop from strength to strength. Mind mapping encourages children's problem solving and thinking skills very well, as does the TASC approach to investigation.
104. The curriculum is very effective in providing a progressive acquisition of knowledge and understanding. The appropriate allocation of time ensures breadth and balance. Learning is well planned and ensures a balanced coverage of the programmes of study. Teachers take very good account of the next stage of pupils' learning and good links are made across areas of learning through a well co-ordinated topic approach.
105. A broad range of activities, delivered very effectively, is outstanding in enriching the provision and making learning fun. The use of curriculum maps is particularly effective and ensures comprehensive coverage and progression of skills required for the foundation subjects. An outstanding feature is the wide range of extra-curricular activities offered which broaden and enhance pupils' learning experiences significantly. These are accessible to pupils of all ages and abilities and include lunch time and after school clubs, such as maths club, 'Artie Beat', folk dancing, recorder, netball, gardening, rugby and gymnastics. Visits to places of interest such as national exhibitions in London and Cardiff and visitors to the school, such as theatre groups, enhance learning experiences very effectively. Pupils have extensive opportunities through Urdd Gobaith Cymru activities to celebrate their talents in recitation and dance and compete at local and national eisteddfodau with great success. Interested pupils have good access to peripatetic music tuition in woodwind, brass and strings.
106. The school's provision for spiritual, moral, social and cultural development is consistently good with outstanding features. Collective worship fulfils statutory requirements and the school is very effective in providing outstanding opportunities to promote clear values. During acts of worship, nearly all pupils reflect quietly and sensibly on their feelings, lives and the lives of others in a calm and spiritual atmosphere.
107. The school is very effective in promoting clear moral values and providing outstanding opportunities for pupils to reflect on these. During fund raising, for example, on 'Red Nose' days, pupils consider caringly the plight of others less

fortunate. The 'Fair Trade' initiative prompts pupils to question peoples' actions thoughtfully. The Forest School's rules teach children the importance of working together and respecting the environment effectively. The pupils' work with the 'Crucial Crew' makes them well aware of the importance of safety awareness.

108. The school's caring philosophy promotes an outstanding understanding of right and wrong. Drama and visiting theatre groups instigate effective and wide discussion. The head teacher, teaching and support staff are very successful in creating a warm and supportive ambience built on care and respect for others. Very appropriate emphasis is made on leading a healthy and active lifestyle, for example in physical education and food technology. Policies are in place to address drugs awareness and sex education effectively. An outstanding feature of the school is the way in which good behaviour is nurtured and celebrated very successfully.
109. The school is very successful in celebrating cultural diversity and pupils have very good opportunities to learn about the social and cultural traditions of other faiths and cultures through their study of Hinduism and Islam and through tasting different foods.
110. The pupils learning experiences are enriched by very effective partnerships with parents who are encouraged to visit the school to discuss any issues with the headteacher and staff. The initiative where open days held in the spring term to provide parents with the opportunity to work alongside their children in class is an outstanding feature. A very keen group of parents provide valuable and effective assistance within the school by helping pupils with reading and other activities. The close links with the University of Wales teaching department lead to effective partnerships with these institutions for the benefit all pupils. Good pastoral and administrative links have been developed with the local comprehensive school to which most pupils transfer.
111. Pupils' knowledge and understanding of the workplace and the local community are improving well. Their learning experiences of the world of work through organised visits to local businesses are linked appropriately to curricular planning. A range of visitors to the school, such as the police, fire service, nurse and others, benefits to pupils' learning experiences and helps them to develop socially. Currently links with employers to support staff training and development through teacher placement, enhanced by the Education Business Partnership are progressing well. However, the school recognises the potential value of expanding its involvement with the wider community to enhance the curriculum.
112. A particularly outstanding feature is the consistent and effective encouragement of bilingualism throughout the school. Y Cwricwlwm Cymreig is evident in the school's provision and is also celebrated through events such as, the Saint David's Day eisteddfod, chairing of the bard and assemblies. Visits to Llancaiach Fawr, Blackwood Miners' Institute, the Urdd Jamboree and a residential visit to Llangrannog promote pupils' understanding and appreciation of their own and other cultures and of their local industrial and musical heritage very effectively.
113. All staff are outstanding role models for pupils in their daily use of incidental Welsh throughout the day. The 'helpwr heddiw' (today's helper) and the 'tocyn iaith' (language ticket) systems promote pupils' linguistic and self-confidence very well. The

consistent and natural use of Welsh by staff and children in the Foundation Phase encourages outstanding progress in children's bilingual competence. Pupils in KS1 and KS2 demonstrate a very good understanding of the language, responding intuitively through their actions and using vocabulary naturally across the curriculum.

114. The school promotes equal opportunities particularly well and ensures all pupils have the chance to participate in out of school and extra-curricular activities and all other aspects of school life which develop their skills and relationships with one another. The school tackles social disadvantage in outstanding ways. For example, parents are invited to attend workshops in literacy, numeracy and ICT and family Learning opportunities and GENESIS workshops have been very successful in the past few years to provide accredited education and resources that will enable young people with key skills for life.
115. The attention the school and the school ECO-council pays to global and local citizenship and education for sustainable development is outstanding. Schemes of work in geography and PSE, together with the sustainability development policy and staff going to attend courses promotes this area very successfully. Pupils are encouraged consistently to respect the environment and the school has been accredited the Green Flag Status twice and is presently one of a few in Wales to win the YELL UK Challenge helping to keep native woodland alive. The school is involved in numerous recycling schemes and a TASC ECO week is held annually.
116. The school makes notable efforts to develop and increase pupils' knowledge, skills and understanding of the world of work and entrepreneurial skills by promoting their learning experiences for problem solving and decision making very effectively. For example, an entrepreneur club called, 'Junior Apprentice', has developed a printing business model to help pupils understand some aspects of problem-solving and decision-making.
117. Lifelong learning and community regeneration activities receive sufficient prominence in the school and good use is made of its facilities by organisations in the community. There are effective links with the community which enrich and present pupils with a wide range of learning experiences. However, the school recognises that involvement with the workplace and the local community is an area for further development. Good foundations for learning are laid in year 6 to foster the good transition links with the local comprehensive school.

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

Grade 1: Good with outstanding features
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118. The findings of the inspection team match the grade 2 awarded by the school in its self-evaluation report because it judged the very evident and consistent quality of care, support and guidance for pupils to be outstanding.
119. The school places and manages its care arrangements very effectively and makes optimum use of support services. Pupils feel that the school and staff work hard at helping them to raise their levels of achievement. This is a consistent and often outstanding feature of the school. The school council is a very effective forum which promotes a strong sense of community and develops the skills of citizenship very well.

