

INSPECTION UNDER SECTION 10 OF
SCHOOL INSPECTIONS ACT, 1996

LITCHARD JUNIOR SCHOOL

Garfield Avenue
Litchard
Bridgend, CF31 1QB

School Number: 672/2141

Date of Inspection: 10th – 14th January, 2005

MRS. EIRWEN GRIFFITHS

REGISTERED INSPECTOR: WO50/17562

4th February, 2005

UNDER ESTYN CONTRACT NUMBER: T/169/04P

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Litchard Junior School was inspected as part of a national programme of school inspection. The purpose 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 more information about their children's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Litchard Junior School took place between 10th and 14th January, 2005. An independent team of three inspectors, led by Mrs. Eirwen Griffiths, M.Phil., M.Ed., 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.

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The five-point scale used to represent all inspection judgments 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.

Year-Groups and Key Stages

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

The term 'Reception' (R) refers to the year-group of pupils in a primary school who attain the age of five during the academic year. Year 1 refers to the year-group of pupils who attain the age of six during the academic year and so on. Year 13 is the year-group of students who attain the age of eighteen 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. Litchard Junior School is situated a short distance from the M4 motorway, some two miles to the north of Bridgend.
2. The school currently has a roll of 258 pupils aged seven to eleven years, including fifteen pupils for whom special provision is made. Numbers have fluctuated slightly over the past three years. Most pupils come from Litchard itself or the surrounding area, although a substantial proportion come from outside the catchment-area as a result of parental choice. Significant movement occurs during the year owing to changes of staff in the local hospital, many of whose children attend the school. The annual intake covers the full ability range, although roughly 25% come from socially-disadvantaged homes.
3. Approximately 18% of pupils are entitled to free school meals, a figure similar to the national average for Wales. Some 25% are considered to have special educational needs, a percentage significantly above the average for Wales as a whole.
4. A small number of pupils come from ethnic-minority families, where English is spoken as a second language. No pupil comes from a Welsh-speaking home.
5. The school was last inspected in March, 1999. No significant changes have been made to the type or age-range of the school since that time. The present headteacher has been in post since April, 2001.

The school's priorities and targets

6. As part of its overall development plan, the school has set itself the following main targets for the academic year 2004-05:
 - progression in key skills – to build on the work already started;
 - provision of well-trained teaching and support staff – investment in people;
 - meeting the requirements of the workload agreement – trying to address the criteria;
 - further development of information and communications technology – continuing to invest, update and replace equipment;
 - maintaining standards in number skills – reviewing trends and progress made to date;
 - further development of strategies for special educational needs – preparing for possible imposed changes;
 - further development of literacy skills;
 - continuing to develop science provision and achievements;
 - quality of teaching and continuing professional development;
 - further development of aesthetic nature of school to promote learning;
 - building on the developments to date with teaching Welsh as a second language;
 - completing the final year of the Comenius “ALL” project.

Summary

7. This is a very good school, with a dedicated staff and highly capable and conscientious headteacher. Considerable progress has been made since the last inspection under the school's present leadership and management.

8. The findings of the inspection team match the school's judgments in three of the seven key questions whilst, in the other four, one grade is lower and three are higher than those assessed by the school. The team considers that the school has not given itself sufficient credit for the standards it achieves in areas such as leadership, strategic management and the use of resources.

Table of grades awarded

9. Grades relating to the overall work of the school are as follows:

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	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?	1
7 How efficient are leaders and managers in using resources?	1

Standards

10. Work observed during the inspection indicates that pupils' standards of achievement are currently the following:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	58%	25%	2%	-

11. Figures are well above the targets of the Welsh Assembly Government, which expects 95% of pupils to achieve standards which are satisfactory or better and 50% to achieve standards which are good or very good. Percentages in this case are 98% and 73% respectively.

12. Standards achieved in individual subjects are set out in the table overleaf:

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Subject	Grade
English	2
Mathematics	2
Science	2
Welsh as a second language	1
Design and Technology	1
Information Technology	2
History	2
Geography	3
Art	2
Music	3
Physical Education	1
Religious Education	2

13. In the last inspection, only two subjects were judged to be good and four were found to be unsatisfactory.

14. Overall, good standards are achieved in the key skills of speaking, listening, reading, writing, number, and information and communications technology. All pupils receive a wide range of opportunities to practise and develop their key skills in subjects across the curriculum. A particular strength of the school is the attention paid to the incidental use of Welsh throughout the day, with the result that pupils make very good progress in speaking and listening to the language and good to very good progress in reading and writing.

15. Pupils with special educational needs receive appropriately differentiated programmes of work and make satisfactory or better progress in all cases.

16. National Curriculum test results last summer indicated that, at the end of Key Stage 2, pupils' attainments were above national and local averages in all three core subjects. Results have improved steadily since the last inspection, with the percentage of pupils achieving Level 5, for example, considerably exceeding national averages over the last two years. When compared with similar schools in Wales, the school is currently achieving test results in the upper quartile. Whilst, in the past, there have been differences between the achievements of girls and boys, particularly in science, results now show little significant variation. In general, boys are currently performing at a level similar to girls.

17. Pupils, on the whole, pay appropriate attention in lessons and readily respond to questions. Most participate confidently in discussions and clearly articulate their thoughts. Concentration is generally good, although it wanes in some classes when noise levels rise above normal expectations.

18. Behaviour is good overall, and very good during daily worship. Pupils are sensible and courteous, and realise the importance of working and playing harmoniously together. Most listen carefully to each other during class discussions and collaborate effectively when working in groups or pairs.

19. Good understanding is being developed of the importance of equal opportunities, particularly amongst the oldest pupils when discussing problems in everyday life. A growing

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awareness is also shown of different beliefs and cultural traditions through work in subjects such as geography and religious education.

20. Pupils enjoy their work and are generally eager to attend school. Attendance is good, averaging over 95% in the three terms prior to the inspection, a percentage which compares favourably with the overall average for the area. Unauthorised absence is minimal, although a small number of families take holidays during term time, a practice which the school is making good efforts to discourage. Most pupils arrive punctually at the start of the school day.

