

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

**A Report on the Quality of Education in**

**Wick Marcross C.I.W. Primary School  
Church Street  
Wick  
Nr Cowbridge  
Vale of Glamorgan  
CF71 7QE**

**School Number: 6733321**

**Date of Inspection: 19 May 2008**

**by**

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Wick Marcross C.I.W. Primary 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 Wick Marcross C.I.W. Primary took place between 19/05/08 and 21/05/08. An independent team of inspectors, led by Merfyn Lloyd Jones 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:

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Wick and Marcross Church in Wales Primary School is a voluntary aided primary school in the rural Vale of Glamorgan village of Wick. It is a Church in Wales School for the Rectorial Benefice of Llantwit Major, an area covering approximately forty square miles. The majority of the pupils attending the school travel from the two towns to the east, Llantwit Major and St Athan. A number of pupils are based at the Royal Armed Forces Base and attend for varying periods of time. Due to nature of these families, pupil mobility rate is very high. Nearly seventy-five per cent of the pupils travel to school by bus.
2. Pupils attend the school from backgrounds described as neither prosperous nor economically disadvantaged. They are admitted into the reception class in the September following their fourth birthday. There has been a decline in pupils' numbers since the last inspection with the current population being 100 mixed pupils from reception class age to year 6. They are taught in four classes which contain mixed aged groups. One pupil is registered as being entitled to receive free school meals. This is well below the local authority (LA) and national average.
3. Pupils represent the full ability range. Information from baseline assessments indicates that pupils' attainment on entry to school is below the LA average. English is the first language spoken in the vast majority of homes. No pupils speak Welsh as their first language. The school only has a very small number of ethnic minority pupils. No pupils receive support in English as an additional language.
4. Twenty-seven pupils have been identified as having special educational needs (SEN) and are either on school action or school action plus for additional support. One pupil has a statement of SEN.
5. In addition to the head teacher, there are four full-time teachers and one part-time teacher at the school. The head teacher took up her post in September 2005. The school was last inspected in January 2002.

## **The school's priorities and targets**

6. The school aims to provide a distinctive Christian character and its vision is at the heart of all that takes place. This is encapsulated by pupils in the underlying philosophy that 'We work, we play, we care, we pray'.
7. The school's main priorities and targets outlined in the school improvement plan for 2007-2008 include:
  - considering the curriculum changes required as the Foundation Phase in implemented across Early Years and Key Stage 1;
  - continuing to enhance and develop effective self-evaluation tools/strategies to support effective planning for improvement;
  - ensuring that the school complies with all regulations regarding Health and Safety;
  - improving standards in reading at both key stages;
  - ensuring that the school provides a learner centred, skill focused curriculum;
  - developing the use of ICT as a key skill.

## Summary

8. Wick and Marcross CIW School is a good school with many outstanding features. It is a happy and caring school; the warmth of relationships between children and adults ensures a calm and ordered place of learning. The outstanding quality of the leadership provided by the head teacher, deputy head teacher, members of staff and governors is a key factor in bringing about high standards of pupil achievement and continued improvement.
9. Very good progress has been made since the last inspection.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 1
2 How effective are teaching, training and assessment?	Grade 1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 1
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 1
7 How efficient are leaders and managers in using resources?	Grade 1

10. The inspection team did not agree with the judgement of the school in six key questions. The school judged key questions 1, 2, 3, 5, 6 and 7 to be a grade 2 but it is the view of the team that there are many outstanding features in all areas.
11. The standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	76%	0%	0%	0%

12. These percentages are higher than the WAG's all Wales targets for 2010 that 98 per cent of standards should be a Grade 3 or better. They are also considerably higher than the figures published in HMCI's latest Annual Report for 2006/07 where overall standards in primary schools in Wales are reported to be Grade 2 in 70 per cent of lessons and Grade 1 in 10 per cent.
13. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

14. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Mathematics	Grade 1	Grade 1
Welsh Second Language	Grade 2	Grade 2
Science	Grade 1	Grade 1
History	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
Music	Grade 2	Grade 2

15. Pupils make good progress in the reception class which is built upon successfully at key stage 1. Pupils' assessments on entry are below the LA average but despite this and to the credit of teachers pupils are still achieving above average standards by the time they enter key stage 2. This very good progress continues throughout key stage 2.
16. In 2007, end of key stage 1 teacher assessment, the percentage of pupils achieving level 2 or better in the core subjects of English, mathematics and science was above the local authority (LA) and the national averages.
17. In 2007, end of key stage 2 teacher assessment, the percentage of pupils achieving level 4 or above in the core subjects of English, mathematics and science was above the LA and national averages.
18. The number of pupils achieving level 3 at the end of key stage 1 and level 5 at the end of key stage 2 has been considerably higher than the LA and national averages in all core subjects for the past three years.
19. School records indicate that there are significant differences between cohorts with a very high rate of pupil mobility. As such it is difficult to make meaningful comparisons between boys and girls or with local and national benchmarking data.
20. Very good progress is made by all pupils on the additional learning needs register, with many exceeding their targets.
21. Throughout the school pupils make outstanding progress in the key skills of language and communications, mathematics and ICT.
22. In their bilingual development pupils achieve standards that have good features that outweigh shortcomings. They are becoming increasingly confident to ask questions and respond to instructions but many still lack the confidence and competence to initiate their own conversations in Welsh.
23. All pupils acquire new knowledge, understanding and skills through well planned creative and problem-solving activities. They use their imagination and creativity well to improve their knowledge, skills and understanding. This is an outstanding feature of work across the school.

24. Pupils' personal, moral and social development is outstanding. The exemplary relationships that pupils enjoy with staff, the supportive ethos of the school and the sensitive moral and spiritual content of collective worship enables pupils to develop a secure set of moral and personal values to guide them.
25. Pupils in all classes are well motivated. Their attitudes to learning, the interest they show in their work and their ability to sustain concentration are very good.
26. At 94.8 per cent the average rate of attendance for the three terms prior to the inspection is well above the LA and national averages.
27. Throughout the school, pupils' understanding of equal opportunity issues is good. They recognise, understand and respect diversity of beliefs, attitudes and cultural traditions within a society.
28. Pupils have numerous opportunities to broaden their understanding of the importance of community involvement and to play an active part in village social and fundraising activities. This enables them to develop a good understanding of the world around them and gives them a firm grounding in the importance of the world of work and citizenship.