120. The school works well with parents and carers for support and the partnership link with them is good. The school is actively working to maintain its strong communication links with parents and carers. The pre-inspection parent's questionnaire showed that 93% of parents felt the school is easy to approach and 96% felt that the school encouraged an active role for parents and carers. Parents are provided with an informative prospectus, an annual report from governors and a 'Home School Agreement' is implemented well.
121. The school has highly effective induction programmes to help new pupils settle quickly into school. Pupils feel welcomed and are supported very well by teachers and other pupils. The Foundation Phase and reception children have sufficient and effective staff available to help and support them. The school has exceptional links with the social services and specialist agencies for pupils who need the support of these facilities, for example, the availability of speech therapy support is above expectations. An outstanding feature is the manner in which teachers and learning support assistants work seamlessly together to encourage and enthuse pupils during work and play activities.
122. The monitoring of pupils attendance and behaviour is good. The effective reward system for good behaviour and anti-bullying policy is very effective in promoting a happy and conducive working atmosphere. The school has a clearly understood comprehensive procedure for ensuring pupils good attendance and behaviour with reward systems in place for both. The school has an established support structure to support pupils with attendance or punctuality problems. It refers pupils to the Education Welfare Officer (EWO) for persistent absences. The school registration procedures are good and comply fully with Welsh Assembly Government (WAG) requirements.
123. Personal and social education (PSE) provision meets requirements and gives outstanding opportunities through, for example, circle time, school council, playground buddies and 'Wings to Fly', to make decisions and discuss moral issues. As a result of all these activities pupils are exceptionally well behaved, have very good listening skills, are very considerate to others and are self-confident.
124. The school makes the general safety and well being of pupils a priority. This is an outstanding feature of the school. The school has appropriate arrangements that encourage and enable the children to be healthy. The school has received the 'Healthy School Accreditation' and physical activities, fitness as well as healthy eating and drinking are very evident in the school. There is an effective policy and staff and pupils have a very good awareness of health and safety around the school. Appropriate arrangements are in place for pupils who are unwell or have had an accident. Thorough risk assessments are completed by staff to ensure optimal safety for pupils. The school has three members of staff with paediatric first aid training, along with one member of staff with the workplace certificate.
125. The school has a highly effective policy and very clear procedures for child protection. The Headteacher, who is the staff member responsible for child protection, is very alert to any signs of pupil anguish. All staff are given guidance and are aware of the procedures for reporting and recognising the signs and symptoms of abuse. Appropriate and regular training is provided to school staff to keep up to date.

126. The quality of support and provision for pupils with SEN is outstanding to enable them to understand and achieve their full potential.
127. Through early identification pupils are given access to very good support and a relevant curriculum which ensures the progress of all pupils. Teachers are well supported by highly effective LSAs and resources to give exceptional provision. The school works collaboratively with a range of specialist agencies to ensure the best support for pupils with SEN. The school policy is comprehensive and complies with the requirements of the code of practice and to all statutory requirements. In effect the school works far beyond the remit of the code of practice. Policies and procedures meet WAG guidelines very well.
128. The school uses an extensive range of teacher assessments, including baseline and diagnostic tests, to identify pupils' SEN very effectively at an early stage to influence teaching appropriately. This enables strategies to be put into place for nearly all pupils to gain access to the curriculum and to make good progress in their educational and social life.
129. Pupils with SEN receive outstanding support from teachers, support staff and through a wide range of additional learning resources. The special educational needs co-ordinator (SENCo), together with the headteacher, provides very effective leadership and support for both staff and pupils.
130. High quality individual education plans (IEP), inform the learning and teaching very appropriately and good communication ensures that pupils and parents are involved fully in the process. A wide range of effective intervention strategies and initiatives support pupils' progress well including stretching the more able and talented. Pupils with ALN are included fully in all aspects of school life and extra-curricular activities where they are equally valued. The school works in partnership with Trinity Fields School and welcomes one of its pupils for three days a week, into a mainstream class. The ethos of inclusion is an outstanding feature of the school.
131. The school's behaviour policy is modelled successfully on an assertive discipline approach through a sanction and reward system. The school works closely with parents whose children show concern and appropriate targets are set for improvement in behaviour to ensure their progress and that of others is not impeded. Children at risk of exclusion are given additional support by external agencies, and the school responds positively to LA requests to take on and support pupils at risk of exclusion from other schools. This is an outstanding feature which personifies the inclusive nature of the school.
132. Throughout the school, there are outstanding opportunities to ensure a clear awareness of equal opportunities issues and respect the personal values of others. The school actively promotes gender equality very successfully to ensure no stereotyping of boys and girls and takes very good account of their social, educational and ethnic background. The school promotes good race relations at every opportunity.
133. There is outstanding and innovative provision to eliminate behaviour, including racial discrimination and all forms of harassment. The school promotes good race relations across the curriculum and in all its activities. It has an effective anti-bullying policy in

place and is proactive with outside agencies, including good liaison with the police. Pupils are encouraged to explore and discuss any form of oppressive behaviour, bullying and harassment thoughtfully during circle time and through the school council. Any incidents are investigated and discussed appropriately with the parents and recorded. The SAFE room offers appropriate respite and support on issues pupils do not wish to share in class and the student assisted programme provides worthwhile and effective opportunities to share and discuss areas of concern in their lives.

134. There are outstanding arrangements for pupils with disabilities to ensure that they are not being treated less favourably than other pupils. The school's Disability Equality Scheme and Action Plan are clear on disability issues and there is an access and disability policy in place. The school takes steps to eliminate any discrimination through stories, collective worship and behaviour in the classroom. Pupils are encouraged to understand that they share a world and that difference is something to be welcomed and valued.
135. The school celebrates and respects the diversity beliefs and social and cultural traditions found in the wider society exceptionally well through the curriculum, displays of work and class discussions. The headteacher and staff undergo relevant training.

Leadership and management

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

Grade 1: Good with outstanding features

136. The findings of the inspection team do not match the grade awarded by the school in its self-evaluation report as they identified many outstanding features in the leadership and management of the school which have led to significant improvements.
137. The school's clear sense of purpose, shared values and norms about learning, behaviour and relationships underpin the outstanding leadership and strategic management.
138. The exemplary leadership by the headteacher is very positive and caring. Her ambitious vision for the school provides a very clear strategic direction within an open supportive culture. She is ably supported by the acting deputy headteacher, school leadership team, subject leaders and governors, who carry out their responsibilities efficiently, confidently and productively. Together they ensure all pupils and adults are fully included in all aspects of the school's life and work. They all take pride in the continued development of the school.
139. An outstanding feature is the efficient and effective management since the amalgamation of the former infant and junior schools by making significant improvements to the accommodation and organisation. The headteacher reflects critically on what improvements are needed and formed an effective and enthusiastic

team of teachers and support staff to implement them. A notable feature is the successful use of the additional teaching talents of experienced and senior practitioners in education.

140. Team and subject leaders oversee learning areas efficiently, work conscientiously and very effectively to promote higher standards. An outstanding feature is the effective involvement of all staff, including leaders and LSAs in formulating aims, values and policies. These are focussed on the well-being of pupils first and foremost, shared and understood by all staff and the GB and reflected in the everyday inclusive life of the school.
141. The scale and breadth of the consideration the school gives to WAG priorities and local partnerships and consortia agreements are outstanding. They are well thought through and acted upon including cluster arrangements for the assessment for learning agenda and consistency in moderation. Very good consideration has been given to organising the Foundation Phase.
142. Teachers and subject leaders know pupils' capabilities and aspirations exceedingly well and the process for setting realistic and challenging targets is rigorous and comprehensive. Tracking and evaluating improvements in performance and standards informs appropriate intervention to support pupils and improve standards steadily.
143. Performance management systems for teaching and support staff are effective in enabling the leadership to make appropriate decisions regarding the deployment of staff following amalgamation. They identify their strengths and meet their developmental needs through setting relevant targets for improvement. Training objectives for all staff reflect an effective balance between the schools priorities and the needs of the individuals.
144. Well established procedures ensure that a range of constructive priorities are set in the annual SIP, following review and self-evaluation, to provide a clearly focused strategic direction for school development.
145. The GB is closely involved in the life of the school and meets its responsibilities very well. Its strategic vision in identifying and implementing necessary priorities during and since the amalgamation is outstanding in ensuring the evident progress made. It oversees performance management procedures very effectively.
146. The GB ensures important statutory requirements are met. It is very well-informed about the school's performance and progress through regular reports from the headteacher and by many governors having 'hands on' involvement with the school. An outstanding feature is that the chair of the GB spends around two days a week actively supporting the school in a variety of meaningful ways.
147. The GB is very aware of the importance of its role in supporting the well-being of pupils. Its prudent monitoring of the quality of provision to match the needs of the school to ensure priorities for improvement are met is particularly effective.
148. The school has a wide range of good quality managerial and curricular policies to meet all statutory legal requirements. These are monitored and reviewed on a regular

basis by the GB. Recent initiatives such as the development of the Foundation Phase and the skills curriculum are becoming well established. Clerical support is efficient in operating the considerable day-to-day administration of the school.