The quality of education and training

21. Lessons observed during the inspection indicate that the quality of teaching is the following:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	53%	21%	8%	-

22. The percentage of satisfactory or better lessons (92%) is slightly below the Welsh Assembly Government's target of 95%, whilst the percentage of good or very good lessons (71%) is well above the target of 50%. Figures show a considerable improvement since the last inspection when approximately 31% of teaching was judged to be unsatisfactory or poor.

23. Relationships in the classroom vary between good and very good. Teachers generally create a purposeful working atmosphere and keep pupils well focused, with work moving at an appropriate pace. Pupils show good learning techniques in most instances.

24. In the best practice, teachers are well informed and organised, and have high expectations of pupils both in terms of behaviour and academic achievement. Very good use is made of a wide range of resources to create interest, gather information and develop other areas of investigation. Strong emphasis is placed on employing appropriate questioning techniques to challenge pupils and on providing opportunities for them to develop and express their ideas. Where practice is less than satisfactory, class control and time management are not effective and too heavy a reliance is placed on teacher-directed work.

25. Appropriate liaison takes place with support staff, particularly in relation to special educational needs. Work is often jointly planned, with classroom assistants helping to deliver lessons and to reinforce understanding of key learning objectives. Good insight is shown into individual needs.

26. Staff give freely of their time to provide pupils with a wide range of extracurricular activities and to promote the learning skills and personal development of both girls and boys. Strong emphasis is placed on equal opportunities and social inclusion.

27. Good use overall is made of assessment, including the results of annual National Curriculum tests, to identify strengths and areas for improvement. An effective system has been established to track pupils' progress as they move through the school and to determine the value added by teachers. A concise assessment policy outlines clear procedures for monitoring work and for keeping accurate records of pupils' achievements. A particularly good feature is the introduction of a core-subject assessment file recording individual progress in English, mathematics and science. Work is regularly marked, with many

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examples of good practice, including positive comments and targets for further improvement. Practice, however, is not yet consistent throughout the school.

28. Annual reports to parents comply with statutory requirements and provide appropriate information about pupils' progress and achievements in each subject, together with guidance on ways of making further improvements. Opportunities are provided for parents to respond with their own suggestions and comments.

29. Pupils receive a broad, balanced, relevant curriculum, with a wide range of interesting experiences enhancing the quality of learning in most subjects. Appropriate emphasis is placed on continuity and progression. Tasks, on the whole, are suitably differentiated to ensure that pupils make maximum progress in most areas of work. Care is taken to ensure that pupils in the special-needs unit are taught alongside pupils in mainstream classes for a part of each day.

30. Good opportunities are provided for personal and social development. Benefits from this area of the curriculum are clearly visible in pupils' attitudes and behaviour.

31. Very good attention is paid to spiritual development. Assemblies are reverent, meaningful occasions, during which pupils are encouraged to reflect on social and moral issues and time is devoted to fostering appropriate attitudes and values. Pupils show respect for others and concern for the world around them.

32. Due emphasis is placed on helping pupils to appreciate the history, heritage and culture of Wales and promoting skills in using and understanding the Welsh language. The very good work which takes place in this area is one of the major strengths of the school.

33. Very good use is made of the knowledge and expertise of local people, and of partnerships with industry, commerce and other organisations, to extend pupils' understanding of their environment and to raise their awareness of the world of work.

34. An appropriate policy has been drawn up for promoting racial equality and harmony, although work in this area is not yet fully developed in all areas of the curriculum. Pupils, in most cases, show growing understanding of issues at a level commensurate with their age.

35. Significant investment has been made in establishing an effective system of care and support for pupils, which is well integrated into the work of the school. Very good links have been formed with parents, who are kept well informed of their children's work and progress. Steps are taken to seek parents' views and to monitor and strengthen home-school partnership arrangements.

36. Good provision is made for pupils with special educational needs, with work in both the unit and main school showing some very good features. Appropriate procedures are in place to ensure that needs are identified at an early stage and that individual educational plans are clear and precise. Effective support within the classroom and withdrawal groups makes a significant contribution towards the achievement of targets. Good structures have been established for sharing information and ensuring continuity and progression in work.

Leadership and management

37. Leadership and strategic management are very good overall. The school has a headteacher with energy, drive, vision and enthusiasm who has enabled the school to move forward considerably in recent years. Strong emphasis is placed on creating a happy, industrious environment in which pupils are able to achieve their full potential. Aims and values are shared by all members of staff and well reflected in the work of the school. A strong role is fulfilled by the senior management team in planning and implementing improvement. The deputy headteacher, in particular, has made a major contribution to the management and curriculum of the school.

38. The three-year school development plan is a comprehensive planning document, which clearly sets out the school's priorities and identifies costs, timescales and success criteria. All targets are supported with an appropriate allocation of resources, and progress is reviewed at regular intervals. The clear link between planning and self-evaluation is another major strength of the school.

39. Strong support is received from the governing body, which plays an active role in evaluating the school development plan and discussing, validating, approving and revising all school policies and procedures. Governors visit the school on a regular basis to extend their knowledge of different areas of the curriculum and to gain first-hand experience of work in the classroom.

40. The headteacher and governors work very effectively with each other. Regular, comprehensive reports keep the governors well informed and enable them to provide good strategic direction for the school. Financial management is sound and statutory duties are well performed.

41. Self-evaluation and target-setting are well established as part of the school's management structures. Subject leaders monitor their areas of responsibility, produce reports for the governing body and contribute to priorities for school development planning. Sufficient opportunities, however, are not yet provided for subject leaders and the senior management team to undertake direct classroom observation, although plans are in hand to make further progress in this area.

42. Very good progress has been made since the last inspection, with staff working hard to raise standards in all subjects and to improve key skills across the curriculum, particularly in relation to information and communications technology. Standards are now good in English, mathematics and science, and very good in some of the foundation subjects. No subject is now judged as unsatisfactory.