### **The quality of education and training**

29. In the lessons observed the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
29%	71%	0%	0%	0%

30. These figures are well above the WAG's 2010 target for 80 per cent of teaching to be Grade 2 or better. They are also well above the national picture reported by HMCI in her latest annual report 2006-2007 where the quality of teaching is good or better (grade 1 and 2) in 80 per cent of lessons, with 14 per cent having outstanding features (Grade 1).
31. The quality of teaching is consistently of a high standard throughout the school. Children are challenged and motivated in a wide range of appropriate learning experiences.
32. Outstanding features in teaching include:
  - high expectations with regard to pupils' achievements, behaviour and attitudes;
  - skilful involvement of pupils in lessons through the use of 'Talking Partners';
  - very effective use of the interactive white board as an aid to teaching;
  - effective differentiation of work which is matched to pupils' ability and targets;
  - imaginative lessons which sustains pupils' concentration and interest;
  - the use of imaginative strategies to develop pupils' skills and knowledge;
  - the involvement of pupils in the learning and assessment process;
  - the use of ICT in enhancing teaching and learning.

33. Teachers have good subject knowledge, are well trained and have high aspirations for their pupils' development. There are good working relationships in all classrooms. Very good team work is evident with all adults across the school.
34. The overall quality of assessment, recording and reporting in the core subjects of English, maths and science is very good and provides clear and useful information about pupils' standards and where they need to improve.
35. Assessment and recording is developing well in the non-core subjects, but the impact of new procedures has yet to be fully realised.
36. Pupils at key stage 2 have an exceptionally good understanding of where they need to improve their work, and are involved in planning their own targets for improvement. This is an outstanding feature of the school.
37. Reports to parents are of good quality. Parents appreciate the opportunities they have to discuss their children's progress with teachers both formally and informally.
38. The school has outstanding curricular arrangements in place that fully meet the needs and abilities of all the pupils. All pupils, whatever their background, are provided with a rich, broad, balanced and relevant curriculum.
39. Teachers plan rich opportunities for the development of key and basic skills, ensuring that skills development is systematic and progressive. The Welsh language and culture have a high profile in the school and good provision is made for pupils to learn Welsh as a second language and this is beginning to have a positive impact on pupils' bilingual skills.
40. Standards and pupils' experiences are enhanced by the range of extra-curricular activities and by visits and visitors to the school. Many of these are recognised and celebrated through the Children's University award scheme.
41. Learners are provided with a wealth of opportunities to develop personally, spiritually, morally, socially and culturally. The caring, Christian ethos, the close-knit community, and the quality of relationships at all levels, supports pupils in this and is another outstanding feature of the school.
42. The school's partnership with parents is outstanding. They are kept very well informed about what is going on in school. Responses to the pre-inspection questionnaires and by parents at the pre-inspection meeting were very positive in their support for the school.
43. There are very good links with the local community, the nearby RAF base as well as other local schools, colleges and the Diocese. The school's partnership with industry is very good.

44. There is a written policy for sustainable development and global citizenship and these are very well reflected in the day to day work of the school.
45. The school recognises the importance of developing pupils' entrepreneurial skills and provision is outstanding. Pupils organise and run many fund raising events at the school, including charitable ventures.
46. The quality of care, support and guidance that pupils receive is outstanding. The distinctive Christian character of the school promotes inclusion well.
47. All pupils have access to an effective personal and social development programme of work, which includes health and specific sex education. Pastoral care of pupils is given a very high priority. The contribution this makes to pupils' well being is outstanding.
48. The school has outstanding procedures in place to diagnose, intervene, and deal with pupils' individual learning needs. Teachers diagnose pupils' learning needs regularly and appropriate intervention programmes are implemented through class support, withdrawal sessions and carefully prepared work.
49. The school recognises and respects diversity in all its forms. The school has a detailed disability equality plan, which ensures that pupils are not disadvantaged due to disability and that they have full access to the curriculum and all aspects of school life.

### **Leadership and management**

50. The head teacher's outstanding leadership and vision has been instrumental in moving the school forward during the last few years. The school's vision statement, 'We work, we play, we care, we pray', is at the heart of all that takes place. It is well known by members of staff, pupils, parents and governors and reflected in the positive attitude by everyone.
51. The school operates in an environment of mutual trust and understanding and it functions daily as an orderly and well-organised community.
52. The school's aims are clear, promote equality and are understood by all those involved in the school. Members of staff value all pupils and provide excellent opportunities for everyone to succeed.
53. Clear emphasis is placed on national and local priorities. The school works extremely successfully with other schools in its cluster, local colleges, the LA and the Diocese.
54. The school's target setting process is rigorous and successful. The systematic approach ensures high expectations with realistic and challenging targets.

55. The governing body is very supportive and has a good understanding of how the school operates. Their role as a 'critical friend' is very well established. This is an outstanding feature of their work.
56. The self-evaluation report prepared for the inspection is a very thorough and detailed document that clearly identifies the school's main strengths and areas for development.
57. The school improvement plan clearly identifies priorities, targets, resource needs, responsibilities and costs and progress is regularly and carefully monitored.
58. The quality and rigour of monitoring by the head teacher, deputy head teacher and curriculum leaders are very effective. However, the school recognises the need to develop this further in relation to the non-core subjects.
59. The school has an adequate number of suitable and well trained teachers to ensure that the curriculum is delivered effectively.
60. The school has a clear and coherent approach to training, which includes all staff and this plays a significant part in raising pupils' achievements.
61. All learners have access to a wide range of appropriate resources, which supports them well in their learning.
62. Although the indoor accommodation for the reception/year 1 pupils is adequate for the number currently on roll there is no direct access to the outdoor area for year 2 pupils and as such it is not suitable for the introduction to the Foundation Phase curriculum.
63. Accommodation for pupils in years 4, 5 and 6 is inadequate. In addition the year 2/year 3 classroom is the main thoroughfare for access to the IT suite and library.
64. Finances are very well managed, budgetary control is stringent, and the governing body monitors all expenditure rigorously to ensure cost effectiveness. The school provides very good value for money.

## Recommendations

65. In order to improve the school in the areas inspected, the staff and governing body need to:

R1 develop further pupils' bilingual competence and confidence;

R2 continue to develop the role of curriculum leaders in evaluating standards in non-core subjects;

R3 work with the local authority and the Diocese to address the shortcomings in accommodation.