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

Grade 2: Good features and no important shortcomings

149. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
150. School managers meet regularly to review school performance and development. Subject leaders are well informed about quality, standards and performance in the subjects and areas for which they are responsible. Teachers receive regular in-service training and opportunities in school, as a cluster and as a local authority to evaluate standards.
151. Monitoring of the effectiveness of the curriculum and quality of teaching is well established and informs the SIP appropriately. Subject leaders draw up clear action plans and undertake useful reviews to inform future priorities. Teachers and LSAs have a clear overview of standards of pupils' attainment following discussion and moderation of samples of pupils' work celebrated in subject portfolios.
152. Pupils' work and assessment results are scrutinised carefully for trends and weaknesses and the progress of individuals is regularly monitored through a detailed tracking system. The analysis of the views of other interested parties, such as parents and pupils, inform self-evaluation appropriately.
153. Pupils are consulted appropriately on preferred methods of learning and their views considered appropriately. Good opportunities for them to self-evaluate their own performance have been established leading to better knowledge on how to improve standards.
154. Full and effective involvement in the self-evaluation arrangements from interested parties ensure the GB, headteacher, and staff are have a good understanding of the school's performance, standards achieved and the quality of its provision.
155. The school's self-evaluation report is very lengthy and often descriptive, but has a more accessible and useful synopsis for each Key Question. It recognises the outstanding support the school provides for pupils, including ALN and SEN and that leaders and managers evaluate and improver quality and standards well. However, it underestimated the many outstanding features in improving pupils' progress, the quality of teaching and assessment, leadership, and efficiency in using resources.
156. Leaders and managers are very effective in planning for improvement and they set clear priorities and actions. Performance management and appraisal procedures are of good quality overall to identify strengths and weaknesses, but arrangements for all

teachers and learning assistants to share and benefit from the current outstanding practice existing in the school need to be refined further.

157. Staff training on baseline data has ensured that information is more reliable in order to inform future target setting more effectively. All data is analysed appropriately and effective intervention strategies implemented to ensure improvement.
158. The GB ensures priorities are supported very effectively through a sufficient allocation of resources, including staff, money, learning resources, accommodation and time.
159. The SIP prioritises budgetary and training needs in detail and sets out achievable targets and actions which lead to measurable improvements.
160. Due to the amalgamation of the former infant and junior schools into a new school no comparisons are made with their previous reports.

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

Grade 1: Good with outstanding features
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161. The findings of the inspection team do not match the grade awarded by the school in its self-evaluation report as they identified many outstanding features in the efficiency in using resources.
162. The school has a sufficient number of well qualified teachers with a range of experience, who have the necessary knowledge and expertise to teach all aspects of the school's curriculum and meet the needs of the pupils effectively, including those with additional learning needs. They have recent and relevant job descriptions linked clearly to their roles and their subject responsibilities generally match initial or subsequent in-service qualifications.
163. Resources for workforce remodelling are being used appropriately, in the context of the amalgamation, for the headteacher, teachers and qualified school support staff to work together effectively as a whole school team to provide high standards of education for all pupils. Teachers see an improvement in their work/life balance and undertake fewer clerical and administrative tasks. It has presented opportunities for role changes for some support staff. Teachers' planning, preparation and assessment (PPA) time is used effectively to raise standards by freeing up teachers to focus their professional skills more on teaching and learning and the headteacher and school leaders to spend more time on strategic leadership activities.
164. There are outstanding features in the efficient and effective manner teaching staff and teaching assistants are deployed, managed, monitored and trained. They work as a dedicated team to ensure nearly all pupils are very well cared and make steady improvement. LSAs support pupil learning particularly well and perceptive and astute use is made of volunteer adult helpers from the community to provide additional support. All staff support each other very well at all levels and the very apparent team spirit is exceptional, particularly in the Foundation Phase and for pupils with ALN and SEN.

165. There are effective and efficient administrative systems in place and the caretaker cleaning and midday staff undertake their duties diligently and effectively. Daily routines are well established.
166. Pupils in all year groups have access to an outstanding range and supply of resources to support the curriculum, which match the demands of their learning very well. The two libraries are well stocked with a variety of books. There is perceptive and astute use of professional and other community volunteers.
167. The careful consideration given to acquiring the best value for money is outstanding. The head teacher and the governing body finance sub-committee review the use of resources regularly to ensure they are used efficiently, effectively and economically in accordance with spending decisions agreed in the school's priorities for development.
168. Accommodation is generally of good quality, mostly accessible for all disabilities, sufficient to meet pupils' needs and is used very well by teachers and support staff to promote learning. Pupils work in a secure environment with attractive displays which enhance the learning environment very well.
169. There is no car parking on site for staff or visitors and whilst there are no fields, the local park is used appropriately by older KS2 pupils and local wooded areas by the Foundation Phase. Playgrounds promote pupils' physical development well.
170. Overall, the school provides outstanding value for money.

Standards achieved in subjects and areas of learning

171. In all classes, pupils have a very wide range of ability. The school's assessment data shows there is a high proportion of pupils with abilities below and often well below average. In grading the following judgements, inspectors have considered how well pupils have achieved their potential.

Under 5s

Foundation Phase: Grade 1: Good with outstanding features

172. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes. Many children enter the nursery with skills that are below average, particularly in language and personal and social development.

Personal and social development, well-being and cultural diversity

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

173. Nursery and reception children's personal and social development is outstanding. Nearly all children are exceptionally confident and sociable with adults and other children. The minority who were very dependent at the beginning of the year now sing, talk and perform confidently in front of others.
174. Nursery and reception children show an outstanding level of care, respect and consideration for children and adults and readily share equipment and activities. They behave very respectfully and courteously to other. They have a very good appreciation of the differences between people and realise that not everyone has the same experiences and opportunities as themselves.
175. Children across the foundation phase and reception concentrate and persevere on their chosen tasks extremely well and are motivated and eager to learn. They know the purposes of their activities and make every effort to achieve these, for example when measuring in sand or water.
176. All nursery and reception children have a very good understanding of daily routines. They proceed immediately and independently to choose their activities and most move quickly and quietly among them. Both indoors and outdoors they respond quickly to directions.

Good features

177. Many children display a very well developed sense of responsibility from an early age.

178. Nearly all children under five demonstrate a well developed awareness of safety issues when they work in the 'forest school'. All reception children have a good understanding of health issues and know, for example, why they must wash when making porridge for the three bears.
179. Many reception children discuss confidently photographs that help them recognise similarities and differences between birds found in the 'forest school'.
180. They exhibit confidence and an awareness of the day-to-day practices and structure of the class, and are aware of the importance of being responsible for tidying up after activities.
181. All children across the foundation phase are willing to help and enjoy being the day's 'helpwr heddiw'. They demonstrate confidence and pride when taking on responsibilities and often help each other spontaneously.

Shortcomings

182. There are no important shortcomings.

Language, literacy and communication

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

183. An outstanding feature is the progress nearly all children make in the Foundation Phase and reception in communicating confidently to each other and to an audience, including those who enter school from a low baseline. Exceptionally good relationships mean children are very confident, knowing that all adults and others are genuinely interested in what they have to say.
184. Children in the Foundation Phase make outstanding progress in listening and speaking. Most listen very attentively to each other and often converse with assurance and at length. They all listen intently to the teacher's every word, as she reads with expression, drama and excitement, the story of the selfish crocodile, illustrated with a puppet. This creates an extremely spiritual and awe inspiring interest in the story by children, particularly when at an opportune moment in a story, a learning assistant enters the class area and sprinkles the 'magic dust' created by fairies.
185. Reception children talk about animals with great interest and many respond in outstanding ways to open ended questioning. They use detailed sentences and sustain conversations very well. They frequently give detailed explanations of their discerning views about how the three bears felt when Goldilocks ate their porridge. Most enjoy books and stories and listen attentively when a story is read to them.