43. Effective use is made of staffing, accommodation and learning resources.

44. Overall, the school provides very good value for money.

Recommendations

It is recommended that the school should now:

- R1. bring standards in all subjects up to the level of the best;
- R2. build on existing good practice in monitoring and provide increased opportunities for subject leaders and members of the senior management team to observe standards of teaching and learning in all classes, so as to achieve consistency throughout the school;
- R3. continue to develop opportunities for independent learning and research.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: good features and no important shortcomings

45. The findings of the inspection team differ from the judgment of Grade 1 in the school's self-evaluation report.

46. Work observed during the inspection indicates that pupils' overall standards of achievement are currently the following:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	58%	25%	2%	-

47. Grades in individual subjects are set out below:

Subject	Grade
English	2
Mathematics	2
Science	2
Welsh as a second language	1
Design and Technology	1
Information Technology	2
History	2
Geography	3
Art	2
Music	3
Physical Education	1
Religious Education	2

48. Standards have risen considerably since the last inspection when only two subjects were judged to be good and four were found to be unsatisfactory.

49. Overall, good standards are achieved in the key skills of speaking, listening, reading, writing, number, and information and communications technology. All pupils receive a wide range of opportunities to practise and develop their key skills in subjects across the curriculum.

50. A particular strength of the school is the attention paid to the incidental use of Welsh throughout the school day, with the result that pupils make very good progress in speaking and listening to the language and good to very good progress in reading and writing.

51. Pupils with special educational needs receive appropriately differentiated programmes of work and make satisfactory or better progress in all cases.

52. National Curriculum test results last summer indicated that, at the end of Key Stage 2, pupils' attainments were above national and local averages in all three core subjects. Results

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have improved steadily since the last inspection, with the percentage of pupils achieving Level 5, for example, considerably exceeding national averages over the last two years. When compared with similar schools in Wales, the school is currently achieving test results in the upper quartile.

53. Whilst, in the past, there have been differences between the achievements of girls and boys, particularly in science, results now show little significant variation. In general, boys are currently performing at a level similar to girls.

54. Pupils, on the whole, pay appropriate attention in lessons and readily respond to questions. Most participate confidently in discussions and clearly articulate their thoughts. Concentration is generally good, although it wanes in some classes when noise levels rise above normal expectations.

55. Behaviour is good overall, and very good during daily worship. Pupils are sensible and courteous, and realise the importance of working and playing harmoniously together. Most listen carefully to each other during class discussions and collaborate effectively when working in groups or pairs.

56. Good understanding is being developed of the importance of equal opportunities, particularly amongst the oldest pupils when discussing problems in everyday life. A growing awareness is also shown of different beliefs and cultural traditions through work in subjects such as geography and religious education.

57. When talking about their work, pupils are able to express preferences for different subjects and to explain why they enjoy particular activities. Several are able to discuss their strengths and to identify areas requiring further improvement, although skills in self-evaluation are not yet consistent throughout the school.

58. Representatives on the school council, elected by pupils across the age-ranges, show confidence and maturity in approaching their duties and tasks.

59. Pupils enjoy their work and are generally eager to attend school. Attendance is good, averaging over 95% in the three terms prior to the inspection, a percentage which compares favourably with the overall average for the area. Unauthorised absence is minimal, although a small number of families take holidays during term time, a practice which the school is making good efforts to discourage. Most pupils arrive punctually at the start of the school day.

The Quality of Education and Training

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

Grade 2: good features and no important shortcomings

60. Overall, the findings of the inspection team match the judgment in the school's self-evaluation report.

61. Lessons observed during the inspection indicate that the quality of teaching is the following:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	53%	21%	8%	-

62. The figures show a considerable improvement since the last inspection when approximately 31% of teaching was judged to be unsatisfactory or poor.

63. Relationships in the classroom vary between good and very good. Teachers generally create a purposeful working atmosphere and keep pupils well focused, with work moving at an appropriate pace. Pupils show good learning techniques in most instances.

64. In the best practice, teachers:

- display appropriate knowledge of their subjects and are well informed and organised;
- take due account of the different ways in which pupils learn;
- provide appropriate learning objectives which are clearly explained to pupils;
- have high expectations of pupils, both in terms of behaviour and academic achievement;
- appreciate how the content of lessons develops key skills in literacy, number and information and communications technology, as well as wider learning skills such as problem-solving;
- employ appropriate questioning techniques to challenge pupils and provide opportunities for them to develop ideas and express points of view;
- make effective use of a wide range of resources to create interest, gather information and develop other areas of investigation;
- foster pupils' bilingual abilities very skilfully and take every opportunity to develop incidental use of Welsh across the curriculum.

65. Where practice is less than satisfactory, class control and time management are not effective and too heavy a reliance is placed on teacher-directed work.

66. Appropriate liaison takes place with support staff, particularly in relation to special educational needs. Work is often jointly planned, with classroom assistants helping to deliver lessons and to reinforce understanding of key learning objectives. Good insight is shown into individual needs.

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67. Staff give freely of their time to provide pupils with a wide range of extracurricular activities and to promote the learning skills and personal development of both girls and boys. Strong emphasis is placed on equal opportunities and social inclusion.

68. Good use overall is made of assessment, including the results of annual National Curriculum tests, to identify strengths and areas for improvement. An effective system has been established to track pupils' progress as they move through the school and to determine the value added by teachers. A concise assessment policy outlines clear procedures for monitoring work and for keeping accurate records of pupils' achievements. A particularly good feature is the introduction of a core-subject assessment file recording individual progress in English, mathematics and science.

69. Work is regularly marked, with many examples of good practice, including positive comments and targets for further improvement. Practice, however, is not yet consistent throughout the school.

70. Pupils are aware of the targets set for them in English, mathematics and science, although details are not always clearly displayed in their books. Growing emphasis is being placed on encouraging pupils to evaluate their own progress and achievements.