N.B. The school has identified all three recommendations as priorities in the school improvement plan.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 1: Good with outstanding features

66. The findings of the inspection team differ to the school's judgement in its self-evaluation report. The school has underestimated the many outstanding features it has in the standards pupils achieve in many areas of learning. The school awarded itself a grade 2 for this question.

67. The standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	76%	0%	0%	0%

68. These percentages are higher than the WAG's all Wales targets for 2010 that 98 per cent of standards should be a Grade 3 or better. They are also considerably higher than the figures published in HMCI's latest Annual Report for 2006/07 where overall standards in primary schools in Wales are reported to be Grade 2 in 70 per cent of lessons and Grade 1 in 10 per cent.

69. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

70. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 1	Grade 1
Welsh Second Language	Grade 2	Grade 2
Science	Grade 1	Grade 1
History	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
Music	Grade 2	Grade 2

71. Pupils make good progress in the reception class which is built upon successfully at key stage 1. Pupils' assessments on entry are below the LA average but despite this and to the credit of teachers, pupils are still achieving above average standards by the time they enter key stage 2. This very good progress continues throughout key stage 2.

72. In 2007, end of key stage 1 teacher assessment, the percentage of pupils achieving level 2 or better in the core subjects of English, mathematics and science was above the local authority (LA) and the national averages. When compared with similar schools across Wales, using the free school meals

indicator, the school was placed in the top 50 per cent of schools for each subject. For the past three years the number of pupils achieving level 3 has been consistently higher than the LA and national averages in all core subjects.

73. In 2007, end of key stage 2 teacher assessment, the percentage of pupils achieving level 4 or above in the core subjects of English, mathematics and science was above the LA and national averages. When compared with similar schools across Wales, using the free school meals indicator, the school was placed in the bottom 50 per cent of schools for each core subject. For the past three years the number of pupils achieving level 5 has been consistently higher than the LA and national averages in all core subjects.
74. School records indicate that there are significant differences between cohorts with a very high rate of pupil mobility. As such it is difficult to make meaningful comparisons between boys and girls or with local and national benchmarking data.
75. Very good progress is made by all pupils on the additional learning needs register, with many exceeding their targets.
76. Throughout the school, pupils make outstanding progress in the key skills of language and communication, mathematics and ICT. They discuss their work very confidently and contribute sensibly and enthusiastically to class discussions. They use their reading and writing skills very successfully to research, gather, collate and record information. Pupils are very competent in using their mathematical skills when undertaking practical tasks in a range of subjects. Pupils across the age range demonstrate very good information technology (IT) skills.
77. The older more-able pupils have a very good understanding of the importance of key skills for lifelong learning and demonstrate particular competence in using key skills to further their studies.
78. In their bilingual development pupils achieve standards that have good features that outweigh shortcomings. They are becoming increasingly confident to ask questions and respond to instructions but many still lack the confidence and competence to initiate their own conversations in Welsh.
79. All pupils acquire new knowledge, understanding and skills through well-planned creative and problem-solving activities. They use an appropriate range of strategies, make hypotheses and deductions, and explore ideas creatively. They use their imagination and creativity well to improve their knowledge, skills and understanding. This is an outstanding feature of work across the school.
80. Pupils throughout the school understand their personal targets and have a good understanding of their own strengths and shortcomings. By the end of key stage 2 pupils are clear about what they need to do to achieve their individual targets. They make very good progress towards fulfilling their

potential and moving on to the next stage of learning. There are no differences in standards of achievement of pupils in terms of social background or race.

81. Pupils' personal, moral and social development is outstanding. The exemplary relationships that pupils enjoy with staff, the supportive ethos of the school and the sensitive moral and spiritual content of collective worship enables pupils to develop a secure set of moral and personal values to guide them. They are friendly, polite and considerate and there is an atmosphere of mutual trust and respect throughout the school.
82. Pupils work and play together very well and their relationships with each other are very good. Older pupils are very good role models to the younger ones. When on educational and residential visits pupils' very good behaviour is regularly complimented. In discussion with the School Council pupils say they generally get on well: bullying is not a problem and they are aware what to do should it occur.
83. Pupils in all classes are well motivated, their attitude to learning, the interest they show in their work and their ability to sustain concentration is good. It was evident during the inspection that pupils remain on task for long periods. They show enthusiasm in what they do and work diligently with a very high degree of independence. They are happy to ask questions in the knowledge that their effort will be appreciated. This is an outstanding feature of the school's life.
84. At 94.80 per cent the average rate of attendance for the three terms prior to the inspection is well above the LA and national averages. The school meets the WAG requirements in Circular 47/2006. Absences are caused mainly through illness and family holidays in term time. Many families are based at the nearby Royal Air Force (RAF) and have little control over their leave arrangements. Almost all the pupils attend school regularly and arrive on time at the start of the school day.
85. Throughout the school, pupils' understanding of equal opportunity issues is good. They recognise, understand and respect diversity of beliefs, attitudes and cultural traditions within a society.
86. Pupils have numerous opportunities to broaden their understanding of the importance of community involvement and to play an active part in village social and fundraising activities. As a result they have a good understanding of the world around them and this gives them a firm grounding in the importance of the world of work and citizenship.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

87. The findings of the inspection team differ to the school's judgement in its self-evaluation report. The school has underestimated the many outstanding features it has in the quality of teaching. The school awarded itself a grade 2 for this question.

88. In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	71%	0%	0%	0%

89. These figures are well above the WAG's 2010 target for 80 per cent of teaching to be Grade 2 or better. They are also well above the national picture reported by HMCI in her latest annual report 2006-2007 where the quality of teaching is good or better (grade 1 and 2) in 80 per cent of lessons, with 14 per cent having outstanding features (Grade 1).

90. The quality of teaching is consistently of a high standard throughout the school. Children are challenged and motivated in a wide range of appropriate learning experiences.

91. Outstanding features in teaching include:

- high expectations of pupils' achievements, behaviour and attitudes;
- skilful involvement of pupils through the 'Talking Partners' arrangement;
- very effective use of the interactive white board as an aid to teaching;
- effective differentiation of work which is matched to pupils' ability and targets;
- imaginative lessons which sustains pupils' concentration and interest;
- the use of imaginative strategies to develop pupils' skills and knowledge;
- the involvement of pupils in the learning and assessment process;
- the use of ICT in enhancing teaching and learning.

92. Good features which are common to all teaching include:

- well planned lessons that have a clear structure and purpose;
- clear learning objectives which are clearly understood by pupils;
- good questioning techniques and effective analysis of incorrect answers to show pupils how to correct their work;
- using resources purposefully;
- effective involvement of classroom support staff.