Good features

186. Foundation Phase children use descriptive language appropriately when making bird food and describe the feel and smell of lard well. Most listen carefully to their teacher during introductory sessions, retain information well, express their own views confidently and follow instructions.
187. Children in the Foundation Phase recall confidently a number of Welsh nursery rhymes and lullabies and sing with good enunciation. Most engage in a variety of mark making activities, both inside and outside, using different methods and implements, so that their early writing skills develop well. They show a good understanding of the functions and purposes of writing, particularly in the role play area.
188. Nearly all reception children recognise a number of letters of the alphabet and know their sounds and symbols, which they reproduce using a variety of media, including paints, and food colouring clay. They take great care in their formation of the letters and can distinguish between upper and lower case.
189. Many children in reception are enthusiastic emergent writers and develop very effective early writing skills. They make and draw letter shapes accurately using a wide range of materials and writing implements.

Shortcomings

190. There are no shortcomings.

Mathematical development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

191. All Foundation Phase and reception children engage successfully in a wide range of activities when they match, sort, order and count accurately. Their developing understanding of mathematics as an integral part of everyday life is outstanding.
192. Throughout the foundation phase children show much interest in and develop a very good concept of number. Most nursery children identify and order number symbols correctly to 10 and count accurately to five. They apply their new knowledge in outstanding ways in a jungle board game where they roll a big dice and move a marker the appropriate number of times and a song 'Five Naughty Monkeys'.
193. Nearly all children in reception develop an outstanding awareness of number relative to their ages and abilities. Most nursery children correctly identify and order number symbols to ten and count accurately to five.

194. Children in reception develop an outstanding range of mathematical skills through a range of learning activities. For example, they make very good progress in comparing and recording the lengths of the Three Bears' beds with non-standard units, such as cubes and straws.

Good features

195. Most Foundation Phase children estimate sensibly which of the containers will hold more when they play in the water tray or sand tray.

196. Reception children develop their mathematical language appropriately and select and use mathematical ideas, equipment and materials to solve practical problems. Most name accurately a variety of three-dimensional shapes and count accurately to 20 and backwards to zero using a number line. They begin to recognise simple coins and understand that money is required to pay for goods.

197. Children in reception understand the purpose of money and older ones can recognise some coins. They also know the names of basic shapes, such as square, circle and triangle, and know what distinguishes one from another.

Shortcomings

198. There are no important shortcomings.

Welsh Language Development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

199. All children across the Foundation Phase and reception make outstanding progress in their Welsh language development and enjoy exploring the language. They show an increasing understanding of a number of words and phrases by responding appropriately in a range of situations, including role play.

200. The vocabulary and pronunciation by nearly all children in the Foundation Phase and reception is very clear and accurate and they respond carefully and safely to instructions in Welsh in their physical activities in the hall.

201. Nearly all children across the Foundation Phase listen carefully and use simple words, greetings and expressions naturally and accurately during class routines, such as saying, 'Bant a ni!' (Off we go!). All children answer the register in Welsh competently by singing out their names during registration.

202. Nearly all children in reception react intuitively to Welsh questions and many instigate their own sentences and learn new vocabulary quickly. They recall and sing a wide variety of Welsh songs and rhymes with understanding, count to ten correctly and know simple colours in Welsh very well.

Good features

203. Many reception children start join in with action songs and rhymes about teddy bears very enthusiastically and have a good grasp of the meaning of the words.
204. Most children in reception listen to and follow attentively the story, 'Were Going on a Bear Hunt', by Michael Rosen, read in Welsh and understand its meaning very well. They look and point to words and pictures in a big Welsh reading book and few try to read the story and pronounce the words accurately, demonstrating a very positive attitude to the language.

Shortcomings

205. There are no shortcomings.

Knowledge and understanding of the world

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

206. Foundation and reception Children acquire an outstanding knowledge and understanding of their environment and develop very effective investigational skills. Many use a simple digital camera, programmable toys and computers frequently and carefully; as a result, their understanding of technology and control of the equipment is outstanding.
207. Nearly all children in the Foundation Phase show an exceptional interest in local wildlife and recognise clearly the significance of caring for animals. They demonstrate a very good appreciation of the sort of food birds eat during discussions and go on to use seeds, lard, cereal and string to make their own fat balls and honey nut loop feeders for them.
208. In the Foundation Phase nearly all children develop an outstanding awareness of the natural world. They look at video clips and photographs of jungle animals and listen to the sounds they make on the 'National Geographic' internet site for children, then engage in active discussion and ask pertinent questions. They create imaginative masks by sticking natural materials found around the school grounds on to a paper plate.
209. Reception children are very inquisitive and make outstanding progress as they explore and investigate the natural world around them in the Forest School. They listen carefully to birdsong, recognise and record how many commonly found birds they find and make realistic looking mud birds using natural materials in the wood, such as twigs, leaves and stones. They have a very good understanding of what it is like in a cave following a multi-media presentation and exploring their thoughts in a cave role-play area.

210. Most reception children have an outstanding awareness of the need for a balanced diet, including fruit eating fruit and vegetables, in order to maintain good health. They partake enthusiastically and sensibly in mixing ingredients accurately for cooking, such as making porridge for the three bears. They become very aware of hygiene and safety when cooking in the cooking classroom.

Good features

211. Foundation and reception children know and can explain reasons for dressing warmly and wearing Wellingtons to search for birds in the Forest School. Nearly all dress themselves sensibly with appropriate clothing with minimum need for support.

212. Children in Foundation Phase and reception have a secure understanding of the weather and the seasons. Most are proficient in using the computer mouse to create pictures, lines and shapes of various colours on the screen.

213. Children in the Foundation Phase and reception develop very good thinking and problem solving skills. Most ask appropriate questions and appreciate the wonders of the world and apply reasoning well in order to understand and explain why they think certain things happen. They demonstrate a growing appreciation of past and present events and often work out answers confidently for themselves.

214. Foundation and reception children identify different features of different places and start to realise that many people have different beliefs from their own, which affect individual values and behaviour. They come to realise the importance of celebrations, such as birthdays, and religious festivals. They explore their feelings and develop empathy for those less fortunate than themselves.

Shortcomings

215. There are no shortcomings.

Physical development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

216. Foundation Phase and reception children use space very effectively and their co-ordination, agility and control over large and small movements with their bodies are at times outstanding, for example, to the beat of music.

217. Nearly all children in the Foundation Phase make exceptional progress in taking part in adventurous and challenging play activities in the outdoor area. They work as part of a group in physical play activities confidently and imaginatively.

218. In the reception, nearly all children's co-ordination of small muscle movements develops exceedingly well. Nearly all use art and writing materials confidently and

handle small objects such as jig saw pieces exceptionally well for their age. Most children use adult tools, such as scissors for cutting, with confidence and skill.

Good features

219. Nearly all Foundation children learn very quickly to dress and undress themselves for their outdoor play and for physical education, only asking for help when they need it. Nearly all enjoy all types of physical activities and engage in them very actively. They move confidently around the classroom and in the outside environment.
220. Most reception children exhibit good control of their broad physical skills during outdoor play as they pull, push, peddle, balance and steer large moving toys vigorously and capably in order to avoid others. They very quickly develop skills in gathering and manipulating natural materials to use in their play and handle a range of garden tools and equipment carefully.