71. Portfolios of work in the core subjects provide useful guidance for teachers in assessing the standards achieved by their pupils and help to promote consistency throughout the school. Plans are currently being developed to extend the initiative to other subjects.

72. All pupils have their own record-of-achievement folders, which the chairman of the governors presents to them at a special leaving ceremony at the end of Year 6. Motivation is well promoted by the scheme.

73. Annual reports to parents comply with statutory requirements and provide appropriate information about pupils' progress and achievements in each subject, together with guidance on ways of making further improvements. Opportunities are provided for parents to respond with their own suggestions and comments.

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

74. The findings of the inspection team match the judgment in the school's self-evaluation report.

75. Pupils receive a broad, balanced, relevant curriculum, with a wide range of interesting experiences enhancing the quality of learning in most subjects.

76. Appropriate emphasis is placed on continuity and progression. Tasks, on the whole, are suitably differentiated to ensure that pupils make maximum progress in most areas of work. Standards have risen considerably since the last inspection.

77. All pupils have full access to the curriculum, with care being taken to ensure that pupils in the special-needs unit are taught alongside pupils in mainstream classes for a part of each day.

78. Good opportunities are provided for personal and social development. Benefits are clearly visible in pupils' attitudes and behaviour. Pupils approach tasks with confidence and collaborate successfully with each other.

79. A wide range of extracurricular activities promotes skills in areas such as sport and music and provides opportunities for pupils to meet socially outside the classroom. Activities contribute significantly to pupils' self-esteem and confidence.

80. Very good attention is paid to spiritual development. Assemblies are reverent, meaningful occasions, during which pupils are encouraged to reflect on social and moral issues and time is devoted to fostering appropriate attitudes and values. Pupils show respect for others and concern for the world around them.

81. Work in subjects such as geography enables pupils to understand the importance of caring for the environment and the need to preserve life in areas such as the South American rainforests. Staff who have visited other countries, including Spain, Lapland and Australia, help to extend pupils' knowledge of different parts of the world and to raise awareness of the concept of global citizenship.

82. Due emphasis is placed on helping pupils to appreciate the history, heritage and culture of Wales and on promoting skills in using and understanding the Welsh language. The very good work which takes place in this area is one of the major strengths of the school.

83. Full use is made of visits to places such as Llancaiach Fawr and Llangrannog, where pupils benefit from first-hand experiences and exercise skills of observation, experimentation and investigation.

84. Very good use is made of the knowledge and expertise of local people, and of partnerships with industry, commerce and other organisations, to extend pupils' understanding of their environment and to raise their awareness of the world of work.

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Numerous comments are received from parents and members of the local community about the *Litchard Junior Newsletter*, which people find interesting and informative.

85. An appropriate policy has been drawn up for promoting racial equality and harmony, although work in this area is not yet fully developed in all areas of the curriculum. Pupils, in most cases, show growing understanding of issues, at a level commensurate with their age.

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

Grade 1: good with outstanding features

86. The findings of the inspection team match the judgment in the school's self-evaluation report.
87. Significant investment has been made in establishing an effective system of care and support for pupils, which is well integrated into the work of the school.
88. Very good links have been formed with parents, who are kept well informed of their children's work and progress. Steps are taken to seek parents' views and to monitor and strengthen home-school partnership arrangements.
89. High priority is given to the safety and welfare of pupils. Clear policies and procedures are in place, with careful risk assessment underpinning decisions on health and safety issues. A safe, secure environment has been created for pupils, both within and outside the building which is clean and well maintained, with only a few minor repairs outstanding.
90. Child-protection procedures are in line with local recommendations and are well known to all members of staff. Good liaison takes place with external agencies.
91. Appropriate procedures are in place for dealing with complaints and are communicated to parents and other members of the local community.
92. Good induction procedures help children to settle into the school at their own pace, whilst strong links with the neighbouring infant and secondary schools ease the transition from one key stage to another.
93. Full account is taken of statutory requirements in recording attendance, absence and lateness. Absence is monitored on a weekly basis so that problems can be addressed at an early stage. Procedures are efficient and effective.
94. Appropriate policies have been drawn up on sex education, bullying and racial discrimination. Gender equality is actively promoted and encouraged through a range of activities, both in and out of school.
95. Pupils are appropriately supervised at all times. The school also participates in the Healthy Schools' Initiative and stresses the importance of a healthy diet and lifestyle.
96. Good provision is made for pupils with special educational needs, with work in both the unit and main school showing some very good features. Appropriate procedures are in place to ensure that needs are identified at an early stage and that individual educational plans are clear and precise.
97. Effective support within the classroom and withdrawal groups makes a significant contribution towards the achievement of targets. Good structures have been established for sharing information and ensuring continuity and progression in work.

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98. Pupils in the special unit receive a broad, balanced curriculum and are well integrated into ordinary classes for some subjects. Sensitive handling of behavioural problems keeps disruption to a minimum. The school keeps detailed records of pupils' attainments and progress, with regular reviews involving parents and all relevant parties. No statements of special educational needs are produced by the local education authority as a matter of general policy.

99. Satisfactory to good progress is made by all pupils with special educational needs, both in the unit and mainstream classes.

Leadership and management

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

Grade 1: good with outstanding features

100. The findings of the inspection team differ from the judgment of Grade 2 given in the school's self-evaluation report in that, in the team's opinion, the school achieves higher standards in this area than those for which it gives itself credit.

101. Leadership and strategic management are very good overall. The school has a highly capable and conscientious headteacher, who shows energy, drive, vision and enthusiasm. Considerable improvements have been made in recent years under his thoughtful guidance and encouragement.

102. Strong emphasis is placed on creating a happy, industrious environment in which pupils are able to achieve their full potential. Aims and values are shared by all members of staff and well reflected in the work of the school. A strong role is fulfilled by the senior management team in planning and implementing improvement. The deputy headteacher, in particular, has made a major contribution to the management and curriculum of the school.