93. Teachers have good subject knowledge, are well trained and have high aspirations for their pupils' development. They avail themselves of

professional development opportunities and incorporate new approaches and initiatives successfully into their teaching.

94. There are good working relationships in all classrooms. Teachers are very aware of the needs of individual pupils and provide appropriate support. All staff are fully committed to equal opportunities for all, regardless of gender, ability or race. All pupils are treated fairly and with respect. Very good team work is evident with all adults across the school.
95. Good provision for pupils' bilingual development is made. The use of incidental Welsh is a common feature inside and outside the classroom and pupils are enthusiastic about their efforts. All staff have a very positive attitude towards the language.
96. The overall quality of assessment, recording and reporting in the core subjects of English, maths and science is very good and provides clear and useful information about pupils' standards and where they need to improve. All statutory requirements are fully met.
97. Assessment and recording is developing well in the non-core subjects, but the impact of new procedures has yet to be fully realised. Teachers have worked hard to compile portfolios of exemplar work in a number of subjects, and this is helping them to moderate standards. A current target is to extend this good practice to all subjects.
98. Children are well known to the school before they enter the reception class due to good links with local playgroups. They are assessed carefully on entry and intervention and support for those who are identified as having some concerns is swift and effective. A range of teacher assessments and standardised tests information are used very effectively to track pupils' progress.
99. Assessment is integral to the teaching process and pupils' work is thoroughly marked and the next steps are identified. Teachers' comments are specific, enabling pupils to reflect and respond to them and as a result, their understanding of the next steps in their learning is clear.
100. Pupils at key stage 2, have an exceptionally good understanding of where they need to improve their work, and are involved in planning their own targets for improvement. This is an outstanding feature of the school.
101. Reports to parents are of good quality. They present a detailed and accurate picture of pupils' progress in English, maths and science, personal and social skills and attitudes to learning. They are, however, less specific about where pupils' standards lie in non-core subjects. Parents appreciate the opportunities they have to discuss their children's progress with teachers both formally and informally.

**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**

102. The findings of the inspection team differ to the school's judgement in its self-evaluation report. The school has underestimated the many outstanding features it has in the way learning experiences meet the needs and interests of pupils. The school awarded itself a grade 2 for this key question.
103. The overall quality of provision for the under fives is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Children's Learning.
104. The school has outstanding curricular arrangements in place that fully meet the needs and abilities of all the pupils. All pupils, whatever their backgrounds, are provided with a rich, broad, balanced and relevant curriculum. All policies and schemes of work have been reviewed and cross-curricular links have been successfully incorporated. The curriculum fully meets all statutory requirements.
105. The school is exceptionally good at meeting the needs of pupils who have moved from other schools, other countries and those pupils who have additional learning needs, including more able pupils. This is a real strength of provision.
106. Teachers plan rich opportunities for the development of key and basic skills, ensuring that pupils' development is systematic and progressive. The school successfully renewed the Basic Skills Quality Mark in 2006. Booklets have been produced for parents to support them in helping their children to develop their skills at home. Parents say how useful these booklets are to help them in supporting their children's learning. This is an outstanding feature.
107. Standards and pupils' experiences are enhanced by the range of extra-curricular activities and by visits and visitors to the school. Many of these are recognised and celebrated through the Children's University award scheme.
108. Learners are provided with a wealth of opportunities to develop personally, spiritually, morally, socially and culturally. The caring, Christian ethos, the close-knit community, and the quality of relationships at all levels, helped by clear, consistent, behaviour and anti-bullying policies, supports pupils in this and is another outstanding feature of the school.
109. The school's partnership with parents is outstanding. The quality of written information for parents is a major strength. The school works very hard to involve parents in the education of their children. All written information is available on the school website. The very active Association of Friends organise a wide range of fundraising and social events that are very well

- attended. They provide generous funds for valuable resources and extra curricular visits that have a significant impact on the quality of learning.
110. There are very good links with the local community, the nearby RAF base as well as other local schools, colleges and the diocese. Pupils are involved in inter-schools tournaments and there are very good links with the receiving high school. The school is involved in a comprehensive transition plan that includes effective bridging units. These have a positive impact on the education and well-being of pupils.
  111. The school has strong links with Careers Wales and, as a result, pupils benefit from taking part in a variety of workshops and events such as science discovery, music and art.
  112. The school's partnership with industry is very good. Three teachers have been involved in industry placements to enhance their teaching and management skills.
  113. Carefully planned educational visits to places of employment such the Welsh Assembly, the theatre, museums and parks, help to raise pupils' awareness of the world of work both past and present and further strengthens the school's partnership with the community.
  114. The Welsh language and culture have a high profile in the school and good provision is made for pupils to learn Welsh as a second language. Teachers make good efforts to ensure that pupils develop a broad appreciation of life in Wales past and present. Events, such as the annual eisteddfod, extend pupils' perceptions, and enhance their knowledge and understanding.
  115. The school strongly promotes equal opportunities. Pupils irrespective of their social background, gender, disability or ethnicity are positively included in all school activities.
  116. There is a written policy for sustainable development and global citizenship and these are very well reflected in the day to day work of the school. The school has gained the silver Eco School award and is awaiting the Green Flag and Fair Trade status. Fair trade products are purchased for the staff room and the daily tuck shop. School documents are circulated electronically to governors and parents. Pupils understanding of sustainable development, awareness of conservation issues and global citizenship are outstanding.
  117. The school recognises the importance of developing pupils' entrepreneurial skills and its provision for this is outstanding. Pupils organise and run many fund raising events at the school, including charitable ventures. They make, price and sell items such as cakes, and are responsible for collecting, counting and arranging for the banking of takings. They also take full responsibility for a healthy fruit tuck shop.
  118. The school is a learning community where the promotion of thinking and working together, and the involvement of pupils in a wide variety of

independent, problem- solving and investigative activities, provide good foundations for life-long learning skills.