Creative development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

221. Children in the Foundation Phase and reception engage regularly in a number of outstanding creative activities both inside and outside, involving painting, building, mark making and role play. Most mix paints confidently, apply broad brush strokes, experiment with chalks imaginatively and use a wide range of materials to produce representational images with very good use of colour and form. They paint, cut, glue and join confidently and produce some outstanding results.
222. Foundation Phase children recall and sing a wide range of songs tunefully and many are eager and confident to sing on their own through a karaoke machine for an audience. They listen with exceptional interest and enjoyment to music. They recall an extensive range of songs and rhymes, which they sing enthusiastically throughout the day, often to support learning very effectively. Nearly all express their likes and dislikes confidently.
223. Foundation Phase children select their own assortment of recycled materials to design and create their own favourite jungle animal. They think imaginatively and creatively as independent thinkers and learners, often extending their artistic vocabulary extensively.
224. Many reception children have an outstanding appreciation of musical elements, including dynamics. Their diction and control of pitch and rhythm when singing is exceptional when they listen to the 'Three bears' Rap. They use movement very effectively with their hands to show different a range of pitches. Many play simple musical instruments skilfully, stopping and starting with very good control.

Good features

- 225. Nearly all Foundation and reception children develop their creative ideas successfully and become confident in mixing colours for their art work. They use an art package inventively and competently on the computer to recreate their ideas.
- 226. Most reception children select an appropriate range of materials and resources sensible and independently to create a self-portrait. They mix, shape, arrange and combine paints and materials successfully to create a variety of hues and textures.
- 227. Many reception children use a range of construction materials purposefully. They build and link these together effectively to produce some very good results. Nearly all cut, then construct simple mechanisms on teddy bear mobiles successfully, using split pins carefully and safely.

Shortcomings

- 228. There are no shortcomings.

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

- 229. Most KS1 pupils speak confidently and listen carefully. They take turns when speaking, listen attentively to traditional stories and express themselves well through drama. Many use a range of strategies effectively which improves their language skills, for example, through 'Partner Talk'.
- 230. Many pupils in KS1 read well and confirm their understanding of text, make predictions and draw sensible conclusions from a book's cover, content and characters.
- 231. The majority of younger KS1 pupils begin to write independently and recognise and use simple spelling patterns. Many older ones write in a range of forms and for different purposes, for example, stories and list poems. They make good progress in the use of appropriate descriptive language as well as spelling and punctuation.
- 232. Nearly all KS2 pupils listen attentively to their teachers and to one another and maintain high levels of concentration.
- 233. KS2 pupils speak effectively in paired and group work and talk willingly about the books they have read and their favourite authors. They participate well in discussions and put forward their views coherently using imaginative and adventurous word choices.

234. Younger KS2 pupils read with fluency and expression and communicate their ideas about favourite authors with clarity and enthusiasm. They understand the conventions of plays well and use voices with relevant expression.
235. Most pupils in upper KS2 read confidently with full understanding. They recognise the different uses of language in poetry. They understand and identify accurately simile and personification.
236. Many younger pupils in KS2 make good progress in writing as a means of developing, organising and communicating ideas. A majority pupils use punctuation accurately and many use dictionaries where appropriate.
237. Most older KS2 pupils make very good progress in writing. Many produce inspired writing, for example, they use figurative language very effectively with well chosen adjectives and adverbs to describe a storm.
238. In both key stages many pupils have a pride in their consistently neat and well formed hand writing.

Shortcomings

239. There are no important shortcomings, but a few in both key stages lack a range of strategies to tackle unfamiliar texts and have difficulty recalling favourite stories.

Welsh second language

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

240. As pupils progress through KS2 they make outstanding progress in speaking and listening. They seek out information, ask and answer questions confidently, listen attentively and respond to instructions with assurance using an increasingly extensive range of vocabulary and complex phrases.
241. Younger KS2 pupils read and understand a wide range of sentence patterns in a class book 'Bili Broga (Billy Frog). They make outstanding responses related to ailments when they role play going to the doctor, such as saying with relish, 'Ych a fi!' (Yuck!), when offered medicine. Most pupils read well with very good understanding and expression.
242. Older KS2 pupils' confident participation and understanding in a range of dialogues is outstanding. Most answer questions relating to text they have read confidently with clear pronunciation. An outstanding feature is that many will often greet visitors naturally in Welsh, then initiate and extend a conversation.

Good features

243. Nearly all KS1 pupils are good listeners and understand and respond appropriately to a wide range of commands, praise and vocabulary as a natural part of the school day. Many express themselves clearly with good pronunciation.
244. Younger pupils in KS1 listen well to the big book story Jac yn y Siop Degannau (Jack in the Toy shop) and have a good understanding of the context. Most read simple texts with increasing confidence and join in the words they know accurately and respond to questions well. They role play a shopping scenario well in groups using familiar speech patterns and a few record them in speech bubbles using a simple structure and referring to an appropriate Welsh vocabulary.
245. Older pupils in KS1 gain confidence in speaking Welsh and make good progress in building on previously learnt vocabulary. Most become familiar with everyday terms such as greetings and commands and respond appropriately in familiar circumstances, such school assemblies and registration. They are very confident in counting to 20 and know a variety of colours in Welsh.
246. Reading standards are good in KS1, and a majority read fluently and meaningfully, giving appropriate attention to the words of the characters. They have a good awareness of expression and intonation and discuss what they have read enthusiastically.
247. Most pupils in KS1 learn effectively about the essentials of writing, forming letters correctly and use a number of sentence patterns correctly. They record phrases and simple sentences effectively using given patterns and acquired vocabulary.
248. Most pupils in the beginning of KS2 write sentences independently based on a given structure. Many by the end of the key stage communicate and present information independently in their writing to a high standard.
249. In KS2 nearly all pupils know the days of the week in Welsh and identify a variety of food items and parts of the body.

Shortcomings

There are no important shortcomings.

Mathematics

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

250. Nearly all older pupils in KS2 have a very good knowledge and understanding of basic facts in place value, with that of whole numbers, fractions and decimals being an outstanding feature. They have very quick and accurate recall of multiplication tables. Mental agility is an outstanding feature of more able pupils, who show very

good application of inverse operations and use of brackets. Nearly all pupils identify situations where negative numbers are used.

251. In KS2 nearly all pupils name different types of angles correctly and know that a quarter turn is ninety degrees. They order and add numbers accurately. An outstanding feature is that many use tally charts, spreadsheets and information very effectively to make clear diagrams and computerised block graphs.
252. Older KS2 pupils develop outstanding problem solving strategies to enable them to answer investigations correctly. They identify relevant information to solve problems and to obtain and check whether their results are sensible in the context of the problem. An outstanding feature is how these pupils evaluate their work and identify the next steps in their learning.
253. By the end of KS2 standards are outstanding overall and reflect the positive attitudes pupils have, particularly about investigative mathematics.

Good features

254. Nearly all KS1 pupils use individual white boards and number fans confidently and accurately during mental warm up sessions. Around half lower KS1 pupils identify the next number correctly after and before a given number. Most of the younger ones have a good recall of previous learning and many use key vocabulary accurately.
255. A notable feature is that younger KS1 pupils use their secure knowledge and understanding of basic facts to develop their number work very well and to calculate square numbers and write formulae.
256. Almost all younger KS2 pupils answer questions correctly and all have a good grasp of mental and written number calculations at their own level. All continue to develop their own strategies for investigation and problem solving, making very good progress mathematically, for example, when they weigh ingredients to make 'chewy cherry treats'.
257. Many pupils in KS1 investigate and distinguish effectively between two and three-dimensional shapes and all begin to classify three-dimensional shapes according to mathematical criteria such as flat and curved faces. All pupils talk enthusiastically about the occurrence of these shapes in the wider world around us and nearly all make attractive shape monster made up of different two-dimensional shapes.
258. All pupils in KS1 compare metric weights confidently. They all select and use appropriate equipment and use standard and non-standard measures to compare items found in the classroom. Good use is made of vocabulary such as same, lighter and heavier and measure cooking ingredients accurately using balance scales; all record their findings neatly.
259. By the end of KS1 nearly all pupils add three numbers reliably. Most understand simple symbols and count confidently in twos, 10's and 100's. All name the coins they use to solve simple money problems. Many recognise and use half and quarter, as in a quarter of eight marbles. A few understand odd and even well and nearly all pupils understand the connection between addition and subtraction.