103. Self-evaluation and target-setting are well established as part of the school's management structures. Subject leaders monitor their areas of responsibility, produce reports for the governing body and contribute to priorities for school development planning. Sufficient opportunities, however, are not yet provided for subject leaders and the senior management team to undertake direct classroom observation, although plans are in hand to make further progress in this area.

104. Training needs are well met through an appropriate range of approaches. In-house training sessions have helped to enhance teachers' skills and expertise, and had a positive effect on standards. Performance management is well established, and effective appraisal promotes the professional development of staff.

105. Links with the feeder infant school and the local high school are effective and provide good support for pupils during transition. The Basic-Skills Agency's primary quality mark and the Investors-in-People and Eco Schools awards have all had a direct influence on the work of the school and stimulated further development and progress. A recently-established school council provides an effective means of enabling pupils to contribute to priorities for planning.

106. Strong support is received from the governing body, which plays an active role in evaluating the school development plan and discussing, validating, approving and revising all school policies and procedures. Governors visit the school on a regular basis to extend their knowledge of different areas of the curriculum and to gain first-hand experience of work in the classroom.

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107. The headteacher and governors work very effectively with each other. Regular, comprehensive reports keep the governors well informed and enable them to provide good strategic direction for the school. Financial management is sound and statutory duties are well performed.

108. A good spirit of community, harmony and co-operation pervades the work of the school.

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

Grade 1: good with outstanding features

109. The findings of the inspection team differ from the judgment of Grade 2 given in school's self-evaluation report, in that the team again feels that the school does not give itself sufficient credit for the very good work it undertakes in this area.

110. As clearly shown in observation, discussion and practice, the headteacher, staff and governors are committed to the constant raising of standards. A positive culture of self-evaluation has been developed, with all participants taking a full part in the process. Good arrangements have also been made to take the views of pupils and parents into account in some areas.

111. Overall, effective procedures have been established for monitoring standards of teaching and learning. The headteacher undertakes the majority of lesson observation and monitors teachers' planning. Subject leaders scrutinise pupils' work and co-ordinate planning and assessment. As one of its targets for further improvement, the school intends to extend classroom observation to subject leaders and members of the senior management team, so as to strengthen judgments about the quality of teaching and learning.

112. Termly and annual reports are presented to the governing body on standards and progress in different areas of the curriculum. Good use is made of test results and other data to identify areas for improvement and to set new targets for teachers and pupils.

113. The three-year school development plan is a comprehensive planning document, which clearly sets out the school's priorities and identifies costs, timescales and success criteria. All targets are supported with an appropriate allocation of resources, and progress is reviewed at regular intervals. The clear link between planning and self-evaluation is another major strength of the school.

114. Overall, the school has made very good progress since the last inspection, with staff working hard to raise standards in all subjects and to improve key skills across the curriculum, particularly in relation to information and communications technology. Standards are now good in English, mathematics and science, and very good in some of the foundation subjects. No subject is now judged as unsatisfactory.

115. In producing its self-evaluation report for the inspection, the school adopted the CRIS format proposed by the local education authority, and clearly set out perceived strengths and weaknesses. The inspection team agreed with the judgments in relation to three of the seven key questions, but considered one to be lower and three to be higher than the grade awarded by the school.

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

Grade 1: good with outstanding features

116. The findings of the inspection team differ from the judgment of Grade 2 in the school's self-evaluation report. In the team's opinion, standards are again higher in this area than those assessed by the school.

117. Appropriate staffing has been provided for the present number of pupils on roll. Teachers have suitable qualifications and are sensibly deployed. Good support is received from classroom assistants who plan and work effectively with teachers. Close team work is a strong feature of the school.

118. Due emphasis is placed on in-service training and the professional development of staff. Good efforts are currently being made to identify best practice in other local schools to meet the requirements of the Workload/Remodelling Agenda.

119. Valuable assistance is provided by the caretaker, midday supervisors, and canteen and secretarial staff in ensuring that the school functions smoothly on a day-to-day basis.

120. Good use is made of all available accommodation, with most pupils being housed in a well-cleaned and properly-maintained permanent building. The youngest pupils, however, occupy a demountable classroom which is beginning to show signs of wear. Effective planning ensures maximum use of the school hall for activities such as assemblies, music, physical education and meetings with parents.

121. Colourful and imaginative displays enhance the learning environment and celebrate pupils' achievements and interests.

122. Full use is made of a well-maintained indoor swimming pool. Well-kept grassed and hardcore outdoor play areas enable pupils to participate in a range of sports and other activities. A system of closed-circuit television cameras monitors play areas during the day and has led to a reduction in vandalism outside school hours. Facilities are also made available to community groups who are able to provide appropriate, qualified supervision.

123. With the exception of the demountable classroom, the school is largely designed to allow access for disabled people.

124. Learning resources are good in both quantity, quality and range, and are generally well used in all classes. Good use is made of a well-equipped computer suite and school library to develop pupils' research and investigative skills and to extend learning across the curriculum.

125. Expenditure is well matched to targets in the school development plan. Both the headteacher and the school governors are highly successful in seeking out additional funds to enhance the provision made for pupils. Very good efforts are made to ensure that resources are used to maximum effect.

126. Overall, the school provides very good value for money.

Standards achieved by pupils in the subjects inspected

English

Grade 2: good features and no important shortcomings

Good Features

127. The majority of pupils are confident and articulate in their speech and can clearly express their thoughts and ideas.

128. When taking part in debates and discussions, pupils in all classes display a good range of vocabulary.

129. Equally good standards are achieved in listening. Most pupils listen intently to their teachers, readily ask and answer questions, and contribute confidently to discussions.

130. Good progress is also made in reading. Most pupils can read accurately and precisely, with fluency, understanding and expression. Skills are well fostered by a wide range of suitable literature. Pupils can describe characters in books, relate plots in stories and express preferences for particular authors. Regular reading at home helps to extend vocabulary, experience and interest.

131. Writing skills are developed progressively throughout the key stage, with pupils writing for different occasions and purposes. Work is neatly presented and generally shows accurate spelling and punctuation. Pupils draft and revise their work, and make good use of dictionaries and thesauruses. Accuracy is well promoted by regular spelling tests. Very good standards are achieved by some pupils at the top of the school.