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

<b>Grade 1: Good with outstanding features</b>
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119. The inspection team's findings match the school's judgement in its self-evaluation report.
120. The quality of care, support and guidance that pupils receive is outstanding. The distinctive Christian character of the school promotes inclusion well. All arrangements are very well managed and planned. Pupils say this is a caring school and they feel happy, secure and valued.
121. The partnership with parents/carers is very good. They are kept very well informed about what is going on in school. Overall, responses to the pre-inspection questionnaires and by parents at the pre-inspection meeting were very positive in their support. The school responds positively to suggestions and regularly seeks parents'/carers' views on a range of matters.
122. The school has excellent induction programmes that help learners settle well into school life. This is particularly significant in this school as very many pupils join the school at times other than in the reception class. In discussion, pupils who enter the school later say they were helped to settle in quickly and soon made good friends.
123. The provision for pre-school visits for new reception children is an outstanding feature, well supported by high quality documentation and a caring "buddy" system. As a result pupils very quickly settle into the reception class.
124. All pupils have access to an effective personal and social development programme of work, which includes health and sex education. Pastoral care of pupils is given a very high priority. The police liaison officer and school nurse visit regularly to talk to pupils on issues such as bullying, talking to strangers, personal safety and substance abuse. Specialist multi-disciplinary services work closely with the school. The contribution these make to pupils' well being is outstanding.
125. There are very effective policies and procedures in place to monitor pupils' attendance, punctuality, behaviour and performance. The school sets and consistently meets its target for attendance. It works very closely with the Education Welfare Officer (EWO) and if there is a cause for concern early support strategies are put in place.
126. Pupils on the School Council and the school's prefects take their roles and responsibilities very seriously. Council members have worked with staff and governors to devise the school rules as well as the behaviour and anti bullying policies. They manage the Friendship Stop to ensure that no one is without a

- friend at break times. Pupils help to set class 'We are proud' statements and school rules and they receive supportive feedback and corrective actions by all adults at the school.
127. Teachers promote positive behaviour strategies consistently and all adults in the school are very good role models. All adults at the school are involved in the reward system and pupils respond well to it.
  128. The school's provision for securing the healthy development and well-being of pupils is well developed. The school is in its fourth year of Healthy Schools Scheme and promotes health and fitness for pupils through a wide range of extra-curricular activities. Healthy options at lunch time and the daily fruit tuck shop encourage pupils to make sensible decisions about what they eat. Pupils understand the need for exercise and a balanced diet.
  129. There is a comprehensive health and safety policy. Risk assessments are systematic and all staff are alert to issues relating to the well-being of pupils. There are good procedures in place to ensure the safe transfer of pupils to and from the LA school buses at the beginning and end of the day.
  130. There is an effective policy and good procedures for child protection. The head teacher and deputy head teacher are the nominated officers. Teachers, support staff and lunchtime supervisors are fully aware of their responsibilities.
  131. The school has outstanding procedures in place to diagnose, intervene and deal with pupils' individual learning needs. This is a real strength of provision and it is to the credit of the school that such pupils not only meet the targets identified for them, but also regularly achieve well above them by the time they reach the end of year 6. Assessment data confirms that most pupils at the school, despite many having a wide range of additional needs including health, linguistic and learning needs, achieve in line with their peers and well above the local and national averages. All statutory requirements are fully met.
  132. Teachers diagnose pupils' learning needs regularly and appropriate intervention programmes are implemented through class support, withdrawal sessions and carefully prepared work. They know the pupils and their families very well and work in harmony with them. The support of outside agencies is fully utilised. Targets in individual education plans challenge pupils to give of their best through well-structured tasks.
  133. Sometimes, pupils are not put on the SEN register but their needs are recorded as a "concern" to ensure that they too are carefully monitored and supported. This is the key to the school's success. Every pupil is helped to reach his or her full potential. A noteworthy feature is the great success teachers have in dealing with pupils who have been identified with behaviour and emotional difficulties. Effective strategies used consistently by all staff quickly help to improve pupils' problems in these areas. They successfully help pupils to become thoughtful, reflective, and mature by the time they leave the school.

134. The school's equality statement permeates all that takes place at the school and support and guidance is no exception, taking the linguistic, learning and social background of pupils into account and treating them with dignity and respect.
135. The school actively encourages all pupils to take part in all activities, ensuring that everyone has the same opportunity to achieve. This is an outstanding feature. Pupils witness very positive male and female role models in a way that challenges stereotypes. Pupils have formal and informal opportunities to discuss and challenge gender, race, disability and stereotype issues.
136. As the school only has a small number of ethnic minority pupils, it recognises that it has an even greater duty to provide pupils with the knowledge and understanding of ethnic issues to prepare them for living in the wider community. It does this very well. Pupils say there is no racism and they would not tolerate it if there were.
137. The school has effective positive behaviour management and anti-bullying policies, which clearly explain the roles of staff, pupils and parents. Pupils respond very well to the high expectations of the school, showing respect and tolerance towards each other.
138. The school recognises and respects diversity in all its forms. Pupils in discussion show a very good understanding of diversity. The school has a detailed disability equality action plan, which adheres to LA and WAG guidelines and has been drawn up in consultation with governors following an audit of the school's premises and the school's provision. It ensures that pupils are not disadvantaged due to disability and that they have full access to the curriculum and all aspects of school life.

## Leadership and management

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

#### Grade 1: Good with outstanding features

139. The findings of the inspection team differ to the school's judgement in its self-evaluation report. The school has underestimated the outstanding features it has in its leadership and management arrangements. The school awarded itself a grade 2 for this key question.
140. The school's vision statement, 'We work, we play, we care, we pray', is at the heart of all that takes place. It is well known by members of staff, pupils, parents and governors and reflected in the positive attitude by everyone. The head teacher's outstanding leadership and vision has been instrumental in moving the school forward during the last few years. She gives a very clear direction in all aspects of school life and co-ordinates the work of teachers, support staff, the governing body and parents very effectively. Both the head teacher and deputy head teacher provide excellent role models.
141. All members of the school community are wholly dedicated to their respective roles and responsibilities. There is good team work amongst all staff with effective management structures, which enables the school to function smoothly. The school operates in an environment of mutual trust and understanding and it functions on a daily basis as an orderly and well-organised community. The general administration of the school is excellent with efficient systems and procedures in place. Records are meticulously kept.
142. The school's aims are clear, promote equality and are fully understood by all those involved in the school. Members of staff value all pupils and provide excellent opportunities for everyone to succeed. This has resulted in creating an environment that fosters respect, support and care for all.
143. Clear emphasis is placed on national and local priorities. The school has successfully introduced initiatives such as performance management, workload remodelling including planning, preparation and assessment (PPA) arrangements for teachers. It has gained three awards from the network of Healthy Schools and successfully renewed its Basic Skills Quality Mark. The school works extremely successfully with other schools in its cluster, local colleges, the LA and the Diocese.
144. The target-setting process is rigorous and successful. The systematic approach ensures high expectations with realistic and challenging targets which match the abilities of individual pupils. These outstanding features clearly impact on the way the school maintains and improves its standards.