260. Most KS1 pupils record information in simple graphs to communicate findings. More able pupils identify acute, obtuse and right angles and clockwise and anticlockwise turns. They also halve and double confidently, understanding place value to 100.
261. By the end of KS1 nearly all pupils' mathematical language and communication develops, for example, in responding successfully to questions about weighing and measuring and comparing numbers using more and less than.

Shortcomings

262. There are no important shortcomings.

Science

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

263. Many pupils in KS2 develop outstanding independent learning and investigative skills in science. They offer original ideas and consider carefully a wide range of relevant strategies to identify a task and gather information then make valid choices.
264. Nearly all pupils evaluate their work and communicate their findings effectively in outstanding ways. For example, during an investigation into the viscosity of a selection of liquids, nearly all pupils devise an enquiry, select relevant equipment and techniques and use the appropriate measures.

Good Features

265. Pupils in both key stages have a good understanding and knowledge of the living world, materials and physical processes. They use appropriate recording methods such as charts, graphs and diagrams. Their scientific vocabulary develops well.
266. In KS1 most pupils know that humans and animals move and need food and water to live. They have a good understanding of how humans grow from babies to adults. All pupils understand the benefits of exercise and physical activity.
267. Most KS1 pupils name the different parts of a bird's body and recognise the distinguishing features and different habitats of a variety of common birds.
268. Nearly all KS1 all pupils identify appliances in the classroom that work from electricity correctly and know that batteries store power. They discern well that electricity can create light, heat and sound.
269. In KS1 most pupils show a good understanding of different materials when comparing their favourite toys with those of their parents and grandparents. They recognise clearly that wood is a natural material and that plastic is man made.

270. In KS1 most pupils know that pushes and pulls make things move faster or slower. They carry out an investigation into applying forces to a moving object. Most pupils begin to develop a good appreciation of how and why tests should be fair. Most measure their results and record their findings accurately on a prepared chart.
271. In KS2 nearly all pupils know the life cycle of a plant very well. They label the parts of a flower and know their functions. They understand how seeds are dispersed and the conditions they need to grow. They identify leaves by using a key and present their research on trees appropriately.
272. In KS2 all pupils identify natural and man made sources of light confidently.
273. Nearly all KS2 pupils know that sounds are produced by vibrations that travel through air. They understand that the louder the sound the bigger the vibration.
274. In KS2 most pupils describe and name different rocks. They search the school grounds for examples of weathered rock. They devise an appropriate scratch test to decide which rock is the hardest.

Shortcomings

275. There are no important shortcomings.

Information technology

Key Stage 1 - Grade 2: Good features and no important shortcomings

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

Good features

276. Nearly all pupils in both key stages have good keyboard skills and use the mouse accurately. Pupils are familiar with the computer operating system and use menus, icons and other on-screen navigation aids competently. Older pupils access the Internet and use search engines self-assuredly.
277. Younger pupils in KS1 are fully conversant with using a paint program on the computer to design and create a range of convincing car shapes. They use the fill tool carefully to colour and decorate their design.
278. The majority of pupils in KS1 communicate and handle information well. They understand clearly that it can be presented in a variety of forms and that computers can use text to convey information.
279. Many older pupils in KS1 make good use of their word processing skills on the computer. They use the shift and return keys with confidence and collect information accurately on a simple data base then record data and produce bar graphs favourite mini beasts.
280. Younger pupils in KS2 word process successfully and also send and receive e-mails. Many use editing tools to check spelling, find and replace text and insert images.

They log on, find their files and save their work independently. Most pupils have clear ideas of how they can use ICT to improve their work.

281. Older KS2 pupils use the Internet successfully to find relevant information about rationing during World War Two. Many make their own choices and apply knowledge and skills to create multimedia presentations about the creation of the world.
282. A minority of pupils in KS2 understand how to apply formulae to spreadsheets for a range of purposes.
283. Pupils in KS2 explore patterns and relationships confidently in computer based models and predict the outcomes of different decisions.
284. Pupils at both key stages use the interactive whiteboards purposely in lessons to consolidate and improve their learning effectively. Pupils in both key stages record their actions using a variety of digital cameras and use this information for evaluation purposes very well.

Shortcomings

285. There are no important shortcomings.

Design technology

Key Stage 1 - Grade 2: Good features and no important shortcomings

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

Good features

286. Nearly all pupils in KS1 generate good ideas when designing and ask relevant questions. They make. All lower KS1 pupils design and make healthy snack faces, choosing healthy fruit items. They design and assemble good quality puppets using card, straws and sticky tape and 'pop up' books with moving parts.
287. In KS1 nearly all pupils design and make simple sandwiches with different fillings following appropriate research to survey children's preferences. Most write clear instructions about how to make them. Evaluations are perceptive and help them improve end products.
288. Older KS1 all pupils use split pins carefully to make simple mechanisms for moving figures. They evaluate how it can be improved effectively and talk confidently about their work using key vocabulary.
289. Most KS1 pupils understand what makes design technology important in the world around us, for example when taking apart a box, making a net, drawing around it, assembling, folding and gluing it; they explain why and how a cuboid is a good basic shape for a car.

290. Nearly all younger KS2 pupils choose suitable materials in planning a three-dimensional model of a firework display, marking and cutting out a range of shapes in making good quality products. Most develop a good understanding of computer control in designing lighthouses, generating ideas in mind maps and applying scientific knowledge of circuits to turn lights off and on. They experiment with different adhesives in practising layering techniques to make robust three-dimensional African masks, predicting which will be the strongest and effective adhesive.
291. Older KS2 pupils refine their design and making techniques well when constructing Anderson shelters linked to their Second World War project. They test appropriately which materials are suitable for water resistance. Their finished products are well constructed and demonstrate a secure understanding of how internal structures give support and strength.
292. Nearly all KS2 pupils co-operate well in investigating bridge structures, collaborating as members of a team to investigate arch shapes and test paper structures. They problem solve effectively on how to cross a stream, before building a good replica second Severn Crossing bridge using tension ropes, strengthening links, supports and platforms appropriately.
293. By the end of KS2 nearly all pupils have a good knowledge and understanding as well as a range of skills to produce original designs for making good quality products. They use an appropriate range of materials and components to meet the need and be fit for purpose and evaluate and refine their designs well.
294. In food technology nearly all pupils in KS2 develop good skills to identify what they need to make healthy food products. They plan and carrying out a broad range of practical food preparation tasks hygienically.
295. Across both key stages pupils are aware of appropriate health and safety measures and handle tools and equipment sensibly and safely.

Shortcomings

296. There are no important shortcomings.

History

Key Stage 1 - Grade 2: Good features and no important shortcomings

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

Good Features

297. In KS1 nearly all pupils begin to make observations as to how the past is different by looking at artefacts and the local environment. Most pupils know the different types of houses in Bargoed compared with the one in which they live.
298. Most KS1 pupils recognise the changes to the interior of a house through time and on a visit to Rhydycar cottages in Saint Ffagan's begin to identify differences between

different times well. Many show their understanding of the passing of time by sequencing these changes and using appropriate vocabulary.