132. Pupils in all classes make effective use of information technology to enhance their work and extend their learning in the subject.

Shortcomings

133. During plenary sessions, a few pupils in some classes fail to listen carefully to each other's contributions and do not concentrate fully when given tasks to perform. Noise levels rise in such instances, and the work produced is less than might reasonably be expected.

134. Evidence indicates that pupils in one year-group do not progress at the same rate as pupils in the rest of the school.

Mathematics

Grade 2: good features and no important shortcomings

Good Features

135. Pupils make good progress in mathematics as they move through the school. Setting arrangements in Years 4-6 have a positive effect upon standards.

136. Appropriate competence is shown in using mathematical language across programmes of study. Pupils can discuss and explain previous work, and display good reasoning and understanding.

137. Year-3 pupils show a good recall of number bonds to 20 and employ effective strategies for adding single and two-digit numbers. Knowledge at this level is generally well applied.

138. Older pupils have a good understanding of place value and can work confidently with larger numbers. Good use is made of a range of mental strategies to provide accurate answers.

139. Good recall is shown of multiplication facts, with pupils showing growing skills in applying their knowledge to solve problems. Appropriate understanding is acquired of the relationship between fractions, decimals and percentages.

140. Pupils in Year 4 can recognise right angles and a variety of two and three-dimensional shapes, and have a good understanding of reflective symmetry.

141. Year-6 pupils know the relationship between metric and imperial measures, and can calculate the perimeter and area of compound shapes and measure angles correctly.

142. Pupils collect and set out data in appropriate tabular and graphical forms, both in lessons in mathematics and other subjects. Good use is made of information and communications technology to consolidate and enhance learning across a wide area of work.

143. Good overall progress is made by pupils with special educational needs.

Shortcomings

144. Pupils do not always have sufficient opportunities to develop their problem-solving skills.

Science

Grade 2: good features and no important shortcomings

Good Features

145. Pupils throughout the key stage have a good recall of previous learning and are able to share their understanding with adults, responding to questions quickly, confidently and thoughtfully. They offer sensible observations when undertaking tasks and make appropriate use of equipment.

146. Good understanding is shown of fair testing and of the scientific processes of prediction and evaluation. Work is suitably recorded, with clearly-labelled diagrams. Effective use is made of scientific methods during experiments and investigations.

147. Pupils generally show a keen interest in the subject and collaborate well with each other.

148. Good skills are shown in organisation and planning. Resources are used well by teachers and pupils to aid learning and build up understanding. Key skills in communication, number and information are well developed in all classes.

149. A well-organised and very well-supported science club provides good opportunities for further experiences in investigative work. Pupils follow the 'BAYS' scheme, with many achieving bronze A, B and C before moving on to the silver award. Good transition links enable Year-6 pupils to take part in science lessons at the local secondary school and to have access to a wider range of equipment and resources.

150. Overall, pupils show good knowledge and understanding of all attainment targets in the subject by the end of Year 6.

Shortcomings

151. Too few opportunities are provided for pupils to devise their own experiments.

Welsh as a second language

Grade 1: good with outstanding features
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Good Features

152. Pupils gain much enjoyment from lessons in Welsh and undertake tasks with vigour and enthusiasm. Learning is regarded as fun.

153. Listening skills are very well applied. Pronunciation is clear and accurate.

154. Good progress is made in acquiring a wide range of everyday vocabulary, with pupils readily absorbing new words and phrases. Learning is well reinforced by flash cards and wall displays.

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155. Pupils respond quickly to requests and instructions and show a clear understanding of what is said, often giving good replies and making correct use of language patterns. Considerable confidence is shown in speech, with skills being well promoted through regular role-play and dialogue.

156. Older pupils use correct tenses in asking and answering questions, and can give correct negative responses.

157. Reading skills are very good, with pupils demonstrating fluency, understanding and expression. Regular use of Big Books helps to promote interest and enthusiasm.

158. Pupils in all classes undertake an appropriate range of written work and make good use of familiar sentence patterns.

159. Progress is greatly assisted by regular incidental use of the language throughout the school day.

Shortcomings

160. No significant shortcomings were observed.

Design and Technology

Grade 1: good with outstanding features
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Good Features

161. Pupils throughout the key stage fully understand the importance of design and use a wide range of materials to make their products. Making skills are good, with pupils carefully evaluating their work and constantly seeking further improvements.

162. Younger pupils achieve good standards in food technology and pay due attention to health, safety and hygiene when designing and making items such as bread. Care is taken to test and sample different types of food before making decisions about the design of new products. Pupils are able to work independently and collaborate well during group work.

163. Older pupils run a successful mini-enterprise and design products requiring the use of a wide range of personal, social and technical skills. Good use is also made of skills from other subjects, particularly mathematics and art.

164. Pupils in Year 6 design and make bridges, and test their products for strength. Many produce good-quality sketches and drawings to illustrate their proposals. The year-group has participated in the 3M Primary Innovation Awards for a number of years and been runners-up on two occasions. Last year, pupils designed and made 'Belts', the quality of which was outstanding.

165. Overall, pupils have a good understanding of the importance of design and technology in meeting the needs of society.

Shortcomings

166. Use of computer control technology is not yet sufficiently developed.

Information Technology

Grade 2: good features and no important shortcomings

Good Features

167. Pupils of all ages make good progress in their word-processing skills. They can amend, save, retrieve and print, and change font size, shape and colour. They import clip-art and graphs, cut and paste from another application, and illustrate text with pictures from a wide range of sources including the worldwide web.

168. Confident use is made of the Internet for research and investigation. Pupils in Years 5 and 6 are able to log on to the network and display good skills when using a search engine to look for and retrieve information. Many make effective use of e-mail to exchange information with friends in partnerships schools abroad.

169. Skills are applied across the curriculum to good effect. Year-6 pupils, for example, have employed digital cameras to photograph their work on “hats”, whilst pupils in both Years 5 and 6 have used *PowerPoint* to make multi-media presentations.