145. There is a very effective staff appraisal system, which results in each member of staff having agreed targets which focuses on whole-school subject development or individual needs. There is a well-established culture in the school of disseminating good practice with members of staff supporting each other well. Their continued professional development needs are carefully linked to priorities identified in the school improvement plan.
146. The governing body is very supportive and has a good understanding of how the school operates. On an annual basis, the 'Governor Code of Conduct' is discussed and this ensures a clear understanding of roles and responsibilities. The governing body fully complies with all its legal responsibilities.
147. Regular meetings to discuss, for example, policies, planning and target-setting help the governors to set the strategic direction of the school. They have an excellent oversight of the budget and supervise expenditure extremely well. Their role as a 'critical friend' is very well established. This is an outstanding feature of their work.

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

<b>Grade 1: Good with outstanding features</b>
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148. The findings of the inspection team differ to the school's judgement in its self-evaluation report. The school has underestimated the outstanding features it has in the way it evaluates and improves quality and standards. The school awarded itself a grade 2 for this key question.
149. The self-evaluation report prepared for the inspection is a very thorough and detailed document that clearly identifies the school's main strengths and areas for development. It is produced to a very high standard providing clear links between to priorities in the school improvement plan. This is a particularly outstanding feature.
150. The school improvement plan clearly identifies priorities, targets, resource needs, responsibilities and costs and progress is regularly and carefully monitored. This results in challenging targets for improvement being set for all pupils.
151. The inspection team did not agree with the judgement of the school in six key questions. The school judged key questions 1, 2, 3, 5, 6 and 7 to be a grade 2 but it is the view of the team that there are many outstanding features in all areas.
152. A culture of self-evaluation, with an emphasis on improvement, is firmly embedded in the school and is an outstanding feature; the whole exercise is seen as a process and not an event. The drive towards continuous improvement is a very strong feature, particularly in relation to forming secure judgements about standards and the quality of education provided. The team

ethos established ensures that all the school's stakeholders - the teaching staff, governors, pupils, parents and outside agencies - are involved. The quality and rigour of monitoring by the head teacher, deputy head teacher and curriculum leaders are crucial elements of the programme. However, the school recognises the need to develop this further in relation to the non-core subjects.

153. The school makes very good use of a wide range of assessment data, annual external assessments in English, mathematics, reading, spelling and non-verbal tests and end of key stage assessments are used effectively to support on-going teacher assessments. This information is presented to the governing body and they are encouraged to question and challenge the data analysis. This keeps them very well informed about standards at the school.
154. During the past two years, the process of self-evaluation and planning for improvement has resulted in the school being successfully involved with a LA project of seven small schools in identifying consistent approaches to assessing pupils in preparation for the Foundation Phase.
155. The school has made very good progress since the last inspection. Good standards have been maintained and those areas identified as having shortcomings have been successfully addressed.

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

<b>Grade 1: Good with outstanding features</b>
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156. The findings of the inspection team differ to the school's judgement in its self-evaluation report. The school has underestimated the outstanding features in staff development, the efficient and economic use of resources and the schools' ability to meet the considerable budgetary challenges that it faces. The school awarded itself a grade 2 for this key question.
157. The school has an adequate number of suitably experienced and well-trained teachers to ensure that the curriculum is delivered effectively. They are dedicated, enthusiastic and hard working. Classroom support and other staff make an equally good contribution.
158. The school has a clear and coherent approach to training, which includes all staff. This and the way in which the school implements and organises planning, preparation and assessment time ensures that very efficient and effective use is made of teachers' expertise, experience and training. This has a positive impact on pupils' learning.
159. All learners have access to a wide range of appropriate resources which support them well in their learning. These are reviewed and updated regularly. Since the last inspection, the school has increased and improved the resources available for teaching and learning considerably, particularly for reading, maths and ICT. The new ICT suite is already having a considerable

impact on pupils' standards across the school. This is an outstanding provision. Bids for purchasing resources take full account of subject development plans.

160. The accommodation is very well maintained and cleaned to a high standard. Attractive displays of pupils' work enhance the classrooms, corridors and the main entrance area.
161. Pupils are taught in four mixed age classes. Although the indoor accommodation for the reception/ year 1 pupils is adequate for the number currently on roll there is no direct access to the outdoor area for year 2 pupils and as such it is not suitable for the introduction to the Foundation Phase curriculum.
162. At both key stage 1 and key stage 2, teachers make very good use of the hall and shared areas for practical activities. However, the accommodation for pupils in years 4, 5 and 6 is inadequate. In addition, the year 2 / year 3 classroom is the main thoroughfare for access to the IT suite and library.
163. The external environment has been improved. There is an enclosed outdoor learning area for the under-fives and a play trail and playground markings which promotes active learning. It makes an outstanding contribution for developing pupils' personal, physical and intellectual abilities. Planters and the wild-life area enhance the environment and support the school's work on sustainable development.
164. Finances are very well managed, budgetary control is stringent, and the governing body monitors all expenditure rigorously to ensure cost effectiveness. The school provides very good value for money.

## Standards achieved in subjects and areas of learning

### Welsh second language

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

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

#### Good features

165. At key stage 1, all pupils listen and respond appropriately and enthusiastically. They respond well to teachers' questions and commands and ask simple questions of each other in role-play situations, using a wide range of vocabulary, phrases and sentence patterns. The majority speak audibly, with good pronunciation.
166. At key stage 2, pupils ask and answer questions about their interests and activities using good sentence structure. They successfully take part in dialogues and role-play to build up knowledge and understanding of the language. They extend the range of language patterns with the aid of class reading books to include asking questions to their partners. The more able pupils are beginning to sustain conversation for longer periods.
167. At key stage 1, pupils' reading skills are developing well. From year 1, pupils show a good understanding of simple text using a range of printed resources. By the end of the key stage, pupils read aloud confidently to other pupils and adults.
168. At key stage 2, pupils are beginning to gain more confidence in reading out their work aloud. Pupils read simple texts which contain an increasing range of phrases and passages and successfully participate in group reading sessions. By the end of the key stage, the more-able pupils explain with understanding what they have read.
169. At key stage 1, writing skills are beginning to develop through tasks that include labelling, matching exercises and simple sentences to reinforce oral work.
170. As they progress through key stage 2, pupils are beginning to gain more confidence, building up a range of relevant words, phrases and sentence patterns. There are good examples of written work with appropriate attention to spelling and punctuation.