299. Most KS1 pupils compare household items like a wash board, dolly and flat iron with a washing machine and electric iron, recognising how and why they are different.
300. In KS1 most pupils recognise the differences between old and new toys by identifying the materials from which they are made and their mechanisms.
301. Through their use of artefacts and a visit to Maesdir school in St Ffagans nearly all pupils in KS1 recognise that school, for their grandparents and great grand parents was very different from school today.
302. A few pupils in KS1 display their good understanding of chronology by placing events that are important to them on a time line.
303. In KS2 through TASC activities all pupils investigate then ask and answer questions about famous historical personalities such as Guy Fawkes. They find out when he lived, who was the king at the time, who was involved, why did the plot take place, why did it fail and what happened to Guy Fawkes.
304. KS2 pupils' visit to Llancaiach Fawr supports their investigation of the different lives of rich and poor people in Stuart times well. They communicate their findings and feelings effectively in booklets and posters using illustrations and ICT programs.
305. Most KS2 pupils have a good understanding of primary and secondary evidence. They look at photographs of original drawings and through their activities begin to understand that evidence can be subjective. They make predictions and begin to understand that evidence can alter their ideas and thus question the reliability of evidence. They continue their investigations by using a search engine for more information about plague doctors.
306. In their research of the Second World War all pupils in KS2 place events on a time line correctly. They find out what it was like for children who lived in Bargoed and the big cities during the war accurately by interviewing a local resident about the nine year old evacuee, who joined his family from Birmingham. Most write empathetic letters to their parents as evacuees and nearly all use the internet to extend their knowledge and understanding of rationing and its effect on lives. Most have a good understanding why rationing clothes and food was necessary.

Shortcomings

307. 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

308. In KS1 most pupils have a good understanding of their environment. They recognise the different types of housing in the community in which they live. They conduct a class survey on house types and draw conclusions. They investigate thoroughly the most suitable and unsuitable materials to build houses.
309. Most pupils in KS1 discuss the human and natural features of the school grounds sensibly and make a simple map of how the land is used. They begin to follow simple compass directions in the immediate vicinity.
310. Pupils in KS1 visit the local park and observe the natural features. Most use their observations and knowledge to create a simple map using simple symbols to illustrate features.
311. Most pupils in KS1 recognise the roles of familiar people in their school and community.
312. In KS2 most pupils know well that globes, maps and atlases can be used to locate places. Nearly all pupils use the contents page and index appropriately for research. Most know that countries are grouped in continents and identify the seven continents of the world accurately. In their study of a contrasting locality outside the United Kingdom most pupils locate Kenya on a map of Africa by reading simple coordinates and grid references. Pupils read a map key and name features, such as Nairobi the capital city, the Indian Ocean and the city of Mombassa. Many begin to discuss rationally the changes for better or worse in Kenya during the last forty five years. They discuss the different climate, different foods, different schools and wildlife and begin to make well considered opinions.
313. Nearly all KS2 pupils identify and locate Bargoed on maps of the local area. They describe both natural and human features well. Most observe and ask searching questions, using plans and photographs, about the changes in the area. They collect, record, analyse and draw valid conclusions of the effect of change from the evidence they collect through questionnaires and photographs.
314. Most pupils in KS2 demonstrate a good awareness of the diversity of attitudes about environmental, social and economic issues when they discuss the advantages and disadvantages of the Bargoed by-pass/regeneration scheme.
315. All pupils in KS2 investigate environmental issues such as litter, closed shops and graffiti. They mark these on a map using a key and symbols and suggest ways of managing and improving the issues then create an appropriate action plan.

Shortcomings

316. There are no important shortcomings.

Art

Key Stage 1 - Grade1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

317. The most evident outstanding feature is the very effective progress made by nearly all pupils in both key stages in their creative application of wide variety of media to produce often inspirational and imaginative artwork.
318. In KS1 nearly all pupils use clay extensively in outstanding ways to make a wide range of very realistic looking animals including autumn hedgehogs, spring birds and gorillas.
319. Nearly all KS2 pupils have a wide and detailed knowledge of the work of notable international and Welsh artists which they emulate very well. They colour mix effectively in the style of the artist Janet Wilson when creating their poppy paintings. They pay very good attention to the style of William Morris when making tiles, prints, collage and weaving and Kyffin Williams for texture and tone.
320. Older pupils in KS2 explore the work of the Japanese artist Hokusai in detail and experiment confidently with the visual and tactile elements of line, colour, texture and shape in the style of his painting, 'The Great Wave'. They discuss sensibly how they can recreate the shape and tones to show the movement of the waves using a variety of curved strokes and textured paint. They refine and give lucid and detailed evaluations of their work.

Good features

321. Pupils in both key stages take pride in creating attractive displays throughout the school such as the mosaic in the main entrance.
322. Pupils in KS1 use a wide variety of media very effectively in their printing, weaving, collage and painting, for example, in their creative and imaginative 'Fantastic creatures'. Most produce very good observational drawings of themselves using pastels and chalk.
323. KS1 pupils paint well proportioned portraits from photographs. They make impressive and lifelike three-dimensional dragons.
324. Pupils in KS1 explore and experiment effectively with colour, pattern and texture. Most demonstrate a good understanding when using clay to shape a monkey and paint, pastels and coloured pencils to draw teddies from observation.
325. Younger KS2 pupils have a good appreciation of the key elements of colour and form found in many African patterns. They select appropriate materials to create their own attractive collages in the style of the artist Kandinsky using hot and cold colours effectively to create an effect.

326. Older KS2 pupils select wools of different colours and textures to produce weaving of a very high standard in a short time. They understand the associated vocabulary such as warp, weft, parallel and tension. More able pupils embellish their 'Seascape' very well.
327. KS2 pupils' 'War and Peace' posters are exceptionally imaginative with effective use of netting to represent barbed wire and ribbon for blood.
328. Sketch books are used consistently and widely to good effect by nearly all KS2 pupils to create, design and experiment with ideas based, for example, on leaf rubbings, tiles and poppies. Many take good care when sketching of buds with a pencil.

Shortcomings

329. 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

330. In lower KS1 nearly all pupils sing songs connected with well known stories such as 'The Three Little Pigs', in time and with good melody and tune. Nearly all enjoy singing and sing confidently. A minority understand and explain dynamics, pitch and tempo correctly. All choose tuned and untuned instruments carefully to reflect the materials used to build the pigs' houses and around half explain why they choose different instruments to make different sounds. All keep a steady beat, mostly to the rhythm when performing. A few pupils evaluate their sounds to make improvements. All clap and chant effectively, mostly to the beat, to express different parts of the story.
331. By the end of KS1 all pupils listen to different sounds, discuss in pairs what they have heard and imitate sounds and patterns well. They nearly all select carefully to use their voice or body to make sounds as near as possible to what they have memorised. Many perform the sounds effectively and explain clearly how the sounds fit what they have heard. Nearly all sing in time and tune 'Hear Comes the Postman'.
332. In lower KS2 all pupils follow and perform clapping patterns in time successfully, either as part of the class or in groups. All use untuned instruments following a variety of play phrases. All work in pairs to compose computerised four instrument arrangements in the ICT suite using an appropriate program. They then play their untuned instruments well following the symbols from their computer compositions, maintaining well an individual instrument part in a group piece. Many pupils revise their playing performances to show improvements in playing in time to the beat. Many pupils know and explain an ostinato and clap in time when they sing with good intonation.

333. By the end of KS2 pupils have a firm grasp of the meaning of ostinato patterns and use music vocabulary well. They sing warm up songs in tune using different dynamics, pitch and tones. Most join in enthusiastically, recognising each other by the timbre of their voices. All complete rhythmic patterns accurately using hands and feet. All compose and maintain rhythmic patterns in two and four part ostinato patterns with rests. Final performances after practice and evaluating how to make improvements are good. Many know the differences between tuned and untuned instruments. Pupils respond well to visitors such as those to promote African drumming and storm music.
334. All sing together well in two parts during collective worship. Nearly all pupils in both key stages have positive attitudes towards the subject.