170. By the end of the key stage, most pupils are proficient in all aspects of information technology including word processing, spreadsheets, databases and the Internet, and make good use of computers to generate and communicate ideas in different forms.

171. Very good progress has been made in the subject since the last inspection, with learning being considerably enhanced by investment in equipment and the provision of several interactive whiteboards.

Shortcomings

172. Access to facilities is not yet fully developed in all classes.

History

Grade 2: good features and no important shortcomings

Good Features

173. Pupils show an appropriate sense of chronology and are able to place events and periods in sequence. Good use is made of time-lines for the purpose.

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174. In all their periods of study – the Celts, Tudors and Victorians – pupils are able to make comparisons between everyday life in the past and present. Practical activities such as weaving reinforce knowledge of traditional skills practised down the ages.

175. Pupils examine artefacts carefully, pose appropriate questions and make sensible deductions about their use. Many can identify objects used in different periods, such as items common during the Second World War.

176. Older pupils recognise the significance of source material and can distinguish between fact and opinion. Most appreciate that stories about the past can differ for a variety of reasons.

177. Pupils throughout the school show good oral skills and understanding, which are enhanced by members of the local community, as shown in discussions about life during the last world war. Good skills are being acquired in questioning and interviewing techniques.

178. All pupils undertake a broad range of writing, including diary work, description, imagination and reporting. Work is neatly presented, with good use of information technology in some classes.

Shortcomings

179. Although judicious use is made of books and information technology, scope exists for the development of individual skills in research.

Geography

Grade 3: good features outweigh shortcomings

Good Features

180. At the beginning of the key stage, pupils make good progress in developing their enquiry skills through studies of the local area and of land uses around the school. They can clearly express their likes and dislikes about the locality and offer opinions on improvement and change. Sound knowledge is shown of neighbouring places on a map of Wales.

181. Mapping skills are developed progressively throughout the school. Pupils are able to explain keys and symbols, and know how to make use of co-ordinates.

182. Pupils in Year 5 are gaining awareness of other countries in Europe and able to relate important facts and figures.

183. Knowledge and understanding of rivers are enhanced by appropriate field studies and visits. Good use is made of correct terminology to describe development and physical features. Some useful comparisons are made with the Ganges in India.

184. Sound attention is paid to environmental issues throughout the school. Pupils can sensibly discuss the effects of pollution and take part in an Eco project.

Shortcomings

185. In the one lesson observed during the inspection, pupils were unable to complete written exercises and to research areas of interest thoroughly, because of insufficient relevant information in resource books.

186. Scope exists for the extension of individual research in some areas, such as studies of Europe.

187. When discussing their work, older pupils are insecure in their knowledge of human, physical and climatic features in places further afield.

Art

Grade 2: good features and no important shortcomings

Good Features

188. All pupils engage in a wide range of activities, including drawing, painting, weaving, printing and textiles, and are able to describe the different techniques they use.

189. Pupils mix and experiment with paints and make good use of colour, especially when painting in the style of Monet or Van Gogh. Many are able to appreciate the work of great artists.

190. Progress in observational drawing is very good throughout the school. Regular use is made of sketch-books to investigate shape and form. Pupils appreciate the importance of perspective in drawings and show growing awareness of light and shade, making skilful use of various implements to create particular effects. Good concentration contributes to the standards achieved. During the inspection, some very good work resulted from close observation of artefacts in history and cultural traditions such as the *Mari Lwyd*.

191. Good use is made of a variety of materials to produce attractive collage work. Colourful pictures illustrate areas of study such as the rainforests of Brazil or demonstrate current interests such as swimming and discos.

192. Visits of local artists such as William Brown have enhanced pupils' skills in printing and drawing.

193. Skills are well applied to enrich work in other subjects, with pupils illustrating T.S Eliot's poem "Cats" in English, weaving to support topic work in history and drawing in religious education from direct observation in the local church.

Shortcomings

194. Whilst there is evidence of three-dimensional work with material such as clay and *papier mâché*, scope exists for further development in this area.

Music

Grade 3: good features outweigh shortcomings

Good Features

195. Pupils sing a wide repertoire of songs in both English and Welsh, and gain considerable enjoyment from performances. Singing is tuneful and sensitive, with good attention to diction and pitch.

196. Keen listening skills, good behaviour and sensible collaboration characterise lessons and significantly enhance work in composition, performance and appraisal.

197. The majority of pupils display a good sense of rhythm, pitch and dynamics, and maintain a steady beat when producing a group composition. The oldest are able to use a variety of instruments to develop a successful musical structure. Good standards are achieved in performance at the top of the school.

198. Pupils listen to a wide range of music, including items from different cultures, and show satisfactory recognition of different instruments. Visiting performers provide valuable support in helping to acquaint pupils with a variety of styles and techniques.

199. Instrumental tuition in strings and brass has a positive effect on standards. A substantial number of pupils also benefit from opportunities to participate in regular choral activities.

Shortcomings

200. Pupils are insufficiently acquainted with well-known classical pieces. Very few can name famous composers.

201. Little emphasis is placed on creative composition and individual expression in some lessons. Skills are not always sufficiently developed in this area because of excessive teacher direction.

202. Too little regular composition is undertaken in one class. Progression, as a result, is slow and standards are adversely affected.

203. Skills in the appraisal of music are underdeveloped in some cases. Too heavy a reliance is generally placed on worksheets.

Physical Education

Grade 1: good with outstanding features
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Good Features

204. Pupils across the key stage have a good awareness of health and safety issues and understand how warm-up sessions affect muscles in different parts of the body.

205. Effective use is made of space, with pupils producing refined, good-quality movements and working sensibly as individuals and in pairs or small teams.

206. Pupils in Year 3 display appropriate confidence when performing before others and are able to identify ways of further improving their skills. Apparatus is handled confidently and safely.

207. Year-6 pupils demonstrate very good techniques in Welsh folk dancing and understand the importance of teamwork. Standards in this area are an outstanding feature of the subject.