#### Shortcomings

171. Although there are no important shortcomings pupils' need to consolidate further their reading skills at key stage 2.

## Mathematics

**Key Stage 1: Grade 1: Good with outstanding features**

**Key Stage 2: Grade 1: Good with outstanding features**

### **Good and outstanding features**

172. At both key stages, pupils achieve outstanding standards and progress very well in their knowledge and understanding of number in mathematics. They respond very well during oral and mental sessions participating enthusiastically and competently using appropriate mathematical language.
173. Throughout the school standards in handling data are outstanding. Pupils confidently and accurately interpret information presented in tables and graphs. They construct their own bar charts, line graphs and frequency tables with understanding applying their knowledge successfully in a number of curriculum areas.
174. In their work on estimation pupils at both key stages show a high level of understanding, competence and accuracy.

### **Good features**

175. Work on shape, space and measures are good. Pupils have a good understanding of the properties relating to a wide range of two- and three-dimensional shapes. They understand the relationship between units of measure and convert one metric unit to another. As they progress through the school, they measure perimeters, find areas of different shapes and calculate volume accurately.
176. Work on fractions, percentages and decimals are good. Older pupils have a secure understanding of the relationship between them.
177. By the end of key stage 2, work on investigation and problem solving is developing well with pupils exploring patterns with numbers and recording their findings. They are becoming confident to ask questions and explore alternative ideas to support the development of their reasoning.

## Science

**Key Stage 1: Grade 1: Good with outstanding features**

**Key Stage 2: Grade 1: Good with outstanding features**

### **Good and outstanding features**

178. For the past three years, end of key stage 1 and 2 teacher assessment show that many pupils consistently achieve the higher grade 3 and grade 5.
179. Scrutiny of pupils' work at both key stages shows their enquiry and investigative skills to be of a very high standard.

180. All pupils accurately record the outcome of their investigations using a wide range of appropriate scientific vocabulary. Their work is very well presented and organised, with good examples of pupils expressing their own views and ideas.

### **Good features**

181. In year 1, pupils relative to their age investigate with a high degree of independence a range of materials to find one that is waterproof and thoughtfully predict which material might suit their purpose. When planning an experiment on magnetism they know what can be changed and what they need to keep the same to make the test fair.
182. In their electricity topic, year 2 pupils describe accurately in their own words how to make a circuit. After investigating to find out which materials carry electricity, they record their findings sensibly. They use a simple database to sort objects according to their various properties.
183. Pupils in year 3 carefully explain an experiment they have conducted to find out what affects the size of a shadow. They use their numeracy skills competently to record their results on a line graph, concluding that the closer the light source, the bigger the shadow. They predict sensibly and then check which familiar materials are opaque or transparent.
184. When pupils in year 4 investigate what hostile environments in space are like, they set themselves a number of relevant key questions and try to answer them, demonstrating good problem-solving skills.
185. Year 5 pupils identify the link between the circulation of blood and the pulse rate, and make sensible suggestions as to how nutrients are carried around the body. They have a good knowledge of the purposes of different foods and use suitable scientific vocabulary, such as energy, protein and oxygen with understanding.
186. Year 6 pupils have a good understanding of life processes when considering the role of the skeleton and its functions. They independently research on the Internet to identify the five main mammal groups and copy, record and label their findings accurately. They are very confident and knowledgeable when discussing their work with one another and with their teacher.

<b>Design technology</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

187. Throughout the school, the process of designing, planning and making is well established and followed by all pupils.

188. At key stage 1, pupils demonstrate good skills in cutting, shaping, joining and assembling. They understand that materials behave in different ways and use their knowledge sensibly to make simple products. They are aware of the importance of safety in practical tasks.
189. They are confident when talking about their ideas and how to go about solving simple tasks through trial and error. They make decisions about their ideas and suggest different ways of doing things.
190. At key stage 2, pupils design and make products using a range of materials and components, matching the working characteristics to the activity. They understand how simple mechanisms can be used to produce different types of movement.
191. They successfully use information sources to generate ideas and carefully consider appearance, function, safety and reliability.
192. At key stage 2, pupils always plan carefully, select appropriate materials, equipment, tools and techniques. They measure, mark, cut out and join a range of different materials with increasing confidence and skill. They discuss their product with a good understanding and knowledge of the process they have been through.
193. Pupils' evaluative skills throughout the school are very good; this is a particularly strong feature. They describe and explain in detail the objects they have designed, judge how well it does the job it is designed for, what are its good features and what could be improved. They explain sensibly what they found difficult and show confidence in advising each other when explaining what they have learnt.

### **Shortcomings**

194. Although there are no important shortcomings the quality of the finished product is not always of a good standard.

<b>History</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good Features**

195. At both key stages pupils have a very good recall of historical facts about the periods they have been studying and eagerly share their knowledge with the rest of the class and with visitors.
196. Year 1 pupils are developing a good sense of chronology when they study change over time in their own lives, and when they observe and comment on pictures of old and new houses, and holidays in the past and present.

197. Pupils in year 2 have a good understanding of what life was like in Wales in the past after studying paintings and artefacts and visiting historical country houses. After identifying features of a painting of a church service, they describe with some accuracy the ethos of the building at that time. They see a lack of comfort in the furnishings and compare the starkness with churches that they know. They listen attentively to a section of a church service in Latin, and empathise with the feelings of boredom and confusion that people long ago might have felt.
198. Year 3 pupils are good at using various sources to find clues as to how the Celts and Romans lived. In their own good quality writing, they accurately describe clothes, jewellery and homes. They infer from pictures what sort of clothes people wore in the past. They write clear and imaginative descriptions of the campaign of Boudicca, sequencing in an interesting way events from the perspective of a Celtic farmer or a Roman soldier.
199. Year 4 pupils have a good recall of a visit to a local Tudor manor house, understanding that two types of people lived there: the wealthy and the servants. They talk readily about the foods, punishments and the specific roles of poor people, using a pertinent and relevant vocabulary.
200. When year 5 pupils compare their knowledge and understanding of Tudor times with the present day, they present some original ideas on why people feel the need to explore. After considering available evidence about life on Tudor ships they draw sound conclusions when describing the problems of navigation at the time. They think deeply about why some settlements failed and identify reasons why some settlers viewed the indigenous Amerindians with suspicion.
201. Year 6 pupils use a brainstorming technique well to gather the information they already know about Victorian children, and then begin to make inferences, from photographs, about life at the time. They present good detail and considerable empathy in their writing. Their arguments are clear and well presented.