Shortcomings

335. There are no important shortcomings, but pupils seldom appraise music from a broad range of styles and cultures.

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

336. In lower KS1 nearly all pupils perform well in creative dance when showing basic actions of mood and feeling in relation to the music of 'Jack and the Beanstalk'. Pupils make good facial expressions and feelings are portrayed well by gestures and body movements reflecting appropriate music mood. All pupils have good body control and co-ordination in the basic movements such as jumping and skipping. All change their movements in response well to music, remembering their movements when they rehearse and evaluate their performance in order to make improvements as the lesson progresses.
337. By the end of KS1 nearly all pupils are increasingly confident performers and demonstrate good physical control in changes of direction in gymnastic movement, most showing improved body tension in log rolls. Nearly all follow rules and the conventions of the activity well and understand the importance of warm up and cool down sessions. They co-operate with partners in developing partner sequences of at least three movements and balances, practising and linking movements well. All evaluate their own and others' performances positively.
338. In lower KS2 pupils use and develop their competitive and creative skills with increasing coordination and control. All pupils co-operate well as part of small teams, showing good hockey dribbling and hitting control skills. They sustain activity well throughout a lesson. They watch each other and say what is good and what could be better. They understand the need for warm ups, the benefit of exercise for the body and the importance of health and safety in physical activity. All develop good creative

movement skills, recognising the principles of simple composition and choreography in response to a dance sequence by making good progress in coordination and control. All control body tension in gymnastic balances, jump with good landings and are increasingly confident performers.

339. By the end of KS2 nearly all pupils complete five shape sequences, many with good body tension and shape using apparatus. Performance by nearly all shows greater accuracy and the progress made. They use key words relating to different activities, describing how they feel when participating and most are very positive towards the subject.
340. Nearly all swim in upper KS2 and many older pupils swim ten metres unaided. Many older KS2 pupils develop their skills well through a range of extra-curricular activities such as rugby, football, netball and athletics as well as a transition PE project with the local high school.
341. In both key stages pupils handle and carry equipment and apparatus safely and dress appropriately for the physical activity.

Shortcomings

342. There are no important shortcomings.

Religious education

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

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

343. In both key stages pupils respond with a sense of wonder and appreciation of the natural world and to the achievements of leading figures in the world and Wales who have endeavoured to make it a better place. Pupils emulate these figures in their support of local and international charities.
344. In KS1 pupils explore the stories of special times well in the Old and New Testament. Most discuss thoughtfully their special times and those of Miriam, Mary and Elisabeth and the babies Moses, John and Jesus.
345. Nearly all pupils in KS1 recognise Christmas to be a special time and tell the story well of the shepherds and wise men visiting Mary and Joseph after the birth of Jesus.
346. All pupils in KS1 recognise clearly that the birth of a baby is a special time and they understand the importance of the Christening ceremony for Christians.
347. In their visit to St Gwladys Church for the christening ceremony of a 'baby' and through their questioning of the Vicar KS1 pupils begin to understand more clearly the significance of the lighting of a candle, the blessing with water and the role of the god parents.

348. All pupils in KS1 compare thoughtfully the Christmas celebration with that of Hanukkah, the Jewish festival of lights. They recognise the similarities between the lighting of the candles on the menorah with the Christmas lights, the eating of special foods and the giving of presents to family.
349. Most pupils in KS1 realise that Jews worship in a synagogue, that the Torah is their holy book and that the Sabbath is their holy day. They understand well that the Christian place of worship is a church or chapel, the holy book is the Bible and that Christians' holy day is a Sunday.
350. In KS2 all pupils begin to develop an awareness of celebrations in other religions. They understand the importance of hands during celebrations and during times of worship.
351. In KS2 pupils recognise that Muslims open their hands during prayer to show that they are listening to God and accepting his blessings.
352. Pupils in KS2 understand that the hands act as symbols and convey deeper meanings. Nearly all demonstrate how Christians put their hands together for prayer and praise someone through the clapping of hands.
353. Nearly all pupils in KS2 recognise that during the celebration of the Islamic festival of Eid, Muslims use henna to create mendhi patterns on their hands to represent happiness, prosperity and beauty.
354. At the end of KS2 nearly all pupils consider thoughtfully why natural things inspire awe and wonder. They begin to discuss and understand how religious beliefs can offer answers to difficult and puzzling questions. They explore carefully the ideas of God in the Christian creation story as the creator and provider. They compare this and look for similarities with the Muslim view of the creation story, recognising that both stories show that humans have been given everything on earth to care and look after.
355. KS2 pupils work together co-operatively to create and present their valid views of the Christian origin of the creation of the world, in well thought out and presented multimedia presentations.
356. All KS2 pupils recognise that the Bible, the Torah and the Q'uran are special books that convey special messages to the Christians, the Jews and the Muslims.
357. Nearly all pupils in KS2 consider and write about the special things in their lives and prayers to be thankful for our wonderful world.

Shortcomings

358. There are no important shortcomings.

School's response to the inspection

The inspection was considered to be a very worthwhile and informative process that left the school community encouraged and informed fully of ways forward. An action plan will be put in place to address the recommendations in the inspection report and parents will be informed of the progress made.

The inspection team were at all times professional, courteous and constructive, ensuring that the school community as a whole feels that its attainments and aspirations have been recognised. They were thorough in their examination of standards and extremely proficient in their assessment of all school systems.

Although the process by its very nature is both tiring and stressful, we feel it has been a positive experience which is a testament to the approach of the registered inspector and his team.

Appendix 1

Basic information about the school

Name of school	St Gwladys Bargoed School
School type	Primary inc Foundation Phase
Age-range of pupils	3 - 11
Address of school	Church Place Bargoed
Postcode	CF81 8RN
Telephone number	01443 875523

Headteacher	Mrs Kathryn Evans
Date of appointment	1 st January 1998
Chair of governors/ Appropriate authority	Dr E D G Williams
Registered inspector	Mr Phillip Edwards
Dates of inspection	9 th – 12 th March 2009

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	21	35	31	38	40	40	38	53	296

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	2	13

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	89.7%	92.6%	92.8%
Summer 2008	79.8%	85.8%	90.2%
Autumn 2008	88.1%	91.6%	93.0%

Percentage of pupils entitled to free school meals	22%
Number of pupils excluded during 12 months prior to inspection	2

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		38		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0.0	2.6	18.4	71.0	8.0
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0.0	7.9	36.9	44.7	10.5
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0.0	2.6	23.7	68.4	5.3
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0.0	0.0	18.4	68.4	13.2
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0.0	0.0	13.2	55.2	31.6
		National	0.2	2.0	10.9	65.2	31.6
Science	Teacher assessment	School	0.0	0.0	10.6	68.4	21.6
		National	0.2	1.6	8.5	66.3	21.0

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

In the school	78.94%	In Wales	80.7%
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D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)
W Pupils who are working towards level 1

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6:		54				
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0.0	0.0	0.0	7.8	9.8	56.9	25.5
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0.0	0.0	0.0	2.0	13.7	54.9	29.4
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0.0	0.0	0.0	2.0	7.8	52.9	37.3
		National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

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

In the school	82.4%	In Wales	75.5%
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D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)
W Pupils who are working towards level 1
N.B The general expectation is that the majority of 11 year olds will attain level 4

Appendix 4

Evidence base of the inspection

Four inspectors, including the school's nominee, spent the equivalent of 18 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- Seventy lessons or part lessons, in the 13 subjects inspected;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the pupil council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- Fifty responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection, the team held meetings with teaching staff, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Phillip Edwards Registered Inspector	Context, summary, recommendations and appendix Key questions 1 and 5 Foundation phase and Welsh Second Language
Mr Michael Thomas Team Inspector	Key Question 7 Mathematics, design technology, music and physical education
Mrs Ann Williams Team Inspector	Key Questions 2b, 3a and 4b SEN, science, history, geography and religious education
Mrs Georgene Worsfold Team Inspector	Key Questions 2b and 6 English, information communications technology and art
Mr Stuart Hammond Lay Inspector	Key questions 1c, 3b, 4a and 4b
Mrs Kathryn Evans Headteacher and Nominee	Contribution to team meetings Preparation of the school's response to the report

Name and address of contractor:

Baker-Phillips Educational Communications Ltd, Oaks Lea, Higher Knolton, Overton,
Wrexham. LL13 0LF

Acknowledgement

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