208. Documentary evidence indicates that very good progress is made in swimming, with the vast majority of pupils swimming competently by the end of the key stage. Very good standards are achieved in this area.

209. Pupils represent the school in a wide variety of sports and benefit greatly from partnerships with outside agencies. Regular competitions with other schools enable pupils to practise and develop their skills.

210. Many learners take full advantage of the school's wide range of extracurricular activities to consolidate skills in areas such as throwing, catching, dribbling and shooting a ball.

Shortcomings

211. No significant shortcomings were observed.

Religious Education

Grade 2: good features and no important shortcomings

212. Pupils display growing awareness of the needs of others and have a good understanding of Christian values and teachings, alongside those of other faiths. They reflect upon and share thoughts about the nature of community and friendship, and consider the positive and negative aspects of living together in society. Thoughts and ideas are recorded in a suitable variety of ways, including paintings, poems and prayers.

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213. Very good understanding is shown of Islamic and Jewish traditions in most classes, with effective use of artefacts to raise awareness of symbols and customs. Secure knowledge is also displayed of Christianity and its main practices, festivals and stories.

214. Good use is made of the locality to develop understanding of concepts. Pupils in Year 3, for example, visit different places of worship to compare and contrast religious practices. Representatives of different faiths are invited to school to talk to pupils and to answer well-constructed questions about their beliefs.

215. Pupils in Years 5 and 6 have a good knowledge of current world events and discuss spiritual and moral implications. Discussions are generally characterised by respect, tolerance and understanding.

216. Pupils at the top of the school make good use of subject-related vocabulary.

Shortcomings

217. Full use is not yet made of pupils' investigative skills.

School's response to the inspection

We are delighted that the Inspection team has recognised and confirmed the considerable progress made at the school since the last inspection. Members of staff have worked hard to raise standards in all subjects. National Curriculum test results at the end of Key Stage 2 indicate that the pupils' attainments were above national and local averages in all three core subjects with the percentage of pupils achieving Level 5 considerably higher than national averages over the last two years. The report recognises that Litchard Junior is a very good school that provides very good value for money.

It is also pleasing to note that no subject is judged to be unsatisfactory and that ten of the subject areas were judged to be good or very good with some outstanding features. The report emphasises the strong team effort, the contribution of the staff, the strong support of governors and the support of parents and people from the community in creating a happy and industrious environment in which pupils are able to achieve their full potential.

The report recognises that a good spirit of community, harmony and co-operation pervades the work of the school. The good provision for pupils with special educational needs has also been recognised along with the strong emphasis that is placed on equal opportunities and social inclusion.

An action plan will be put in place to address the three recommendations made in the report. Firstly to bring standards in all subjects up to the level of the best. Second, to build on existing good practice in monitoring and provide increased opportunities for subject leaders and members of the senior management team to observe standards of teaching and learning in all classes, so as to achieve consistency throughout the school and third, to continue to develop opportunities for independent learning and research.

These recommendations will be addressed in the post inspection action plan and will feature prominently in the next School Development Plan. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making with the inspection recommendations.

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Appendix A

Basic information about the school

Name of School	Litchard Junior School
School type	Community
Age-range of pupils	7 – 11 years
Address of school	Garfield Avenue Litchard Bridgend
Post code	CF31 1QB
Telephone Number	01656 653083

Headteacher	Mr. Terry L. Williams
Date of appointment	April, 2001
Chairman of Governors	Mr. I. Davies
Registered Inspector	Mrs. Eirwen Griffiths, M. Phil., M.Ed.
Dates of inspection	10th – 14th January, 2005

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Appendix B

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	-	-	-	-	64	60	63	71	258

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	2	11.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.4 : 1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	15 : 1
Average class size, excluding nursery and special classes	28.5
Teacher (fte): class ratio	1.2 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer, 2004	-	-	94.5%
Spring, 2004	-	-	95.6%
Autumn, 2003	-	-	95.6%

Percentage of pupils entitled to free school meals	18%
Number of pupils excluded during twelve months prior to inspection	0

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Appendix C

**National Curriculum Assessment Results
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2004						Number of pupils in Y6					57	
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	3	5	17	38	37	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	2	0	0	3	2	7	44	42	0
		National	0	2	1	0	0	5	12	38	40	0
Mathematics	Teacher assessment	School	0	0	0	0	0	5	20	43	32	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	2	0	0	0	3	9	44	42	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	0	18	38	44	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	2	0	0	0	0	4	47	47	0
		National	0	2	0	0	0	1	9	48	39	0

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

By Teacher Assessment		By Test	
In the school	75%	In the school	86%
In Wales	70%	In Wales	71%

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

National results relate to 2003, as figures for 2004 have not yet been published.

Appendix D

Evidence base of the inspection

The inspection was carried out by a team of three inspectors over a period of 4½ days.

- Pre-inspection meetings were held with the headteacher, staff and governing body.
- Seven parents attended a pre-inspection meeting with two members of the inspection team.
- Forty-four questionnaires were returned, analysed and summarised.
- All documentation submitted by the school was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- Forty-five lessons or parts of lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, mathematics, science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the headteacher, curriculum co-ordinators and other staff.
- The work of pupils with special educational needs was examined.
- Minutes of meetings and documents relating to the financial management of the school were discussed.
- Budget figures were examined and discussed with the headteacher.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities	Subjects
Mrs. E. Griffiths Registered Inspector	Context Summary and recommendations Key Questions 1,3, 4 and 7	English Welsh as a second language History Geography Music Art
Mrs. A. Robertson Lay Inspector	Contributions to key questions 1, 3, 4, and 7	
Mr. J. Beecher Team Inspector	Key Questions 2, 5 and 6	Mathematics Science Design and Technology Information Technology Physical Education Religious Education

Name and address of contractor

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Acknowledgment

The inspection team would like to thank the headteacher, staff, governors, parents and pupils of the school for their courtesy and co-operation throughout the inspection.