### **Shortcomings**

202. There are no important shortcomings.

<b>Music</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

203. Musical activity is an important part of the life and work of the school, giving pupils lots of good opportunities to develop their musical skills. They are confident and competent singers and music makers as a result.

204. Pupils across the school have a good range of skills in performing, composing and evaluating many different kinds of music, including music from other cultures, from the past, and the music of Wales.
205. Younger pupils at key stage 1 use body percussion to tap and clap loud and quiet sounds, keeping a steady beat. They thoughtfully consider different types of shoes, such as clogs, and offer good ideas as to the sounds they might make.
206. Year 2 pupils plan, perform and record their own exciting musical radio show, with narrative and song including the jingles that they have created. They invent life-like sounds to represent animal movements, using suitable percussion instruments.
207. Younger pupils at key stage 2 engage in productive discussion about how sounds are created in Morse Code to send a signal. They listen intently to the 'Signal Song', identifying phrases of electronic music and instruments of the orchestra. They also identify where the volume and pitch change, and pick out ostinato patterns, recreating them later in their own composition work.
208. When pupils in year 5 compose music to portray the mood and atmosphere of important cultural sites around the world, such as Mexico, the Himalayas and the Great Wall of China, they perform, record, and evaluate each other's work confidently.
209. Year 6 pupils talk knowledgeably about their 'Journey into Space' musical topic. They thoughtfully describe how they listened to space music examples, to help identify the instruments they might choose when composing their own space music.
210. Pupils use terms like mood and sensations to explain how they explore different textures, using untuned instruments. They work co-operatively in groups, creating various sound effects to represent stars, moon-walking out in space, and planets colliding. They add lyrics to their melodies, then record and play them to the rest of the class, evaluating each other's work as they go along.

### **Shortcomings**

211. There are no important shortcomings.

## School's response to the inspection

The staff and governors of Wick and Marcross Church in Wales Primary School welcome the Estyn report following the inspection undertaken in May 2008.


The inspection report acknowledges that Wick is a good school with many outstanding features and recognises the very good progress which has been made since the last inspection report in 2002.

We are delighted that the report celebrates the fact that the school has outstanding curricular arrangements that fully meet the needs and abilities of all the pupils, including our more able and those with additional learning needs. The report also highlights that the quality of care, support and guidance pupils receive, within a caring, Christian community is outstanding. We are particularly pleased that these features have been recognised as we feel they are significant strengths of our school and are at the heart of our vision statement, 'We work, we play, we care, we pray.'

We are pleased the inspection report acknowledges that the recommendations made to improve the school still further had already been identified by the school in its SIP and self-evaluation report.

In order to build upon and develop the good practice that exists at Wick and Marcross, the school will produce an action plan to address the recommendations. A copy of the action plan will be sent to parents and its progress will be reported on in subsequent annual governors' reports to parents.

Finally, we are keen to acknowledge the professional, courteous and thorough manner of the work undertaken by the inspection team both during and prior to the visit to the school. The process not only validated the dedication and commitment by the staff and governing body, but has given the school a fresh impetus to ensure that Wick and Marcross remains a school with a highly distinctive Christian character, supporting everyone to achieve their potential.



## Appendix 1

### Basic information about the school

Name of school	Wick and Marcross C.I.W. Primary School
School type	Nursery and Primary
Age-range of pupils	4 - 11
Address of school	Church Street, Wick, Nr Cowbridge, Vale of Glamorgan.
Postcode	CF71 7QE
Telephone number	01656 890253

Head teacher	Mrs Ceri Thomas
Date of appointment	September 2005
Chair of governors/ Appropriate authority	Mr Chris Williams
Registered inspector	Mr Merfyn Lloyd Jones
Dates of inspection	19 – 21 May, 2008

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	15	14	7	18	13	15	18	100

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	0.4	5.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	25.75:1
Teacher (fte): class ratio	1.35:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	n/a	92.0	93.2
Autumn 2007	n/a	95.7	96.2
Spring 2008	n/a	94.5	95.3

Percentage of pupils entitled to free school meals	1
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		15		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	6	44	50
		National	0	3	14	63	20
En: reading	Teacher assessment	School	0	0	6	56	38
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	0	25	31	44
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	0	0	6	50	44
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	6	38	56
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	6	50	44
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	93.75%	In Wales	80.1%

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

### National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007		Number of pupils in Y6		8	
As the number of pupils eligible for assessment at the end of key stage 2 was greater than four but fewer than 10, overall performance indicators only are included					
Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment					
In the school	75%	In Wales	74.1%		

National figures relate to school year 2006/07

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

## Appendix 4

### **Evidence base of the inspection**

A team of three inspectors and a peer assessor inspected the school over a period of six inspector days.

The head teacher was the nominee and she played an extensive role during the inspection.

Twenty-four lessons or part lessons were observed and a selection of the pupils' practical and written work was scrutinised.

Registration, collective worship and extra-curricular activities were inspected.

Discussions were held with staff and pupils about their work.

All documents presented by the school prior to and during the inspection, were scrutinised.

Meetings were held prior to the inspection with the head teacher, staff, parents and the governing body.

Eight parents attended the meeting held prior to the inspection, and the parents' responses (27 in all) to the questionnaires distributed were analysed.

Post inspection meetings were held with the head teacher, staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team Members	Responsibilities	Subjects/areas of learning
Mr Merfyn Lloyd Jones Registered Inspector	Context Summary and recommendations Key questions 1, 2, 5 and 6	Mathematics Welsh second language Design and Technology
Mrs Kay Andrews Team Member	Key question 3, 4 and 7; and contribution to Key Question 2	Science History Music
Mrs Caterina Lewis Lay Inspector	Contributions to Key Questions 1, 3, 4, 5 and 7	
Mrs Dorothy Davies Peer Assessor	Contribution to all seven key questions	
Mrs Ceri Thomas Nominee	Contributions to all questions by providing information	

### Contractor

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### Acknowledgement

The inspection team would like to thank the governors, the head teacher, the staff, pupils and parents for their co-operation during the inspection.